Transforming the University

Final Recommendations of the Task Force on Collegiate Design: CEHD-CHE (SSW & FSoS)

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I. Executive Summary

The Committee Charge, the deliverables, and the task force membership and contact information is located in Annex A

The TF does not recommend a name for the new college but feels that a name should be selected as a way to signify the creation of a new college that transcends any of the three colleges now being combined yet also clearly indicates the mission and focus of faculty and program area efforts within the college

The TF recommends the following ***mission***: *The new College is committed to being a world leader in creating and advancing knowledge in the fields of education, family systems, human welfare and human development across the lifespan by conducting rigorous research, identifying and applying creative solutions to the pressing problems of individuals, families, societies and countries in timely, relevant ways, and transmitting knowledge through quality publications and products, teaching efforts and public engagement and disseminating research.*

To accomplish this mission, the TF recommends that the work of the new College be concentrated within five over-arching "**Themes of Distinction"**: (a) ***Teaching and Learning***, (b) ***Development across the Life Span***, (c) ***Economic and Social Well-Being***, (d) ***Educational and Social Policy and Leadership***, and (e) ***Social Justice and Diversity***.

The Task Force proposes that the new College be organized in nine academic departments, four college-wide centers and three virtual, cross-cutting "**Collaboratives for Excellence**"— a **Collaborative for Excellence in Interdisciplinary Research**, a **Collaborative for Excellence in Teaching and Learning**, and a **Collaborative for Excellence in Public Engagement**. This structure balances a desire to reduce the structural and financial barriers that currently impede cross-departmental and interdisciplinary collaboration in CEHD and CHE with a concern that the positive national reputation and rankings of current departments and programs not be jeopardized during this restructuring. (See figure 1)

The five themes provide a way of highlighting focal areas of our strength as a College. The organizational structure suggested above provides an operational mechanism for supporting work within those themes. The TF recommends an additional step, the formation of ***CENTERPIECE TOPICS***, through which the College can encourage work across themes.

The TF emphasizes that the proposed structure will only lead to the ends we seek if important supporting conditions are also present, including adequacy of support services, physical proximity of groups with common interests, amount and quality of space that promotes our current and future agendas, agility in competing for external funds, and flexibility in personnel issues. It is essential that money saved as a result of this consolidation be re-invested in promoting the excellence of this new College. These issues are discussed in the full report.

CEHD-CHE (SSW & FSoS) College Redesign Task Force Final Report

II. Introduction

The goal of the transformative strategic planning effort now underway at the University of Minnesota is to make the University one of the top three public research universities in the world within a decade. As one aspect of that effort, the University's Task Force on Academic Positioning recommended combining the College of Education and Human Development, General College, the Department of Family Social Science, and the School of Social Work. In June 2005 this recommendation was approved by the Board of Regents. This Task Force (TF) was charged with recommending an optimal design, structure and organization for the new college. This TF formally began its work on September 16, 2005. Guiding principles adopted by the TF are presented in **Annex B**. See **Annex C** for TF stakeholder consultation plan.

III. Response to Deliverables

A. Recommendation regarding the name and mission of the college

As part of recommending a name for the new College, the Task Force surveyed all faculty and staff in the College of Education and Human Development, the Department of Family Social Science, the School of Social Work and General College. It was clear that some respondents wanted the name to remain the same, others wanted a combination of the present name and a new component, while others believed that a new name could signify creation of a new college that transcends any of the three colleges now being combined. We believe that the decision regarding the name requires broader input than time allowed. We offer preliminary data on possible name choices in **Annex D** but recognize that we need to gather more data for such an important decision.

The TF recommends the following ***mission***:

> *The new College is committed to being a world leader in creating and advancing knowledge in the fields of education, family systems, human welfare and human development across the lifespan by conducting rigorous research, identifying and applying creative solutions to the pressing problems of individuals, families, societies and countries in timely, relevant ways, and transmitting knowledge through quality publications and products, teaching efforts and public engagement and disseminating research.*

B. Recommendations regarding areas of strength and comparative advantage, including areas that should be targeted for additional investment

To accomplish this mission, the TF recommends that the work of the College be concentrated within five over-arching '**Themes of Distinction**" (described below) and those individuals within the College make a focused effort to ensure that activities around these themes permeate the research, teaching and engagement efforts. These themes are offered as a way of encouraging shared vision and defining high priority areas for cross-departmental and inter-disciplinary research, teaching, and engagement. The objective of

the College is to become an internationally recognized center of innovative thinking, research, teaching, and engagement on issues related to each of the themes. The focus on these themes should not preclude individual faculty members pursuing research agendas on other topics. Rather, it is intended to build a distinctive international identity for the work underway in the new College.

