

Transforming the University

**Final Recommendations of the
Task Force on Collegiate Design: CNR, COAFES, CHE**

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*“Change is the law of life. And those who look only to the past or present
are certain to miss the future.”*

–JFK

TABLE OF CONTENTS

Executive Summary	i
Deliverable 1 <i>Strategic positioning in environment, food and renewable resources</i>	1
Deliverable 2 <i>Organization, design and structure of the new college</i>	2
Deliverable 3 <i>Connection of the new college to other units</i>	4
Deliverable 4 <i>A time line for longer term strategies</i>	5
Deliverable 5 <i>Strategy to enhance environmental research</i>	6
Deliverable 6 <i>Coordination with and ties to advances in the biological sciences</i>	9
Deliverable 7 <i>Promotion of active public engagement</i>	10
Deliverable 8 <i>Name and mission of the new college</i>	11
Appendix A <i>Methods used by the task force</i>	1
Appendix B <i>Guiding principles for achieving excellence</i>	5
Appendix C <i>Guiding principles for internal organization of the new college</i>	6
Appendix D <i>Faculty participation in the new college</i>	7
Appendix E <i>Proposed departmental structure for the new college</i>	8
Appendix F <i>Strategic model of the Institute of the Environment</i>	10
Appendix G <i>Public engagement</i>	11
Appendix H <i>Overview of stakeholders' event</i>	12
Appendix I <i>Summary of Faculty focus groups</i>	13
Appendix J <i>Summary of stake holders' web response</i>	27
Appendix K <i>New College Data</i>	31
Appendix K <i>Task force portal pages</i>	33
Appendix L <i>New college working group reports</i>	36

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EXECUTIVE SUMMARY

Integration of the broad range of scholarship present in the College of Agricultural, Food and Environmental Sciences, the College of Natural Resources, and the Food Science and Nutrition Department provides a host of new opportunities to achieve greater excellence in research, teaching, and outreach. Our review and discussions over the past three months lead us to believe that this consolidation will enhance the University's biological and social science contributions to the environment, agriculture, human health, food systems, and natural resources.

The mission of the New College is to promote creative scholarship supporting agriculture, food systems, and natural resources. Our work should benefit humans and sustain the ecosystems upon which society depends. The principles guiding the college include interdisciplinary teams conducting fundamental and translational research to enhance the educational opportunities for students and to improve the quality of life in Minnesota and beyond.

Our key recommendations are summarized below, organized around the five Strategic Areas in the President's Repositioning report. These recommendations include having world class faculty and outstanding students, formation of transitional clusters of departments for development of synergies and principles for reconfiguration. Such clusters would serve as a platform for strengthened teaching and outreach efforts and growth in competitive research funding. We also recommend establishment of a University-wide Institute of the Environment, enhancement of interdisciplinary efforts with other units, expansion of scholarly activities related to translational biology, and further development of public engagement.

Recruit, mentor, reward, retain and involve in the decision process world-class faculty and staff who are innovative, energetic, and dedicated to the highest standards of excellence. We must strategically invest in faculty with competitive salaries, start-up packages, and on-going staff support. Faculty should be provided "intellectual mobility" to foster interdisciplinary scholarly activity and disciplinary evolution. Interdisciplinary faculty participation, such as in the proposed system-wide Institute of the Environment, must be both rewarded and evaluated.

Recruit, retain, nurture, challenge, and graduate outstanding knowledgeable, diverse, curious, and highly motivated students. Students reflect the strength of any University unit. The recruitment of top students and providing an excellent learning environment is central to achieving excellence. Joint degrees between disciplines should be achievable via a streamlined process. Because the 21st century is said to be the century for biology, we recommend that the Council of Biological Deans be re-established to maximize curricula development for attracting and educating top quality students in forward-looking areas and reducing barriers for intercollegiate cooperation.

Promote an effective organizational culture that is committed to excellence, responsive to change and more faculty-driven. To provide greater opportunities for interaction and to provide opportunities for reconfiguration of departments, we recommend the formation of three transitional clusters of existing departments and reconfiguration of departments, when

appropriate, via a faculty-driven process (see appendix D) within a two-year time frame. Reconfiguring into larger departments will allow sufficient faculty turnover and critical intellectual mass to provide excellence in teaching, collaborative research and public engagement. We recommend the development of an “Allied Department” concept to increase communication across college structures.

The recommended name of the new college was determined using significant internal and external input. Recognizing the importance of having the name be highly descriptive of the mission of the new college, we recommend that the name be “College of Food, Agricultural, and Natural Resource Sciences” (CFANS).

We recommend the formation of the system-wide Institute of the Environment, to coalesce the University’s tremendous resources in environmental education and research. This Institute must embrace talent from all across the University, and should not be associated with any one college. Core faculty having joint appointments with the Institute will be accountable to the Institute Director as well as their department heads, and funds will follow faculty effort to the Institute. We recommend that this Institute must have physical space with labs and offices for the core faculty and staff. The Institute should reside on the St. Paul Campus, and the Director would report to the Senior Vice President for Academic Affairs and Provost.

Translation of fundamental discoveries in science to applications in agriculture, food, renewable resources and the environment will be an increasingly important focus of the New College. Success in this arena depends upon a strong continuum of basic to applied sciences, with effective communication between ends of the spectrum. Enhancement of translational biology is recommended by increasing investment in this area and by establishing joint appointments between the New College and other units. New priority themes should be developed to focus investment towards interdisciplinary goals and foster community in the newly merged college. Moreover, new technologies and instrumentation for biological research and teaching will require planned investments.

The new college must develop new tools to measure progress toward excellence. Investments should always be assessed relative to enhancing quality within the new college.

Exercise responsible fiscal stewardship by setting priorities, and enhancing and effectively utilizing resources and infrastructure. A number of efficiencies will be realized by our recommendations. We believe our recommended structural changes will allow for the needed flexibility to respond to and anticipate new research directions and allow faculty to reconfigure in such a way as to maximize the return on investments.

Communicate clearly and credibly with all of our constituencies and practice public engagement responsive to the public good. Public engagement has always been a hallmark of the units in this New College, especially through Research and Outreach Centers and other off-campus sites. Public engagement should be expected and evaluated for all faculty, staff, and students. Partners in outreach activities should be established or reinforced.

Deliverable #1. Recommendations for a strategy to position the University as one of the premier research institutions in the world dedicated to environmental research, food systems, and renewable resources. The strategy should bring the intellectual and disciplinary diversity of the University, currently dispersed across multiple colleges, to bear on national and global issues regarding the environment, food, and renewable resources.

The merger of COAFES, CNR and Food Sciences and Nutrition from CHE brings together into one college (hereafter called the New College) expertise on these topics that was previously dispersed. Interdisciplinary issues regarding the environment, food, and renewable resources are at the heart of the mission of the New College. Therefore, we recommend that the University and the New College embrace a strategy that invests in recruiting and retaining excellent faculty in the areas of food, natural resources, animal and plant sciences, renewable energy, and the environment; actively engages the faculty in designing and providing leadership for the future of the college; uses research strengths to attract and train scholars to deal with major contemporary challenges; and enables and rewards interdisciplinary interactions. Our guiding principles for achieving excellence are detailed in Appendix B.

1.1. Strategically invest in world-class faculty with competitive salary and start-up packages. Implementing this recommendation would require allocating new resources or strategically reinvesting existing resources in the New College. We recommend that resources be targeted to priority themes (see 1.2), that bridge disciplines within the New College. Investment in these cutting-edge, interdisciplinary areas will draw and retain high caliber faculty .

1.2. Develop priority themes for interdisciplinary activities that address the College's mission. Priority themes will focus efforts in areas where the New College, together with collaborators in other disciplines, has the highest potential to address major challenges. The themes will build visibility for the New College's scholarship, and will help to forge a sense of shared community in the newly merged college. These priorities will guide targeted investments in faculty, academic programs, and research resources for high potential interdisciplinary activities. Development of themes should be faculty-driven, with input from colleagues in other colleges and from external stakeholders. Examples of possible priority themes include:

- Translating fundamental advances in genomics to global production of foods and conservation of biological diversity (e.g. improving essential nutrients in food).
- Balancing competing needs of crop production for food and renewable energy with environmental sustainability (e.g. corn production for food vs. ethanol).
- Strengthening rural economies in the context of shifting markets and subsidies
- Adapting production agriculture and natural resources management to climate change.
- Solving contaminant problems in natural resources directly linked to human health, such as fisheries and water supplies (e.g. mercury in sport fish)..
- Optimizing food production to be in concert, not in conflict, with public health issues.
- Maintaining balance of effective land use and ecosystem health in the expanding rural/urban interface (eg. Increasing fiber outputs with fewer negative environment consequences on fewer acres).

1.3. Recruit bright, curious, and highly motivated undergraduate and graduate students and post-doctoral scholars. Merger and reconfiguration of the two colleges, and the adoption of cutting edge priority themes, will provide attractive opportunities to talented students and post-doctoral scholars. This will be attainable with first rate faculty who value teaching as well as discovery. The cost of education must be competitive and supported by merit- and need-based scholarships. The long-term strategy is dependent upon a teaching and learning infrastructure that provides assistance to both students and professors. We need a welcoming environment for students of color, with targeted mentoring for faculty and staff about diverse populations. To achieve this environment, we should continue to recruit a diverse faculty in order to recruit and retain a diverse student body.

1. 4. Enhance research interactions across a continuum of basic and applied sciences to translate discoveries for societal benefit. The University of Minnesota can best build on existing strengths by creating bridges between expertise in basic sciences and applied, mission-related research in agriculture and natural resources. Seed grants for interdisciplinary work would incent such partnerships, as demonstrated by the Initiative for Renewable Energy and the Environment (IREE). Support for interdisciplinary fellowships and shared seminars would promote interactions among graduate programs. Joint faculty appointments and targeted hires in key areas would also be effective in creating bridges across the spectrum. Disincentives to interdisciplinary interactions should be identified and eliminated.

1.5. Develop appropriate assessment tools for measuring our progress toward excellence. Few metrics are in place to assess our progress promoting an effective organizational culture committed to excellence. New benchmarking measures that evaluate progress toward excellence should be developed that are consistent with the report from the Task Force on Metrics and Measurements.

Deliverable #2. Recommendations regarding the optimal design, structure and organization of the New College.

The New College's broad mission is characterized by interdisciplinary programs of large scope. The task force therefore created guiding principles for the design of a structure that would serve the college's organizational needs, meet strategic objectives, and facilitate stronger faculty governance (see Appendices C and D). Based on these principles, we recommend the following:

2.1. At the time of the merger, academic departments in the New College should be organized in three transitional clusters of related disciplines, plus three non-clustered departments.

The proposed clusters are: Environmental Science, Policy and Management; Food, Nutrition and Animal Sciences; and Plant Sciences (as detailed in Appendix E). Three departments (Applied Economics, Rhetoric, and combined Biosystems and Agricultural Engineering/Bio-based Products) would remain free-standing. The clusters should be transitional in nature, potentially leading to new structures that fulfill the mission of the college. Such structures might include

merged departments, new departments, retaining existing departments, formal or informal collections of departments, or other configurations. New structures should retain disciplinary integrity while continuing to foster multidisciplinary work inside and outside the New College. In the short term, clusters will foster:

- New faculty, staff, and student communities for interchange around focused, shared strategic goals within the broader context of the college;
- A stronger faculty voice in determining future collegiate priorities;
- Coordinated faculty hiring, joint faculty development through cluster hires, and joint appointments in interdisciplinary areas;
- Curriculum development and coordination of related academic programs;
- Development of coordinated outreach programs;
- Strategic planning, especially regarding development of interdisciplinary research opportunities and research infrastructure;

2.2. Departments in the New College should be reconfigured, when appropriate, to closely align with the guiding principles noted earlier (see Appendices C and D).

The task force recommended few specific departmental reconfigurations because we strongly believe this should be faculty driven. However, the desired outcome is that all departments should have potential for substantive participation in undergraduate education, active graduate programs, participation in outreach and vigorous extramurally funded research. In general, we heard from other top tier institutions that larger departments provide more critical mass for achieving national and international prominence and more opportunities for attracting resources for program development. Selected reconfigurations and faculty transfers, plus strategic reinvestment, will provide the means for departmental growth.

