

Building Our Collective Future

University of Minnesota System-Wide Strategic Plan

May 8, 2017

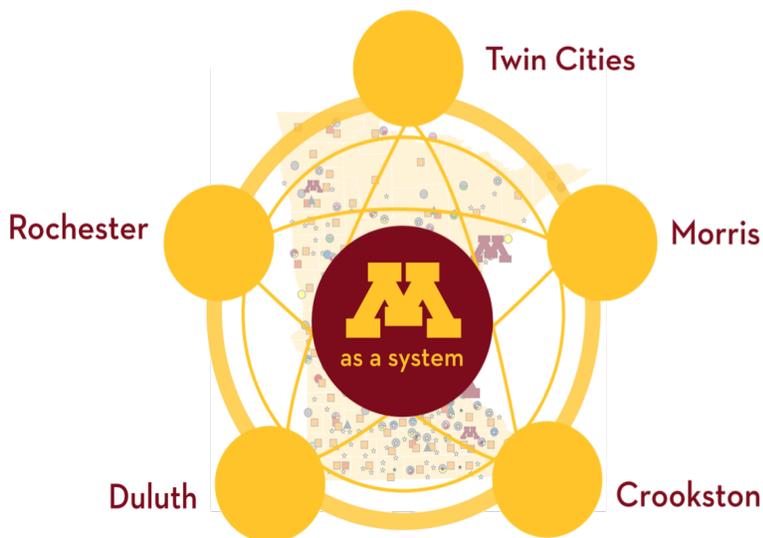
I. Executive Summary

As a System, the University of Minnesota has extensive resources to sustain and develop the state of Minnesota. Each campus offers a distinctive learning environment to equip students with knowledge and life-long skills; the resources of a globally-engaged research university provide a wealth of opportunities across the System to advance and translate knowledge and model creativity; and many units work with our broader community to address critical issues in Minnesota and throughout the world. To build our collective future, we have constructed a plan that highlights and connects the distinctive strengths and forms of excellence that exist across our University.

In this plan, we assert that excellence takes many forms that are worth our shared investment. The University of Minnesota System provides Minnesotans with access to outstanding liberal arts education, hands-on learning experiences in fields, labs, and community centers, and research and educational experiences. Through preparing educators and health care providers, providing opportunities that expand our cultural understanding and enrich our lives, and fueling economic development, these opportunities prepare future leaders and strengthen our communities.

The University of Minnesota has already built a well-established and strong presence in the state and throughout the world. Through our five campuses, classroom-based and online programs, Extension efforts in every Minnesota county, Research and Outreach Centers, and many other initiatives, the University of Minnesota enriches our communities. This plan highlights our strategic intentions related to educational development, scholarly research and creative work, and partnering with Minnesota communities. It also outlines next steps that will allow us to be even more responsive to the challenges facing our towns and cities, state, nation and world.

The System-Wide Strategic Plan is a connector plan that focuses on the distinctiveness within and comprehensiveness and distributed nature of the University of Minnesota. It draws attention to the ways in which our many forms of excellence complement each other to build our collective future.

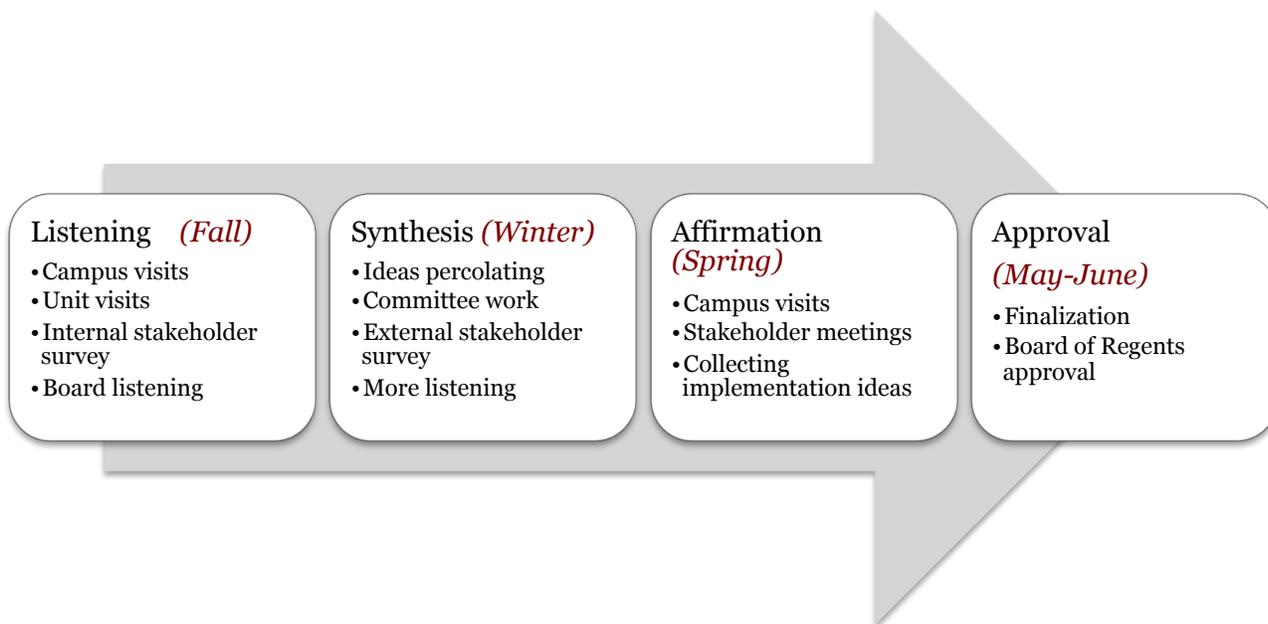


II. Process

In Fall 2016, the University of Minnesota embarked on a System-wide strategic planning effort to better align its resources and leverage its strengths as a System. Charged in October 2016 by President Eric W. Kaler, a 30-member System-Wide Strategic Planning Committee developed a plan over the 2016-17 academic year to benefit students and citizens across the state by embracing a System-wide perspective. Toward that end, we focused on the following questions:

- Who are we as a university System? What are our collective strengths and commitments? What are the unique strengths of individual campuses?
- How do we ensure that the unique areas of strength are complementary and connected within the System?
- How do we ensure that the collective and unique strengths of our campuses, Extension, and Research and Outreach Centers are accessible to, and meet the needs of, students, faculty, Minnesota communities, and other stakeholders?
- What strategic intentions should guide short- and long-term planning, decision-making, and resource allocation?