Teaching and Learning: Activities will focus on understanding teaching and learning processes, improving pedagogical practices and creating, documenting, analyzing, and improving organizations and strategies to enhance lifelong learning experiences—from birth through the preK-12 school years, into college, and through adulthood.

Development across the Life Span: Activities will advance society's understanding of the biological, physical, cognitive, and psychosocial changes experienced by individuals and the changes in relationships, families, and the larger contexts in which individuals grow over time. Activities will focus on applying basic knowledge in the development of programs that facilitate optimal development.

Economic and Social Well-Being: Activities will address critical issues related to income security, family and community well being, and sustainable communities. Activities will support the economic and social well-being of the citizens of Minnesota and beyond.

Educational and Social Policy and Leadership: Activities will focus on the legal, political, and social frameworks that define how societies are organized and how individuals and organizations can exercise effective leadership within those structures.

Social Justice and Diversity: Activities will focus on the impact of differences in individuals' experiences in society, the equitable distribution of social and economic resources, and creative solutions to persistent inequities.

These themes will organize, inform, and cut across our research, teaching and public engagement activities. Incentives need to be created that will foster interdisciplinary work that focuses on these themes. The TF further recommends that the College undertake an aggressive campaign to publicly highlight work in these theme areas. The TF recommends that these themes be implemented through the organizational structure discussed below.

C. Recommendations regarding optimal design, structure and organization

The Task Force proposes that the College be organized in nine academic departments, four college-wide centers, and three *virtual*, cross-cutting "**Collaboratives for Excellence**"— a **Collaborative for Excellence in Interdisciplinary Research**, a **Collaborative for Excellence in Teaching and Learning**, and a **Collaborative for Excellence in Public Engagement** (**Figure 1**). This structure balances a desire to reduce the structural and financial barriers that currently impede cross-departmental and interdisciplinary collaboration in CEHD and CHE with a concern that the positive national reputation and rankings of current departments, centers, and programs not be jeopardized during this restructuring.

Collaboratives for Excellence: The three virtual Collaboratives will have two primary purposes: (1) to encourage cross-departmental and interdisciplinary research, teaching and engagement and (2) to promote the concentration of those activities around five substantive themes for which the College seeks to establish national visibility and eminence (discussed earlier).

To accomplish these purposes, the Collaboratives will be vested with the leadership, authority and financial resources necessary to encourage cross-departmental and interdisciplinary, theme-focused research, teaching and engagement. Specifically, a portion of College funds destined for support of departments will be channeled through these Collaboratives. Funds will then be allocated to departments, teams, and individuals (on a competitive basis) that propose to undertake activities that (a) involve cross-departmental and/or interdisciplinary collaboration and (b) are aligned with College themes. Collaboratives will be administered by Associate Deans, who would have responsibility for providing leadership related to the work of the Collaborative, coordination across Collaboratives, communications across departments, and communication among departments, Collaboratives, and the College administration. Advisory committees of members from all units within the college would provide consultation to the associate deans. This framework (illustrated in **Figure 1**) creates both financial incentives and financial necessity to collaborate across departments and to focus on central themes, while still allowing individual faculty members to pursue their own areas of interest.

The new **Collaborative for Excellence in Teaching** might implement shared faculty appointments, fixed-term inter-departmental faculty exchanges, team teaching, elimination of courses in departments that overlap significantly with courses in other departments, start up funds for the use of technology in the classroom, and development of new undergraduate and graduate courses in which all departments make a contribution. The **Collaborative for Excellence in Research** initiatives might utilize joint faculty appointment, sharing of faculty lines, startup funds, and research assistants or post-doctoral appointments for research projects that cut across disciplines. Mentoring of junior faculty could be done by small groups of interdisciplinary faculty to foster the collaborative research process.

The **Collaborative for Excellence in Public Engagement** might include demonstration, extension, and implementation projects, undertaken by faculty and staff either individually or collectively. While continuing to be encouraged and supported by academic departments, the Collaborative for Excellence on Public Engagement will provide a focal point for these activities, particularly as they require cross-departmental collaboration. The role of the Collaborative is to help identify opportunities, broker collaborative linkages, reduce bureaucratic obstacles, and provide logistical support in an effort to promote more active engagement at the local, national and international levels.