The clusters should be considered a starting point for conversations about reconfiguration, but all departments in the New College should participate in determining the eventual outcome. Some specific recommendations for changes in departmental structure within the New College are:

2.2a. Departments within the Environmental Sciences cluster and within the Plant Sciences cluster should consider and implement new configurations, including mergers or restructuring, within a two-year timeframe. This follows the rationale described above that larger departments, within limits, provide more critical mass and the opportunity for renewal to maintain or achieve national and international prominence. We recommend that committees consisting of faculty, staff, and students be empowered to provide guidance on reconfiguration design and implementation.

2.2b. The Departments of Bio-based Products and Biosystems and Agricultural Engineering should merge to form a new department. This merger will create a new department that will focus on efficient and sustainable development and utilization of renewable bio-resources, biosystems and ecological engineering, bio-based products and food, renewable energy, building systems, industrial ecology, and environmental management.

2.2c. *The Department of Rhetoric should be strengthened, emphasizing programs in science and technical communications and remain in the New College.* Strong scientific and technical communications skills are needed by students and researchers in the disciplines of the New College. Other factors affect the status of this department, including the Task Force on Writing. In the interim, we recommend that the Department of Rhetoric receive resources to enable it to play a leadership role in the University Writing Initiative and to expand scholarship in scientific communications related to the New College. A possible joint relationship of this department with another appropriate college may be considered.

2.2d. *The Department of Applied Economics is critical to the success of the New College, and its strength should be maintained.* Application of economic principles to the core issues studied in the New College has always been important. Faculty in the department collaborate on projects that include healthy food, farm production systems, resource supply, and environmental policy. These models of collaboration should be expanded.

2.3. Facilitate individual faculty choice of departmental affiliation. In addition to departmental restructuring, allowing some movement of individual faculty among departments in the New College would help build programs and retain high quality faculty. This may be achieved by new joint appointments or by moving an individual's academic home. Guiding principles for limited faculty movement within the New College can be developed by faculty and department and college leaders. The window for faculty movement should be two years from the onset of the New College. Movement between colleges in exceptional cases should involve consultation among units and, optimally, centrally defined criteria and processes.

2.4. Consider further the organization and administration of the Research and Outreach Centers (ROCs) and the Cloquet Forestry Center. We recommend that a working group be constituted to address the organization and administration of the ROCs/Cloquet in the context of the missions of the ROCs and the tenure homes of their faculty members. The working group should define the optimal organization of ROCs to facilitate excellence in research and outreach programs, balance with the missions of units on campus, and administrative efficiency.

Deliverable #3: Recommendations regarding units in other parts of the University whose placement and connections should be reviewed in relationship to the newly formed college.

Complementary interactions between units often evolve as interdisciplinary fields develop. Flexible means are needed to foster closer communication between such units.

3.1. Streamline the process for graduate students to obtain joint degrees.

Complex and multidisciplinary research issues require that joint degree programs be readily available to attract high quality graduate students and to enable them to address society's needs. A uniform framework across the University will allow creation of joint degrees without requiring extensive discussion of curricula committees. Readily available joint degree programs will foster interaction among faculty in wide-ranging disciplines. This recommendation is an action item for

the Graduate School. A successful framework that could serve as a model is the Joint Degree Program in Law, Health, and the Life Sciences (<http://www.jointdegree.umn.edu/>).

3.2. Develop an “allied department” concept after examining current working models of unit alliances.

Many departments outside the New College are important to its mission, and those inside the New College are important to the missions of other colleges. We envision alliances as formal relationships between departments in different colleges, where they may share graduate or undergraduate programs, have administrative consultation, etc. Allied departments create synergies that are beneficial to both colleges. Existing examples of unit alliances include Plant Biology (joint between New College and CBS), Animal Science (allied with College of Veterinary Medicine), Food Science and Nutrition (allied with the AHC), and BAE/BP (allied with IT). These and other examples should be studied and guidelines developed for conceptualizing and approving allied departments.

3.3. New College and CBS should coordinate their activities and opportunities at their respective off-campus facilities.

These off-campus facilities include UMore Park, six research and outreach centers, Cloquet Forestry Center, Landscape Arboretum, Cedar Creek, and Itasca Biological Field Station. Faculty, staff, and students in both colleges, and others in the University, are missing research and educational opportunities because these facilities are not well known or their uses coordinated among colleges. Administrative efficiencies at the University level could be realized by having the facilities work more closely together on administrative issues, capital requests, research support, etc.

Deliverable #4: Recommendations for a longer-term strategic plan and strategies for the development of the college.

We recommend these specific actions and timetable to achieve long-term strategic goals for the college, noting that each recommendation will require adequate allocation of resources to achieve the stated goals:

4.1. The new college should be named by July 1, 2006 (see recommendation 8.1).

4.2. Clusters should be actively engaged by July 1, 2006 (see recommendation 2.1). Department structure reconfigurations with the aim of creating fewer, larger departments should occur by July 1, 2008 (see recommendation 2.3).

4.3. The process of defining priority themes (see recommendation 1.2) should be broadly consultative, with input from stakeholders and University colleagues outside of the college. The chosen themes should be communicated by July 1, 2007.

4.4. The merger of the Departments of Bio-based Products and Biosystems and Agricultural Engineering should be accomplished by July 1, 2006, including selection of a new departmental name (see recommendation 2.2b).

4.5. Develop guidelines for faculty movement among departments by October 1, 2006. Changes in departmental affiliation should be initiated by faculty with concurrence by administration. Movement by a faculty member should be governed by intellectual and disciplinary focus rather than by financial considerations or personality conflicts (see recommendation 2.3).

4.6. Develop guidelines for cross-unit alliances by July 1, 2006. An alliance is a formal relationship between departments in different colleges. Examples include a shared graduate or undergraduate program, administrative consultation, financial connections or other connections (see recommendation 3.2).

4.7. A working group should be constituted to address the organization and administration of the ROCs and Cloquet Forestry Center by July 1, 2006. A recommendation should be made by January 1, 2007 (see recommendation 2.4).

4.8. A committee on metrics of excellence should be formed by July 1, 2006. This committee should report by November 1, 2006, on how to implement a suite of metrics on teaching, research and outreach for the New College (see recommendation 1.5). An external review committee should evaluate implementation and progress toward excellence as measured by the metrics on a regular basis.

4.9. A University-wide Planning Committee for initiation of the Institute of the Environment should be formed by July 1, 2006. The Institute should be up and running by January 1, 2007 (see recommendation 5.1).

4.10. Develop and implement strategies for enhancing translational biology through joint appointments and other investments in faculty by December 31, 2006 (see recommendation 6.1).

4.11. Communication staff should develop and implement strategies to support increased public engagement by July 1, 2006 (see recommendation 7.2).

Deliverable #5: Recommendations for a strategy to enhance the University's potential to become one of the premier research institutions in the world dedicated to environmental research. The strategy should bring the current intellectual and disciplinary diversity of the University, currently dispersed across multiple colleges, to bear on global environmental issues.

5.1. We recommend the formation of a new Institute of the Environment.

Although the New College will have a "cluster" in Environmental Science, Management, and Policy, a broader body that unifies environmental efforts throughout the University is needed.

The University of Minnesota is rich in talent and expertise in the environment. Faculty are engaged in environmental research and education in nearly every academic college across multiple campuses. Perhaps due to the volume and diversity of activities, environmental research and education remain fragmented and have not reached their full potential. A strategy that facilitates coordination and fosters interaction in environmental research and teaching will contribute to our excellence as a research university. Thus we recommend the creation of a system-wide Institute of the Environment that reports directly to the Senior Vice President for Academic Affairs and Provost. Such an Institute will:

- Provide a means for coordination of the widely dispersed and diverse work of faculty, students and staff in environmental sciences, management and policy.
- Provide a highly visible point of entry for undergraduate and graduate students and postdoctoral scholars interested in environmental science, management and policy (i.e., one-stop shopping).
- Improve recruitment and retention of top-quality students, postdoctoral scholars, and faculty. We should not lose stellar students and faculty to other universities that have more visible and coherent environment programs. This will help us attract a more diverse student body.
- Facilitate transdisciplinary collaboration of faculty across disciplines on cutting-edge environmental problems and opportunities. Agencies funding environmental research often require interdisciplinary teams, and the University of Minnesota will be better able to respond to such “big science” research opportunities.
- Greatly improve the recognition of University of Minnesota work on the environment to donors, funding agencies, and diverse stakeholders.

5.2. We recommend that the Institute of the Environment be system-wide.

Because of the widespread expertise at the University of Minnesota, it is essential that the strategy be inclusive of the entire University community and not restricted to any one college or just the Twin Cities campus. For example, one highly successful interdisciplinary graduate program, Water Resources Science, has 110 graduate faculty from 26 departments across 11 colleges from the Twin Cities and Duluth campuses. Only a strategy that provides opportunities for participation from faculty across the University will succeed. We further recommend that the Institute have its home on the St. Paul campus, given the concentration of departments and faculty devoted to environmental research. While there is significant environmental research done in various departments on the Minneapolis campus, there is a concentration of environment faculty on the St Paul campus, including Soil, Water and Climate, Fisheries, Wildlife, and Conservation Biology, Forest Resources, Horticultural Science and Entomology (all in New College) and Ecology and Evolutionary Biology (EEB). In fact, environmental faculty in New College alone number 180 out of 275, and have brought in more than \$65M in extramural funding in the past 3 years. More than 10% of these grants involve investigators from more than one department. The contributions of EEB and the location of the new Bell Museum further support the recommendation to place the Institute on the St. Paul campus.

5.3. Faculty contribution in the Institute must be both evaluated and appropriately compensated.

Under the University's budget model, department heads are often reluctant to allow their faculty to contribute teaching time, research ICR, and outreach effort to other units. A core group of faculty must be responsible and accountable for moving the Institute forward (see 5.5, below). It is critical that their appointment and salary reflect this effort. This may be through joint appointments or other formal arrangements for distributed or shared effort (see Appendix D). To insure the success of this new entity, faculty must also be accountable to the Institute for their effort. Faculty should be evaluated for meeting agreed-upon performance criteria related to their effort in the Institute and their merit increases should be linked to this performance.

It is imperative that this not be a barrier for faculty, but be facilitated by changes in faculty culture. The faculty must have "intellectual mobility" for this to be successful. Because faculty tenure is granted by the University and not by departments (unlike many other universities), the University could become a national leader in interdisciplinary scholarly activity by developing guidelines for allowing faculty to use a certain percentage of their appointment (for example, up to 20%) in other units without the burden of joint appointments. University-wide guidelines for intellectual mobility need to be developed that define its boundaries and responsibilities for faculty; the Institute of the Environment could serve as the model for the rest of the system.

5.4. A physical presence of the Institute is required.

The interactions, incubation of ideas, and communication needed to promote excellence cannot be successful through a virtual coalition. For faculty from different backgrounds and academic cultures to achieve transdisciplinary interactions and true synergy, they must have a mechanism to get to know one another and find their common and complementary interests. The top environmental programs in the country all have an interdisciplinary school or institute that has a building or physical presence. Space dedicated to the Institute could serve as a "gathering place" and should accommodate its administration, core faculty offices and labs, and related interdisciplinary graduate programs and centers and the President's Initiative on the Environment and Renewable Energy (PIERE). We recommend that the Institute be placed on the St. Paul campus, which has the physical capacity and critical mass of faculty and programs (see 5.2 above).

5.5. A recommended model for The Institute of the Environment.

The Institute of the Environment represents a horizontal structure that fosters interaction among all environmental faculty in the University of Minnesota system (see Figure 1, Appendix F). It should be made up of faculty membership, *not* departmental membership. Because the number of such faculty is large (> 200), we propose that faculty participate in one of two ways. Core Faculty (approximately 20–50 faculty, i.e. the size of a strong department) would share appointments between the Institute and a tenure-home, discipline-based department. Expectations of core faculty would be clearly defined, and performance and promotion and tenure decisions would be evaluated by both the home department and the Institute (see Figure 2, Appendix F). We anticipate that core faculty will instruct core courses for interdisciplinary programs and that their research will be largely devoted to interdisciplinary environmental inquiry. Focus Groups recommended that membership in the Core Faculty be competitive and require a demonstrated record of interdisciplinary and collaborative interactions in environmental

research. In addition, faculty could participate as Affiliate Faculty, who would not have joint appointments. These faculty might formalize their participation through ad hoc arrangements regarding specific team teaching or specific ICR distributions, etc., or through the concept of intellectual mobility. Such faculty might have some but not all of their research and teaching invested in interdisciplinary environmental areas. Their affiliations would be temporary, based on their environmental activities, and this would provide flexibility to the Institute and continually infuse it with new ideas. Leadership of the Institute would be provided by a director reporting directly to the Senior Vice President for Academic Affairs and Provost. Focus Group input indicates that the director must have an international reputation in environmental research.

