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 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 facilitate innovation and creativity in the System, we have constructed a plan that highlights and connects the distinctive strengths and forms of excellence that exist across our University.

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

In this plan, we assert that excellence takes many forms, all of which are worth our collective investment. Through the University of Minnesota System, Minnesotans have access to outstanding liberal arts education, hands-on learning experiences in fields, labs, and community centers, and research and educational experiences in Minnesota and throughout the world. Through preparing educators for other schools and colleges in the state, to educating health care providers, to providing opportunities that expand our cultural understanding and enrich our lives, to fueling economic development, these opportunities prepare future leaders and enrich the communities in which we currently live.

The System-Wide Strategic Plan focuses both on the distinctiveness and comprehensiveness of the University of Minnesota and draws attention to the ways in which our many forms of excellence complement each other to make us greater than the sum of our parts.

[Paragraph about how it is a CONNECTOR PLAN]
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 27 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, they 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 Spring 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 2017, the System-wide Strategic Plan Committee met in an all-day retreat and worked together virtually to process and synthesize the input collected during the Inquiry Phase. Major themes that emerged from the Committee included:

<table>
<thead>
<tr>
<th>Strengths and Opportunities</th>
<th>Challenges and Opportunities</th>
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<tbody>
<tr>
<td>- We are the university and workplace of choice and we have excellent students, staff, and faculty.</td>
<td>- While each campus makes a distinct and significant contribution to Minnesota, the needs and opportunities of System</td>
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</table>
• 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.

In addition, the co-chairs completed visits with additional stakeholder groups to dig deeper into emerging themes and conducted a survey of over 1,500 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 2017, the co-chairs conducted visits to all five campuses and meet with additional stakeholder groups in order to gain feedback on the draft plan and collect implementation ideas. Over 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 as a System to accomplish its Purpose and enact its Theory of Action. Finally, specific next steps for each of the Strategic Intentions and the System Capacity-Building Strategies are recommended to implement this plan.

Framework definitions:

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

*Purpose as a System:* Definition of why we have a University of Minnesota System beyond a shared governance model.
Theory of Action for the System: Overarching philosophy about what it will take to successfully achieve the proposed Purpose.

Strategic Intentions: Long-range ambitions (3) 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 UMN System to connect and appropriately network its distinctive statewide resources to achieve the Strategic Intentions and desired Purpose.

Work Plan: Specific 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 and display superlative works of visual and performing arts, and offer Extension and outreach programming that enhances the quality of life in Minnesota, the nation, and the world.

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**THEORY OF ACTION FOR THE SYSTEM**

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<th>IF WE...</th>
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<td>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;</td>
<td>Invest in each campus and its units so they can excel in their areas of unique strength;</td>
<td>Develop stronger collaborations and minimize internal competition;</td>
<td>Connect to, learn from and partner with communities;</td>
<td>Advance excellence in research and creativity, teaching and learning, and outreach and public service;</td>
<td>A System that connects and leverages its distinctive statewide resources to provide outstanding education, conduct and disseminate globally significant research, produce and display superlative works of visual and performing arts, and offer Extension and outreach programming that enhances the quality of life in Minnesota, the nation, and the world.</td>
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* 2016 Minnesota Statute 135A.052 Postsecondary Missions.
**STRATEGIC INTENTION I:** We will support the development of learners and leaders across their lifespan to equip them to engage productively in their workplaces and communities.

- To effectively meet the needs of students from across Minnesota and beyond, develop System-wide recruitment and enrollment strategies that focus on the fit between the student and the campus and experiences and talents unique to particular scholarly and artistic disciplines 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 in 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 on-line learning opportunities that increases access for undergraduate, graduate and professional students to start, complete, or supplement a University of Minnesota degree and expand potential enrollments in targeted areas.

- Coordinate course/program offerings to facilitate access to and efficient use of System resources. 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 on-line 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 all 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.
• Improve structures and supports to create interdisciplinary programs and experiences. Foster opportunities for students and faculty on each campus to conduct research, teaching, and outreach using interdisciplinary perspectives that draw on and expand disciplinary expertise.