We recognize that departments already engage in research, teaching, and outreach activities that cut across departmental lines. We expect this will continue through departmental

initiatives. At the same time, the added value of the Collaborative structure will be its ability to (a) elevate the prominence of research in the organizational structure of the College, (b) create a forum in which cross-departmental and interdisciplinary research can be more effectively encouraged and supported, and (c) provide a simple and seamless mechanism for more easily implementing cross-departmental and interdisciplinary courses and outreach activities. The new college will affirm that engagement is a core component of land-grant university scholarship and will create strong external relationship networks that provide a dynamic context for all forms of scholarship.

Academic Departments: In the short-term, current academic departments/schools/institutes remain intact as they move into the new collegiate structure. This will ensure the continued identity of departments that are already highly ranked nationally and avoid problems with (or of confusion on the part of) licensure and accrediting organizations. Actions that would blur the identity or impede the work of nationally ranked departments would be counter-productive to the very ends we seek. Over time, as faculty across the merging units get to know each other, find common interest, and undertake collaborative work, they should have the opportunity to move into configurations that better reflect the cross-cutting themes. This may result in the consolidation of departments into a smaller number of academic units.

College-wide Centers: There are currently four centers deemed as college-wide centers within the College of Education and Human Development. These include: Institute on Community Integration, Center for Applied Research and Educational Improvement, Center for Early Education and Development, and the Center for Reading Research. In the short term, these college-wide centers will remain intact as the restructuring moves forward. This will ensure that these centers maintain their national and Minnesota distinction and recognition. Overtime, as the new college evolves and faculty and staff have opportunities to work together, new center configurations that strengthen college-wide research programs and productivity may emerge. Of particular importance is the role the proposed Collaborative on Excellence in Research will ultimately play in creating a supportive infrastructure for research.

D. Recommendations as to how the University can best leverage its current and potential academic advantages, including in new and evolving disciplines

The five themes provide a way of highlighting focal areas of our strength as a College. The organizational structure (suggested above) provides an operational mechanism for supporting work within those themes. The TF recommends an additional step, the formation of ***CENTERPIECE TOPICS***, through which the College can encourage work across themes. These themes allow faculty to bring to bear the intellectual synergy and cooperative inquiry that is required to address the complexity of confounding educational and societal issues facing Minnesota, the nation and the world.

Specifically, the TF recommends that the College designate one or two ***CENTERPIECE TOPICS*** and commit College resources toward building preeminent national leadership in research, teaching and engagement around these topics. These topics would operate as

focal activities of all three Collaborative. Research, engagement and teaching that focus on these topics would be encouraged through the funding mechanisms of the three Collaboratives. Examples of such topics might include (a) eliminating the achievement gap, (b) achieving universal early and ongoing literacy, (c) reducing poverty, or (d) eliminating violence in the schools. The task force recommends that faculty members should select the topic(s) on which to focus College efforts. While the topics might change over time, the College should make a sufficiently long commitment so that faculty in consultation with community stakeholders can build sustained programs of work in these areas. **Figure 2** summarizes the vision of themes, supported by administrative mechanisms, that help focus work on a set of centerpiece topics.

Supporting Conditions: The proposed structure will only lead to the ends we seek if important supporting conditions are also present. The TF emphasizes the importance of three catalysts of productivity: (a) the adequacy of *support services* within the new College (e.g. financial services, technology support, etc.), (b) the opportunity for faculty members, after they have had an opportunity to get to know their new colleagues, to *formally realign their departmental affiliation*, perhaps in the third year of the new College, and (c) *physical proximity* of groups that have substantial common interests. The current configuration of space and location are mentioned as a significant barrier to collaboration and effective use of resources. If all units were in one location, the likelihood of collaboration would be greatly enhanced. If that is not feasible, the TF recommends departments with similar missions be relocated closer together.

The tone that the new College sets in it relationship with faculty, staff, and external audiences will also be important to its success. The TF emphasizes four areas for special attention. First, the orientation of college staff needs to be one of ***service that supports the work of faculty, staff and students rather than compliance***. Second, ***transparency in college finances and management*** offer a means of building morale and a sense of common purpose. Faculty may be more supportive of administrative decisions if they understand how those decisions fit into a larger plan. Third, success in raising the College's research profile will require ***flexibility and agility in competition for external funding***. This issue has both external and internal dimensions: Externally, funding mechanisms and rules are changing and competition with private sector organizations that are more agile in adapting their budgets and overhead charges to these changing conditions is increasing. Internally, there is sometimes a tension between the desire to treat all faculty members equitably versus the need to make exceptions in order to be competitive. Finally, while the university needs to cover its costs, the College needs to ***remain open to opportunities*** that would raise our national visibility but not yield the desired level of financial return.