There are existing models of shared faculty in horizontal structures at the University of Minnesota as well as elsewhere. Models at the University include the Bell Museum, the Department of the History of Science, the Cancer Center, and the Center for Bioethics.

Creation of this Institute cannot be done without significant financial investment by the University. Once established, this unit might be sustained through ICR attributions of core faculty, tuition revenue of interdisciplinary courses, grants and contracts, and investment by the University through O&M allocations.

Deliverable #6: Recommendations on how to coordinate and support closer ties in research and teaching of environmental, food, and renewable resources with advances in the biological sciences.

Many units at the University of Minnesota have an emphasis in the biological sciences. The New College creates knowledge and translates modern concepts in biology into methodologies and products useful for society. Contributing to the enhancement of biological research, teaching, and outreach must be a high priority for the New College.

6.1. Foster Interactions of the Department of Plant Biology within the New College.

Plant Biology, a department with roots in CBS due to its emphasis on the fundamental biology of plants, is a joint department with COAFES because its research and teaching are highly relevant to the mission of New College. The current funding for the Plant Biology Department largely comes from CBS. We recommend increased investment in Plant Biology by New College through new appointments and/or joint appointments of existing New College faculty. Emphasis of these new investments should be on expertise and technology that enable translation of advances in basic plant biology to applications in agriculture, natural resources, food and bioproducts, such as plant biochemistry and bioinformatics. Strategies outlined in 1.4 will also create bridges between Plant Biology faculty and applied scientists in the Plant Sciences Cluster.

6.2. Regularly budget for acquisition of new biological technologies.

New technologies needed by New College faculty, staff, and students should be identified and communicated to the New College administration as soon as the technologies are recognized as important for placing the University in the top group of research universities. Such technologies

include those that enhance computational biology, genomics, metabolomics, and other emerging disciplines, and investment in such technologies must command a high priority in order for the University to maintain or establish disciplinary leadership.

6.3. Curriculum development in biology should actively involve New College faculty.

The biological sciences will be an ever-increasing component of advances in New College fields of endeavor. New College faculty are encouraged to participate actively in defining curricula and teaching in appropriate biological graduate programs. New College should plan to teach translational courses that connect basic biological research and its applications. We recommend that the Council of Biological Deans be re-constituted and provide the leadership to implement this recommendation.

6.4. Foster interactions with the EEB Department.

The activities of the Department of Ecology, Evolution, and Behavior (EEB) are of critical importance to the New College. Ecology is important to the understanding of biological systems such as managed forests and agroecosystems, and evolution is central to the explanation of change in biological systems. Fostering enhanced interactions with EEB should be a part of the New College agenda. We recommend that EEB remain in CBS, given its importance to CBS programs. An alliance of EEB with departments in the Environmental Sciences, Management and Policy cluster and the Plant Sciences cluster within the New College should be encouraged.

Deliverable #7: Recommendations on how the New College can be a model for the promotion of active public engagement.

Strong public engagement is essential if the University is to rise to top rank. Ultimately, all financial and social support comes from "satisfied customers," whether it's tuition, research grants, gifts, legislative appropriations, or public support. The University's commitment to public engagement is demonstrated by the recent creation of the Office for Public Engagement, and the New College can play a central role in this effort.

7.1. Public engagement should be expected and evaluated for all faculty, staff, and students.

Public engagement (see Appendix G) is the cornerstone of a land grant institution. It is not a diversion of resources away from the research mission of the University. Instead, it can enhance the academic experience for faculty, staff, and students by providing a richer context for the work that is done. Public engagement can also provide an effective vehicle for interacting with new and diverse audiences. At the international level, public engagement aids in propelling the University toward being among the top three public research universities by exposing the world to the University and the University to the world.

7.2. Develop and implement communication strategies to support increased public engagement.

Internal communication will reinforce the expectation and measures (see Appendix E) of public engagement for all faculty, staff, and students. External communication will help the public, including new and diverse audiences, access and engage the work of the University.

7.3. Optimize the partnership with Extension and develop new partners.

The New College needs to examine carefully its research and outreach efforts, and working with Extension, determine the most efficient means to work with citizens, stakeholders, and communities to share relevant information. New partnerships with other academic units not traditionally linked to Extension should be formed to strengthen both college and Extension outreach efforts. Potential examples include working with Academic Health Center on nutrition and healthy lifestyles, Humphrey Institute and Landscape Architecture on urban design to protect natural resources, and the Institute of Technology on renewable energy. Many other opportunities exist.

7.4. Better utilize units already positioned for broad public engagement.

Units in the New College that are already highly involved in public engagement (Landscape Arboretum, Bell Museum, Research and Outreach Centers, Cloquet) need to work more closely together. Alignment of New College and other University academic programs and public engagement opportunities at these facilities needs to be improved. These units can work with the Office for Public Engagement, both to share the expertise from these units with others who are less experienced in public engagement, and to form new partnerships with other units.

Deliverable #8: Recommendations regarding the name and mission of the New College.

The name and mission of the college should address all strategic action areas. Naming and mission will assist in recruiting the best students, faculty and staff. The name and mission also establish an organizational culture committed to excellence, help set priorities, and assure public engagement. We believe the name should not lead to confusion with the missions of other University colleges.

8.1. We propose that the name of the new college be “College of Food, Agricultural, and Natural Resource Sciences (with acronym CFANS).”

We considered two approaches to naming the new college: Approach 1: use familiar key words drawn from CNR, COAFES, and Food Science and Nutrition to describe the new college activities. Key words include agriculture, natural resources, food, environment, renewable resources, sciences.

Approach 2: use “new words” that would be a departure from words used in the past. Such an approach could also use additional key words from above. Words to consider include translational life sciences, applied life sciences, sustainability, agri-sciences, systems

We are convinced that approach 1 is preferable. We clearly recognize the importance of agriculture to the mission of the University of Minnesota and previously recommended that the word “agriculture” and “natural resources” be considered in the final choice of the college name. Upon further reflection, we believe that the word “food” emphasizes the increasingly appreciated importance of agriculture in maintaining a healthy lifestyle and should be a part of the new

college name. For these reasons, we recommend that the new college name be “College of Food, Agricultural, and Natural Resource Sciences”. We also recognize the extensive environmental component of the college’s work, but believe that the proposed Institute of the Environment and having a cluster within the new college with environment in the name will indicate the importance of environmental discovery, learning, and engagement to Minnesota. For these reasons, we did not include “Environment” in the recommended name.

8.2. We recommend the following be the foundation of the mission of the New College:

New College’s faculty investigate diverse areas of scientific inquiry focusing on agriculture, environment, food systems, and natural resources. The College’s research, teaching and outreach address management, conservation and renewal of environments and food systems in ways that benefit humans and the ecosystems upon which society depends. Scholarship in this area will impact a broad student population and expose them to modern techniques and novel ideas that support a successful and sustainable society. The principles guiding the college include addressing society’s problems with interdisciplinary teams, conducting fundamental and translational research leading to vital applications, transforming education, and public engagement at the local, regional, and global levels. The research, teaching, and outreach will be made richer by the use of world class information technology. All of these practices will be carried out in an environment guaranteeing academic freedom and rewarding excellence.

V. APPENDICES

APPENDIX A: METHODS FOLLOWED /CONSULTATION AND COMMUNICATION USED BY TASK FORCE

Methods followed:

The Task Force met face to face every Friday from September 16 through December 9. The Strategic Positioning portal was used as a central resource library, for agenda posting, membership roster group emails and document version control. Each deliverable was assigned a “lead” task force member who provided leadership to develop the recommendations, rationale and relationship to the five key strategic positioning areas. Co Chairs met weekly and used email daily to manage and lead the task force.

Consultation and Communication:

Below are listing of consultation and communications.

- **Deans:** Face to face meetings with Deans Baugher, Elde, Klausner, Muscoplat, Stafford.
- **Associate Deans:** Face to face and written documentation with Mel Baughman and Ann Hill Duin.
- **Department Heads:** Written documentation based on set of targeted questions asking for vision of the department, linkage charts to other units.
- **New College website** <http://www.newcollege.umn.edu> a website created by Associate Deans in CNR and COAFES to post comments from citizens and post documents from twenty working groups made up of faculty and staff.
- **Working Groups:** Associate Deans met with task force to create specific charge statements for certain working groups that addresses the deliverables for the task force: Department Structure, Curriculum Development, Outreach/Extension/Public Engagement, Graduate Programs, Undergraduate, Research. Reports from these working group data/reports were reviewed by task force members.
- **Key Stakeholders in CNR and COAFES:** Bob Stine, Anne Kapuscinski and Dave Johnson, task force members worked with CNR and COAFES administration to identify 24 stakeholders to present at a Forum on October 20 to give their perspective. Emails from the three chairs of the task force were sent to the CNR and COAFES official stakeholder list asking for advice for the new college to be created.
- **Research and Outreach Center:** Written documentation requested from COAFES administration.
- **Other Universities:** Phone interviews, mission statements, web research from websites were conducted with more than 12 institutions that have related programs.
- **NewCo Animal Science/CVM:** Discussions with Animal Science Department Head.
- **College Design Science/Engineering** : Discussions with Task Force Chairs regarding common issues.
- **Joint Degree Programs:** Discussions with Task Force Chairs about joint program issues.

- **Focus Groups with Faculty:** Worked with Dick Kruger to conduct 5 focus groups with senior and junior faculty identified by Department Heads to get input on structure for the new college, naming for the new college, formation of an Institute for the Environment.
- **Budget Overview FY 2005-6, COAFES and CNR:** Chairs were provided and used data from budget office and compact processes.
- **Public Engagement:** Meeting with task force with Vic Bloomfield, Associate Vice President to discuss the public engagement deliverable.
- **Communications/Stakeholder Issues:** Consulted with Grant Moos and Steve Baker in U Relations.
- **Resource Alignment Team:** Consulted with Patty Franklin, Leanne Wirkkula, and others regarding relevant issues and used the SP portal for central library resources.

Charge Letter:

September 15, 2005

TO: Provost's Academic Task Force on College Design: College of Natural Resources/College of Agricultural, Food & Environmental Sciences/College of Human Ecology
Allen Levine, *Co-chair*, Professor and Head, Department of Food Science & Nutrition, CHE/COAFES
Ronald Phillips, *Co-chair*, Regents Professor and McKnight Presidential Chair, Department of Agronomy and Plant Genetics, COAFES
Deborah Swackhamer, *Co-chair*, Professor, Division of Environmental Health Sciences, SPH/CNR
Adam Birr, Graduate Student, Department of Soil, Water, and Climate, COAFES
Jerry Cohen, Professor, Department of Horticultural Science, COAFES
David Johnson, Former President & CEO, Cenex/Land O'Lakes
Anne Kapuscinski, Professor, Department of Fisheries, Wildlife & Conservation Biology, CNR
Steve Polasky, Professor, Department of Applied Economics, COAFES
Robert Stine, Associate Dean and Director, Cloquet Forestry Center, CNR
Kathryn VandenBosch, Professor, Department of Plant Biology, CBS
Jim Marshall, Forest Resources Manager, UPM Blandin Paper Co (Grand Rapids, MN)

FROM: E. Thomas Sullivan, Senior Vice President for Academic Affairs and Provost

RE: Provost's Charge to Task Force on College Design: CNR/COAFES/CHE

Thank you for agreeing to serve on the academic strategic positioning Task Force on College Design: College of Natural Resources/College of Agricultural Food & Environmental Sciences/College of Human Ecology, under the leadership of co-chairs, Allen Levine, Ron Phillips, and Deborah Swackhamer. The efforts of this task force will be critical to the overall success of the University's transformative strategic positioning effort.

