A. Introduction

Public affairs education and the Humphrey Institute have a long and illustrious history at the University of Minnesota. This is the 25th anniversary of the naming of the University’s public affairs institute after former Vice President Hubert H. Humphrey. The program began in 1936 with the establishment of the Public Administration Center — one of the first such programs in the United States. In the late 1960s, the program became the School of Public Affairs and, in 1977, the Board of Regents voted to create a professional school carrying the Humphrey name.

The Hubert H. Humphrey Institute of Public Affairs is among the nation’s top schools of public affairs. In 2001, U.S. News and World Report rated the Institute among the top 10 schools of public affairs at public universities and ranked our nonprofit management program No. 3. As a collegiate unit in the University of Minnesota, the Humphrey Institute offers graduate degrees in Public Affairs (MPA), Public Policy (MPP), Urban and Regional Planning (MURP), and Science, Technology, and Public Policy (MS). In addition, joint degrees with the Schools of Law, Social Work, and Public Health are offered. The Institute is home to a number of nationally and internationally recognized interdisciplinary research and outreach centers and programs that disseminate new knowledge, provide leadership in public affairs and civic education to people in the state and nation and internationally.

- The Institute remains dedicated to excellence in education for public leadership.
- It is committed to enhancing the University’s contribution to public and political life.
- It examines public issues and shapes public policy at the local, state, national, and international levels.
- It continues to provide leadership and management expertise to public and nonprofit organizations.

The Institute performs this mission by:

- Preparing students for leadership in public affairs and planning and for effective careers in the public, private, and independent sectors.
- Fostering the intellectual and ethical development of experienced practitioners as leaders in a complex society.
- Serving as an interdisciplinary center for basic and applied public affairs and planning research, ideas, and scholarly advocacy responsive to issues confronting Minnesota, the nation, and the world.
- Acting as a nonpartisan resource to help empower citizens, communities, and organizations for effective leadership in the public policy arena, serving them through technical assistance, consultations, seminars, and forums on vital issues.

As is true of other public affairs colleges around the nation, the program has shifted focus over the years. The earliest iteration was public administration. It then evolved under Dean Harlan Cleveland’s leadership into a college of public affairs with a new emphasis on international relations, government policy, and reflective leadership. Dean G. Edward Schuh contributed an economic focus and created a number of “centers” to carry out action-oriented research and community outreach programs under the leadership of prominent practitioners. Dean John Brandl, who had served earlier as director of the then-School of Public Affairs, emphasized a multi-disciplinary approach, strengthened the urban and regional planning degree program, and oversaw the introduction of a new science and technology policy degree program.

The Humphrey Institute has been a recognized leader among public affairs schools and has led the transitions from public administration to public affairs to policy analysis and public management. We will continue to be on the leading edge of this ongoing evolution. A recent address at the annual conference of the National Association of Schools of Public Affairs and Administration by Barbara Nelson, dean of the UCLA School of Public Policy and Social Research built upon much of what has been accomplished at the Humphrey Institute and proposed that the next stage is a focus on public interest. The address stated “the current policy climate is characterized by the necessity of problem-solving across boundaries…changing patterns of interest representation, the entrenchment of anti-political views, the shifting balance between ideas and service, and growing ambivalence about the power and propriety of public-sector solutions.” The Humphrey Institute already has a strong foundation in many of these emerging issues upon which we will ambitiously build. The future demands rigorous academic curricula to
“...educate students to work successfully at the seams of institutions, sectors, and jurisdictions, as well as within them...to educate students for shifting political coalitions...to offer an education in how to make an immediate and long-term difference – to live in the world and transform it.” Our goals and priorities for the future are designed to address these demands so that the Humphrey Institute remains relevant and competitive in an ever-changing and increasingly complex world.