E. Recommendations regarding a longer-term strategic plan and strategies for the development of the college

The new dean should immediately assemble representatives from all units in the new college to write a strategic plan for the long term development of the college.

Research: As discussed elsewhere in this report, the TF recommends that:

- The longer-term strategic plan emphasizes the concentration of research, teaching and service activities around the Themes of Distinction and Centerpiece Topics (discussed above).
- Gradually, over time, the 30+ research centers currently in CEHD and CHE are consolidated into a smaller number of centers with more concentration of focus around the Themes of Distinction and Centerpiece Topics. This recommendation should not be interpreted as a move to stifle innovation or entrepreneurship.
- Greater use of P&A lecturers and adjunct faculty to carry instructional responsibilities when appropriate (discussed below).
- Greater attention to hiring tenure track faculty who demonstrate interest in interdisciplinary collaboration and research.

Teaching: While committed to raising the prominence of research, we recognize the importance of maintaining and increasing the excellence of our teaching. The Task Force recommends five actions to help ensure continued excellence of teaching:

- To help ensure excellent teaching the college should make greater use of non-tenure track instructional staff who demonstrate excellence in teaching. The greater use of instructional P&A should be used to help reduce the teaching loads of tenure track faculty with a demonstrated record of high research productivity. While *all faculty members will be expected to teach and conduct research*, the move toward greater research prominence will require creative ways of organizing faculty work.
- To make it more attractive for non-tenure track instructional staff to remain in that role, options should be available to hire these instructional staff on 5-7 year renewable contracts. This allows talented teachers to have some level of stability and job security.
- Even among tenured faculty, differences in interests and abilities need to be recognized and honored. To this end, the College could benefit from moving away from the idea, embodied in the teaching load statements of both merging units, that faculty should be treated in a similar way in the determination of work loads. Tenured faculty members who have little inclination to conduct research should be expected to increase their teaching and outreach activities and should be rewarded for doing so.
- As part of protecting the quality of teaching and maintaining the focus on research, the college should make it easier for excellent teachers with modest research records to move from tenure track to non-tenure track positions. This will help avoid the difficult, but all too common situation faced by departments who must vote on tenure for individuals who are widely seen as talented teachers, gifted in their public engagement, but lacking sufficient research to warrant tenure.
- An important part of raising the national profile of the College is recruiting and retaining top quality students. At the graduate level, that depends heavily on the availability of assistantships and fellowships. At the undergraduate level, that requires scholarships While increased funding will be important, the College can also benefit from developing more effective strategies for managing the funds already available and distributing them as early as possible.

Engagement: See page 10.

Diversity: Increasing diversity in society must also be reflected in the new college's faculty, staff and students as well as in its research and engagement. To that end, we recommend:

- Short and long term plans to attract and retain students of color, individuals with disabilities and those from other historically under-represented groups. In order to be credible, goals for recruitment and retention must be accompanied by resources that will make it possible to achieve these goals.
- Special outreach efforts to attract and retain students from new immigrant groups, economically disadvantaged students and first generation college entrants.
- Strategic hiring that will increase the numbers of diverse faculty and staff in all units of the new college and mentoring programs that will retain these individuals.
- Incentive funding for research and engagement efforts that incorporate attention to diverse populations.

F. Recommendations on how to enhance multidisciplinary research in the new college and with other collegiate units.

A key objective within the new College is to raise the prominence of research. What distinguishes top public research universities from others is their emphasis on research. At the top levels of competition, major universities cannot raise their national prominence solely by improving the quality of teaching or their outreach. Greater prominence in research, at times, may require a shift in the balance between research, teaching, and outreach. This will require trade-offs in relation to faculty assignments and the possible consideration of differentiated staffing to place this level of emphasis on research productivity. Overall, reaching the goal of increased research productivity will require that the depth and breadth of expertise within the new College be aligned with long-term state and national priorities (e.g. evident in the themes of distinction and the centerpiece topics), funding opportunities, and ways to advance our stature and value within Minnesota, nationally, and internationally. There are several basic assumptions that should be used to guide research and scholarship in the new College:

- Distinguished programs of research and scholarship are central to the University and College missions and critical to their aspirations of achieving a place among the top three ranked public universities.
- Cross-disciplinary and interdisciplinary perspectives and strategies are critically important in promoting high-quality research programs, achieving increased levels of collaboration among professional colleagues, and broadening the role of the new College within the University and state.
- By supporting and developing premiere programs of research and scholarship, the new College can enhance the quality of education at all levels, both through the teaching provided by distinguished faculty members and through increased research and scholarship opportunities for undergraduate and graduate students.
- Outstanding research and scholarship can also enhance the new College's contribution to the economic growth and stability of public education and community

service programs in the state, by promoting the use of research in program planning and improvement efforts.
- The climate for external support for research today is ever-changing, necessitating faculty and staff adaptation to this changing climate with carefully thought out strategies and actions.
- Research and scholarship within the new College must be integrally aligned with current and emergent needs and interests within the nation and state and its systems of preK-12, postsecondary education, community service programs and systems, and families.

Strategic Goals for Research: A strong and clearly articulated set of strategic goals is needed to guide and support faculty, staff, and student research activities. For a period of three years, the College of Education and Human Development's Research Committee has been actively engaged in discussions specifically focused on strategies and approaches and, ultimately, a plan to strengthen the College's research focus, faculty and staff productivity, and over-all infrastructure to support these activities. The Task Force recommends the full consideration of these strategic goals and plan for research as a starting point for raising the importance and prominence of research within the new College.

- To enhance the competitive relevance and position of the College in research by establishing a formal organizational infrastructure designed for this purpose,
- To create an environment that supports and promotes increased faculty and staff productivity and research and scholarship,
- To increase graduate and undergraduate student involvement and participation in research and scholarship activities,
- To establish College-wide research priorities (referenced in this report as Themes of Distinction and Centerpiece Topics) to enhance funding opportunities, visibility, and international, national, state, and local impact,
- To establish greater international, national, state, and local visibility for College research results and utilization, and
- To assess and document the national, state, and local impact of the College's research in improving policies and practices.

Conditions Necessary to Optimize Research Productivity: Raising the prominence of research in the new College will require adjustments to College culture as well as structure. Eminence as a research University derives largely from the accomplishments of the individuals doing the research. To increase its research, the new College must continue to attract and retain high-quality faculty and professional staff who can successfully conduct research at top levels of their fields. To this end, researchers must be well-paid and well-supported. However, while structural support is necessary, it is not the complete picture of what is needed to keep researchers at the University of Minnesota. To retain them, we will need to demonstrate that they are valued as researchers within the College community. Faculty and staff remain when they feel valued, respected, and part of a community of scholars.

Based on the Task Force interviews and focus groups with researchers in the College of Education and Human Development, School of Social Work, and Family Social Sciences, important perspectives and recommendations were identified concerning what a supportive "culture" and "structure" for research in the new College might entail.

1. ***Promoting a Culture for Research***

- Embed within the culture of the new College a high expectation of the role of research and the productivity needed by faculty, staff, and undergraduate and graduate students.
- Value and actively promote disciplinary, multi-disciplinary, and interdisciplinary research opportunities.
- Create an environment where research is highly integrated with the teaching and public engagement responsibilities of faculty and staff.
- Develop incentives that recognize and place a high value on faculty, staff, and student research (merit pay, creation of a College-wide research award, leadership assignments, others).
- Promote, reinforce, and reward a spirit of entrepreneurialism (for example, through providing additional student support and providing bonuses for exceptional research productivity).

2. ***Promoting a Supporting Structure for Research***

- Establish and maintain a centralized structure – Collaborative for Excellence on Research – that provides leadership in promoting cross-departmental, cross-center, and College-wide interdisciplinary research.
- Within the Collaborative for Excellence on Research, centralize functions that specifically relate to the identification of funding opportunities, maintain a database of all currently funded research projects in the College, convene faculty groups around topical issues, and make available grant-writing and related training and other related functions.
- Ensure that support services (i.e., financial, technology, data analysis, human resources, etc.) are decentralized and managed at the departmental and center levels to ensure that faculty and staff have immediate access to support services essential in planning and conducting research. Units in the new college that have invested their own resources in these areas in the past should not have these resources reallocated or centralized in order to benefit units currently without such services. Where supported by departmental culture and expectations, make grant coordinators available within departments to maximize faculty competitiveness for sponsored projects.
- Provide flexible strategies that enhance funding opportunities for contracting with state agencies and community-based organizations (adding more flexibility to the use of external sales agreements, modifying indirect rates to make sure that the new College can successfully compete against external agencies, others).
- Address and remove barriers that currently impede cross-departmental and cross-college collaboration on research (the current formula for ICR distribution, how departments and centers receive credit for research productivity, others).
- Create structural incentives that support and promote both faculty as well as P&A staff research (creation of a bridging fund to support excellent P&A researchers