Attached are documents that, taken together, comprise the charge to your task force.

- Attachment A contains an articulation of the University's overall goal and assigns to the task force the responsibility of retaining an "eye on the prize." Each of the issues identified in Attachment A, which is part of the charge of every task force, must be addressed.
- Attachment B contains criteria to be addressed by each task force. These criteria are drawn from the action strategies identified in the strategic positioning report *Advancing the Public Good: Securing the University's Leadership Position in the 21st Century* (February 2005). It is critical that each task force consider how its work can further each of the five broad action strategies.
- Attachment C contains the mission and deliverables specific to your task force, along with the date on which your task force report and recommendations are due.

- Attachment D contains the criteria for decision making, taken directly from the February strategic positioning report. Each task force should use these criteria as a framework for decision making.
- Attachment E contains a diagram of the process to be used by each task force. Note in particular the periods of required consultation with stakeholders.

There are a number of resources available to you as you pursue your charge. These include the professional staff member assigned specifically to assist your task force, the Resource Alignment Team, a toolkit of documents and templates, and the professional staff of University Relations appointed to facilitate internal and external communication of progress through the strategic positioning process. The Resource Alignment Team is a consulting group charged with providing support to all task forces in the areas of cross-functional alignment, change management, and subject matter expertise as needed. Support also is available from the Steering Committee for your strategic area. Finally, Leanne Wirkkula has been appointed to serve as a liaison between the academic task forces and me. Leanne will be able to help task force co-chairs access needed support and assistance. Leanne may be reached at (612) 625-0563, wirkkula@umn.edu.

The success of your task force will depend upon creative, forward-looking thought that maintains constant focus on the broad goals for the institution as a whole rather than the self interest of particular individuals or groups. Your effort will require consultation with all potentially affected stakeholders, from deans to students and everyone in between. It will require dedication and persistence. And together with the work of the other task forces, it will help guide the University on our journey to become one of the top three public research universities in the world.

Thank you for accepting this important challenge. I look forward to meeting with you at the kick-off work session hosted by President Bruininks this Friday, September 16.

Attachments: 5

cc: Al Sullivan, Executive Associate Vice President for Office of Planning and Academic Affairs
Sue Engelmann, Staff to the Task Force on College Design: CNR/COAFES/CHE
Sharon Reich Paulsen, Assistant Vice President and Chief of Staff
Leanne Wirkkula, Assistant to the Provost

APPENDIX B. GUIDING PRINCIPLES FOR ACHIEVING EXCELLENCE

What does it mean to be among the top 3 research universities for the newly developed college?

1. Promote research that opens up whole new fields of endeavor.
2. Adopt departmental and college structure to best promote existing and newly emerging fields of inquiry; reorganization of departments only where there are clear advantages.
3. Solve problems with teams: interdisciplinary research, interdisciplinary education, interdisciplinary outreach that builds bridges among departments and outside entities.
4. Promote translational research that adds value in harmony with the environment and leads to public goods that enhance society.
5. Enable access and participation of faculty, staff and students with diverse cultural backgrounds, experiences and viewpoints.
6. Educate students to become creative problem solvers – not only experts in their chosen field.
7. Make the needs of the student a top priority.
8. Reward excellence in research, teaching, and outreach.
9. Balance resources toward those programs performing at high standards.
10. Provide world-class information technology and research facilities.
11. Develop a University/State covenant toward these principles – State provides seed money to foster excellence.
12. Expect service to the University.
13. Maintain outreach to society with communication with stakeholders.
14. Absolutely protect academic freedom.

“Ideas are like a candle’s light. My flame sheds light; you can light your candle off of mine and get light without diminishing mine” (Betsy Bourke)

APPENDIX C. GUIDING PRINCIPLES FOR INTERNAL ORGANIZATION OF THE NEW COLLEGE

- 1) The overarching goal of organization of the units within the New College will be to facilitate greater excellence and prominence in research, teaching and outreach.
- 2) The college structure and the mission of its units should explicitly support the mission of the college and advance its priorities.
- 3) The college organization should be clear and transparent from the perspective of students and external stakeholders, in addition to its faculty and staff.
- 4) The college organization and governance should promote interactions across departmental and disciplinary boundaries rather than emphasizing ‘silos’.
- 5) Departments should each be organized around a focused, topical mission that is shared by its members and programs.
- 6) The units should play to the strengths of the institution. That is, deleterious changes should not be made to strong, well functioning units. Changes should create synergies that enhance strengths.
- 7) Mergers or other restructuring of departments should be considered if
 - synergy resulting from a larger, restructured unit would create broader critical mass and a more positive research culture in a desired area of excellence; or
 - the resulting unit would better support existing academic programs, reduce redundancy or fragmentation of programs, and create greater efficiencies.
- 8) Department structure should facilitate strategic investment. Programs to be targeted for strategic investment should be those that can achieve or maintain national prominence and which address key aspects of the college’s mission. Programs where there is little likelihood of national prominence should not be targeted for growth, especially if they are not central to the college’s mission or they do not have substantial local significance. This is especially true if there is overlap in goals with another unit in the University where the other unit is already stronger.
- 9) College organization should promote cost effective and efficient administration.

APPENDIX D. FACULTY PARTICIPATION IN THE NEW COLLEGE

While opportunities to establish new areas of excellence clearly exist, the new college once formed will already have a world-class faculty. To take full advantage of the expertise and experiences of its faculty, it is important to involve them in each step of the developmental process. Thus, the faculty of the new college should play a central role in college governance and consultation, a role fully consistent with the faculty's primary responsibilities for the teaching, research, and service missions of this University. Faculty participation in governance is critical to articulation of a) the academic values that give definition and purpose to the college, and b) the diversity of ideas, shared responsibilities, and collaborative spirit that are predicted to be critical to the goals of the New College. For these reasons, it is essential that the faculty's central place in the leadership of the college be maintained and enhanced. Within the new framework of college organization the voice of the faculty needs to be clearly and distinctly articulated as part of the needed close cooperation among faculty, administration, staff, and students that is at the core of the University of Minnesota's goal of academic excellence.

Mechanisms for faculty participation in the government of departments, clusters and the college should be established at each level where faculty should have responsibility. Although the principles of faculty governance should apply to all academic units, the forms of faculty governance may vary among units. For example, faculty input could consist of meetings of all faculty members of a department, cluster, or the college as a whole or it may take the form of faculty-elected consultative or executive committees. Irrespective of the system established, every academic unit should have a set of written rules and procedures for its governance, copies of which should be available to each faculty member to encourage their active engagement.

Budgetary policies and decisions directly affecting those areas for which the faculty should have primary responsibility—such as, but not limited to, curriculum, subject matter and methods of instruction, research, faculty status, admission of students and those aspects of student life which relate to the educational process—should be made in concert with the faculty. In areas where faculty may not have formal governance authority, faculty should generally be consulted on matters likely to have a significant impact on the personal and professional welfare of faculty, students and staff. Academic departments, clusters and the college are expected to have both specific as well as overlapping goals and areas of concern, necessitating the involvement of faculty at several levels in both the consultative and decision processes with the college. The overarching principle should be one of maximization of inclusion of faculty input into processes and proposals that impact them in order to use the vast expertise and experience available within the college.

This appendix is directed toward the role of the faculty in college governance. The participation of undergraduate and graduate students as well as postdoctoral fellows and research associates in University life is also critical to effective academic governance and nothing in this appendix should be deemed to diminish or supplant their participation within the college and on college, cluster and departmental committees.

APPENDIX E. PROPOSED DEPARTMENTAL STRUCTURE FOR THE NEW COLLEGE

The outline below presents the proposed organization of existing departments of the College of Agricultural, Food and Environmental Sciences and the College of Natural Resources. Because of the interdisciplinary nature of the mission of the New College, the boundaries of the clusters should be porous, and departments or individual faculty may have interactions with more than one cluster. Cross-departmental activities may occur in the context of interdisciplinary graduate programs, centers or institutes, and multi-investigator research projects, and may also be facilitated by joint appointments.

Free-standing Departments

Department of Applied Economics

A New Department formed from merging Bio-based Products and Biosystems & Agricultural Engineering

Department of Rhetoric

Environmental Sciences, Policy and Management Cluster

Focus and Rationale: *The Environmental Sciences, Policy and Management Cluster investigates conservation and utilization of ecosystems and natural resources, and draws on broadly interdisciplinary expertise in biological and physical sciences, policy and management.*

Programs in the cluster will provide integrated, interdisciplinary training to students who seek careers involving creative applications in environmental resource management. This cluster has a very strong emphasis on outreach to stakeholders and continuing education for professional resource managers.

Department of Fisheries, Wildlife and Conservation

Department of Entomology

Department of Forest Resources

Department of Soil, Water and Climate

Food, Nutrition and Animal Sciences Cluster

Focus and Rationale: *The Food, Nutrition and Animal Sciences Cluster investigates basic and applied research related to animal and human health. This cluster has common programs related to food safety and animal/human nutrition. Programs in the cluster will provide integrated and interdisciplinary training to students interested in food systems that impact animals and humans. The cluster works with many stakeholders interested in food systems and food safety.*

Department of Animal Science

Department of Food Science and Nutrition

Plant Sciences Cluster

Focus and Rationale: The Plant Sciences Cluster engages in the biology of plants, their synthesis of foods and renewable materials, and their function and utilization in natural and managed ecosystems. Academic programs in the cluster will provide training in basic plant sciences and translation of advances in modern biology, including genomics and biodiversity, to biotechnology, agriculture, horticulture, forestry and natural resource management. The cluster conducts outreach through the Bell Museum, the Landscape Arboretum, Extension, and the Research and Outreach Centers, and interacts broadly with stakeholders including commodities groups and the horticulture industry.

Department of Agronomy and Plant Genetics
Department of Horticultural Sciences
Department of Plant Biology (joint with CBS)
Department of Plant Pathology

APPENDIX F. FIGURES FOR STRATEGIC MODEL FOR THE INSTITUTE OF THE ENVIRONMENT

Figure 1. Model of relationship of Institute of the Environment and other UMN colleges. The Institute would be a stand-alone unit, with faculty participation from throughout the UMN system.

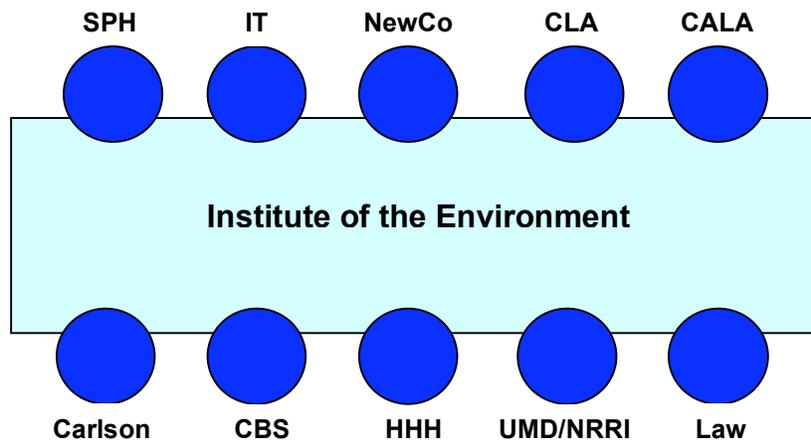
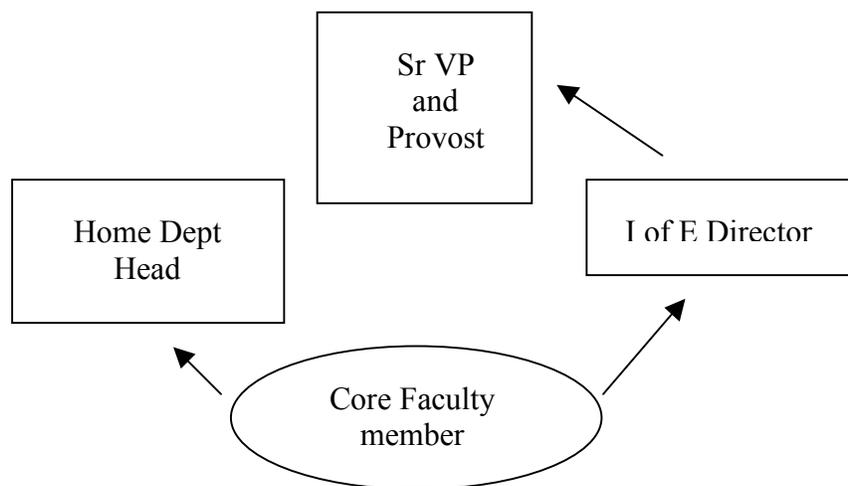


Figure 2. Reporting relationships for Core Faculty member within the Institute of the Environment. Both Department Head and Institute Director will provide evaluation of faculty performance.



