



# Board of Regents Work Session

May 2015

May 07, 2015

3:00 p.m. - 4:15 p.m.

West Committee Room, McNamara Alumni Center

## BOR - MAY 2015 - Work Session

### 1. Draft Progress Card

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# BOARD OF REGENTS DOCKET ITEM SUMMARY

**Board of Regents Work Session**

**May 8, 2015**

**Agenda Item:** Board of Regents Progress Card

**Review**                     
  **Review + Action**                     
  **Action**                     
  **Discussion**  
 *This is a report required by Board policy.*

**Presenters:** Regent Richard B. Beeson, Chair  
 Brian R. Steeves, Executive Director & Corporate Secretary

**Purpose & Key Points**

This work session will provide an opportunity for Regents to discuss a ‘progress card’ framework to drive performance and support Board of Regents oversight. The discussion will focus on answering a single question: “In what areas should the Board of Regents set specific aspirational goals?” This will provide a platform for the Board to draft appropriate goals and measures in consultation with the administration.

The Board heard a presentation at its March 2015 meeting regarding implementation of and measures related to the Twin Cities strategic plan. The Board’s oversight progress card will be separate from the more tactical measures established to track that plan’s progress. As envisioned, the progress card will:

1. Focus oversight on a limited number of strategically measurable goals that establish an at-a-glance roadmap for the future.
2. Inform and help align operational metrics and strategic plan implementation.
3. Be frequently referenced and updated annually.

	<b>Progress Card</b>	<b>Operational Metrics &amp; Strategic Plan Implementation</b>
<b>Purpose</b>	Focus is on governance and moving the organization forward. Limited number of strategic but measurable goals.	Focus is on implementing the strategic plan, including establishment of numerous operational metrics that will sustain strategic plan momentum over a long period.

	<b>Progress Card</b>	<b>Operational Metrics &amp; Strategic Plan Implementation</b>
<b>Measures</b>	Sets clear targets and measures that connect to establish a strategy roadmap for the future. Uses a mix of leading indicators (or performance drivers) and lagging indicators (or outcomes).	Tracks data points to assist management and articulate how the University community will know if implementation of the plan is having the desired impact. In some cases, may use small groups of proxy metrics since cultural change can be difficult to measure.
<b>Timeframe</b>	5- to 8-year goals; progress reviewed annually.	Establish 2014-15 baseline and track progress throughout the strategic plan horizon.

Few things inspire change and drive performance like a well-articulated goal. The progress card will help guide and shape the University’s future and serve as tangible evidence of improvement.

The work session will use the draft progress card included in the docket as a starting point for discussion. Additional ideas will be captured on flip charts and Regents will have an opportunity to identify preferences. The work session will inform the Board as it works to refine the progress card and develop recommended goals. To effectively clarify the Board’s expectations and establish clear targets for measuring success, the progress card will include a relatively limited number of goals (likely no more than 20).

### **Background Information**

The Board’s proactive establishment of, and full engagement around, a select set of aspirational progress targets creates a future focus that is a clear expression of its governance role. Examples where the Board has done this include the \$90 million Operational Excellence target over six years, and the 60 percent UMTC four-year graduation rate recently accomplished after 10 years. Goals drive behaviors and behaviors can improve culture.