**STRATEGIC INTENTION II: We will facilitate scholarly research and creative work to solve problems, expand possibilities, and enrich the human condition.**

• Invest in our role as Minnesota’s premier producer of cutting-edge research that expands the frontiers of knowledge. Recognize the distinctive areas of research and creativity aligned with expertise at each campus and through Extension.

• Capitalize on our ability to provide students with basic applied and engaged research opportunities that contribute to our collective knowledge and enrich their educational experiences.

• 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 Provost for Research, the Provost’s Office, and the Institutional Review Board) to ensure high-quality, ethical, and meaningful research.

• 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.

• Utilize technology to bring together researchers, artists and scholars across the System to exchange research ideas and form collaborations.

**STRATEGIC INTENTION III: We will convene and partner with communities to address challenges and create opportunities together.**

• Recognize assets present in communities and draw on those resources, knowledges and abilities to forge mutually-beneficial relationships between communities and the University.

• Promote student, staff and faculty engagement in learning and problem-solving by bringing University and community 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 that meets short- and long-term needs.

Maximize the responsiveness and efficacy of the University to address the needs of diverse communities throughout Minnesota and the world. Specifically, resources and partnerships should be built with rural and urban communities, majority and minority populations, and businesses and non-profit organizations that serve our communities.

**SYSTEM CAPACITY-BUILDING STRATEGY A**: 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. These decisions should reflect the challenges of each unit/campus and consider how the System could mitigate them.

**SYSTEM CAPACITY-BUILDING STRATEGY B**: 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.
- Develop recruiting and enrollment strategies that emphasize the strength of the System as well as branding strategies that show the distinctiveness and comprehensiveness of the System.

**SYSTEM CAPACITY-BUILDING STRATEGY C**: 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 system to collect data related to our diversity efforts in a comprehensive way. Ensure that these data systematically inform decision-making.
**SYSTEM CAPACITY-BUILDING STRATEGY D: Integrate System mindfulness throughout our 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 necessary foundation for mission accomplishment and fulfillment of 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. 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 the five campuses to ensure full integration of all campuses.

- Facilitate faculty and staff collaboration throughout the System around shared problems (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, etc., 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. These could include student “study away” on a campus other than the one at which they are enrolled, faculty exchanges, intercampus conferences, utilization of Research and Outreach Centers, Extension, and the Office of Public Engagement to enrich research, teaching, creative and outreach opportunities, and promotion of inclusive governance processes throughout the System.
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, our communities, and faculty and staff. To more directly seek opportunities as a System and more fully leverage our distributed expertise and resources, it is imperative that we build a structure and develop tactics to seek 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

- 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 appointed by the Chancellors and Provost. The System Council will be charged by the President to advance the Strategic Intentions and build System Capacity.

- The System Council, although primarily a tactical group gathered to implement the work plan, will need to strategically manage and prioritize its work. The work plan is pervasive requiring a long term and ongoing institutional commitment. The different elements of the work plan vary in readiness, complexity, and timeliness in implementation.

- The System Council should work directly with the President to set its annual agenda. However, three work items related to the strategic intentions emerged with a high priority during the current planning process: System-wide enrollment strategy; coordination of on-line delivery of courses and programs; and the identification and expansion of best practices for collaboration among campuses, Research Outreach Centers, and Extension.

- A representative of the System Council will participate in the President’s Cabinet to bring a System perspective to its deliberations.

- Chancellors will continue to report directly to the President. They will also continue to meet monthly as a group with the President, the Provost and Executive Vice President, and a representative of the System Council.
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 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 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:

  1. A clear expectation that the investment of current resources of the campuses and System-wide units must enhance their areas of unique strength and their distinct contributions to the System;
  2. Collaboration as a priority for the investment of new resources when collective efforts will maximize the impact;
  3. 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.

- 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**

- The strategic plans for each campus and unit with System-wide responsibilities will, when all are completed, provide the rationale and basis for investment decisions. From a System perspective, connections and collaboration 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 and indices to measure 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.

○ 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:

○ 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.