APPENDIX G. PUBLIC ENGAGEMENT

Public Engagement at the University of Minnesota

Public engagement is at the heart of the units that make up the New College. To a large degree, these units define and carry out the core land grant mission of the University. However, with the creation of a new college and an increased emphasis on public engagement at the University, new opportunities exist.

To become a model, the New College should fully embrace the Council on Public Engagement's goal to "incorporate public engagement as a permanent and pervasive priority in teaching, learning, and research activities..." (www.umn.edu/civic/about/index.html). The University's definition of engagement is "the partnership of university knowledge and resources with those of the public and private sectors to: 1) enrich scholarship, research, and creative activity; 2) enhance curriculum, teaching and learning; 3) prepare educated, engaged citizens; 4) strengthen democratic values and civic responsibility; 5) address critical societal issues; and 6) contribute to the public good."¹ This definition is broad enough to encompass all facets of work done in NewCo and to include all faculty, staff, and students.

Evaluating and rewarding public engagement for faculty, staff, and students

The reward system must be strengthened to foster public engagement by all members of the New College. For faculty and staff, public engagement should be part of their annual performance review and salary adjustment. For Tenure/Tenure Track faculty in particular, public engagement needs to become a meaningful part of the promotion and tenure process to ensure significant participation. Creation of the new college offers an excellent opportunity for departments to revise their promotion and tenure criteria to strengthen the public engagement component. This could be reinforced by strengthening the University-wide Promotion and Tenure criteria related to public engagement. With new criteria in place, it becomes incumbent upon department heads and Promotion and Tenure committees to appropriately apply them.

¹ *Resource Guide and Recommendations for Defining and Benchmarking Engagement*, Committee on Institutional Cooperation (2005).

APPENDIX H. OVERVIEW OF STAKEHOLDERS EVENT: SUMMARY REPORT

Summary/Overview/Notes from October 20 Conversations with Stakeholder Event

Link to total report: <http://www.newcollege.umn.edu/charge.html>

Common themes from stakeholder input:

General

Most of NewCo and how it operates is unknown to many of our constituents. They tend to interact with one small part, and are mostly unaware of the various internal and external interactions that take place. They would like to know more, and encouraged NewCo to better market what it does/will do.

Maintaining and improving connections with existing stakeholders is important. They particularly want additional input to research agendas and curricula and want continued strong outreach programs to support their interests (see below)

Interdisciplinary approaches

Many stakeholders encouraged better integration across NewCo and more interdisciplinary work with other colleges (often mentioned were CSOM, HHH, IT). Several encouraged coordination and cooperation with other (especially Midwestern) universities to avoid duplication. A “systems” approach (consider multiple facets of a particular issue) was advocated (see example in renewable energy below).

Research

These stakeholders value the University’s basic and applied research functions. Most want it tied to real world issues/problems, although there was a warning to not let commercial interests push the research agenda too far. There was also a request to make sure that research related to Minnesota and regional issues is maintained amongst the push for international status.

Teaching/Students

Many NewCo students become employees of these stakeholders, thus they are interested in providing input on curricula. High demand for students in the future was noted particularly for food science and all fields in natural resources. Interpersonal skills of graduates (supervision, dealing with interest groups, written communication skills, public policy) need to be strengthened dramatically. Several large employers indicated they would trade some technical training (to be learned on the job) for better interpersonal skills.

Outreach

Outreach is very important to these stakeholders, including to their specific constituents (professional managers, producers, employees, etc.) and to the general public (marketing what NewCo does). Outreach to PK-12 is very important. The University’s reward system needs to recognize outreach as an important output.

Emerging Issues

Renewable energy was mentioned many times as an emerging issue where NewCo could take the lead in the region. Alternative crops and organics are part of this. A systems approach was encouraged in this area (e.g., research on the continuum from production through processing through use/disposal of byproducts) and incorporating the ecological, economic, and social implications. A related emerging issue where NewCo could lead (and cooperate with others) is in environmental policy. The Green Lands Blue Waters initiative was mentioned several times as a promising approach.

Caveat

NewCo cannot be all things to all people and it cannot be the best at everything. Some difficult choices need to be made.

APPENDIX I. FACULTY FOCUS GROUPS REPORT

Focus Group Findings

A report prepared for the
Academic Task Force on College Design:
College of Natural Resources
College of Agricultural, Food & Environmental Sciences
College of Human Ecology

Prepared by
Richard Krueger
Professor emeritus and senior fellow
University of Minnesota

November 28, 2005

BACKGROUND

The University of Minnesota's Board of Regents and administration have articulated a goal of transforming the University into one of the world's top three public research universities. Task forces were created to develop recommendations for transforming the University.

The Academic Task Force – College Design: CNR / COAFES / CHE was asked to create a plan for integrating the College of Natural Resources, the College of Agricultural, Food and Environmental Sciences, and the Department of Food Science and Nutrition, with the goal of enhancing the University's potential to become one of the premier research institutions in the world.

These focus group interviews were completed at the request of this task force.

THE INTERVIEWS

The task force used focus groups to test potential recommendations.

Department chairs were asked to nominate faculty members who were insightful and connected with faculty. We conducted five focus groups with 37 junior and senior faculty members of the three units that are to be merged. Each group was restricted to either senior or junior faculty, but groups were mixed by departments.

Richard Krueger, professor emeritus, Deborah Swackhamer, professor and task force co-chair, and Susan Engelmann, associate in the Provost office, worked as a team on this project. They worked together to plan the study and develop the questions. Richard Krueger moderated the groups. Deb Swackhamer presented the Task Force's ideas in the focus groups. Sue Engelmann took care of logistics.

In general, faculty were asked:

What makes you proud of the U of M?

What doesn't make you proud of the U of M?

What do you think about divisions?

What do you think about clusters of departments?

What do you think about forming an Institute of the Environment?

What do you think of approaches to naming the new college?

What else needs to happen to make the U of M one of the top three?

Faculty took the discussion seriously. They arrived on time, were thoughtful, eager to share insights, and often stayed after the closing to amplify their ideas. They freely expressed their opinions and they often built on ideas suggested by others. The sessions were remarkably focused.

THE FINDINGS

The findings are summarized in the following sections:

Reactions to divisions

Reactions to departmental clusters

Reactions to the Institute on the Environment

Reactions to the name of the new college

Additional insights:

Positive values -- What makes faculty members proud?

Negative forces – What doesn't make you proud?

What needs to be done for the University to become one of the top three public research universities?

Reactions to divisions

Professor Swackhamer described the concept of divisions, as discussed by the Task Force. Dick Krueger then asked faculty to respond based on their perceptions of whether this type of structure would help the University become one of the top public research universities in the world. The faculty members were reminded that it was not a question of whether they liked this structure or of what might make them happy, but rather did this structural proposal advance the University as a top institution.

Support for divisions was weak.

A few faculty members liked the idea of divisions. They thought divisions would:

Advance the prestige of the University.

Offer a degree of efficiency.

Be a reasonable grouping of like-minded colleagues.

Most faculty members didn't like the idea of divisions. They thought divisions:

Would add to bureaucracy.

Would create more work for people in departments (often stated by senior faculty).

Didn't make sense because it merely recreated the two colleges that were merged (stated by junior faculty).

Q: Does the division structure help make the University one of the top public research universities in the world? (Strongly agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly disagree = 1.)

Table 1: Faculty Responses to Division Structure

Faculty Category	Mean score	# responding
Senior faculty	2.3	23
Junior faculty	2.9	14

Note: These numbers are not intended to represent the population of faculty within COAFES, CNR & CHE, but merely to give insight into the reactions of focus group participants.

The concept of divisions was not well received and it would be an uphill battle selling the concept to faculty.

Reactions to the concept of departmental clusters

Professor Swackhamer presented the concept of grouping departments into clusters. These clusters would be non-administrative, intellectual groupings to foster communication, efficiency and synergy.

The concept of clusters was seen more favorably than the concept of divisions by both senior and junior faculty. Faculty value collaboration and communication but were cautious about embracing the idea. The benefits of departmental clusters were not apparent and would need to be clearly articulated.

A number of faculty members said they already collaborate across departmental lines. They thought the cluster structure merely added a bureaucratic layer without adding any real benefit. Some faculty seemed willing to be persuaded that a departmental cluster would work, but overall the faculty wanted more details about:

How would clusters be organized?

Who would administer the clusters?

Are the clusters mandatory?

How flexible could the structure be?

How would departmental clusters benefit faculty and departments?

Q: Does the cluster structure help make the University one of the top public research universities in the world? (Strongly agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly disagree = 1.)

Table 2: Faculty Responses to Cluster Structure

Faculty Category	Mean score	Number responding
Senior faculty	3.3	21
Junior faculty	3.6	13

Note: These numbers are not intended to represent the population of faculty within COAFES, CNR & CHE, but merely to give insight into the reactions of focus group participants.

Reactions to the idea of departmental clusters ranged from strong agreement to strong disagreement in all groups. Junior faculty were slightly more supportive of the concept.

Senior faculty tended to favor a flat organization with 14 departments reporting directly to the dean with no additional structure (no divisions or departmental clusters).

Faculty do not support the idea of having both divisions and clusters. Clusters would be most successful if they were suggested –not mandatory. Faculty are less interested in having clusters assigned and dictated by administration. However, the idea of cross-disciplinary collaboration and communications is strongly valued among faculty. A strategy that could be considered would be for college administration to encourage clustering without being prescriptive. Incentives (such as support staff to lighten the load or other perks) might be offered to those departments that choose to work collaboratively with other departments.

Are participants supportive of larger departments?

This question was not asked in a direct manner, but it was discussed indirectly in the focus groups. The faculty participants did respond favorable to the logic of how larger departments might result in higher ratings for the University. In addition, these faculty members support the concept of faculty working together. Larger departments allow for increased flexibility in staffing and this gives departments an opportunity to rethink vacant positions and hire new faculty that address emerging knowledge needs of a rapidly changing environment.

This doesn't necessarily mean that faculty would like, prefer or embrace larger departments. They may oppose the idea for a variety of other reasons. But they did find the logic credible that larger departments offer more interaction among scholars and increased flexibility and responsiveness in hiring.

Reactions to the concept of an Institute for the Environment

Professor Swackhamer presented a proposal for a system-wide Institute of the Environment. The faculty response was quite positive. In fact, given the natural skepticism of faculty to new elements of administrative structure, the proposal for the Institute of the Environment was remarkably positive. Only a few had hesitations or were neutral and the great majority of faculty members were supportive of the idea. One senior faculty eloquently argued that we are at a rare moment in history when a premiere Institute of the Environment with interdisciplinary approaches was exactly what was needed and could have a worldwide impact.

Q: Does the Institute of the Environment help make the University one of the premiere research universities in the world dedicated to environmental research? (Strongly agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly disagree = 1.)

Table 3: Faculty Responses to Environmental Research

Faculty Category	Mean score	Number responding
Senior faculty	3.8	23
Junior faculty	4.8	13

Note: These numbers are not intended to represent the population of faculty within COAFES, CNR & CHE, but merely to give insight into the reactions of focus group participants.

Junior faculty strongly supported the Institute. Across all groups this topic clearly received the strongest levels of support. Faculty said the proposed Institute is the right response, at the right time, and provides a unique niche for the University of Minnesota. Some faculty indicated that their support would depend upon the details and that while the concept was favorable, that the level of support could be influenced by how details were handled. Details they wanted included: how the new college would be represented in the Institute versus other college partners, how funding would be allocated, and how faculty would be selected for the Institute. Some faculty favored the idea of this being a premiere Institute where faculty would be selected for membership and it would be an honor to be included.