# DRAFT University of Minnesota Progress Card

Strategic Focus	Performance Drivers/Outcomes	2011 -12	2012 -13	2013 -14	2014 -15	Goal/ Year
<b>Undergraduate Education</b>	Twin Cities freshman average ACT (#)	Data	Data	Data	Data	/2021
	Twin Cities 4-year graduation rate (%)	Data	Data	Data	Data	/2021
	Twin Cities 6-year graduation rate (%)	Data	Data	Data	Data	/2021
	Transfer student graduation rate (%)	Data	Data	Data	Data	/2021
	Twin Cities non-reciprocity freshmen as percent non-MN (%)	Data	Data	Data	Data	/2021
	Overall student academic experience (%)	Data	Data	Data	Data	/2021
<b>Graduate Education</b>	TBD	Data	Data	Data	Data	/2021
<b>Financial Accessibility</b>	Average net cost of attendance (\$)	Data	Data	Data	Data	/2021
	Total need-based aid (\$)	Data	Data	Data	Data	/2021
<b>Medical School</b>	Median Medical School faculty sponsored research portfolio (\$)	Data	Data	Data	Data	/2021
	Medical School ranking (#)	Data	Data	Data	Data	/2021
<b>Inclusive Success</b>	Graduation rates of students of color compared to other students (%)	Data	Data	Data	Data	/2021
<b>Research</b>	Sponsored research applications submitted (#)	Data	Data	Data	Data	/2021
	National research ranking (#)	Data	Data	Data	Data	/2021
<b>Reputation</b>	Highly-cited faculty-published articles (#)	Data	Data	Data	Data	/2021
	Faculty award index (#)	Data	Data	Data	Data	/2021
	National scholarships awarded to students (#)	Data	Data	Data	Data	/2021
<b>Stewardship</b>	Operational Excellence implementation (\$)	Data	Data	Data	Data	/2021
	Spending on admin/support vs. mission and mission support (%)	Data	Data	Data	Data	/2021
	Faculty/staff per degree granted (#)	Data	Data	Data	Data	/2021
	Facility condition assessment	Data	Data	Data	Data	/2021
	Credit rating	Data	Data	Data	Data	/2021
<b>Philanthropy</b>	Annual philanthropic giving to UM/UMF (\$)	Data	Data	Data	Data	/2021
<b>Human Resources</b>	Positive employee engagement rating (%)	Data	Data	Data	Data	/2021
<b>Industry Partnerships</b>	MN-IP agreements (#)	Data	Data	Data	Data	/2021
	New business formations (#)	Data	Data	Data	Data	/2021
<b>Crookston</b>	TBD	Data	Data	Data	Data	/2021
<b>Duluth</b>	TBD	Data	Data	Data	Data	/2021
<b>Morris</b>	TBD	Data	Data	Data	Data	/2021
<b>Rochester</b>	TBD	Data	Data	Data	Data	/2021

# Progress Card: Purpose and Context

Brian Steeves, Executive Director & Corporate Secretary



UNIVERSITY OF MINNESOTA

**Driven to Discover<sup>SM</sup>**

# Why a Progress Card?

- ✓ **Unify** the Board and President around a limited number of measurable, strategic goals in alignment with the Strategic Plan.
- ✓ **Drive performance** and shape the University's future.
- ✓ **Transparency and accountability** to the public.



# University of Maryland Model

## BENCHMARKS

The University will increase its **enrollment of the state's highest achieving high school graduates** by 40%.

The **percentage of students from underrepresented groups** (African-,

Asian-, Hispanic-, and Native-American and multiracial) will rise to at least 38%.

Students earning **academic credit each year for study abroad will triple**, from 1,300 to 4,000.

## BENCHMARKS

**Stipends for graduate students will be competitive** with the very best programs, with a minimum of \$18,000 (2006 dollars).

**Graduate enrollment will be reduced** to ensure the highest quality programs

commensurate with available resources and market demand.

**High quality, affordable housing for graduate students** will be increased, beginning with apartments for 1,250 students in East Campus.

## BENCHMARKS

**External research funding will increase** from \$407 million to \$700 million.

**Faculty elected to the nation's most prestigious academic organizations** will increase by more than 50%.

At least seven major, **multi-disciplinary research initiatives**, some with annual funding of \$20 million and more, will be established.

**Expansion of the University's international reach**, as measured by study abroad, international student enrollment, and teaching, research, and service projects abroad.

**Increased alumni involvement** as indicated by volunteer participation and

growth in due-paying membership from 30,000 to 50,000.

New and stronger **partnerships with Maryland's municipalities, counties, community colleges, school districts, and state government** and with major national and international organizations.



