



**University Planning Committee  
March 15, 2019  
1-2 p.m.  
Meeting MINUTES**

- Last meeting minutes approved

**Purposes and Goals for the Communities of Excellence (CoEs)**

- CoEs don't have to have identical structures. They are both internal and external facing. They should not replace existing centers/institutes, should bring these together in new ways.
- Increasing awareness of what others are doing – gatherings
- Discussing and proposing new educational initiatives, research initiatives
- Identify gaps in resources and ways they might be filled; identify barriers to achieving goals
- What resources will support COEs? Is there a person identified to support their development?
  - Is that a staff support person or a set of leaders?

Discussion of UMHM model (project manager) and E&S model (two deans, no staff)

- All CoEs will need a certain number of things – website, coordination, outreach, events, etc.
- So could all VP offices/Central Administration chip in to fund a project manager for all CoEs?
- The kiosk at the UC for UMHM could become a place for all the CoEs... could serve as a physical anchor. Include on campus tours so that prospective students can learn more about UMHM (this could apply to all CoEs)
- Could the Innovation Factory do the same? Perhaps for the Business and Entrepreneurship CoE...

Who should lead the CoEs?

- Deans?
- Remember there are stakeholders who fit into many CoEs when considering leadership
- If an office could be established centrally, that broadens the playing field.
- At the initial growth stages, useful for people to co-facilitate. As CoEs grow, then perhaps a single leader could make sense. Again, not one size fits all.
- On the individuals nominated to serve as potential leaders of CoEs, how to proceed?
- Contact nominees and ask if they are interested?

- Select individuals to show that CoEs are not located in particular colleges/sectors
- Nominees could serve on an initial steering committee
- Concern about people who aren't known to the UPC and about people who may not be willing to serve on a steering committee with a large power differential amongst committee members
- E&S group invited everyone who wanted to participate to join flash teams
- Natural leaders emerge - organic process
- Would chairs be willing to serve/ identify faculty who could participate on a steering committee/flash team/other
- Deans can be administrative leads for CoEs. It makes sense. Could even lead to interdisciplinary collaborations between schools and colleges!
- Philanthropic positional power to the deans having a leadership role e.g. UMHM
- Seems like deans are in the right position to lead CoEs.
- We will look for deans to co-shepherd CoEs and start making CoEs happen. Role of deans is to facilitate meetings; leadership will emerge that will not be initial deans.

#### **Academic Affairs Budget Model discussion**

- Thanks to Hillary Stowell for making video that was intended to be an orientation for Provost Harbor when he started in his position. Not intended for widespread sharing, and this is not the model- it's a starting point. It's a way to see a process that a group of people, with the best interests of the university in mind, came up with to approach allocating resources to academic units based on a series of metrics.
- Video was about allocating instructional component of budget – not the whole university budget.
- Provost Harbor requested feedback from UPC. When he pulls together a group to do a similar exercise to generate the next version of the budget model, will share UPC input with them.
- Process comment: confusion around why UPC is looking at budgets rather than UBC. IT would be useful to re-charge UBC with this task, there is expertise there that does not exist here.
- With a model like this, how do you build in flexibility to account for fluctuations in MUS allocation, etc.?
- From Gen Ed – if we try to develop a new UM Core, Gen Ed model that looks different than the one we have now, how do we deal with changes in SCH?
- Within the overall model, why is instructional budget driven by instructional metrics, and research/creative scholarship budget driven differently? There is a glaring gap. We need metrics on research/creative scholarship.
- In the model formerly developed, performance funding was to be given to units to fund research...

Discussion of how to account for research.

- Should UPC should deal with this? UBC might be more appropriate. UPC could focus on other things. We should determine what the role of UPC should be in relation to the Planning Assessment Continuum.
- How do we marry academic affairs budget model with initiative to reshape Gen Ed Model?
- Absolutely, this will end up with UBC. Part of the reason this conversation is happening is that you can't have effective implementation of plans unless budget process aligns with planning process.
- Items for agenda next time – what is the role of the UPC and what is its optimal function within the rest of the Planning Assessment Continuum?