Reactions to the name of the new college

Professor Swackhamer presented an overview of how the task force was thinking about creating a name for the new college. She indicated that the name of the new college (called NEWCO in the discussion) could be developed in one of several ways. One way was to use “key words” where certain important words are used in sequence. A second was to use “new words” that would be a departure from words used in the past but not having the negative baggage that could occur with some key words. The third approach would be to use the “name approach” where the college is named after a prominent individual or benefactor. The following examples were given for each strategy:

Key words: College of Food, Agriculture and Renewable Resources (CFARR)

New words: College of Applied Life Sciences

Name: Borlaug College

After a brief period of discussion, faculty were asked to indicate their preference for a strategy and, if they had a specific preference to share that name.

Senior faculty showed no clear preference. One focus group had a strong preference for key words, whereas another focus group liked the “name” approach. A third focus group of senior faculty was split on the issue.

Junior faculty tended to favor the “new words” approach and regularly cited support for a name that might use words like “College of Applied Life Sciences” with the possible addition of the word “environment” in the title.

Some faculty resisted naming the college after a prominent person, such as Norman Borlaug. The name approach, they believed, could not stand alone and would need to be combined with words describing the nature of the college, e.g. Borlaug College of Applied Life Sciences. Others suggested that the name could be a source of needed revenue and that naming it to honor Norman Borlaug forecloses the opportunity to raise future revenue with naming rights.

There was concern about over using the word environment. If it was used in the name of the college and also in the Institute on the Environment then the impact might be diminished. Some felt it would be preferable to only use the word on the Institute in order to achieve the proper emphasis.

Additional insights

Several questions were asked in the focus groups to provide additional insight into the values and preferences of faculty. We asked “What makes you proud of the University?” and “What doesn’t make you proud of the University?” A number of values and concerns regularly surfaced. These values and concerns can be helpful to the task force when developing structural options and in presenting those options to faculty. Essentially, the strategy would be to create and promote structural changes which reinforce the positive values and to avoid, or at least to be sensitive to, those values with negative connotations.

Some of the responses might seem inconsistent. For example, while some faculty said they were proud of their students, others said they weren’t proud of the students. But both responses tell you that faculty place value in having good students.

Positive values --- What makes you proud?

Our reputation

Faculty were proud of the reputation or high ranking of their colleagues, their departments, and the University. Some were proud that, in general, the people of the state have a positive attitude about the University. Others were proud of the national and international reputation of the University. Several people said the University is known for being the best in a number of different areas. These faculty were proud of the University and proud to be on the faculty.

Our people

Faculty members said they were proud of their faculty colleagues for their talent and commitment. They are proud of the diversity within the University and for the integrity, professionalism and dedication of their colleagues. Moreover, these faculty are proud of their students and their graduates. They speak highly and glowingly of the accomplishments of their students.

Our size

Several faculty members said they were proud that the University is big. The bigness means the University has a lot of resources compared to other universities, including a breadth of faculty expertise. Some were proud that while being big the University also:

Responds to local needs

Pays attention to undergraduate students

Has an environment where faculty know each other and work together

Our collaboration within and across boundaries

Collaboration came up a surprising number of times. One gets the sense that there is more interdisciplinary collaboration going on here than in other universities. People said they were proud of the interaction between people in different buildings, different departments, and between faculty and students. One person said a lot of problems get solved in centers. One person said the size of the University provided unique opportunities for collaboration, and that people were willing to share their toys.

[I am proud of] the ability to collaborate. I have collaborations with chemistry, pharmacy, and public health. You can only get that at a big school. I'm doing research with equipment I didn't have to buy. I can use over \$100 million of research equipment. You can't find that at many places.

The impact that the University has had

Several people said they were proud of the significant contribution the University has made to stakeholders across the state and the world through things like:

Developing AIDS drugs.

Creating new varieties of plants.

Managing water resources differently.

Negative forces -- What doesn't make you proud?

Faculty members had concerns about the University. These views were often held with strength and conviction.

Bureaucracy

Faculty are frustrated with excessive and unrelenting bureaucracy that stifles the positive work of departments. This was a major theme across groups. At best, administration is seen as neutral and at worst, as a deterrent to quality. Faculty find administrative procedures that seem senseless, duplicative, overly time-consuming, and costly to be particularly annoying. The task force would be well advised to think carefully about how structural changes add to bureaucracy or the perception of bureaucracy.

I needed 8 signatures on a PRF.

Bureaucracy has caused me to lose over \$2 million over the past two years based on not getting things done and arguments with lawyers on both sides.

I worked in the public sector before coming to the University. There is an image that there is excessive bureaucracy in the public sector, but it pales in comparison to the bureaucracy here at the University.

Undergraduate education

Some faculty are not proud of undergraduate education. Some said we let in students who can't succeed. Some question the University's commitment to undergraduate education. Some believe students need to take more responsibility for their own education and that the work ethic is sometimes not strong.

Graduation rates in our college are abysmal. We let in people who can't make it. Make sure people who come here can succeed.

Limitations in graduate education

Faculty have several concerns relating to graduate students. One concern was that we are not attracting the best graduate students. A second concern was the high cost of employing graduate students. This high cost is a limiting factor in obtaining grants and it really limits competitiveness for research dollars.

Lack of support for faculty

Many support staff have been eliminated, so tasks previously handled by them are now the responsibility of faculty members. Faculty spend more time with paperwork and administrative functions required by departments, research grants and teaching. Faculty were also not proud of Minnesota's salaries and benefits for faculty. The greatest concern was sufficient salaries to attract the best new faculty, but there was also concern about competitive salaries for veteran faculty.

The disconnect between the University and the people of Minnesota

Veteran faculty believe the University is losing its connection with Minnesotans, particularly rural Minnesotans. Faculty believe this hurts funding and our ability to tap into interest groups. There is a perception that the University lacks a successful strategy for obtaining public support, especially in the competitive area of higher education.

What needs to be done for the University to become one of the top three public research universities in the world?

At the end of each focus group faculty members were asked to reflect on what would be needed for the University of Minnesota to become one of the top three public research universities in the world. Their recommendations tended to fall into the following categories:

Clarify the goal and the process

Some faculty members question the goal of becoming one of the top three public universities in the world. These faculty members are not arguing against quality, but rather the precise wording of the goal and the consequences of pursuing that goal. Other faculty members are more concerned about the process, which is a mystery to them.

What does being in the top three mean? What are the measures used to rank schools? Who do we compare ourselves to and on what measures? Where are we now on those measures?

Do we want to focus on those measures at the expense of other things?

How does being in the top three research universities fit with being a land-grant university?
What are the implications for what we do and what we don't do? Teaching and outreach will suffer. If teaching suffers, research will suffer.

Do we want to be like everyone else?

Should we consider focusing? Being the best in the world on the environment?

Unless you have a benchmark to see what that number 3 means, what's the point? If it's the research dollars, then we need to drop everything and go to the med school where every grant is at least \$2 million.

(NOTE: Appendix B provides additional comments on benchmarking from the author of this report)

Recruit top faculty and support them

Recruit top young faculty—they will commit to the University.

Head hunt for the top person in the field. They will bring top labs and students.

Offer attractive salaries and benefits packages.

We need visible, strong commitments from University administration for what we do. We don't have that now and haven't seen anything that says that is going to change.

Consider internal semester leaves. It would be fruitful to spend six months to a year in another department where you would have office space, attend their meetings, and get to know the department. It would also be inexpensive. You need to find incentives for department chair to get this to happen.

Show appreciation of employees and make efforts to improve faculty and civil service morale.

Focus on supporting and rewarding entrepreneurship AND collaboration

Foster and reward entrepreneurship.

Remove barriers to and reward collaboration (e.g., cut paperwork and bureaucracy).

Provide support staff so faculty have time to work.

Enhance research productivity by allowing the maximum amount of synergy among faculty.

Foster synergy between institutions around the world. Other institutions have a number of open chairs and are constantly bringing people in from around the world. We are in an atmosphere of budget cutting and the first thing to go is this open chair.

The reward system is based on being a leader in some fairly specialized area. There is opportunity to develop expectations and a reward structure for working in larger teams where you don't have to be the leader but can contribute expertise to a larger team.

Recruit top students, both graduate and undergraduate

Recruit top students.

Offer more graduate fellowships (the current funding model is a disincentive).

Incorporate more labs into curriculum (labs are getting cut because of the cost, which goes against being a top research university).

Solve funding issues

To become a top research institution some funding issues need to be addressed. Concerns include:

The current cost of graduate students. How can the cost of graduate students be more affordable for departments and yet attractive to top students?

Current budget / administrative structures limit collaboration because you don't know how to share dollars and are busy filling out forms.

Need a funding strategy for how you are going to get money to be top research university. How will you pay for top faculty, students, and support people?

At some point faculty salaries at ROCs are going to go. Where are those funds going to come from? I would hate to see us move to a medical school model where everyone brings in their own salaries because we don't have funding sources.

Prioritization of resources. We may have to walk away from things we've been doing forever and find the balance between what we have done and the future. It gets very sticky.

CONCLUSIONS

Faculty seemed to evaluate the Task Force's ideas based on the extent to which those ideas built on their values. The screens seemed to be:

- Will it help us recruit and retain top faculty?
- Will it help us recruit top students?
- Will it help us collaborate?
- Will it help us be entrepreneurial?
- Will it cut down on bureaucracy and paperwork?
- Will it help us get more support or funding?
- Will it help us better serve the people of Minnesota and beyond?

Faculty did not see the benefit of having divisions. Does having divisions seem like it would help the University with any of the questions above? No. Divisions seemed like an added layer of bureaucracy. If we merge two colleges (and a department) into a college with two divisions, what have we created besides another layer of administration? Faculty already feel overwhelmed with bureaucracy and paperwork. This structure does not seem like it would diminish that. Faculty prefer a flat structure.

The degree to which they support the idea of clusters to foster collaboration depends on the details. While clusters may support collaboration, would they also increase bureaucracy and paperwork? Faculty appeared to be weighing the potential benefits against the potential costs. The concept of departmental clusters will have most support if it is offered as an option where departments can opt into clusters if they chose. A strategy that could be considered would be for college administration to encourage clustering without being prescriptive. Incentives (such as support staff to lighten the load or other perks) might be offered to those departments that choose to work collaboratively.

Faculty are excited about the idea of an Institute of the Environment. An Institute of the Environment has the potential of helping the University recruit top faculty and students. It can help foster collaboration and entrepreneurship. It is a way to get more funding. It can help the University better serve Minnesota and beyond. The faculty do not see this as added administration or bureaucracy. They can clearly see the Institute as a vehicle that will help the University become a better research institution.

The choice of a name for the college was split between a key word approach and a new word approach. Junior faculty tend to support the use of new words. Senior faculty tend to favor the key word approach, with the name approach in second place and new word approach in third place. However, a number of faculty were sensitive to the name of Borlaug and it is not the right time to use that name.

Recommendation: The Task Force should clearly articulate how each of its recommendations address the questions above.

Appendix A Focus Groups
Focus Group Questions on College Design

1. Tell us your name, dept, and where you grew up (where you spent your childhood).
2. One thing that makes your proud of the U of M?
3. One thing that doesn't make your proud of the U of M?

Information presented on Division, Cluster and Departments

4. What do you think about divisions?
5. What do you think about clusters of departments?
6. Our goal is to become one of the top three public research universities in the world. To what extent do these structural changes help us achieve this goal?
Use rating scale of Strongly agree, Agree, Neutral, Disagree, and Strongly Disagree and rate these structural pieces.

Divisions

Departmental Clusters

Information presented on environmental research

7. Any comments on this approach to Environmental Research?
8. Let's use the same rating scale of Strongly Agree to Strongly Disagree.
Our goal is to become one of the premier research institutions in the world dedicated to environmental research. Do you agree or disagree that the creation of the Institute of the Environment helps us achieve this goal?

Information presented on naming the college

9. What do you think of these? What appeals to you? What doesn't appeal to you? Let's rate each choice on a 5-point scale.
10. Up to now we've talked about structure and how colleges within the University might be designed. If we are to become one of the top three research universities in the world, what else needs to be done? What else besides changing our structure?

Appendix B Focus Groups
Postscript on Benchmarking
Reflections from Richard Krueger

My academic discipline is program evaluation, an area where I have spent over 20 years of my professional life. Benchmarking is an evaluation strategy that has been particularly useful in times of organizational change.

