



Academic and Research Planning Workgroup Report

September 2020

Introduction

On April 10, 2020, President Joan Gabel charged the Academic and Research Planning Work Group to advise her on strategies to advance the University of Minnesota in the midst of the challenges posed by the COVID-19 pandemic (Appendix A). The work group was guided by the shared principles approved by the Board of Regents (Appendix B).¹

Academic and Research Planning Work Group

The Academic and Research Planning Work Group was co-chaired by Executive Vice President and Provost Rachel Croson and Vice President for Research Christopher Cramer. Members included:

- Kriti Agarwal, President, Council of Graduate Students
- Lori Carrell, Chancellor, University of Minnesota Rochester
- Valery Forbes, Dean, College of Biological Sciences
- Brett Heischmidt, Incoming President, Council of Graduate Students (upon graduation of Kriti Agarwal)
- Lynn Lukkas, Professor of Art, College of Liberal Arts
- Amy Pittenger, Associate Professor of Pharmacy Care and Health Systems, College of Pharmacy, and FCC Chair
- Sam Rosemark, Student Body President, University of Minnesota Morris Campus Student Association

Consulting Members

- Mary Holz-Clause, Chancellor, University of Minnesota Crookston
- Amina Jaafar, Assistant Vice President, Office for Equity and Diversity
- Robert McMaster, Vice Provost and Dean of Undergraduate Education
- Heidi Meyer, Executive Director, Office of Admissions

The work group met collectively each week between April 24 and July 31; the consulting members participated as full members in all but one of those meetings. Members divided into four subgroups according to the four bulleted areas of the president's charge letter:

- How should the University curate its mission and ensure that the core attributes of our work endure despite challenges posed by the COVID-19 pandemic? (Carrell, Croson, Jaafar, Pittenger)
- What steps should we take to remain a university of choice for both current and future students with respect to pricing, content, and modality? (Agarwal, Forbes, McMaster, Meyer, Rosemark)
- What criteria do you recommend for pausing, ending, accelerating, or launching new programs (academic or other) during the pandemic and beyond to maintain our academic and research strengths? (Agarwal, Carrell, Cramer, Holz-Clause)

¹ A second work group, the Finance and Operations Planning Work Group, was also charged in April and co-chaired by Senior Vice President Brian Burnett and Interim Vice President Ken Horstman (Appendix C). The four co-chairs met weekly and had ex officio status on each others' work groups in order to ensure alignment.

- How do we “double down” on our research distinction, with an emphasis on our MNtersections? (Cramer, Forbes, Lukkas, Pittenger)

Performance and Recommendations

Each subgroup met independently to develop specific recommendations and draft sections of the report. During full-group meetings, subgroups received and incorporated feedback to ensure alignment and consistency throughout the report.

During the months of May and June, governance organizations and additional groups were consulted (Appendix D). The work group’s draft was updated based on those consultations and then shared systemwide for broader consultation on July 13, with an opportunity for community members to provide input and comments via an online survey. Comments and suggestions were then compiled and considered in preparation of the final report.

MPact 2025 Systemwide Strategic Plan

The [MPact 2025 Systemwide Strategic Plan](#) guided our work in the development of this report. We considered how to meet, accelerate, and prioritize plan goals in the context of our financial challenges. Commitments, goals, and actions from the strategic plan are referenced in the document, where applicable. Our recommendations are intended for implementation during the next three to five years. Metrics to assess the systemwide strategic plan, including revisions to the Maroon and Gold measures on the University’s existing [Progress Card](#), are in development and will serve to evaluate our eventual success.

Advancement of Diversity, Equity, and Inclusion

Throughout this report, we highlight the critical importance of advancing diversity, equity, inclusion, and social and racial justice, especially in the midst of financial challenges. As difficult decisions are made, we must elevate our efforts toward creating diverse, welcoming, and just campus communities and recognize and support our Black faculty and staff, Indigenous faculty and staff, and faculty and staff of color who demonstrate a long-term commitment to this work. We emphasize the instrumental involvement of their expertise across programs and campuses, to ensure decisions are informed by current initiatives and historical successes and failures.