This compact outlines how we will build on past accomplishments and forge a new direction for the Humphrey Institute. We plan to undertake a reform program that will enable the Institute to weather a difficult budgetary period and to build an even stronger, more competitive institution. Our goals for the future include:

- enhancing our competitive position vis a vis the top public affairs schools in the nation;
- renewing the mandate of our research and outreach centers by encouraging more collaboration under new structures;
- creating a more significant policy profile that will contribute both to the illumination and solution of major policy issues and to the reputation of the Institute and the University;

The Humphrey Institute is committed to producing graduates capable of objectively analyzing public policy issues, framing them for public discourse, and advocating appropriate solutions. We seek to prepare tomorrow’s public leaders in policy and planning. Our fiscal decisions will be driven by this commitment to public leadership. We aim to reflect that commitment first and foremost in our graduates, but also by playing an active public policy role in our state, our nation, and in the world. Our signature will be the quality of our graduates and the research studies and community outreach we provide as an institution. Our goal is to integrate our teaching, research, and outreach missions so effectively that knowledgeable observers will conclude that the Humphrey Institute is more than just the sum of its parts.

The Institute’s scope and quality of activity continues to grow. Our mission to prepare leaders for public work and to design institutions of governance that accomplish public purposes is more valuable – and valued – than ever.

The compact between the Executive Vice President and Provost and the dean of the Humphrey Institute for Public Affairs for 2003-04 includes the following:

B. Update – Major Long-Term Goals/Priorities from Previous Compacts

The Humphrey Institute is fortunate to have received recurring or non-recurring funding from the Provost for several initiatives in the past and during fiscal year 2002–03. This section presents a progress report on those programs as well as describing the final actions taken on several earlier compact-funded initiatives.

1. Civic Engagement
Increasing civic engagement among young people, immigrants, and new residents is the major focus of the Institute’s Center for Democracy and Citizenship (see B.10. Outreach below). In addition to supporting the Jane Addams School for Democracy, Public Achievement, the Neighborhood learning Community, and other initiatives, the center’s director serves on the University’s Council on Public Engagement. (Henceforth, reporting on this priority will be included in the Outreach portion of the compact, under the Center for Democracy and Citizenship)

2. Expand Public Education through the Humphrey Institute Policy Forum
The Humphrey Institute Policy Forum organizes public conferences and debates on policy issues and political questions of local and national significance. In addition, each year the Policy Forum’s selection committee selects Minnesotans from a variety of backgrounds and affiliations to participate in a yearlong conversation at the Humphrey Institute about public policy issues. The Policy Forum offers community leaders from rural and urban Minnesota the opportunity to interact with one another, thereby deepening their understanding of issues as they affect people throughout the state. Former Democratic Representative Tim Penny and former Republican Representative Vin Weber co-direct the Policy Forum.

Demand for this continuing professional educational program is growing. The Policy Forum received more than 100 competitive applications for 30 slots in its 2002–03 cohort, and the number of applications rises every year. Policy Forum conferences and political discussions are well attended by a cross-
section of Minnesota citizens and leaders. We are limited in our reach and effectiveness only by our resources.

As we describe in the following section, the Humphrey Institute plans to provide a significant boost to the Policy Forum’s resources and profile by bringing it together with other public education units within the planned Center for the Study of Politics. In this way we will leverage the University’s investment in this program, and the Policy Forum’s activities will be expanded and enhanced by virtue of its integration with similar existing programs and new initiatives.

The Policy Forum receives funding from a number of sources, including approximately $200,000 in private donations. Per an agreement reached between then-Dean Brandl, Provost Bruininks, and Policy Forum co-director Tim Penny in January 2002, a recurring allocation of $75,000 will provide core funding for the Policy Forum in 2003–04 and for the life of the program. In addition, the leadership of the Institute is working with the Policy Forum to develop and implement a plan to solicit major contributions from corporate, foundation, and individual donors.

### Financing Plan Summary Table

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### 3. Continue Development of Program in Science, Technology, and Public Policy

During the past year, we have continued to develop programming and plans for a University-wide Center on Science, Technology, and Public Policy. As noted in the Institute’s 2002–03 compact, a non-recurring commitment of $40,000 from our 2001–02 compact was allocated to support the planned seminar series on science, technology, and public policy during fall semester 2002. The series, offered in collaboration with the Department of Chemical Engineering and Materials Science, explored a broad range of issues where either science and technology considerations figure importantly in public policy decisions or where public policy affects research and development agendas.