between externally funded projects, a career track that allows for promotion within the P&A ranks, relaxing of restrictions on P&A staff serving as principal investigators on externally funded projects, others).

3. Increase the Role and Stature of P&A Staff

- Professional and Administrative (P&A) staff continue to be an important part of the research effort within the college. The Task Force recommends that their role be expanded and actions be taken to raise their statue within the College. Such actions might include (a) creation of a bridging fund to support excellent P&A researchers between externally funded projects, (b) a career track that allows for promotion within the P&A ranks, (c) multiple year contracts, and (c) a relaxing of restrictions on P&A staff serving as Principal Investigators on externally funded projects.

G. Recommendations regarding whether and under what circumstances the college should consider offering applied doctorates

In the effort to increase the visibility of research, the College cannot allow its commitment to providing quality education to citizens of Minnesota to diminish. At the same time, the College must be increasingly strategic in the teaching and outreach activities that it continues to promote. In terms of visibility across greater Minnesota, one of the highest payoff instructional activities in the college is providing professional preparation to teachers and administrators in Minnesota schools. To that end, the MA and Ed.D. cohort programs offered by CEHD should be continued aggressively. These programs will help ensure that the practical benefits of an UM education are widely represented in the schools and communities throughout Minnesota. The current cohort model offers a highly cost effective approach. Few teaching initiatives offer as much political and economic benefit as these programs. The Ed.D. model might benefit from the experience of the MSW program which offers a graduate program to professionals in a cohort model to Rochester and Moorhead by using interactive television as well as on site teaching and online learning. A greater use of technology could reduce the workload on faculty who need to travel to provide these programs.

H. Recommendations on how the new college can be a model for the promotion of active public engagement

The Collaborative for Excellence in Public Engagement provides a mechanism previously unavailable within the Colleges for undertaking outreach and engagement activities in a more organized and focused manner. The Collaborative will create incentives for more aggressive outreach, wider partnering with schools and community organization, and entrepreneurial activities to support larger demonstration and program implementation activities in the community. Extension faculty can take a leadership role here. The new Dean is encouraged to consider locating the continuing and professional education office within this entity.

IV. Recommendations for prioritizing deliverables

The TF recommends that, in creating the new College top priority be given to (a) adopting the mission, Themes of Distinction and Centerpiece Topics, and organizational structure, (b) establishing effective administrative support services (e.g. technology, financial services, etc.) in the new College, (c) establishing funding flows that reinforce the role of the Centers and substantive emphasis on the Themes of Distinction and Centerpiece Topics, and (d) ensuring a service orientation within the new College. The TF assigns high priority (e) to establishing physical proximity of departments sharing similar interests but realizes that this effort may need to be phased in over several years. It is essential that money saved as a result of this consolidation be re-invested in promoting the excellence of this new College. It is also essential that start up monies be allocated to jumpstart the work of the interdisciplinary collaborations.

Throughout this report we have suggested several changes to the personnel approach used for faculty and others who do various parts of faculty work, i.e., teaching and research. For the faculty, we are recommending that there not be a workload policy that prescribes uniform effort percentages devoted to teaching, research and engagement for all. Rather, each year, each faculty member and the person to whom they report should agree on the best distribution of their time depending on the faculty member's interests, high productivity areas, and funding streams. Each department head would be responsible for balancing faculty members' individual plans to assure all responsibilities are appropriately covered in their area. This is likely to result in tenure track and tenured faculty devoting greater time on research and graduate student advising and teaching. Thus, we are also recommending the greater use of P&A staff, who demonstrate excellence in teaching, for undergraduate and professional (EdD, MSW) advising and teaching.