The planning process had three phases: Inquiry, Synthesis, and Affirmation, culminating in final approval by the Board of Regents in Summer of 2017.



Inquiry: During Fall 2016, the co-chairs and committee members completed visits to all five campuses as well as hosted conversations with the Board of Regents and several other stakeholder groups. They spoke with approximately 500 people about their hopes for the University of Minnesota as a System.

Major themes that emerged during this phase include:

- Faculty, staff, and students are proud of what they do.
- People on all campuses and in Extension and the Research and Outreach Centers want to be valued for the work that they do. Those on System campuses want to be more involved in planning and developing System-wide solutions.
- Faculty, staff, students and administrators lack knowledge about the contributions and unique strengths across the System. This hinders their ability to work together.
- It will be important to balance the values of innovation, effectiveness, efficiency, responsibility, and inspiration as we move into our future.

Synthesis: During Winter of 2017, the System-wide Strategic Plan Committee met in an all-day retreat and then worked together virtually to process and synthesize the input collected during the Inquiry Phase. Major themes that emerged from the Committee included:

| Strengths and Opportunities | Challenges and Opportunities |
|--|--|
| <ul style="list-style-type: none"> • We are the university and workplace of choice and we have excellent students, staff, and faculty. • Our distinctiveness and comprehensiveness allow us to have a broad and deep impact. • Many administrative functions effectively support our mission System-wide. • Relative to other states, we have historically had strong state support. • We have mutually beneficial partnerships across the state. | <ul style="list-style-type: none"> • While each campus makes a distinct and significant contribution to Minnesota, the needs and opportunities of System campuses are sometimes dwarfed by those of the Twin Cities campus. It is hard to attend to a local context within a large System. • Collaboration between System entities can be challenging. • While we have connections to many Minnesota communities, some feel we are not sufficiently connected to “main-street Minnesota.” • We need to provide support for the success of an increasingly diverse student population. • An aging infrastructure requires attention and resources. |

In addition, the co-chairs completed visits with additional stakeholder groups to dig deeper into emerging themes and received survey feedback from nearly 150 external stakeholders. Top priorities for the University as a System from the external community survey included:

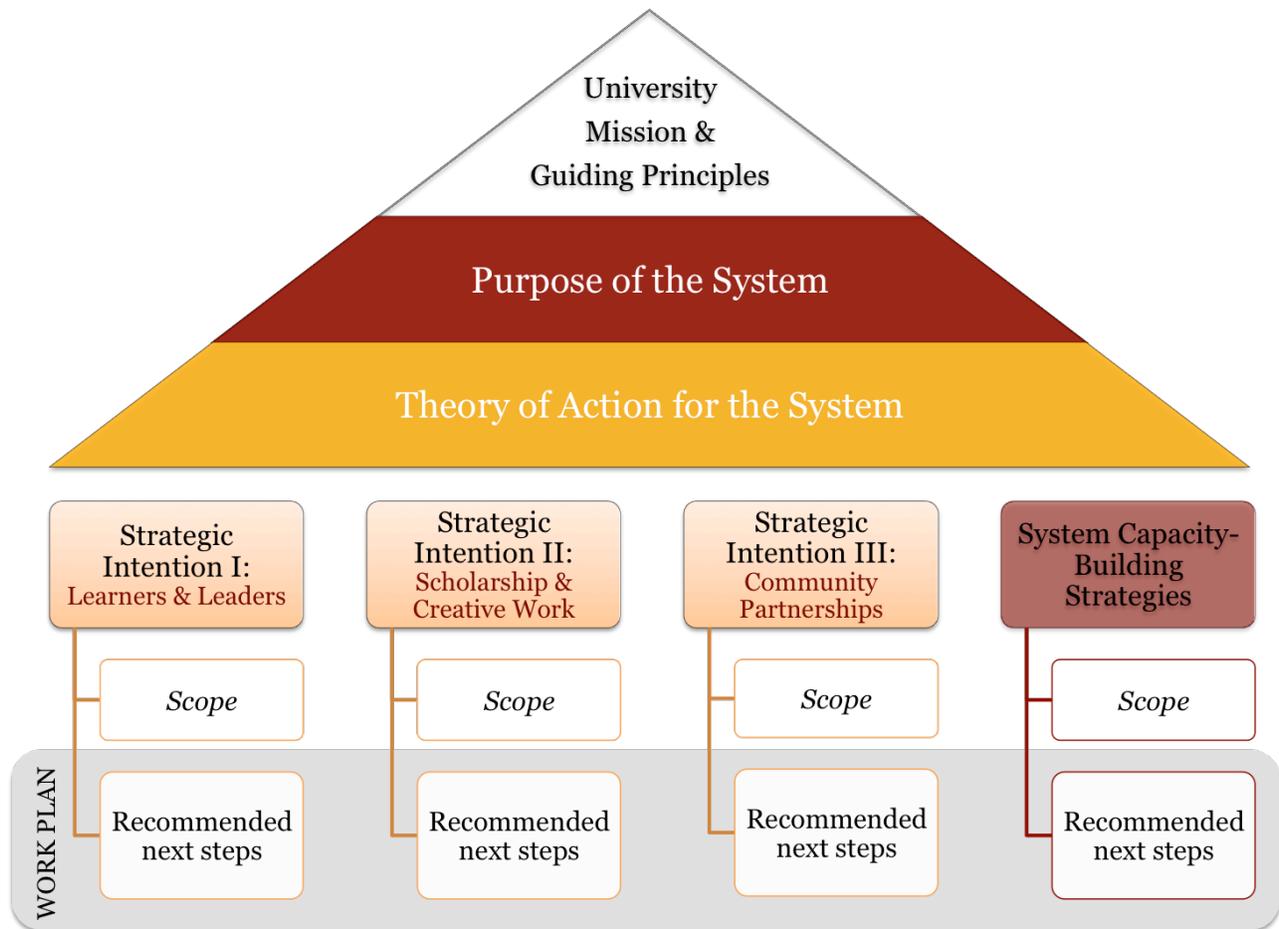
- 1) Ensure that there are robust learning experiences to prepare students on each campus to meet ever-changing workforce needs and engage in their communities.
- 2) Maintain and invest in the scholarly excellence that makes the University of Minnesota one of the world's best research universities.
- 3) Strengthen the health sciences to ensure excellence in health care in Minnesota.
- 4) Develop partnerships with industry to advance economic development in Minnesota.

The co-chairs presented a summary of the draft plan to the Board of Regents in March.