# University of Iowa Model

Key:























- - Satisfactory progress toward target
- - Unsatisfactory or no progress toward

## University of Iowa Strategic Plan Scorecard

	Indicator	Base Actual (FY10 unless otherwise noted)	Year 3 Actual (FY14 unless otherwise noted)	Target	Progress
<b>University of Iowa Indicators</b>					
UI 1	As part of the University's current comprehensive campaign, through July 1, 2016, raise \$200 million in private gifts in support of student success (scholarships, graduate fellowships, study abroad scholarships, etc.).	\$0 (FY 2008)	\$218,582,477 (FY2009 through FY 2014)	\$200M	<span style="color: green;">●</span>
UI 2	Maintain national stature as a research university by offering graduate and professional programs of which at least 75% are ranked in the top 30 among like public programs (as measured by <i>U.S. News &amp; World Report</i> rankings).	N/A	76.5% (26/34)	At least 75%	<span style="color: green;">●</span>
UI 3	By 2016, launch* 7 interdisciplinary faculty clusters focused on solving important scientific, social science and humanistic challenges and improving society through the production of new knowledge and creative work (*as measured by at least one faculty member having been hired into the cluster).	0	3 added FY12 = 4 total 1 added FY13 = 5 total no hires into new clusters FY14	7	<span style="color: green;">●</span>
UI 4	As part of the University's current comprehensive campaign, through July 1, 2016, raise \$200 million in private gifts in support of faculty excellence (chairs, professorships, visiting fellows, professional development).	\$0 (FY 2008)	\$131,077,971 (FY2009 through FY 2014)	\$200M	<span style="color: green;">●</span>
UI 5	By 2016, 75% progress towards completing new facilities and educational offerings that transform arts education and outreach at The University of Iowa.	2%	50%	75%	<span style="color: green;">●</span>
UI 6	Establish degree completion programs with all 15 Iowa community colleges.	8	15	15	<span style="color: green;">●</span>
UI 7	By 2016, divert 40% of the university's waste through recycle, reduced production and food capture programs.	24%	38%	40%	<span style="color: green;">●</span>
UI 8	By 2016, achieve 25% renewable energy consumption.	11%	12%	25%	<span style="color: yellow;">●</span>
UI 9	By 2016, have more than 1M annual e-transactions.	633,356	895,720	1,000,000	<span style="color: green;">●</span>
UI 10	By 2016, have 100% of all potential joint purchase opportunities competitively bid with large group rates.	95.0%	98.5%	100%	<span style="color: green;">●</span>



# University of Nebraska Model

University of Nebraska Strategic Dashboard Indicators (Updated as of January 30, 2015)									
State Funding Change (1.a.i) FY2014-15		Tuition Change (1.a.ii) FY 2014-15		Enrollment Change (1.b.i) Fall 2014		Retention (1.b.i) Fall 2014		Need-Based Aid (1.a.iii) FY2013-14	
Target	Outcome	Target	Outcome	Target	Outcome	Target	Outcome	Target	Outcome
 State funding cost mgmt. =-6%	4.0%*	 Funding cost mgmt. =-6%	0.0% Resident	 UNL= 2.0% increase	+2.3%	 80% retention rate	81.7%	 Raise at least \$9 million in private funds	Raised \$11.8 million
			3.0% Nonresident	 UNO= 3.0% increase	0.0%				
				 UNK= increase	-2.3%				
				 UNMC= increase	+0.4%				
Women Faculty (2.a.iii) Fall 2013		Minority Faculty (2.a.iii) Fall 2013		Top 25% Enrollment (3.b.i) Fall 2014		Nonresident Students (3.c.i) Fall 2014		Merit-Based Aid (3.b.ii) FY2013-14	
Target	Outcome	Target	Outcome	Target	Outcome	Target	Outcome	Target	Outcome
 Increase over 2012	2013=35.03% 2012=35.09%	 Increase over 2012	2013=18.52% 2012=17.90%	 Increase to 50%	51.5%	 Increase 1.5% over 2013	+5.4%	 Raise at least \$9 million in private funds	Raised \$16.0 million
Study Abroad (3.d.i) AY2012-13		International Students (3.d.ii) Fall 2014		Distance Education (3.g.i) AY2013-14		Six-Year Graduation Rate (1.b.iii) AY2012-13			
Target	Outcome	Target	Outcome	Target	Outcome	Campus	Target	Outcome	
 Double base of 1,221 students by 2019-20	0.1% decrease over prior year	 Double base of 3,018 students by 2019-20	11.8% increase over prior year	 Increase in-state and out-of-state distance only credit hours by 10% each	In-state =+11% Out-of-state =+10%	 UNL	Maintain or show progress toward reaching the average six-year graduation rate of peers	2013= -4.8% 2012= -6.9%	
						 UNO		2013= -0.9% 2012= 3.0%	
						 UNK		2013= 1.2% 2012= 5.2%	
						UNMC	Not applicable	Not Applicable	
LEGEND:		 Target Met or Exceeded		 Progress Toward Target		 Target Not Met			