The 55-minute presentations took place between September 5 and December 10, 2002. Open to the entire University community, national experts covered topics from “What Should We Be Doing About Nuclear Weapons?” to “Science Policy Issues in Nanoscience and Nanotechnology.”

The Institute’s 2002–03 compact agreement included $75,000 in recurring funds for a faculty position in science and technology. In December 2002, we launched a search for a tenure-track faculty member in the area of energy and the environment. We seek a distinguished individual to teach in our Master of Science program in Science, Technology, and Environmental Policy; participate as a member of the Center for Science, Technology, and Public Policy; conduct independent research related to energy and environmental policy issues; and engage in the public dialogue concerning these issues as appropriate. A position description can be found at [www.hhh.umn.edu/about/energy.htm](http://www.hhh.umn.edu/about/energy.htm). The chosen candidate is expected to begin his/her appointment in August.

The addition of this faculty member and the development of the University-wide center will give a focal point to the Institute’s Master of Science in Science, Technology, and Environmental Policy degree. Many potential students express interest in the program and subject area but, until now and without the academic investments described above, the Institute has been unable to admit as many qualified students as wish to pursue this degree. Building additional faculty capacity, research opportunities, interdisciplinary projects, and University-wide recognition and attention will allow us to build a stellar program with a highly talented student body. The added research and teaching capacity will enable the Institute to more than double the entering class size for fall semester 2003.

Using a combination of internal and endowment resources, we hired a researcher as associate director of the Center for Science, Technology, and Public Policy with broad responsibility for organizing conferences, workshops, and seminar series to help the center serve as a nexus for science policy issues within the University and to meet its goal to stimulate and influence the policy discussions both here in Minnesota and nationally.
With enhanced staffing, we expect considerable progress to be made on the center’s development over the next several months. We intend to involve representatives of relevant state departments in Minnesota and regional corporations. The center will combine research into new technologies (with particular attention to hydrogen, fuel cells, and biomass), pilot programs for implementing changes in energy production, and, importantly, the changes in public policy necessary to facilitate these changes.

The center will sponsor a series of weekly seminars in the spring of 2003 for University faculty and interested community members to learn about the leading-edge research, remaining challenges, and the political context for bringing about change in energy production systems. The goal of this endeavor is to stimulate interest in such research topics and to promote the kinds of University-industry interactions that facilitate technology transfer and adoption to the benefit of the State of Minnesota.

Finally, the center is organizing the first Humphrey Institute signature study (see section C.3. Creating a More Significant Policy Profile). Now in the early planning stage, the Center is assembling and organizing a planning group with national and international visibility to design a study on climate change and developing nations. The group will meet in the spring of 2003 and will ensure that the study’s sessions complement rather than duplicate other climate change studies. The planning group will attract leading international climate change experts, yet the study will focus on issues where the University of Minnesota has significant comparative advantages. These include the Department of Applied Economics, with its great strengths in technology transfer to developing countries, the Department of Geography, with many scholars concerned with development, and the University’s location in a region with a number of multi-national companies with significant experience in the developing world. Through this signature study on climate change, the center can be a catalyst for encouraging multi-disciplinary collaborations that will help us meet the challenges of sustainable development.

Throughout fiscal year 2003–04, we will assess the progress we have made in establishing the center as well as in meeting financial commitments to the academic program, the chair, and the center.

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4. Enhancing Student Diversity

This ongoing Institute priority is addressed in the newly required diversity section (section B.11. Diversity).

5. Improving the Administrative and Management Capacity of the Institute

The Institute’s goal is to strengthen its capacity to meet its collegiate obligations in the present decentralized environment as well as to achieve the growth plans we have outlined. Among the challenges identified in the Institute’s 2002 self-study was an administrative structure inadequate to meet the complex demands of a comprehensive school of public affairs within the University’s decentralized management environment. The self-study recommended at least one additional full-time associate dean, a director of public affairs and international outreach programs, and other administrative posts to provide support and oversight to the faculty’s research efforts and to the centers.