Affirmation: In Spring of 2017, the co-chairs conducted visits to all five campuses and met with additional stakeholder groups in order to gain feedback on the draft plan and consider implementation ideas. Nearly 500 University stakeholders provided feedback during this phase.

III. Plan Framework

Grounded in the University’s mission and guiding principles, the System-Wide Strategic Plan states a Purpose and Theory of Action for the System, followed by a set of Strategic Intentions and System Capacity-Building Strategies that will allow the University of Minnesota System to accomplish its Purpose and enact its Theory of Action. Next steps for the Strategic Intentions and the System Capacity-Building Strategies are recommended.



Framework definitions:

University Mission & Guiding Principles: The existing University of Minnesota mission and guiding principles were approved by the Board of Regents in 2008 and serve as the foundation for the System-wide strategic plan.

Purpose of the System: Definition of the function and rationale of the University of Minnesota System.

Theory of Action for the System: Overarching philosophy about what it will take to achieve the proposed Purpose.

Strategic Intentions: Long-range ambitions for maximizing innovation and creativity across the System and enriching the distinctiveness of our five campuses in order to achieve the desired Purpose.

System Capacity-Building Strategies: Approaches for enhancing the capacity of the University of Minnesota System to connect and appropriately network its distinctive statewide resources to achieve the Strategic Intentions and Purpose.

Work Plan: Next steps for operationalizing the Strategic Intentions and System Capacity-Building Strategies.

IV. Current University Mission & Guiding Principles

UNIVERSITY MISSION

The University of Minnesota (University), founded in the belief that all people are enriched by understanding, is dedicated to the advancement of learning and the search for truth; to the sharing of this knowledge through education for a diverse community; and to the application of this knowledge to benefit the people of the state, the nation, and the world. The University's mission, carried out on multiple campuses and throughout the state, is threefold:

§ **Research and Discovery** - To generate and preserve knowledge, understanding, and creativity by conducting high-quality research, scholarship, and artistic activity that benefit students, scholars, and communities across the state, the nation, and the world.

§ **Teaching and Learning** - To share that knowledge, understanding, and creativity by providing a broad range of educational programs in a strong and diverse community of learners and teachers, and prepare graduate, professional, and undergraduate students, as well as non-degree seeking students interested in continuing education and lifelong learning, for active roles in a multiracial and multicultural world.

§ **Outreach and Public Service** - To extend, apply, and exchange knowledge between the University and society by applying scholarly expertise to community problems, by helping organizations and individuals respond to their changing environments, and by making the knowledge and resources created and preserved at the University accessible to the citizens of the state, the nation, and the world.

GUIDING PRINCIPLES

In all of its activities, the University strives to sustain an open exchange of ideas in an environment that:

- Embodies the values of academic freedom, responsibility, integrity, and cooperation
- Provides an atmosphere of mutual respect, free from racism, sexism and other forms of prejudice and intolerance
- Assists individuals, institutions, and communities in responding to a continuously changing world
- Is conscious of and responsive to the needs of the many communities it is committed to serving
- Creates and supports partnerships within the University, with other educational Systems and institutions, and with communities to achieve common goals
- Inspires, sets high expectations for, and empowers the individuals within its community

[Adopted by Board of Regents: January 14, 1994, Amended: February 8, 2008]

V. System-Wide Strategic Plan

PURPOSE OF THE SYSTEM

The distinctiveness of our campuses and the comprehensive and distributed nature of our System allow the University of Minnesota to be greater than the sum of its parts.

As a System, the University of Minnesota will connect and leverage its distinctive statewide resources to provide outstanding education, conduct and disseminate globally significant research, produce inspiring works of visual and performing art, and offer Extension and outreach programming that enhances the quality of life in Minnesota, the nation, and the world.

THEORY OF ACTION FOR THE SYSTEM

| <i>IF WE...</i> | <i>THEN WE WILL...</i> | <i>AND...</i> | <i>AND...</i> | <i>AND...</i> | <i>LEADING TO...</i> |
|--|--|--|--|--|---|
| Recognize the University of Minnesota’s unique role in the State as “the primary state supported academic agency for research and extension services”* AND value the distinctiveness of our campuses and the comprehensive and distributed nature of our System; | Invest in each campus and its units so they can excel in their areas of unique strength; | Develop stronger collaborations and minimize internal competition; | Actively listen to, connect with, learn from and create enriching partnerships with communities; | Advance excellence in research and creativity, teaching and learning, and outreach and public service; | A System that connects and leverages its distinctive statewide resources to provide outstanding education, conduct and disseminate globally significant research, produce inspiring works of visual and performing art, and offer Extension and outreach programming that enhances the quality of life in Minnesota, the nation, and the world. |

* 2016 Minnesota Statute 135A.052 Postsecondary Missions.

STRATEGIC INTENTION I: Learners & Leaders

We will support the development of learners and leaders across their lifespan to equip them to engage productively in their communities and workplaces.

- To effectively meet the needs of students, develop System-wide recruitment and enrollment strategies that focus on the fit between the campus and the student's experiences and talents in order to enhance student success and match student interest. Support intercampus transfers for students whose academic interests are best served at a campus in the System other than that on which they started.
- Expand academic pathways between undergraduate, graduate and professional programs to facilitate student success, increase recruitment and retention of students within the System, and meet the needs of Minnesota communities.
- Develop a System-wide approach to providing online learning opportunities that increase access for undergraduate, graduate and professional students to start, complete, or supplement a University of Minnesota degree. Expand potential enrollments in targeted areas where there is student demand and faculty capacity.
- Coordinate course/program offerings to facilitate access to and efficient use of System resources through a variety of instructional modes (classroom, blended, online). Using shared governance, decide on the conditions in which it is appropriate to duplicate efforts, recognizing the distinctiveness of and expertise on all campuses.
- Promote lifelong learning throughout Minnesota by assessing needs and working collaboratively across units to meet those needs and increase access to University resources. Leverage online education, Extension, Continuing Education, Research and Outreach Centers, and System campuses all of whom have established strong ties to populations across Minnesota.
- Ensure that students on all campuses receive a broad liberal education, which spans the sciences, humanities, arts and social sciences in order to increase imagination and creativity, foster empathy, and provide the basis for engaged citizenship.
- To facilitate students' abilities to enrich their communities and address local and global challenges, ensure students on all campuses have access to high-impact experiences such as first-year seminars and experiences, common intellectual experiences, learning communities, writing-intensive courses, collaborative assignments and projects, undergraduate research, diversity/global learning, opportunities to grow intercultural skills, service-learning or community-based learning, internships, or capstone courses and projects.