Figure 1: Conceptualization of New College

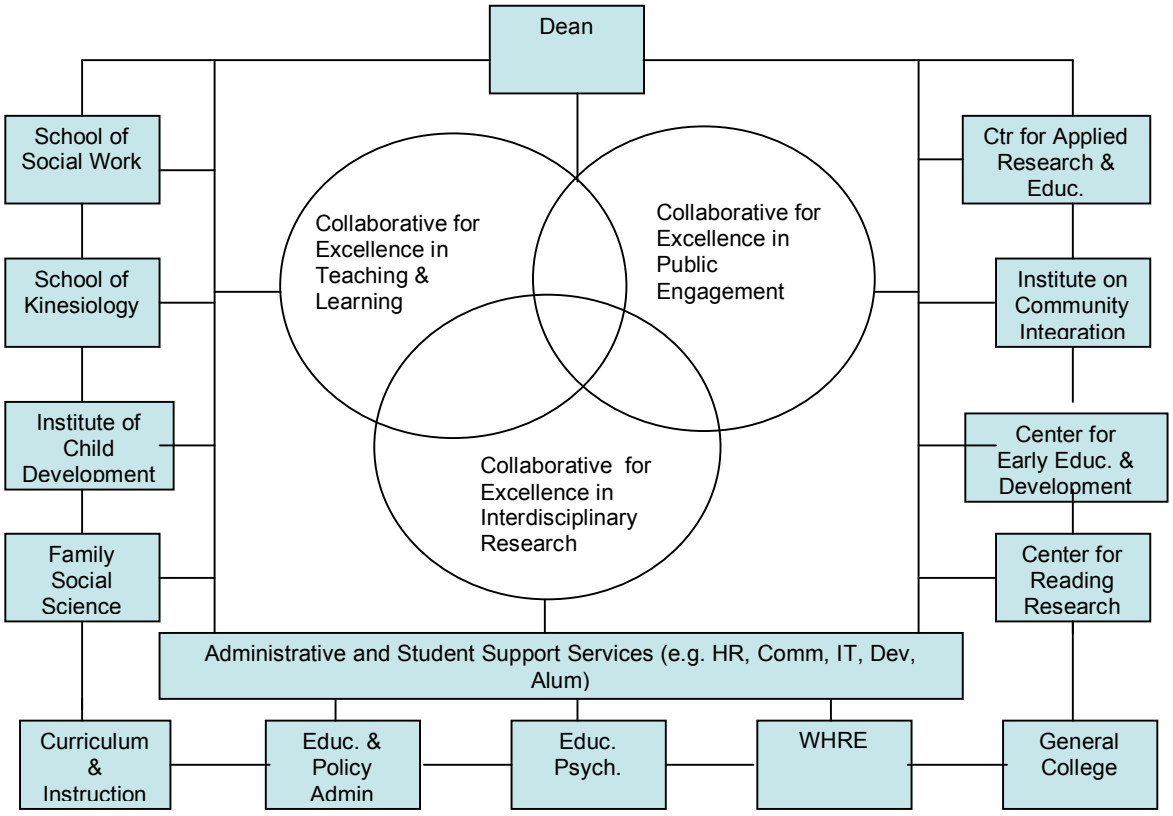

Figure 2: Flow of themes, mechanisms and topics

Cross-cutting themes	Operational mechanisms	Centerpiece topics
→ *Social Justice and Diversity* → *Leadership and Policy Development* → *Teaching and Learning* → *Development across the Life Span* → *Economic and Social Well-Being*	Dean/Assoc. Deans ↓ ↓ ↓ Collaboratives for ↓ Excellence ↓ ↓ └→ Departments	Eliminating achievement gap Alleviating poverty Reducing violence (illustrative; topics to change over time)

Appendices

ANNEX A: Committee Charge, Deliverables, and Contact information for CEHD-CHE Task Force members

ANNEX B: Principles for CEHD-CHE Task Force operation

ANNEX C: CEHD-CHE College Redesign Task Force Stakeholder Consultation Plan

ANNEX D: Possible names for the new College

ANNEX A: Committee Charge, Deliverables, and Contact information for Task Force Members

***Committee Charge*:** To create a plan for integrating Family Social Science and the School of Social Work into a new College of Education and Human Development to create new and enhanced academic synergies and cross-disciplinary approaches to research, teaching and public engagement involving critical issues that face the state and nation involving children, youth and families with a goal of becoming an international and national leader in multidisciplinary research, teaching, and public engagement, consistent with the University's goal to become one of the top three public research universities in the world.