Response to Declining Resources

A key responsibility of this work group is to respond to the near certainty of declining resources. We approached this work acutely aware of the ambiguity and anxiety stemming from the pandemic, and also with the recognition that units have already faced significant budget pressure. We developed these recommendations with the understanding that change can be difficult, but is ultimately necessary to ensure the health and stability of the University. We felt the challenge of working both collaboratively and quickly, while also adapting as new information emerged. We also recognized the inherent tensions in this work. We are grateful for the University community’s stamina and support as we developed initial drafts, shared ideas broadly, and used that input to further refine our recommendations. We are confident that we will emerge from this crisis stronger, utilizing the many disruptions we have faced as a catalyst for innovation.

Implementation

Our goal in this document is not to determine which specific programs to accelerate or discontinue. We intend to provide criteria and guidance for budgetary authorities as they consider their path forward through the compact process, and for academic leaders as they engage in the program review process. Our report includes recommendations at virtually all levels of the University, and implementing them will need to be a joint effort involving the president and her leadership team, chancellors, deans, department heads, and University governance bodies. We recognize that success will be contingent on thorough consultation that balances the diverse needs and expectations of

tenure- and non-tenure-line faculty and instructors; early-career researchers; undergraduate, graduate, and professional students; and P&A, civil service, and labor-represented staff members.

Four Guiding Questions

The remainder of the report is structured around each of the four guiding questions, noted above.

#1: How should the University curate its mission and ensure that the core attributes of our work endure despite challenges posed by the COVID-19 pandemic?

This question is central in guiding subsequent recommendations, and we developed four principles to guide the process of curating and advancing the University's threefold mission of research and discovery, teaching and learning, and outreach and public service. We recommend that decision-making and subsequent implementation be:

Nimble: We will quickly modify and adapt our current processes to deliver high-impact outcomes in response to a rapidly changing world.

Inclusive: We will advance equity, diversity, and dignity in people and ideas by seeking partnership and consultation with diverse students, faculty, staff, community members, alumni, and employers to decide where contraction and expansion would be most appropriate. (Commitment 4)

Effective: We will foster resilience as we design innovative solutions for the future and identify areas where shared expertise and practices enhance the delivery of services and outcomes, and choose strategies that uphold and sustain the mission. (Commitment 5, Goal 4, Action 3)

Creative: We will employ collaborative, innovative, and imaginative methods to expand possibilities and opportunities across the University.

The following examples were developed to clarify the intent of each principle and provide practical examples for consideration:

- Nimble**
 - Modify the curriculum review and approval process to eliminate barriers and permit agile curricular changes and experiments, including those that engage with communities. (Commitment 1, Goal 3, Action 2)
 - Consider ways to quickly develop, explore, and, if necessary, abandon new modes of learning (e.g., distanced, hybrid); new approaches (e.g., competency-based, experiential); and new credentials (e.g., certificates, badges). (Commitment 1, Goal 3, Action 1)
 - Consider alterations to the calendar of instruction to address challenges posed by the pandemic and maximize the safety of the community. (Commitment 5, Goal 4, Action 2)
 - Address possible "bottlenecks" in liberal education and program requirements for undergraduate students. (Commitment 1, Goal 1)
 - Solve problems related to financial aid and academic calendar flexibility. (Commitment 1, Goal 3, Action 2)

- Inclusive**
 - Consider and address the differential impact of decisions and systems on underrepresented populations. (Commitment 4, Goal 2)
 - Be transparent about criteria for decision-making and provide processes for appeal and/or response.