- Strive to support students' holistic wellbeing during their time at the University.
 - Improve structures and supports to create interdisciplinary curricular and co-curricular experiences. Foster opportunities for students, staff and faculty on each campus to conduct research, teaching, and outreach using interdisciplinary perspectives that draw on and expand disciplinary expertise.
-

STRATEGIC INTENTION II: Scholarship & Creative Work

We will facilitate scholarly research and creative work to solve problems, expand possibilities, and improve lives in meaningful ways.

- Invest in our role as Minnesota's premier producer of scholarship that expands the frontiers of knowledge. Recognize the distinctive areas of research and creativity aligned with expertise at each campus and in Extension and Research and Outreach Centers.
 - Conduct and disseminate research, to include community-based research, which is collaboratively developed and responsive to community and university needs.
 - Capitalize on our ability to provide students with basic, applied and engaged research opportunities that contribute to our collective knowledge and enrich their education.
 - Utilize technology to bring together researchers, artists and scholars across the System to exchange research ideas and form collaborations.
 - Encourage faculty exchanges to strengthen research and creative opportunities for faculty and students at each of our campuses.
 - Leverage research administrative systems (for example, through the Office for the Vice President for Research, the Executive Vice President and Provost's Office, and the Institutional Review Board) to ensure high-quality, ethical, and meaningful research. Ensure that scholarship adheres to the highest ethical standards.
 - Leverage research and creative facilities across the System to promote collaboration and maximize use of resources to enhance scholarly development. Enable transfer of instrumentation between campuses to extend the useful life of instrumentation.
-

STRATEGIC INTENTION III: Community Partnerships

We will actively listen to, connect with, learn from and create enriching partnerships with communities to address challenges and create opportunities together.

- Recognize assets present in communities and draw on those resources to forge mutually-beneficial relationships between communities and the University.
 - Promote student, staff and faculty engagement in learning and problem-solving by bringing community and University expertise together to identify, understand, and solve community challenges throughout the State.
 - Employ innovative approaches to meeting Minnesota’s workforce needs, such as building a state-wide strategy to promote ongoing learning and certification for adults.
 - Maximize the responsiveness and efficacy of the University to address the needs of diverse communities throughout Minnesota and the world. Work to build resources and partnerships that give attention to rural and urban communities, majority and minority populations, and businesses and non-profit organizations.
-

SYSTEM CAPACITY-BUILDING STRATEGY A: Campus Distinctiveness

Ensure that the distinctiveness of each campus is planned, communicated, and resourced.

- Communicate internally and externally about the successes and unique commitments of each campus according to its distinctive role in the System.
- Explain and make transparent resource allocation decisions as they relate to System priorities. Ensure that resource allocation decisions reflect the challenges of each unit/campus and consider how the System could mitigate those challenges.

SYSTEM CAPACITY-BUILDING STRATEGY B: System Strength

Ensure that the strength of the System is actively communicated with stakeholders.

- Develop and use common language for our System and its constituent parts.
- Create a web presence that prioritizes the University of Minnesota System and explicitly acknowledges the five campuses that constitute the System.

- Create a comprehensive public affairs and media campaign to illustrate the comprehensiveness of the System as well as the distinctiveness of its component parts. Emphasize unique strengths that the University offers across the System.
- Develop recruiting and enrollment strategies that emphasize the strength of the System as well as branding strategies that show the distinctiveness of each campus and the comprehensiveness of the System.

SYSTEM CAPACITY-BUILDING STRATEGY C: Inclusive Excellence

Develop systems that promote inclusive excellence.

- Create a System-wide strategy to recruit and retain diverse faculty, staff, and students. Prioritize recruitment and retention practices that support inclusive excellence throughout every employee and student group.
- Establish a comprehensive system to collect data related to our diversity efforts. Ensure that these data systematically inform decision-making.

SYSTEM CAPACITY-BUILDING STRATEGY D: System Mindfulness

Integrate System mindfulness throughout core functions and decision-making processes.

- Include an explicit focus in Board of Regents agenda-setting on how synergies within the System can best serve Minnesota.
- Identify System-wide “core values” that provide a compass for strategic decision-making and serve as the foundation for fulfillment of mission and purpose.
- Promote inclusive governance processes throughout the System. Ensure that faculty, staff, and students from across the System have structured opportunities to provide input into policies and decisions that affect their teaching, learning, living and working environments prior to those decisions being implemented. Create common administrative policies that are informed by and govern the entire System, with the exception of policies that relate to the distinctive nature of individual campuses.
- Ensure clarity of and accountability for the responsibilities of System-wide units. Develop criteria and provide rationales for types of decisions that are best made by those on a given campus/unit and those that are best made System-wide. Ensure that these decisions foreground the good of the System and that these decisions are informed by regular communication among those affected.

- Facilitate faculty and staff collaboration throughout the System to enhance sharing of scholarly, creative and administrative expertise in ways that acknowledge different circumstances. Create “System Days” once a month to facilitate communication among people in similar roles or in similar scholarly areas from across the System. System Days will provide opportunities for faculty and staff to consult with each other, build professional community and capacity, develop collaborative research, teaching, or service, participate in professional development, and provide input into System-wide decision-making. Encourage technologically-enhanced meetings and occasional hosting of System-wide meetings by each campus to ensure full integration of all campuses.
 - Facilitate faculty and staff collaboration throughout the System around shared challenges (i.e. student mental health) and use technology to leverage available resources throughout the System to address these problems.
 - Continue to implement technology to facilitate System-wide interactions, such as conference rooms with easy-to-use AV equipment, classrooms with easy-to-use ITV capabilities, and maximize use of such technology for System-wide meetings.
 - Consider faculty expertise on all campuses when forming graduate faculty and developing graduate student committees.
 - Ensure that professional development opportunities offered at one campus are available at all campuses when appropriate. Create a process wherein professional development that would meet System-wide needs is funded by System resources to ensure equity and access to those resources.
 - Identify opportunities for productive exchange and collaboration between faculty, staff and students across the System. For example, students could “study away” within the System, faculty could spend a semester on a campus other than their own, and intercampus conferences could be developed. Additionally, the Research and Outreach Centers, Extension, and the Office of Public Engagement could work across units to enrich research, teaching, creative and outreach opportunities.
-

VI. Work Plan / Recommended Next Steps

SYSTEM CAPACITY-BUILDING

Throughout the University of Minnesota System, university resources and expertise have connected to better serve our students, communities, and faculty and staff. To more directly seek opportunities as a System and leverage our distributed expertise and resources, it is imperative that we build a structure and develop tactics to identify and connect our distinctive statewide resources to improve the quality of life in Minnesota and beyond. This structure is necessary to begin the work needed to achieve the strategic intentions.