Over the past year, the Institute has reallocated internal resources to hire a human resources consultant, a grants management coordinator, an academic administrator, and an aide to the dean. Resources from central administration have also helped to strengthen the Institute’s administration. These organizational changes should significantly improve the administration of the Institute.
Director of International Outreach and Public Affairs Programs
As recommended in the self-study and with central administration’s assistance, the Institute established a new administrative position in November 2002 to oversee the Institute’s public education and professional development units and to provide leadership and coordination in other public affairs and outreach programs. The director of international outreach and public affairs programs is providing administrative oversight, assistance, and/or coordination on several fronts: 1) the establishment of a Center for the Study of Politics, 2) the Humphrey Institute’s initiative to launch “signature studies,” and 3) the integration of existing public education and professional development units, several of which will become part of the Center for the Study of Politics. The Executive Vice President and Provost committed $35,000 nonrecurring in fiscal years 2002–03 and 2003–04 to help fund the positions.

Director of Development
The Institute recently hired a new director of development and administration, and broadened her portfolio to relieve the sole associate dean of several of her responsibilities. In addition to raising funds, the new director will oversee the Institute’s information technology staff, conference center staff, and the grants coordinator.

Dean’s Cabinet
As recommended in the self-study, in December 2002 the dean constituted a collegiate committee to advise him on programmatic and budgeting policies and priorities. The Dean’s Cabinet is composed of faculty, fellows, and staff. Over time, this team approach to decision making will broaden participation in the planning and budgeting process and is expected to lead to improved stewardship of the Institute’s resources.

The Institute has reallocated internal resources to provide for several critical positions. The Institute now has a grants coordinator, an aide to the dean, an academic administrator, and an additional accounting position.

We have exhausted our capacity to shoulder additional tasks, however, and administrative support within the Institute remains thin, in particular, the absence of a full-time human resources professional represents a significant liability. We need permanent capacity to meet our complex human resource needs. The cost of not doing so in terms of personnel retention, grievances, and inequities is too high to continue to operate with less than full-time expertise. We seek $60,000, plus fringe benefits, to hire a full-time human resource professional.

The Executive Vice President and Provost allocated $127,395 in fiscal year 2002–03 (and committed the same for fiscal year 2003–04) to provide support for the incoming dean. In addition, the dean and senior members of the administration are developing a fundraising plan to provide greater general financial support for the Institute, some of which would fund administrative positions.

In addition to administrative restructuring, the Institute’s administrative staff continues to identify opportunities for efficiency and cost-savings, such as consolidating mailings to alumni and the general public, replacing some printed materials with electronics options, participating in a several-unit consortia to purchase content management software to streamline web content creation and deployment, and leveraging communication and programming resources offered by the University of Minnesota Foundation, the University of Minnesota Alumni Association, and other units.

The Institute also is participating in a financial and management audit intended to provide the dean and staff with useful information to strengthen policies, procedures, and financial controls and bring them into compliance with best practice. The audit will garner information about how to improve service, assign responsibility and accountability, limit the Institute’s exposure to risk, and should reduce ambiguity about policies and procedures.

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6. Implementing a Four Course Teaching Load

This and other productivity issues are addressed in section C.1.c. Improving productivity of Existing Resources.

7. Master in Urban and Regional Planning (MURP) Program

The Master in Urban and Regional Planning (MURP) program continues to grow in popularity and reputation. In spring 2003, the program will undergo review by the Planning Accreditation Board. We fully expect that the program will successfully meet all of the board’s accreditation criteria and guidelines.

As the MURP program is now an integrated part of the Institute’s academic program, we do not anticipate providing a separate update on this program in future compacts except to report on the results of the accreditation process.

8. Capacity in Nonprofit Management


9. Administrative Strengthening

This has been incorporated into section B.5. Improving the Administrative and Management Capacity of the Institute.

10. Outreach

The Institute is home to more than a dozen research and outreach centers and public education programs, demonstrating our abiding commitment to sharing our resources and expertise with the broader community. It would be almost impossible to quantify the total number of individuals involved in these efforts or to qualify our influence on policy development and debate. We highlight several accomplishments here. It is important to note that, with only a small exception, these organized research and outreach activities are funded from endowment or extramural monies and, as such, represent a net gain to the University.