# Ohio State University Model



April 2015 Board Meeting  
FY15 YTD | Through March 2015

ACADEMIC INITIATIVES	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2020 Goal	Current Status
<b>A. Enhancing the undergraduate and graduate student experience</b>								
1. Student to Faculty Ratio <sup>1</sup>		19:1	19:1	19:1	19:1	18:1	18:1	▲
2. NSSE High Impact Practices Participation (% First-Year, % Seniors)	45% / 77%			48% / 94%			62% / 94%	▲
3. USNWR, America's Best Colleges Rank (Publics)	18	18	17	18	16	18	10	▼
4. Gallup Well-being Index (available 2015)							N/A	□ DATA PENDING
5. Graduate/Professional Student Academic Experience Index	72			71			75	▼
6. USNWR, Number of Graduate and Professional Programs in Top 25 <sup>2</sup>	49	57	60	58	55	54	65	▼
<b>B. Developing the Discovery Themes of Energy and Environment, Food Production and Insecurity, Health and Wellness</b>								
1. Discovery Theme Faculty Hired						8	185	▬
<b>C. Developing eLearning</b>								
1. Number of online programs offered			6	6	7	10	N/A	▲
2. Number of online course sections taught	587	691	804	741	989		N/A	▲
3. Number of students enrolled in online courses	19,117	22,375	25,990	23,899	29,992		N/A	▲
<b>D. Discussing new models of faculty evaluations and rewards in a collaborative climate</b>								
1. Total Research Expenditures: Rank among Public Universities <sup>3</sup>	7	9	11	10	11	12	8	▼
2. Increase tenure-track faculty by 8 to 10% <sup>4</sup>	3,043	2,982	2,930	2,903	2,848	2,844	3,230	▼
<b>E. Balancing affordability and access and excellence for our students</b>								
1. Provide \$40M in additional scholarships and financial aid	\$91.5M	\$96.9M	\$108.6M	\$127.2M	\$138.2M		\$148.3M	▲
1a. Increase merit-based aid	\$64.9M	\$67.5M	\$70.8M	\$77.6M	\$87.9M		N/A	▲
2a. Increase need-based aid	\$26.6M	\$29.4M	\$37.8M	\$49.6M	\$50.3M		N/A	▲
2. Undergraduate Graduation Rate (within six years) <sup>5</sup>	74.9%	78.0%	79.7%	82.4%	83.2%	83.5%	85.0%	▲
2a. Undergraduate URM Graduation Rate (within six years)	63.9%	68.3%	73.7%	74.2%	74.4%	75.4%	N/A	▲
2b. Undergraduate First Generation Graduation Rate (within six years)				74.4%	75.8%	76.3%	N/A	▲
<b>F. Enhancing the arts at Ohio State and our connections with the Columbus arts community</b>								
To be developed							N/A	