Administrative Structure

- o Appointment of a System Council whose purpose it is to facilitate communication between System units and advocate for the interests of the System. Members of the System Council will include key leaders of units with System-wide responsibilities and representatives from each campus appointed by the Chancellors and Executive Vice President and Provost. The System Council will be charged by the President to advance the Strategic Intentions and build system capacity.
- o Appointment of Co-Chairs of the System Council who work closely with all campuses and units to ensure active communication and consultation throughout the System. The Co-Chairs would be one faculty member and one administrator from two different campuses. The President, Executive Vice President and Provost and Chancellors will design the application and review process for the Co-Chair positions. The President's Office will provide staffing for the System Council.
- o The System Council, although primarily a tactical group gathered to the implement the work plan, will need to strategically manage and prioritize its work. The work plan requires a long-term and ongoing institutional commitment as the different elements of the work plan vary in complexity and readiness for implementation.
- o The System Council should work directly with the President to set its annual agenda. However, four work items related to the strategic intentions emerged with a high priority during the current planning process: 1) Increase awareness of distinctiveness of other campuses/units; 2) Create a System-wide enrollment strategy; 3) Coordinate online delivery of programs and facilitate students' access to online courses throughout the System; and 4) Identify and expand best practices for collaboration, including among and between campuses, Research Outreach Centers, and Extension.
- o The System Council Co-Chairs will participate in the meetings of the President's Senior Leadership Team to bring a System perspective to its deliberations.

- Chancellors will continue to report directly to the President. They will also continue to meet regularly as a group with the President, the Executive Vice President and Provost, Senior Vice President for Finance and Operations. This group will receive regular updates from the System Council Co-Chairs.

Engagement by the Board of Regents

- The Board of Regents should request regular updates, either to the full board or through committees, on the implementation of the work plan, including challenges and opportunities experienced throughout the University System.

Integration into the Budgeting Process

Decision-Making Rubric

- The University Budget and Finance Office should consult with the System Council in the creation of the rubric used in the Compact Process for both administrative and academic units. This consultation should be focused on examining and recommending ways for units to interact and collaborate with other units throughout the university.
- A decision-making rubric should be shaped by the Theory of Action to include a unique System perspective as part of the budgetary process. The value of including a System Rubric is to actualize the Strategic Intentions in the decision-making process. More specifically, the Rubric should establish the expectation that:
 1. The investment of current resources of the campuses and System-wide units will enhance their areas of unique strength and their distinct contributions to the System;
 2. Units requesting new resources will prioritize collaboration when collective efforts will maximize the impact;
 3. The System will minimize internal competition and unnecessary duplication, especially for programs and initiatives, such as graduate and research programs, that are resource-intensive. Decisions about duplication should consider the System's strategic priorities, programmatic distinctiveness, fiscal viability, student demand, and community need.
 4. When appropriate, units will actively listen to, connect with, learn from and develop enriching partnerships with communities.
- This decision-making rubric should be enacted both in the overall budgeting process for all campuses and units with System-wide responsibilities through the Compact process, and also by the Chancellors and unit leaders as they make budget decisions within their campuses or units.

Key Investment Areas

- o The strategic plans for each campus and unit with System-wide responsibilities will, when completed, provide the rationale and basis for investment decisions. From a System perspective, connections and collaborations among campuses and units with System-wide responsibilities that facilitate the three strategic intentions should also inform investment decisions. The following questions, when appropriate, should be addressed prior to making final investment decisions:
 1. Does the proposed initiative overlap with similar initiatives underway on any other campus or unit? If so, has input from those campuses or units been solicited?
 2. Will a proposed initiative either directly or indirectly impact the other campuses or units? If so, how can we mitigate negative effects or magnify positive effects?
 3. If the proposed initiative is collaborative, have the campuses or units involved stipulated a process to assess the effectiveness of the collaboration? When possible, any new investments in joint efforts should have sunsets and regular review processes to ensure that the proposed collaborative initiative is maximally effective.

- o The System Council would be consulted when seeking answers to these questions.

Additional System capacity building should include:

Improve System-wide Communication. Assemble the leadership from University Relations and counterparts on the System campuses, colleges, and other key units (currently called the Communications Collaborative) to:

- o Develop a common language for the System and its component units. Distribute internal and external communications about the successes of each campus, emphasizing the distinctive excellence present on individual campuses and throughout the System. Develop a process that clearly identifies campus versus System-wide communications.
- o Develop internal and external communication strategies to highlight the collective scope of the System's impact on communities in the state.
- o Work with University Budget and Finance Office to communicate processes, rationales, and outcomes related to resource allocation.

Build Intercampus Awareness. Work directly with the System Council to:

- Establish regular days each month (System days) to coordinate meetings involving faculty and staff from all campuses. In this way, staff and faculty from all campuses with similar roles and interests will gather and build the University of Minnesota community.
- Working with the Office of Institutional Compliance, launch a System-wide exercise to identify a set of shared values that can be affirmatively adopted throughout the System.
- Work with the Executive Vice President and Provost's office and the Vice Chancellors for Academic Affairs on the System campuses to develop a process to initiate intercampus scholarly conferences in areas of excellence. Facilitate the access of multiple campuses to external speakers whenever possible.
- Work with the Provost's office and the Vice Chancellors for Academic Affairs on the System campuses to manage and promote faculty exchanges, and study away opportunities for students.

Build Inclusive Excellence. Assemble leadership from the Office of Equity and Diversity, the Office of the Executive Vice President and Provost, the Graduate School, the Office of Human Resources, and the Vice Chancellors for Academic Affairs on the System campuses to:

- Build on the success of the pre- and post-doctoral diversity programs and extend them to more campuses.
- Continue to develop and expand to System campuses existing resources and strategies to recruit and retain underrepresented groups among faculty, staff, and students.
- Create a clear and transparent process to set goals, collect data related to those goals, and implement best practices for strengthening diversity across the System.

Develop Baseline Measures to Assess Current Practices and Monitor Progress. This work would be coordinated by the System Council. Examples of useful baseline measures: The percentage of System topics on Board agenda for past year; a list of administrative units with System-wide responsibilities; the number of professional development programs accessible to all campuses and the method of delivery; report on percentage of underrepresented faculty and staff by campus; number of faculty exchanges, and additional metrics.