***Deliverables**:*

- Recommendations regarding the name and mission of the new college
- Recommendations regarding the optimal design, structure and organization of the new college.
- Recommendations regarding how to enhance multidisciplinary research in the new college and with other collegiate units.
- Recommendations regarding a longer-term strategic plan and strategies for the development of the college.
- Recommendations regarding areas of strength and comparative advantage, including areas that should be targeted for additional investment, consistent with the University's goal to become one of the top three public research universities in the world.
- Recommendations as to how the University can best leverage its current and potential academic advantages, including in new and evolving disciplines.
- Recommendations regarding whether and under what circumstances the college should consider offering applied doctorates
- Recommendations on how the new college can be a model for the promotion of active public engagement

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ANNEX B: Principles for CEHD-CHE Task Force operation

Do no harm

CEHD and CHE overall and many of their separate units are already ranked in the top dozen programs in the country. We do not want this merger to harm the current standing of UM programs, which would undercut the very outcome we seek. The Committee will need to be attentive to the impact of any proposed changes on accrediting and licensing organization guidelines as well as to the various national ranking systems that are widely utilized by key audiences.

Opt for the most straightforward solutions

We will keep in mind the need to ensure clarity of our programs and structure to stakeholders outside the university. In our desire to represent the wide variety of interests and sensitivities within the merging units, we need to avoid ending up with contorted structures and complicated names that sacrifice clarity.

Be bold and creative

The Provost has suggested that this is the only time on our careers (for most of us) that we have an opportunity to design a new college. He thinks we should be bold and creative and not afraid to upset people in the process. The overall goal should be to create something better than we have currently.

Value the expertise of others

We can not know everything about the functioning of our three colleges. We will need to rely on the expertise and advice of staff and faculty who have information to share.

ANNEX C: CEHD-CHE College Redesign Task Force Stakeholder Consultation Plan

CEHD-CHE Focus Group Meetings with Key Constituencies

Who to Invite	**Date and Time**	**Place**	**TF Facilitator(s)**
Faculty and Academic Professionals	Wednesday September 28 8:00 – 10:00 a.m.	5 Peters Hall St. Paul **	Deborah Dillon **Jean Quam** David Chapman
Professional Administrative Employees	Thursday September 29 1:00 – 2:30 p.m.	125 Burton Hall Minneapolis	**Stephanie Dilworth**
TF meeting with Dean Yussen	Monday October 3 9:30 – 10:00	Morrill Hall 510 Minneapolis	**Chapman & Quam**
Research Center Directors, PIs,	Monday October 3 1:30 – 3:30 p.m.	155 Ford Hall Minneapolis	**David Johnson** David Chapman Jean Quam Hal Grotevant
Graduate Students CEHD, SSW, FSoS	Tuesday, October 4 9:00 – 10:00 a.m.	220 Wuhling Hall Minneapolis	**Jemel Aguilar** **Deborah Dillon**
Faculty and Academic Professionals	Friday October 7 11:00 – 1:00 p.m.	116 Folwell Minneapolis *	**Hal Grotevant** **Jean Quam**
Civil Service/ Bargaining Unit employees	Friday October 7 1:00 -2:30	113 Vincent Hall Minneapolis	**Stephanie Dilworth**
Graduate Students CEHD, SSW, FSoS	Saturday October 8 1:30 – 2:30 p.m.	280 Peters Hall St. Paul	**Jemel Aguilar**
TF meeting with Dean Baugher; Dean Collins	Friday October 14 10:30 – 11:00	280 Peters Hall St. Paul	**Chapman & Quam**
Research Center Directors, PIs,	Friday October 28 1:00 – 3:00 p.m.	22 McNeal Hall St. Paul	**David Johnson** Jean Quam David Chapman

Primary Focus Group Facilitator in Bold

ANNEX D: Possible names for the new College

The four names receiving the most consideration in TF discussions (not in any rank order) included:

- The College of Human Sciences
- The College of Education and Human Sciences (or reverse order)
- The College of Education and Human Development (or reverse order)
- The College of Human Development

Three considerations informed our discussions. First, there was a strong feeling among many faculty that a new name is necessary to symbolize that the new college truly represents a new vision and that it not be perceived as merely a consolidation of smaller colleges into the pre-existing College of Education and Human Development. Second, the survey of faculty and staff indicated widespread support for keeping the word "Education" in the title. Third, there was a significant concern that our name clearly signals the nature of our work to outside constituencies. To that end, it may be useful to pilot test possible names with key external stakeholders to ensure that the name will serve us well with external audiences.