- Engage in meaningful consultation with Tribal Nations, which involves adherence to full free, prior, and informed consent and substantive collaboration in research, initiatives, and programs. (Commitment 4, Goal 3, Action 2)
- Address barriers for undergraduate students transferring across system campuses, as well as for students transferring from outside the University system. Continue to build on the many new initiatives for transfer students, including enhanced orientation, housing options, transfer student organizations, transfer student awards, and enhanced financial aid. (Commitment 1, Goal 1)
- Create accessible learning environments for all students. (Commitment 1)

- Effective**
- Adjust programs to be financially resilient, recognizing that subsidies may be appropriate for strategic purposes. (Commitment 5)
 - Identify opportunities for shared equipment, labs, or personnel. Direct investments to core research facilities that can efficiently serve groups of researchers and thereby reduce dependence on local resources that may be costlier and more difficult to maintain.
 - Explore the potential for shared academic and administrative support across units where it benefits the campuses and the system, such as advising, career services, and academic technology, as well as recruiting, grant administration, and communications/marketing. (Commitment 5, Goal 2, Action 2)

- Creative**
- Consider new collaborations across the Big Ten Academic Alliance or with other state, national, and international partners (e.g., joint curricula with Minnesota State; global partnerships). (Commitment 4, Goal 3, Action 3)
 - Identify opportunities to leverage educational, research, libraries, and operational offerings of multiple campuses and colleges.
 - Build on the existing strength of Extension to address issues throughout the state (e.g., develop high-impact noncredit programs). (Commitment 3, Goal 3, Action 3)

#2: What steps should we take to remain a University of choice for both current and future students with respect to pricing, content, and modality?

The University of Minnesota is unique in its breadth, comprehensiveness, and value, offering a wide variety of world-class opportunities to diverse students and communities across the state, nation, and world. The locations, communities, and cultures of each of our five campuses attract diverse students looking for distinct and tailored experiences. We carry out our land-grant mission by ensuring and promoting inclusivity and accessibility to support current and future students. These efforts need to extend well before students enroll as freshmen, and need to include increased focus on pipeline and outreach programs that enable future generations of students to see themselves at one of the University of Minnesota campuses. Enhanced recruiting strategies also involve, in addition to the pathways that already exist, the creation of systemwide and regional pathways, including from community colleges, and from undergraduate programs into graduate and professional programs. Excellence in teaching and learning remain a hallmark of the University system, as well as a focus on community, belonging, and wellness. We work to support and enhance the positive mental health of our students, faculty, and staff.

We recommend the following to ensure that the University continues to be the top choice for current and future students in each of the three domains.

- Pricing**
- Increase aid targeted to students with demonstrated need. This should include a free tuition program and communication around this effort. (Commitment 5, Goal 1, Action 3)
 - Develop a long-term strategic tuition plan for each campus. Plans should reflect the high value and breadth of the University of Minnesota student experience and the various modalities of instruction offered. Plans should also rest on an ongoing analysis of non-resident, non-reciprocity rates, including student fees and reciprocity agreements, to increase the University's attractiveness to and affordability for future students. (Commitment, 5, Goal 2, Action 1)
 - Increase strategic partnerships, including with corporate sponsors and others, to generate new revenue streams to offset the cost to students. Also explore corporate-sponsored internships and experiential learning. (Commitment 5, Goal 2, Action 3)
 - Invest in a coordinated, systemwide undergraduate recruitment strategy that builds upon the strengths of each campus through a collective vision and approach, and that recruits and supports a diverse student body. This strategy should include increasing recruiting in key locations worldwide and enhancing communications and marketing with a focus on net price and value. (Commitment 4, Goal 1, Action 1)
- Content**
- Develop programs that enable students to finish both their undergraduate degree and a graduate or professional degree within the University system in an accelerated fashion, without compromising academic quality and learning. (Commitment 1, Goal 3, Action 3)
 - Build flexible scheduling, curriculum, and financial aid to enable undergraduate degree completion in three years for appropriately prepared entering students. Examine credit requirements and prerequisites with an eye toward reducing time-to-degree and cost for all students, including addressing potential consequences for affordability. Take advantage of opportunities of open source and open textbook resources and initiatives to drive down students' overall costs. (Commitment 1, Goal 3, Action 2)
 - Expand and enhance opportunities for all students to engage in research, creative, and/or co-curricular experiences that are relevant, authentic, and meaningful. (Commitment 2, Goal 1, Action 1)
 - Continue our commitment to international work in which the University is strong. This includes sustaining our learning abroad programs while growing programs that build capacity for global citizenship, increasing learning/academic support for our international student population, and maintaining our curricular focus on global and intercultural understanding.
 - Enhance academic minors, certificates, internships, competencies, and other experiences related to MNtersections. Expand multidisciplinary MNtersections courses and programs across the system. Increase unique and multi-campus programs. (Commitment 2, Goal 2, Action 2)
 - Develop additional programs for non-traditional students, based on market analysis, student services capabilities, and the needs of the community.
- Modality**
- Develop systemwide distributed learning models that increase accessibility, center equity, and develop talent, including branding and coordination strategy, under one system leader/unit. (Commitment 1, Goal 3, Action 1)