STRATEGIC INTENTION I: Learners & Leaders

We will support the development of learners and leaders across their lifespan to equip them to engage productively in their communities and workplaces.

Working with enrollment professionals, this work will be led by the Vice Chancellors for Academic Affairs for the System campuses, the Vice Provost and Dean of Undergraduate Education, and the Executive Vice President and Provost.

Develop a System-wide Recruitment and Admissions Strategy. The strategy should be driven by fit, market and rebrand recruitment around fit, and campus distinctiveness in order to maximize the number of the Minnesota students served by the System. Working with the admission directors from each campus, this group will:

- Examine and track the impact of the enrollment growth plan at the Twin Cities Campus on the undergraduate enrollments of the System campuses.
- Leverage the strengths of the individual campuses to advance the System by revisiting the shared application and wait-list process to ensure active communication around the distinctiveness of each system campus and the alignment of programs and environments with students' interests.
- Continue and expand System-wide approaches during college fairs and the development of recruiting materials.

Develop System-wide Retention Strategies. The same group will:

- Develop programs to recruit undergraduate students on all campuses into professional and graduate programs offered by the University of Minnesota.
- Develop academic pathways that directly connect high performing students in appropriate undergraduate programs to graduate or professional programs offered by the University of Minnesota (e.g., preferred admittance programs).
- Consider strategies to facilitate students' ability to seek re-admission or transfer within the System when a student decides not to re-enroll on the original University of Minnesota campus.

Develop a Coordinated Strategy for Online Learning for Undergraduate and Graduate Courses and Programs. Working with the Dean of Continuing Education, a Crookston campus designee representing Crookston's distance learning program, the University of Minnesota Online Steering Committee, and leaders in the Center for Educational Innovation, the Executive Vice President and Provost and the Vice Chancellors for Academic Affairs will:

- Work closely with campus and collegiate unites to coordinate needs assessments for and development of online offerings to increase accessibility and meet expressed needs. Market these offerings as a System.
- Create shared development and delivery methods, a shared curriculum or an agreed upon transfer policy when common or individual courses are delivered by different campuses that can be part of an undergraduate degree program, consider revenue sharing approaches, address multi-campus enrollment issues, and establish quality metrics and controls.

Develop Baseline Measures to Assess Current Practices and Monitor Progress.

This work would be coordinated by the System Council Co-Chairs. Examples of useful baseline measures: shared application yield rates; wait-list attrition, intercampus transfer data including exit interviews; an analysis of online learning of programming offered by academic units across the System.

STRATEGIC INTENTION II: Scholarship & Creative Work

We will facilitate scholarly research and creative work to solve problems, expand possibilities, and improve lives in meaningful ways.

Promote Research Collaborations Across the System. The Vice President for Research will coordinate efforts to:

- Connect researchers across the System with facilities and System-wide centers and institutes.
- Promote and assess the benefits of sabbatical visits across campuses.
- Consider better ways to leverage research administrative systems (for example, Sponsored Programs Administration, grants programs, and compliance) across campuses.

Leverage Research Instrumentation. The Vice President for Research and System campus counterparts will:

- Create a central exchange process to expand and support transferring of replaced instrumentation in one unit to another in order to extend the useful life of the instrumentation.
- Utilize technology to bring together researchers, scholars, and artists across the System to exchange ideas and form collaborations.

Develop Baseline Measures to Assess Current Practices and Monitor Progress.

This work would be coordinated by the System Council Co-Chairs. Examples of useful baseline measures: the number of grants submitted and awarded with investigators from different campuses; an inventory of the users of research centers disaggregated by college and campus; the number of research sabbaticals within the System; and an accounting of the remaining lifespan of decommissioned research equipment.

STRATEGIC INTENTION III: Community Partnerships

We will actively listen to, connect with, learn from and create enriching partnerships with communities to address challenges and create opportunities together.

Enhance Our Community Partnerships. The System Council should assemble the Dean of Extension, Director of the Office of Economic Development, Associate Vice President for Public Engagement, with Research and Outreach Center representatives, Global Programs and Strategy Alliance staff, and leadership of Academic Health Center outreach efforts to:

- Inventory all community-based projects underway in the state denoting the nature of the project and its location.
- Identify and study the collective work done by multiple units to provide holistic approaches when partnering with communities to address their needs. Disseminate to faculty, staff, and student leaders throughout the System the best practices of multiple units working together with communities.
- Consider methods to engage more broadly faculty and students to participate in holistic approaches to partner with communities.
- Coordinate the development and delivery of certification programs and non-credit courses to address specific community educational needs.

Develop Baseline Measures to Assess Current Practices and Monitor Progress.

This work would be coordinated by the System Council. Examples of useful baseline measures: a general assessment of current community-based activities: number, type, outcome, and investment. Estimate the number of faculty and student public engagements in courses across the five campuses.

CONCLUSION

This plan outlines how those of us who are invested in the success of the University of Minnesota can build our collective future. This future recognizes the critical role we play in our local communities, throughout Minnesota, and in the larger global community. Through implementing the priorities outlined in the plan, we will support the development of learners and leaders across their lifespan to equip them to engage productively in their communities and workplaces. We will facilitate scholarly research and creative work to solve problems, expand possibilities, and improve lives in meaningful ways. And we will actively create enriching partnerships with communities to address challenges and create opportunities together. We will address the critical questions of our communities and our fields of study and, in so doing, enrich the human condition. We are building on a foundation of excellence and our potential is boundless.

APPENDIX

| DISTINCTIVE UNITS | |
|--------------------------|--|
| UM – Crookston | |
| UM – Duluth | |
| UM – Morris | |
| UM – Rochester | |
| UM – Twin Cities | |

| SYSTEM-WIDE FUNCTIONS (TO BE ADDED) | |
|--|--|
| Academic Health Center | |
| Equity & Diversity | |
| Executive Vice President & Provost | |
| Extension | |
| Faculty & Academic Affairs | |
| Finance & Budget | |
| Foundation | |
| General Counsel | |
| Global Programs and Strategies Alliance | |
| Graduate Education | |
| Human Resources | |
| Information Technology | |
| Institutional Compliance | |
| Internal Audit | |
| Investments & Banking | |
| Professional Education | |
| Public Engagement | |
| Research | |
| Student Affairs | |
| Undergraduate Education | |
| University Libraries | |
| University Relations | |
| University Services | |

DISTINCTIVE UNITS

UNIVERSITY OF MINNESOTA – CROOKSTON

Applied, **experiential** learning
Leader in **online** education
Niche undergraduate majors

What We Mean by “Small Campus. Big Degree.” – As a campus of the University of Minnesota system, the U of M Crookston (UMC) provides access to world-class teaching, learning, and research resources—all while offering a smaller, student-focused campus setting.