○ Work with University Finance and Budgeting to communicate processes, rationales, and outcomes related to resource allocation.

○ Develop internal and external communication strategies to highlight the collective scope of the System’s impact on communities in the state.

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

○ Develop a set of regular meetings 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 Compliance office, launch a System-wide exercise to identify, communicate, and implement training to support values that can be affirmatively
adopted as shared values throughout the System.

○ Work with the Provost’s office and the Vice Chancellors for Academic Affairs on the System campuses to develop a process to launch and coordinate intercampus 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 Provost’s Office, the Graduate School, 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 states 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 by all campuses and the method of delivery; report on percentage of underrepresented faculty and staff by campus; number of faculty exchanges, and etc.

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

This work will involve the Provost’s office and the Vice Chancellors for Academic Affairs for the System campuses.

**Develop a System-wide recruitment and admissions strategy** 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 UMTC on the undergraduate enrollments of the System campuses.

○ [UNDER DISCUSSION] Revisit the shared application process, and consider automatic admittance approaches for wait-listed students when programs on the other campuses align with the student’s profile. OR To leverage the strengths of the individual campuses to advance the System, revisit the shared application 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 inform and recruit undergraduate students on all campuses into professional and graduate programs offered by the University of Minnesota.

○ Incentivize the development of academic pathways that would more 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 on-line learning for undergraduate and graduate courses and programs.** Working with the Dean of Continuing Education, a UMC designee representing its distance learning program, and leadership of the Center for Educational Innovation, the Provost’s Office and the Vice Chancellors for Academic Affairs will:

○ Coordinate needs assessments for and development of on-line offerings to increase accessibility and meet expressed needs. Market these offerings as a System.

○ Develop 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, and establish quality metrics and controls.

**Develop baseline measures to assess current states and monitor progress.** This work would be coordinated by the System Council Chair. Examples of useful baseline
measures: shared application yield rates; wait-list attrition, etc., intercampus transfer data including exit interviews; an analysis of on-line learning of programming offerings by UMC and Continuing Education.

**STRATEGIC INTENTION II:** We will facilitate scholarly research and creative work to solve problems, expand possibilities, and enrich the human condition.

**Promote research collaborations across the System.** The VP for Research and System campus counterparts will assemble and work to:

○ Connect researchers across the System with facilities and System-wide centers and institutes.

○ Assess the benefits of and promote sabbatical visits among campuses.

○ Consider better ways to leverage research administrative systems (SPA, grants programs, compliance, etc.) across campuses.

**Leverage research instrumentation.** The VP for Research and System campus counterparts will assemble and work to:

○ Create a central exchange process to expand and support transferring of replaced instrumentation on one campus to another campus 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.

**STRATEGIC INTENTION III:** We will partner with Minnesota communities to address challenges and create opportunities.

**Enhance our impact on Minnesota communities.** The System Council should assemble the Dean of Extension, the director of the ROC program, Director of the Office of Economic Development, Associate Vice President for the Office of Public Engagement and leadership of the outreach efforts for the AHC to:

○ Inventory all community-based projects underway in the state denoting the nature of the project and its location.

○ Develop processes/approaches to provide more holistic approaches when partnering with communities to address their needs. This collective approach will, in many cases, be more impactful since many of factors underlying community challenges are
often interrelated.

○ Consider methods to engage faculty and students more broadly to participate in holistic approaches to partner with communities.

○ Coordinate the delivery of non-credit courses by Extension, and the development and delivery of certification programs targeting adults by Continuing Education and the Graduate School to address specific community educational needs.

**Develop baseline measures to assess current states 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.
APPENDIX

UMTC
UMR
UMC
UMD
UMM
UMTC Provost
VP - OED
VP-U Relations
VP- Student Affairs
VP - Faculty Affairs
VP - Grad Ed
VP - UG Ed
VP - U Services
VP - HR
VP-Extension
VP-IT
VP-Research
Library Director (Lougee)
AVP - Global Programs and Strategies Alliance (Meredith)
OGC
VP - Budget & Finance
AVP - Engagement

- Distinctive units
- System-wide responsibilities
- Copy of charge letter