- Leverage University expertise in innovative and evidence-based pedagogical practice (e.g., flipped classrooms, active learning, remote learning, inclusive design), including offering faculty development opportunities, to provide optimal educational opportunities to students. (Commitment 1, Goal 3, Action 3)
- Explore systemwide and Big Ten Academic Alliance partnerships for low-enrollment undergraduate and graduate courses. Consider minimum enrollments in decision-making on course offerings.
- Develop methods to ensure that campus climate issues are addressed in the classroom. This includes creating inclusive, welcoming, accessible, and equitable communities in remote and in-person spaces. (Commitments 1 and 4, Goal 3)
- Attract new and diverse audiences of students from around the world and from different stages of life by leveraging novel and developing technologies.

#3: What criteria do you recommend for pausing, ending, accelerating, or launching new programs (academic or other) during the pandemic and beyond to maintain our academic and research strengths?

The University must be increasingly forward-thinking and innovative as we invest in our many excellent, mission-focused programs. The following are recommended criteria for programmatic decision-making; programs that are prioritized should meet most, if not all, of the criteria. Programs that fulfill few or none of the criteria should be considered for pausing or ending. We anticipate that shared governance and transparent review processes will play an important role in these discussions.

Alignment with systemwide strategic plan: Prioritize programs that are aligned with the [MPact 2025 Systemwide Strategic Plan](#) using the Commitments and Goals as guideposts for areas of excellence and investment.

Educational equity: Prioritize programs and initiatives that serve the academic persistence and well-being of underrepresented students (e.g., first-generation students, low-income students, Black students, American Indian students, students of color) and devote specific attention to addressing systemic, historical, and institutional factors that contribute to achievement and opportunity gaps resulting in educational inequities that have been prevalent in the state for generations. (Commitment 1, Goal 1, Action 2)

Education around justice in Minnesota and beyond: Prioritize new and existing programs that provide curricula, education, and learning and teaching development and experiences that introduce and advance racial, social, economic, and environmental justice to all students.

High-impact, evidence-based practices: Prioritize programs that utilize practices that have been demonstrated to increase student success, with a focus on teaching, learning, engaged scholarship, and interaction with communities. Utilize established scholarly and research expertise across programs and campuses, including deliberate inclusion of underrepresented faculty and staff, to ensure that decisions are informed by expertise that has previously been overlooked as well as analysis of historical successes and failures. (Commitment 1)

Successful, equitable student outcomes: Prioritize programs at all levels that demonstrate successful, equitable student outcomes. (Commitment 1, Goal 1, Action 2; Commitment 4, Goal 1, Actions 2 and 3)

Talent needs: Prioritize programs at all levels that meet state, global, and University talent needs. (Commitment 1, Goal 2, Action 2)

Financial sustainability: Prioritize programs that demonstrate financial sustainability with regard to their local context of enrollment, grants, and other funding mechanisms. (Commitment 5, Goal 1)

Signature strengths: Prioritize programs that are world-class and reflect a signature strength of the University. Prioritize new programs that the University is uniquely qualified to develop as a result of our disciplinary breadth.

Engagement and outreach: Prioritize programs that provide evidence of engaged scholarship and applied research. (Commitment 3, Goal 3, Action 3)

#4: How do we “double down” on our research distinction, with an emphasis on our MNtersections?