A Focus on Applied, Experiential Learning – Students at UMC don’t spend all their time behind a desk; they learn the concepts and then actively apply them through projects, simulations, field trips, site visits, and interactions with professionals in the field. Community engagement, service learning, volunteer opportunities, global perspectives, and sustainability issues are also integrated into the curriculum, adding significant value to the student experience.

A Leader in Quality Online Education – UMC’s technological expertise has led to the development of fourteen degree programs offered entirely online. Motivated online students benefit from interactivity with experienced instructors and other students, independent learning, and convenience of location and time of day, allowing them to pursue their degree goals while continuing to work and meet family obligations.

Niche and Distinctive Undergraduate Majors – UMC offers a number of undergraduate majors that are unique among the campuses of the University of Minnesota: Agricultural Systems Management, Agronomy, Aviation, Criminal Justice, Equine Science, Golf & Turf Management, Horticulture, Manufacturing Management, and Software Engineering.

Students Receive Individualized Attention and Mentorship – PhD-level experts in the classroom, our faculty and staff serve as true mentors, teaching and offering personalized attention through a small student-faculty ratio and by working closely with students as advisors. This environment helps unlock student potential and serves UMC’s significant number of first-generation students in a nurturing, supportive manner.

High-Impact Educational Practices – UMC utilizes a number of such practices. Undergraduate research opportunities add real value to our students’ educational experience by allowing them to work alongside faculty mentors in the design and conducting of research. This is especially helpful if they plan to attend graduate school, which an increasing number of our students plan to do. Numerous capstone courses

culminate the student experience, and nearly every student completes an internship, which gives them the chance to experience their career firsthand, to network with professionals in their field, and to make contacts and with potential employers. An increasing number of students also take part in some of the more than 300 opportunities offered by the U of M to study abroad in 67 different countries.

Student Leadership and Engagement Opportunities – Students have numerous leadership opportunities through 40 clubs and organizations and through intercollegiate athletics at the NCAA Division II level in the Northern Sun Intercollegiate Conference (NSIC). Each club has service project requirements fostering strong community engagement.

Technological Leadership – As the original “Laptop University,” UMC provides a powerful laptop computer and software to each student. Students say the use of technology in their coursework has improved their learning, and employers frequently report how pleased they are with our graduates’ technology skills.

A Regional Hub for the U of M in Northwest Minnesota – With over 100 years of educational service, the Crookston campus serves the University’s land grant mission as a regional hub for undergraduate education, research, and outreach. With its four academic departments and many support units, UMC works to leverage and synergize with other resources located on campus including:

- The Crookston Regional Extension Center
- The Northwest Research and Outreach Center (NWROC)
- The Economic Development Administration (EDA) Center for Minnesota
- The Center for Rural Entrepreneurial Studies (CRES)
- The Northwest Minnesota Regional Sustainable Development Partnership
- The Retired Senior Volunteer Program (RSVP)

UNIVERSITY OF MINNESOTA – DULUTH

Northland Engagement Resilience

Serving the people of Minnesota and beyond, the University of Minnesota Duluth takes full advantage of its Northeast Minnesota location on the dramatic shores of Lake Superior to offer a quality living and learning experience. We build upon our unique land-grant and sea-grant traditions to be an integral part of the University of Minnesota System. UMD takes pride in its collaborative programs and initiatives with other System campuses. We nurture student success in an academic culture of high expectations through a learning-centered environment characterized by innovative comprehensive undergraduate and graduate programs, student life initiatives, discipline-specific and interdisciplinary research opportunities, creative endeavors, and thriving international exchanges.

As Minnesota's second research university with both quality undergraduate and graduate programs, UMD focuses on students learning and growing through experience, critical inquiry, and interaction with other learners. Students at all levels are actively engaged in research and creative activities led by skilled and experienced faculty in all disciplines. An enhanced research presence leading to regional accomplishments will ultimately result in UMD's recognition as a world-class center of scholarly outreach. At the same time, we build upon our reputation for excellence in recreational programs, student life, and intercollegiate athletics, thereby providing a holistic experience for students.

We encourage the ability to speak honestly about issues and ourselves by fostering a campus culture that welcomes students, faculty, staff, and guests to an inclusive learning climate committed to diversity, equity, and social justice. We serve the educational needs of indigenous peoples, their economic growth, their culture, and the sovereignty of the American Indian nations of the region, the state, and North America.

UMD eagerly embraces a global future while maintaining a strong presence in the cultural, economic, and intellectual life of the Duluth community, the Northland, the state, and the nation. By strengthening and firmly establishing the centrality of international activities on and away from campus, we leverage our place within the global strategies of the University of Minnesota System. We endeavor to become and remain a model of community engagement and service, which improves the quality of life for all and deepens the understanding, meaning, and purpose of the UMD educational experience.

UNIVERSITY OF MINNESOTA – MORRIS

Intentional liberal arts focus Student-centered and community-engaged campus Accessible yet rigorous educational experience

The University of Minnesota, Morris is distinguished within the University of Minnesota system by its public liberal arts mission. Faculty, staff, and students draw inspiration from the campus's unique history and its invaluable connections to the local community. As part of the University of Minnesota system, UMM serves as west central Minnesota's gateway to the University. Together, these elements distinguish UMM as a model of intellectual growth, civic engagement, intercultural competence, and environmental stewardship.

One of 30 Council of Public Liberal Arts Colleges, UMM prides itself on providing talented students from a diverse set of backgrounds with access to a rigorous undergraduate liberal arts experience that prepares them for global citizenship. Here students work one-on-one with award-winning teacher-scholars in a residential environment where learning never ends. Students, faculty, and staff partner with community leaders to enrich the region through public outreach and community engagement, offering students the opportunity to supplement their liberal arts coursework with hands-on co-curricular experiences. UMM students graduate with the necessary skills to adapt and succeed in graduate education, meaningful careers, and lifelong learning.