In several of the focus groups faculty members talked about the benefit of benchmarking. They advocated the use of benchmarking as the University seeks to improve its standing. It is the opinion of this researcher that this suggestion of benchmarking has considerable merit.

Benchmarking is not without criticism and it certainly can lead to difficulties. But in this situation the concept fits well. A task force charged with benchmarking could be valuable for several reasons:

Benchmarking makes the criteria for excellence explicit.

Benchmarking allows others to look inside the box.

Benchmarking provides openness and invites feedback.

Benchmarking helps document progress in a complex and long-term change environment.

Benchmarking allows the University to learn lessons from other institutions of higher education.

You don't want to make the process bureaucratically burdensome. You do want to use measures that are trusted and transparent and without a high-stakes environment that can lead to deception.

APPENDIX J: WEB STAKEHOLDER RESPONSE SUMMARY

Total of 91 Comments as of 11/29/05

Vision for the new college (#1)

Number of responses regarding this topic: 25

A total focus on research may not be the best solution for the students. As students finish their education - they must be prepared to move into the job market. Perhaps additional metrics for success (other than top research institution) would be job placement ratio, starting salary levels vs. other schools and number of new companies hiring on campus – by department of school.

I find it interesting that the reorganization of the colleges on the St Paul campus is heading back to the single college it was in the 60's and 70's. History does repeat itself I guess and hope for the betterment of all. And to provide a better quality of education and then research.

The University of Minnesota has eliminated the General College, increase their academic standards to eliminate the average student, and increased their interests in research and away from education!

The University of MN should be a stronger provider of quality training of the next generation of agricultural educators. Students in the MnSCU system are looking to transfer the University of Minnesota, some indicate that if there is no mention of agriculture in the College they will look elsewhere for their continuing education.

Something else that we currently do is teach, research & study regional or local issues that effect Minnesotans, and we do this better than any other institution can claim. It would be a shame to compromise the latter at the expense of an effort focused on worldly rankings or worldwide environmental issues.

The Ag Ed graduates are and will continue to be the communicators and leaders in rural Minnesota for the University of Minnesota. Those Ag Ed graduates may not become the "new" college's "Rocket Scientists", but will keep the University grounded with all Minnesotan's. Therefore, it is my hope that you will keep Ag Education a vital part of the new COAFES College's structure.

As an alumnus of the ag ed program and a continual supporter of its mission I strongly suggest that agricultural education be expanded within the college. My suggestion lies with the premise that more of our students within the college have little to no practical experience in production agriculture.

Agricultural Education is the foundation for a strong agricultural production and business sector in this state. Students need to be exposed to the activities offered by the UMN College of Ag such as the FFA convention and invitationals.

The most important and influential experiences I had were with those people in industry and professors who had ongoing graduate projects at the U.

The new college will partner with industry and the business community to obtain the resources to maintain quality research programs. The university will provide research of which individual companies cannot afford to devote all the dollars, staff, and facilities. In turn the university can be a training ground for students which will be the future employees of the University's business partners.

I would like to see the University become more hands on and applied to both industry and agriculture. I would like to see the research that is being done to be easily applied and practical and less theoretical. I feel that partnerships with industry and trade associations could be valuable.

Production agriculture is critical to the sustainability of Minnesota's environment and renewable fuels.

Production agriculture is also critical to the growth of biosciences. Production agriculture is the foundation of a farm and food system which provides a livelihood for approximately twenty percent of Minnesota's families.

I would like to see the new college graduates schooled in the management of agricultural resources to both maximize production and profit and protect the resource both on farm and in its affect on downstream and downwind resources, such as lakes and streams.

We see a need to increase the amount of resources going into production research so our farmers can remain competitive in the world. We believe a focus on production research and outreach could help build on your vision of a world class institution.

The most significant change I believe that has occurred has been the isolation of the academic community from the stakeholders community it is designed to serve. There are many reasons for this but in my view one of the major reasons has been the need to drive research programs totally on the interests of the researcher and not necessarily the needs of the stakeholder community and the pressures resulting from the static or even lower levels of funding support. A consequence of this isolation is a lack of understanding of the importance and relevance of the research programs to the daily livelihood and well-being of those who are paying the bills.

We feel very strongly there needs to be an increase in the public resources committed to applied research and producer outreach as it relates to production agriculture. We need to keep Minnesota agriculture competitive now and in the future. We care about the direction of the "new college" and are hopeful it can play a meaningful role in meeting the needs of Minnesota agriculture.

It would seem so strange for us Minnesotans to have to rely on Iowa, South Dakota and Wisconsin for agriculture's advancements.

Structure (#2)

Number of responses regarding this topic: 11

Keep the two groups (FSc and N) integrated to provide a point of difference for recruiting exceptional students and faculty, and build a core competency at the U in Food Science (including meat science) to support the meat, dairy and agricultural industry found throughout the state.

Human Ecology or Home Ec should focus more on how they will deliver good nutrition to our citizens.

1. How do they regs aid the scientist in accomplishing research? (in too many cases regs are aimed at reducing the administrative work load and not aimed at aiding the scientist. 2. Which of the regulations has effected achievement of note (either advancing science or prohibiting an illegal practice). 3. I saw a book at Barnes and Noble that every faculty person from Assoc. Prof to President should read. The title is "Death by Committee". 4. The research program is being asked to carry way too much overhead. 5. Too much of the research is following safe but tired lines of inquiry. Too insecure to take on risky ideas? Let's review tenure. 6. Find some way to provide research personnel with an effective, and non-grant, source of funding.

1. Let's make sure that the new college is not top heavy with too many deans/assoc. deans/assistants & assistants to assistant as COAFES certainly is at the moment. 2. Restructure the IMG such that the departments that incur the cost of teaching receive the tuition dollars. I expect the new college administration to be SIGNIFICANTLY down-sized from the sum total of the 2 at present.

Entitle a major organizing unit in NewCo something like, but more attractive, than: Social Science Unit. Included in this unit could be any units and organizations involved in communications, economics, formal and informal education, communications, instructional technologies, extension, international education, sustainable education, economic education, natural resources education, professional development, etc. A School/Institute/Center of Natural Resources should be established. This should include the main elements of the current Departments of Forest Resources, Fisheries Wildlife and Conservation Biology, Soils Sciences and elements from the College of Biological Sciences, NRRI, Hubert Humphrey Institute and other relevant programs.

While I have no problem with combining the Colleges of Agriculture, Natural Resources and Human Ecology, I am concerned that these disciplines retain specific identity. Speaking for natural resources as an example, the state, nation and international communities will require direct access to instruction, research and policy matters within this discipline. Most natural resource issues cannot be blended into these other disciplines without losing the direct attention which they require. Agriculture is a massive and most important industry in Minnesota, but the same is true for our natural resources. They cannot be dealt with properly in this very large university and new college if the discipline loses its identity. My main concern with the blending of the College of Natural Resources into a new college is the dilution of high quality CNR undergraduate/graduate programs and research. I have to believe it will be tempting to keep a structure and therefore leadership team in place for each of the existing colleges. I would encourage you not to let this happen - we must be one totally and completely integrated unit with new leadership team, one vision, mission and set of goals. If we end up with a new college but with separate and distinct units within the college I think we will have missed a tremendous opportunity.

Connections with other University units (#3)

Number of responses regarding this topic: 2

I think it will be much better if we can consider the new college with other colleges. For example, some programs about wildlife is very good to be a part of EEB department of the college of biological science. Make full and integrated use of existing facilities of the College of Natural Resources, such as the Cloquet Forestry Center with integrated disciplines housed in the University of Minnesota Duluth and the Natural Resource and Research Institute to provide intellectual and inter-disciplinary research and support to Minnesota's Public and Private Forest Land Management agencies and organizations.

Environmental vision (#5)

Number of responses regarding this topic: 3

I believe that the efforts of the University's agricultural education should be blended to all disciplines through out the University. I would support the concept of an Institute of Environment that would include Agriculture, Natural Resources, Biological Sciences and IT. Agriculture should be a part of the Law, Carlson School of Business, CLA, Medicine, etc curriculums.

Public engagement (#7)

Number of responses regarding this topic: 5

I would like the regional concept of the extension service discontinued. It is of no value to rural Minnesota. More efforts should be placed in developing fact finders in each county. In addition, these enhanced county offices would be a source finder for the citizens of the county they represent. Information and research from the University would be disseminated to the citizens via technology and not poorly attended extension meetings. More work needs to be done to coordinate the dissemination of information with the agri-business community.

If the University wishes to achieve its goal of becoming one of the top research universities in the world, I believe this will require the establishment of a broad and strong network to personally connect it to key communities throughout the world. Dedicated staff people must be assigned to interact with the people in these communities, disseminating University research, knowledge, and best practices to the communities, providing value to these communities, and looking to the communities for feedback, guidance, and opportunities for the University. The Extension Service has served this role in connecting the University

to the people of greater Minnesota. The Colleges of Agriculture and Natural Resources, due to their historical connection with the Extension Service, are in the unique position to offer this as a model for the world-wide societal connections which will be required in order for the University to achieve its goal. Make sure Regional Educators (REE) are tightly tied to state staff and actively involved in research projects to stay current and relevant on the latest research. I might even consider giving them a research appointment at a Research and Outreach Center or Campus. I might also consider strongly encouraging REE's who do not have a PhD to find an area of interest and campus faculty and work toward achieving an PhD.

Communities across Minnesota have a host of needs. How does the combined college plan to systematically connect its research-based information into the daily life of those communities, neighborhoods, and regions? It is one thing to say that the research residing in University is world-class; it is quite another to make sure it is read, heard, and used throughout Minnesota and elsewhere.

Name (#8)

Number of responses regarding this topic: 16

This includes the word agriculture. As I am planning my potential giving to the University it would be very difficult to give money to a college that did not reflect my degree areas, my career and my life. If this connection is lost you will lose me and likely others.

I know that in trying to create an identity for the college, there will be a push toward the life sciences. As Alumni, the field of agriculture production and industry will be expecting that agriculture will be the driving force and leadership within the college.

This new college should be called the College of Natural Sciences.

If the name does not include natural resources, it is difficult to discern how its mission will fulfill the land grant status of the University of Minnesota.

If you can't say it then maybe the steak on your plate, leather on your feet and back, lanolin in your lotion, wool in your sweater, soy in your babies formula, corn in your gas tank, the milk in your latte, ice-cream on your wheat floured, sugarbeet sugar frosted cake and all the tax revenue that they create should maybe stay out this particular land grant university since agriculture is way to not-cool for them.

College of Agriculture Food and Natural Resource

The naming of the new college will be signal to people involved in agriculture as to the value given to agriculture

APPENDIX K: New College Data

The fusion of COAFES, CNR, and Food Science and Nutrition will represent a major portion of the University of Minnesota in terms of people and budget. The information below provides a small window on this point.

Faculty: The New College includes 275 faculty members: 220 from COAFES, 45 from CNR and 10 from CHE/Food Science and Nutrition. "Faculty" includes deans, department heads and Research and Outreach Center heads.

Employees: The New College will have approximately 1,345 employees (faculty, P&A, civil service, AFSCME clerical, AFSCME technical, Teamster employee groups and graduate students on payroll), initially in 22 units located in St. Paul and eight locations throughout the state.

Budget: The estimated total New College budget from all sources will be \$130,000,000 with roughly half coming from state and federal sources (allocated funds). Of the roughly \$65M of allocated funds, nearly half comes from state special research dollars through the Minnesota Agricultural Experiment Station, and another 30% comes from tuition dollars. The total expenditures on grants, gifts and contracts of the combining units approached \$40M in fiscal year 2005; of this \$40M, roughly \$27M came from sponsored research. In addition, the new college has 40 tenured and tenure-track faculty on Extension funds with expenditures roughly \$7,000,000 annually. This wide array of revenue sources characterizes the tripartite land grant mission of the New College and presents some key funding and management challenges. Allocated funds, not including tuition, are \$45.5M, and are about 7.6 % of the University's allocated funds (approximately \$600M).