The University of Minnesota is a world-class institution conducting breakthrough research across a broad range of fields and disciplines. In order to be distinctive, our research must first expand existing boundaries of discovery, creativity, and public engagement. Our research may, in addition, be especially focused on particular topics and scholarly areas of special relevance to Minnesota, and should take advantage of opportunities to build innovative partnerships with business and industry as well as with institutions, organizations, and communities across the country and around the world where our research can be most impactful. Our students experience research distinction through opportunities to work closely with experts: teaching is an implicit part of our discovery activities, and providing our undergraduates with authentic research experiences with field-shaping faculty is key to this work. Our research informs practice, and our practice—in the clinic, classroom, lab, studio, and field—informs our research. Engaged scholarship provides faculty and students the opportunity to put into practice theoretical knowledge and contribute to translational research efforts.

We recommend the following to “double down” on our research distinction.

Recruit and retain excellent faculty, early-stage researchers, graduate students, and staff.

- Continue to support the history and culture of shared governance. Faculty, staff, and student engagement and voice is recognized as the cornerstone of our excellence. In particular, commitment to the strong tenure policy at the University is a key feature of our shared governance and is important for attracting faculty talent.
- Recruit and retain faculty, early-stage researchers, graduate students, and staff, from diverse backgrounds, both domestic and international talent, who bring complementary perspectives to challenging problems and have the resources they need to pursue groundbreaking discovery, innovation, and creativity. (Commitment 4, Goal 1, Actions 1 and 2)
- Create new, and enhance existing, family-friendly policies and initiatives. This includes assisting significant others with employment; developing proactive retention strategies; ensuring that salaries and benefits are competitive; and eliminating barriers that disproportionately affect underrepresented faculty, graduate students, early-stage researchers, and staff. We recognize specific challenges faced by underrepresented employees and the need for responsive policies and resources.
- Encourage units to create concrete plans to provide sufficient funding for graduate students conducting research and creative activities to pursue a terminal degree in their discipline and reach degree completion. These students should be provided a clear understanding of the funding commitments being offered.

Ensure that faculty, staff, and early-stage researchers have cutting edge infrastructure, core facilities, and support services to pursue their scholarship.

- Support the impact, knowledge sharing, and visibility of our research through a commitment to making the outcomes of scholarship and creativity publicly available. Researchers at all levels should have training on communications and storytelling to make this possible.
- Elevate our community through internal advocacy that promotes eligible faculty, staff, and graduate students as candidates for high-profile awards and honors. (Commitment 2, Goal 3, Action 1)
- Increase efficiencies and return on investment in shared resources, which includes the exploration of partnerships and collaborations through organizations like the Big Ten Academic Alliance and other national and international organizations.

Focus our MNtersections research distinction on investments in programs and initiatives related to health, sustainability, and natural resource and agro-food systems.

- Enhance MNtersections opportunities through both the development of new and the expansion of existing business, industry, and community and engaged partnerships, particularly within the state of Minnesota. (Commitment 2, Goal 2, Action 1)
- Leverage our comprehensive expertise by investing in support resources that will make us even more competitive in obtaining funding for large-scale, multi-disciplinary projects. The arts, design, social sciences, and humanities will be key to such work that recognizes and addresses the full scope of grand-challenge endeavors and clearly demonstrates the University's commitment to UN Sustainable Development Goals. (Commitment 2, Goal 2, Actions 2 and 3)
- Apply an equity lens to work on all three MNtersections topics. It is well established that Black communities, Indigenous communities, and communities of color are disproportionately impacted by climate change; health disparities, including adverse health outcomes; and food and housing insecurity. To ensure the greatest impact, research in the MNtersections areas must include addressing societal inequities by disrupting biases and dismantling systemic racism. (Commitment 4, Goal 3, Action 3)
- Dedicate portions of seed investment programs to projects related to MNtersections, and seek partnerships with business, industry, and/or other non-profit organizations to maximize the impact of research outcomes
- Recognize that efforts inspired by Minnesota's needs and solutions produced have the potential for global impact while enhancing our strong international engagement.