Although the Morris campus was founded as a Native American boarding school, the US Bureau of the Interior later turned over the building and lands of the boarding school to the State of Minnesota with the stipulation that American Indian students would be admitted under the same conditions as other students, and tuition-free. Today American Indian students comprise more than 18 percent of UMM's student body (compared to just 1–2 percent of students at four-year colleges in Minnesota and nationwide) and graduate at rates higher than the national average for four-year colleges. UMM's American Indian students represent more than 50 federally recognized American Indian tribes/Alaskan Native villages and Canadian First Nations.

After the boarding school closed in 1909, the University of Minnesota established the West Central School of Agriculture on the Morris campus. When the University announced that agricultural schools would be phased out in the late 1950s, a grassroots citizens' movement convinced the Minnesota Legislature that it would be a good investment for the state to create a distinct public liberal arts institution within the University of Minnesota system on the Morris campus. UMM opened its doors in 1960 and since has fulfilled its vision to be an affordable, intentionally small, residential, public liberal arts college.

Beyond its academic mission, UMM works closely with external partners and organizations—including the University's West Central Research and Outreach Center, U of M Extension, USDA Soil Conservation Service, and the City of Morris—to make west

central Minnesota a vibrant and resilient region. UMM led the effort to establish the Morris Model, a comprehensive campus-community partnership designed to enhance Morris's commitment to climate protection and sustainability. Over the last two decades the campus has involved more than 650 students and faculty in assisting Minnesota's small towns with local issues and developing opportunities for economic growth. UMM has earned the Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching in recognition of its many community partnerships with a large number of local and regional communities, focusing on a wide array of projects including environmental sustainability, youth programming, community and economic development, arts and culture, fitness and recreation, healthy eating, and technology.

UNIVERSITY OF MINNESOTA – ROCHESTER

Health Learning Innovation

University of Minnesota Rochester Strategic Plan Vision

The University of Minnesota Rochester (UMR) will inspire transformation in higher education through innovations that empower our graduates to solve the grand health challenges of the 21st century.

UMR Strengths: Established Arenas of Distinctiveness

Our focus on undergraduate education has generated innovations that are significantly enhancing student learning and development. We are committed to sustaining and optimizing these six established arenas of distinctiveness.

- Customized undergraduate health education
- Individualized care, attention, and guidance
- Connected curricular experiences
- Collaborative culture
- Learner-centered core shaped by ongoing learning research
- Community immersion and engagement

Centering Aspirations

In pursuit of the vision and mission, and grounded in a set of core values, student outcomes, and established arenas of distinctiveness, we are engaged in strategic planning for growth with the following aspirations:

- Devote our expertise and energy to student learning and development, choosing habits that enable us to thrive as a healthy, high-integrity community characterized by our values.
- Generate transformative contributions to the renewal of higher education, providing a collaborative environment of inquiry that allows innovative thought-leadership in teaching and learning; educational research; public engagement; organizational efficiency; and community integration.
- Enhance the diversity of the healthcare workforce, through intentional inclusivity emanating from our core commitment to respectful human relationships and permeating our habits of interaction in recruitment, teaching and learning, and the ongoing life of our UMR community.
- Optimize the established arenas of distinctiveness, assessing results to provide ongoing evidence for decision-making and mindfully aligning emerging innovations with these established strengths.

- Sustain UMR as an innovative, educational enterprise, through increased enrollment of passionate, resilient students commensurate with the goals established in our enrollment management plan as well as increased strategic generation of mission-driven resources.
- Contribute significantly to the continued development of the Rochester community, through intentional partnerships and initiatives including Destination Medical Center (DMC).

UNIVERSITY OF MINNESOTA – TWIN CITIES

Ambition Breadth Engagement

The University of Minnesota Twin Cities is a comprehensive and globally engaged research university, the state’s designated land-grant institution and research university, and the flagship of the UMN multi-campus system. The UMTC’s strengths significantly expand the scope and impact of system-wide work to advance transformative research, education, and engagement benefiting Minnesota and addressing critical challenges of local and global communities. The UMTC ranks in the top ten for research activity among all U.S. public research universities, with more than \$833 million in annual research spending (out of \$850 million total for the UMN system). Its 3,100 faculty (four-fifths of all UMN faculty) include many nationally and internationally recognized scholars and researchers.

The UMTC spans 16 colleges and schools across 149 undergraduate degree programs, 171 master’s degree programs, 100 doctoral degree programs, and 9 professional programs, and is one of only five campuses in the nation with an engineering school, a medical school, a law school, a veterinary medical school, and an agricultural school. The location of the campus also has special significance: The UMTC campus is in the heart of the Twin Cities metro area, which is home to two-thirds of all Minnesota residents—and as one of the few major public research universities situated in a major metropolitan area, the Twin Cities campus also has unparalleled opportunities for cross-sector partnerships and collaborations with diverse communities.

As the flagship of the multi-campus UMN system, the Twin Cities campus leverages its exceptional strengths to advance the mission of the entire University in the following important ways:

System and academic leadership—The President and senior leadership team provide overall strategic and operational leadership for the multi-campus system. As chief academic officer, the Executive Vice President and Provost has responsibility for advancing the academic excellence of the educational and research missions of the University and for providing leadership for undergraduate, graduate, and professional education (including oversight responsibility for promotion and tenure, for policies and practices that affect academic life and faculty development, and for academic program development/revision/approval).

Academic collaborations—The UMTC leverages its strengths with those of other system campuses to develop and support academic programs that advance the University’s mission and meet state workforce needs. Examples include health sciences degree programs that unite and build academic areas of strength across campuses, and centers and institutes that provide opportunities for research and teaching collaborations involving faculty, staff, and students from across the multi-campus system.

System-wide academic/administrative support—The UMTC provides collaborative leadership and support for academic and administrative functions and services that link central offices based on the UMTC campus with functions and resources on each campus, providing efficiencies and enabling each campus to invest more in its mission-related strengths. These areas include human resources, information technology, equity and diversity, enrollment management, research advancement/ administration and technology transfer, budget and finance, central planning and institutional research, metrics and assessment, institutional relations and development, University Libraries, and other system-wide academic/ administrative leadership and support functions.

System-wide strategic Initiatives and public engagement agenda—The UMTC supports important institutional efforts that strengthen and sustain commitments to publicly engaged research, teaching, and outreach. This includes key programs based in the Twin Cities that have collaborative relationships with system campuses and communities statewide, such as Extension and the Research and Outreach Centers, as well as the system-wide activities of the Office for Public Engagement, the GPS Alliance, College Readiness, and others.

*TC Campus Strategic Plan: **Driving Tomorrow—Our Ten-Year Plan to Lead and Innovate** (<http://strategic-planning.umn.edu>)*