1 Ohio State definition changed to conform with US News & World Report definition in 2010-11

2 Represents published rankings between 2011 and 2016

3 Represents FY 2008-2013

4 Historic headcount updated

5 Represents entering cohorts for Autumn 2003 to Autumn 2008

▲ Meets or Exceeds Goal

▬ Caution

▼ Below Goal - Action Needed

□ Data Pending

▲ Performance Up

▬ No Performance Change

▼ Performance Down



# University of Illinois Model

## Goal II: Provide transformative learning experiences

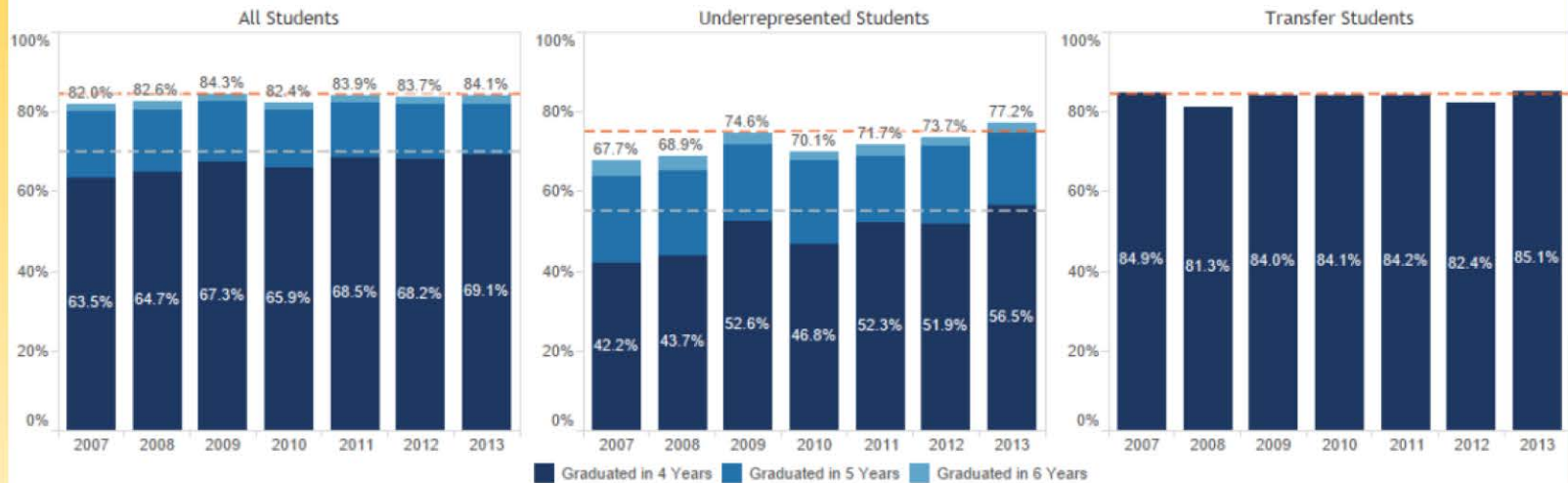
Select a College/School: Campus Total

----- 2016 Targets (where available)

Note: Some graphs are unavailable at the college/school level

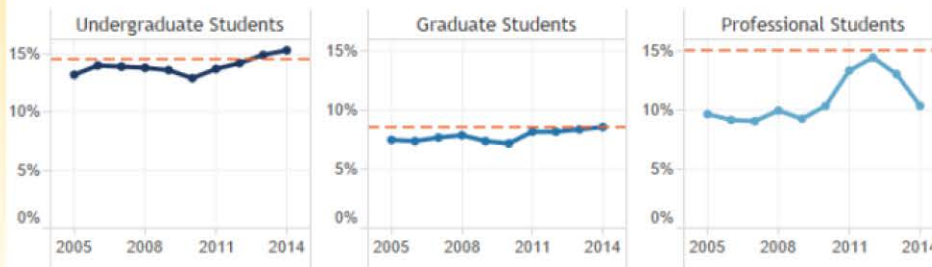


### Undergraduate Graduation Rates



### Diversity

#### Percentage of Underrepresented Students



#### Percentage of Underrepresented Staff



# University of Texas Model



# Observations

- ✓ Progress cards are an emerging governing tool with promising practices worth considering.
- ✓ The most effective models have these characteristics:
  - Focused on a limited number of specific goals.
  - Inform and help align operational metrics and strategic plan implementation.
  - Frequently referenced and regularly updated.



# University of Minnesota Draft

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Research	Sponsored research applications submitted (#)	Data	Data	Data	Data	/2021
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# **Work Session Discussion Question**

**In what areas should the  
Board of Regents set specific  
aspirational goals?**



# Links

- University of Maryland Strategic Plan - <http://www.provost.umd.edu/implement.cfm>
- University of Iowa Strategic Plan Scorecard - <http://provost.uiowa.edu/strategic-plan-progress-status-fy-2014#ss>
- University of Nebraska Strategic Framework Dashboard Indicators - <http://nebraska.edu/strategic-framework.html>
- Ohio State University Board of Trustees Scorecard - <https://oaa.osu.edu/board-of-trustees-scorecard.html>
- University of Illinois Strategic Planning Dashboards - <http://strategicplan.illinois.edu/goals.html>
- University of Texas System Productivity Dashboard - <https://data.utsystem.edu/SASPortal/main.do>