Conclusion

How we approach the challenge of recovery from the COVID-19 pandemic will determine the future success of the University of Minnesota. The purpose of this report is to provide a framework for the president, senior leaders, academic unit leaders, and shared governance leaders to advance the University in the midst of the pandemic within a timeline of three to five years. Our work was informed by the [MPact 2025 Systemwide Strategic Plan](#) and the many conversations held and feedback submitted during our consultation process. (See Appendix D for consultation list.)

UNIVERSITY OF MINNESOTA

Office of the President

*202 Morrill Hall
100 Church Street S.E.
Minneapolis, MN 55455-0110*

MEMORANDUM

April 10, 2020

To: Rachel Croson, Executive Vice President and Provost, Co-Chair
Chris Cramer, Vice President for Research, Co-Chair
Agarwal, President, Council of Graduate Students
Lori Carrell, Chancellor, University of Minnesota Rochester
Valery Forbes, Dean, College of Biological Sciences
Lynn Lukkas, Professor of Art, College of Liberal Arts
Amy Pittenger, Associate Professor of Pharmacy Care and Health Systems,
College of Pharmacy, and FCC Chair
Sam Rosemark, Student Body President, University of Minnesota Morris Campus Student Association

From: Joan T.A. Gabel, President

Subject: Academic & Research Planning Work Group

Thank you for serving on the Academic & Research Planning Work Group. Your critical charge is to advise me with academic and research planning strategies to advance the University in the midst of the challenges posed by the COVID-19 pandemic. Thanks to Provost Rachel Croson and Vice President Chris Cramer for providing leadership and to all of you for sharing your creativity and insights during this challenging time.

In light of uncertainty around the future, I suspect our work will come in phases. As an initial effort and in full recognition that this will evolve, I request that you prepare a preliminary set of recommendations by June 1, 2020, regarding the following:

- How should the University curate its mission and ensure that the core attributes of our work endure despite challenges posed by the COVID-19 pandemic?
- What steps should we take to remain a University of choice for both current and future students with respect to pricing, content, and modality?
- What criteria do you recommend for pausing, ending, accelerating or launching new programs (academic or otherwise) during the pandemic and beyond to maintain our academic and research strengths?
- How do we “double down” on our research distinction with an emphasis on our MNtersections?

I ask that you consult with key stakeholders and invite other University leaders to participate in your conversations, as appropriate. In anticipation of some of the specific questions you are likely to explore, I have already asked the following people to serve as consulting members who are available to you on an ad hoc basis:

- Mary Holz-Clause, Chancellor, University of Minnesota Crookston

- Amina Jaafar, Assistant Vice President, Office for Equity and Diversity
- Bob McMaster, Vice Provost and Dean of Undergraduate Education
- Heidi Meyer, Executive Director, Office of Admissions

Brianne Keeney in my office will provide staff support to the work group.

If you have any questions, please let me know. Thank you for your leadership and service to the University of Minnesota.

cc: Brianne Keeney, Assistant to the President

Principles to Guide Academic & Financial Decision Making in Response to the COVID-10 Pandemic

Academic & Research Work Group

- Ensure the safety, health, and wellness of our students, faculty, and staff
- Ensure the continuity of the student academic experience and support research-related initiatives, including MNtersections
- Leverage the world class excellence of our teaching, discovery, and engagement with an emphasis on research and discovery that directly addresses the challenges of the COVID-19 pandemic and serves the local, state and world communities
- Examine the delivery of instruction and consider evolving learning models for the short- and long-term
- Make decisions with respect, transparency, and timeliness, and with the best interests of our students, faculty and staff in mind

Finance & Operations Work Group

- Support the University's academic, research and outreach mission with emphasis on research that directly addresses the challenges of the COVID-19 pandemic
- Prioritize the retention of our current workforce to the greatest extent possible
- Balance strategic financial decisions with maintenance of the institutional mission
- Scrutinize all existing budgets to identify efficiencies
- Position the University for both short-term and long-term financial viability
- Make decisions with respect, transparency, and timeliness, and with the best Make decisions with respect, transparency, and timeliness, and with the best