Endowed Chairs: The New College has 16 endowed chairs and professorships; three are currently in CNR and 13 are in COAFES. They include:

1. Agriculture Endowed Chair in Agricultural Systems
2. Agriculture Management Professorships
3. Center for International Food and Agricultural Policy
4. Chair in Molecular Genetics Applied to Plant Improvement
5. E. Fred Koller Chair in Agricultural Management Information Systems
6. Endowed Chair in Corn Breeding and Genetics
7. General Mills Land Grant Chair in Cereal Chemistry and Technology
8. General Mills Genomics for Healthful Foods Chair
9. Gordon and Margaret Bailey, Sr., Chair in Environmental Horticulture
10. Lieberman/Okinow Chair in Disease Resistance Breeding in Cereal Crops
11. Todd and Barbara Bachman Chair in Horticulture Marketing
12. William E. Larson Endowed Chair in Soil and Water Resources Development and Conservation
13. The Minnesota Landscape Arboretum Land Grant Chair for Research in Landscape Plants
14. Buckman Professorship

15. Hubachek Forestry Chair
16. E. Gordon Gullion Chair in Forest Wildlife Research and Education
17. McKnight Presidential Chair in Genomics
18. McKnight Distinguished Professorships (2)
19. National Academy of Science members (2).

APPENDIX L: STRATEGIC POSITIONING PORTAL PAGES FOR CNR, COAFES, CHE TASK FORCE

UNIVERSITY OF MINNESOTA

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Home > [SP Task Force Portal](#) > [Academic Task Forces](#) > **College Design: CNR/COAFES/CHE**

[College Design: CNR/COAFES/CHE](#)

TRANSFORMING THE U

THE STRATEGIC POSITIONING PROCESS

College Design: CNR/COAFES/CHE

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Group E-mail

Send an email message to all the [members of your task force](#) (if your computer has been properly configured to perform this task.)

- conference call phone number** [download](#)
weekly conference call is set up from 8:00-10:00 on Friday's for task force for those who are at a distance. 612-625-2003

File Library and Resources

- [Resource Alignment Team Contact List](#) - [http...](#)
- [SP Central Document Library](#) - <https://www.m...>
- [Initiative on Biocatalysis](#) - <http://www1.umn.edu/pres...>
- [Initiative on Environment and Renewable Energy](#) - [http...](#)
- [Initiative on Healthy Foods, Healthy Lives](#) - <http://w...>
- Charge Letter** [download](#)
- Listening/Focus Groups Handout** [download](#)
Posted 10/27/05
- [New College Website](#) - <http://www.newcollege.umn.edu>
New College website has a comment section for citizens to use.

College Design: CNR/COAFES/CHE Poll

Which feature of the portal do you think will be the most useful?

File Library

Documents with version control

Polls

Discussions

Contact names table

Calendar

[View Results](#)

College Design: CNR/COAFES/CHE News

- Click "invite" button below to send an email to this group.... [\[More\]](#)

Select group "SPTF Acad CNR, COAFES and CHE" from the drop down list.

TRANSFORMING THE U

CNR/COAFES/CHE Task Force

Page 33

2/7/2006

- **Guiding Principles (COAFES, CNR, CHE)**  [download](#)
COAFES, CNR, CHE Task Force developed these guiding principles to be a filter as they are doing their Task Force work.
- **Timetable for Task Force**  [download](#)
"Plan Your Work, Work Your Plan" Prepared by Dave Johnson and approved by Task Force
- **list of current departments**  [download](#)
Current departments in affected colleges
- **Final report template (draft)**  [download](#)
A draft of the content for the final report from each academic task force
- **Teaching Vision Questions**  [download](#)
Questions developed by Jerry Cohen with consultation from TF

Discussion

Click on the discussion link to post and read comments about current task force work.

- [SPTF Academic College Design - CNR/COAFES/CHE\(4\): Discussion of plans for Academic College Design: CNR/COAFES/CHE](#)

Agendas

COAFES, CNR, CHE TF Agendas

- **Agenda for 9/23/30**  [download](#)
- **Agenda 09/30/05**  [download](#)
- **10/7/05 Agenda**  [download](#)
- **10/14/05 Agenda**  [download](#)
- **10.21/05 Agenda**  [download](#)
- **Schedule for October 20 Conversations Stakeholder Event**  [download](#)
Schedule for the October 20 Conversations Stakeholder Event:
166 Continuing Education Conference Center on the St. Paul Campus
- **Agenda 10/28/05**  [download](#)
- **Agenda for November 4**  [download](#)
- **Task Force Agenda 11/11/05**  [download](#)
- **Agenda 11/18/05**  [download](#)
- **Agenda 12/02/05**  [download](#)
- **Agenda 12/09/05**  [download](#)

Stakeholders & Consultations

To add an item or link to this section, click on "advanced settings", select "add a item" from the drop down box in this section.

- **COAFES Call list**  [download](#)
Short call list for COAFES. Confidential
- **COAFES Complete Stakeholder List**  [download](#)
Stakeholder list from Carla Carlson
- **CNR Stakeholder Contact List**  [download](#)
CNR List from Marty Moen
- **Stakeholder Letter 10/03/05**  [download](#)
Stakeholder letters mailed to list of 12 stakeholders provided by Bob and Anne and 12 stakeholders provided by Dave and Carla. This is a sample. These were personally addressed and signed. Most got them within 24 hours except where the wrong address was provided.
- **Stakeholder email 10/05/05**  [download](#)
Stakeholder email sent by CNR and COAFES college administration developed by TF and sent to college stakeholder list
- **COAFES/CNR Department Heads**  [download](#)
Current department heads
- **Department Head Questions**  [download](#)
Email sent to department heads

- **Stakeholder Consultation Process**  [download](#)
Process was due to Provost on October 11 submitted by co-chairs
- **Soybean Producer Memo from Jim Palmer**  [download](#)
memo from stakeholder with concerns
- **Department Head Responses 10/18/05**  [download](#)
The Task Force sent a set of critical questions to Department Heads. This is a compilation of them in one document.
- **Department Head Linkages**  [download](#)
The Task Force asked the Department Heads to create a linkage chart using a template provided to them.
- **Sustainability Talk 10/24/05**  [download](#)
Presentation given by Dean Chuck Muscoplat on sustainability and change.
- **New College Faculty Interactions**  [download](#)
List of interactions based on department head linkage charts. Prepared by Ron Phillips
- **ROC Strategic Directions**  [download](#)
Posted on 10/25/05
- **Notes/Overview of October 20 Stakeholder Event**  [download](#)
Posted 10/26/05
- **Mission Statements from other Universities**  [download](#)
Dave Johnson provided task force with mission statements 10/27/05
- **Associate Deans Vision Response from Ann Hill Duin**  [download](#)
Per the Task Force request 10/27/05
- **Public Engagement Response from Dean Muscoplat**  [download](#)
posted 10/27/05
- **Best Practices Discussion with Professionals from other Universities**  [download](#)
Interview with Ron Phillips
- **Shirley Baugher Comments & Diagrams**  [download](#)
Posted 10/27/05
- **Responses to New College Website**  [download](#)
Posted 10/27/05
- **More Mission Statements**  [download](#)
assembled 10-27 by Anne K.
- **More Mission Statements**  [download](#)
assembled 10-27 by Anne K.
- **Engagement Response Stafford 10/28/05**  [download](#)
Posted 10/28/05
- **Bob Stine's notes from other Universities**  [download](#)
Posted 10/28/05
- **Dpts w/in Colleges-elsewhere**  [download](#)
Comparison of types and number of departments in colleges comparable to NewCo at other public universities
- **Dean Stafford's Presentation 09/23/05**  [download](#)
Posted on 10/31/05
- **Dept Head Vision Statements 10/31/2005**  [download](#)
- **Bob Stine's notes from other Universities - v1**  [download](#)
Posted 11/1/05
- **NewCO Animal Science Discussion**  [download](#)
Notes from meeting of Al Levine and Ron Phillips with Abel Ponce de Leon. Posted on 11/07/05
- **Associate Dean Vision Questions from Mel Baughman**  [download](#)
Posted on 11/07/05
- **Summary from Ron Phillips regarding Department Vision Statements**  [download](#)
Ron provides comments from the Summary of Department Head mission statements that Adam Birr compiled. Posted 11/07/05
- **New College Data by Department**  [download](#)
TF requested data by department. Posted 11/08/05
- **Comments/Feedback from NewCo website**  [download](#)
posted 11/09/05
- **Stakeholder letter to Muscoplat**  [download](#)
Posted 11/09/05
- **Environmental Schools 11/11/05 - v1**  [download](#)
Brief description of three environmental schools
- **Focus Group Roster**  [download](#)
Confidential. Please do not distribute.
- **Web Response Summary**  [download](#)
Summary of comments posted on web site as of 11/29/05

New College Working Groups and Data

Data and documents related to New College design.

- **Inquiry to Select Working Groups**  [download](#)
Set of questions/issues/information requested by Task Force to select working groups of New College
- **Sample Linkages Chart**  [download](#)
Sample Diagram provided by Rob King
- **Current Faculty in Colleges**  [download](#)
Current faculty information provided by Ann Hill Duin
- **Faculty Graduate Programs**  [download](#)
Faculty Graduate Programs in CNR and COAFES
- **Working Group Charges/ Membership 10/14/05**  [download](#)
Working Group charges and membership provided by Mel Baughman and Ann Hill Duin.
- **Graduate Working Group Report from Susan Galatowitsch**  [download](#)
10/24/05 report submitted
- **Marketing/communications working group (I.E. Schneider)**  [download](#)
Posted 10/24/05
- **Departmental Structure-Eidman 10/24/05**  [download](#)
Report submitted on 10/24/05
- **International Workgroup**  [download](#)
submitted on 10/24/05
- **Research Work Group Report**  [download](#)
submitted 10/24/05
- **Budget and Finance Work Group**  [download](#)
posted on 10/25/05
- **Capital Planning Work Group**  [download](#)
Posted 10/25/05
- **Curriculum Work Group**  [download](#)
Posted 10/25/05
- **Constituent Relations Work Group**  [download](#)
Posted 10/26/05
- **EXtension Work Group report 1**  [download](#)
Posted 10/27/05
- **Engagement/Outreach Work Group**  [download](#)
Posted 10/27/05
- **Names & Structure - Ek - v1**  [download](#)
Posted 11-1-05
- **FWCB Linkages from Jim Perry**  [download](#)
Posted on 11/03/05
- **Structure Working Group - v1**  [download](#)
Email response to us.
- **Outreach/Public Engagement WG - additional answers - v1**  [download](#)
Posted 11/17/05
- **Graduate Work Group**  [download](#)
Report submitted and posted on 11/18/05
- **Government Relations Work Group**  [download](#)
Submitted and posted on November 18, 2005
- **Department Structure**  [download](#)
Report submitted by Vern Eidman on 11/18/05
- **New College Working Groups Final Reports**  [download](#)
All of the working group reports are compiled in one document. Posted 11/28/05

Final Drafts starting 12/07/05

Working drafts created starting 12/07/05

- [Executive Summary - v1](#)  [download](#)
Draft with ASL changes to Executive Summary
 - [Draft final report - V4 - v6](#)  [download](#)
Posted 12/7/05 by Bob - edits to Kate's version
 - [Executive Summary - v7](#)  [download](#)
Posted 12/7/05 by Bob - additional edits; Deb added more edits
 - **Forum Presentation on Deliverables 12/09/05**  [download](#)
Powerpoint Presentation at the forum for faculty, staff and students at 335 Borlag on 12/09/05 from 12:00-1:30 presented by Chairs Al Levin, Ron Phillips, and Deb Swackhamer
 - [Breeze Archive Presentation from the 12/09/05 Forum](#) - <http://breeze4.umn.edu/r5513363...>
The 12:00-1:30 COAFES, CNR, CHE Forum held on 12/09/05 was captured via Breeze for anyone to see from their desktop. The topic was recommendations for the deliverables the task force was asked to address.
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APPENDIX L: NEW COLLEGE WORKING GROUPS REPORTS

The purpose of the Working Groups was to support the Academic/College Design Task Force in completing its charge from the Provost.

Twenty working groups were integrated under three clusters to most efficiently share information with the Task Force. The chairs of each Working Group convened as the cluster committee to ensure integration of efforts and to avoid inconsistent efforts and duplication.

Final Reports of Working Groups: Compilation Report

Posted on the New College website <http://www.newcollege.umn.edu>