UNIVERSITY OF MINNESOTA

Office of the President

*202 Morrill Hall
100 Church Street S.E.
Minneapolis, MN 55455-0110*

MEMORANDUM

April 14, 2020

To: Brian Burnett, Senior Vice President for Finance and Operations, Co-Chair
Ken Horstman, Interim Vice President for Human Resources, Co-Chair
Lynn Black, Chancellor, University of Minnesota Duluth
Phil Buhlmann, Professor of Chemistry, College of Science & Engineering, and FCC Vice Chair
John Coleman, Dean, College of Liberal Arts
Matt Kramer, Vice President for University Relations
Colleen Flaherty Manchester, Associate Professor of Human Resource/Labor Studies,
Carlson School of Management
Rhonda McFarland, Deputy Athletics Director & CFO, Department of Intercollegiate Athletics
Michele Morrissey, HR Director, Medical School
Kimberly Rosenfield, MBA Student, Professional Student Group
Julie Tonneson, Associate Vice President, University Budget & Finance

From: Joan T.A. Gabel, President

Subject: Finance & Operations Planning Work Group

Thank you for serving on the Finance & Operations Planning Work Group. Your critical charge is to advise me with financial and operational planning strategies to advance the University in the midst of the challenges posed by the COVID-19 pandemic. Thanks to Senior Vice President Brian Burnett and Interim Vice President Ken Horstman for providing leadership and to all of you for sharing your creativity and insights during this challenging time.

In light of uncertainty around the future, I suspect our work will come in phases. As an initial effort and in full recognition that this will evolve, I request that you prepare a preliminary set of recommendations by June 1, 2020, regarding the following:

- In light of the University's desire to retain its workforce, our greatest asset, how do we leverage existing and new tools and policies as the COVID-19 pandemic evolves over time?
- As a system, how do we leverage or renegotiate economies of scale (without additional obligations) to identify and capture savings?
- What are new ideas for cost saving measures across the institution?
- Where might the University consider outsourcing or insourcing to achieve greater revenue or institutional savings?

I ask that you consult with key stakeholders and invite other University leaders to participate in your conversations, as appropriate. In anticipation of some of the specific questions you are likely to explore, I have already asked the following people to serve as consulting members who are available to you on an ad hoc basis:

- Michelle Behr, Chancellor, University of Minnesota Morris
- Brent Benrud, Associate General Counsel
- Shelly Carthen Watson, Associate General Counsel

Kate Stuckert in my office will provide staff support to the work group.

If you have any questions, please let me know. Thank you for your leadership and service to the University of Minnesota.

cc: Kate Stuckert, Senior Assistant to the President

Spring & Summer 2020 Consultation

The following groups were consulted during Spring and Summer 2020 to discuss and give feedback on the Academic and Research Planning work group draft report:

- Chancellors
- TC Deans (includes Extension)
- TC department chairs/heads through the Provost's Talking Heads Network
- Senior Leadership Team (SLT)
- Council of Graduate Students (COGS)
- Professional Student Government (PSG)
- Graduate Student Council – Duluth
- Critical Race & Ethnic Studies Interdisciplinary Graduate Group (CRES)
- UMN Postdoctoral Association (PDA)
- Black Graduate & Professional Student Association (BGAPSA)
- Student Senate Consultative Committee (SSCC)
- Crookston Student Association (CSA)
- UMD Student Association (UMDSA)
- Minnesota Student Association (MSA)
- Morris Campus Student Association (MCSA)
- Rochester Student Association (RSA)
- TC Union officers and representatives
- Civil Service Consultative Committee (CSCC)
- P&A Consultative Committee (PACC)
- Faculty Consultative Committee (FCC)
- Senate Consultative Committee (SCC)
- Minoritized and Indigenous Faculty Group
- Diversity Community of Practice (DCoP)
- Council of Research Associate Deans (CRAD)
- Research & Development Professional Network (RADPN)
- Senate Research Committee (SRC)
- Research Animal Users
- Researchers engaged with Human Participants
- Undergraduate Associate Deans
- TC Advising Community
- Campus Directors of Undergraduate Admission
- MN Office of Higher Education