Center for Democracy and Citizenship

In early 2003, after the center’s six years of work to draw attention to the inadequacy of the Immigration and Naturalization Service’s (INS) citizenship test, the INS invited the center to join a panel working to revise its citizenship test. In 2002, the center continued work with the Jane Addams School for Democracy (JAS), working with 368 new immigrants to Minnesota, including 231 Hmong people, 49 Latinos, 45 Caucasians, and 32 persons of African descent. Of these, 33 achieved American citizenship in 2002. Center staff and volunteers engaged more than 300 children and adults in language learning and civic education through JAS. Center staff also actively worked to support Public Achievement, a civic education program for young people in the Twin Cities, Mankato, Milwaukee, Kansas City, Denver, and Northern Ireland and worked to build the infrastructure to implement Public Achievement efforts in New Orleans; Broward County, Florida; South Africa; and Turkey.

Last year the center also secured a four-year $1.5 million grant from the Wallace Readers Digest Funds for work on St. Paul’s West Side to create a Neighborhood Learning Community. As part of this initiative, the center initiated a Teachers Institute for West Side teachers to assist them in becoming engaged in the local community, established a mini-grants program to assist organizations and individuals to expand informal learning opportunities for West Side residents, and introduced an “Art around the Block” program on the West Side in collaboration with Intermedia Arts.

Center for Labor Policy

Organized around a chair funded by an endowment from the AFL-CIO, the center analyzes institutional changes in labor markets. Its principal outreach activity is the center’s Certificate in Public Policies on Work and Pay, a graduate-level program. The certificate program helps students understand and evaluate federal, state, and local policies that affect the employment relationship. The program targets policymakers, governmental analysts, consultants, lobbyists, labor leaders, NGO leaders and analysts, and international students. The first students will be accepted in the spring of 2003. The center also holds conferences and workshops on labor policy issues.

Center for Nations in Transition

In September 2002, the U.S. Agency for International Development awarded a $9.5 million cooperative agreement to the center for its “Business Management Education in Ukraine” project. As a member of the Consortium for Enhancement of Ukrainian Management Education (CEUM), center staff delivered 39 training sessions (including a summer institute and a national conference) that reached 1,194 participants during fiscal year 2002. The center
also published *Action Update*, a follow up to the 2001 *Blueprint for Action*, laying out a strategy and progress report on efforts to build management education capacity in Ukraine. Five hundred copies, in both English and Ukrainian, were distributed.

In the spring of 2002, the center hosted a study tour for the leaders of several Polish environmental NGOs. In partnership with the Institute for Agriculture and Trade Policy, center staff helped to design an international conference on sustainable rural development. The center’s director also served as a consultant to several universities and NGOs in Hungary, Poland, Romania, and Ukraine over the year.

**Center for School Change**
The Center for School Change works with families, community groups, and educators throughout the world to help improve 22 existing public schools in Minnesota and Ohio and to help create new public and charter schools. The center provides information about how to improve schools via publications, web-based information, presentations, and through cooperation with the news media. In addition, the center provides information to state legislators, members of the Congress, and other policy-making organizations around the world. The last year, the center has received more than $10 million in grants to help carry out its efforts, has had articles published about its projects in major national publications, such as *USA Today* and the *Asahi Shimbun* (Tokyo), and has made grants of several million dollars to help create or improve public schools. Projects in Minnesota and Ohio directly serve more than 18,000 students.

Over the last year, center staff also has been invited to make presentations in Canada, Japan, Minnesota, and 15 other states. The director also writes columns that appear in more than 20 daily or weekly newspapers in Minnesota.

**Center on Women and Public Policy**
On November 5, 2002, the center co-hosted a conference on “The Politics of Breast Cancer: Health, Science, Advocacy, and Politics” with the Humphrey Institute Policy Forum and the Center for Science, Technology, and Public Policy. The conference drew scientists and activists from around the state for an animated discussion of women’s health advocacy and policymaking. The center also hosted a seminar on “women running for office” that drew more than 50 participants and generated significant media attention. In December 2002, the center partnered with the Minnesota Women’s Foundation to host the second annual retreat for female legislators, which included the latest political science research, in training in negotiation skills, and workshops on women and the media. The center runs an innovative case studies program that produces case studies on women and public policy. The center also serves as a clearinghouse to help students pursue internships abroad on women’s issues. Working with female journalists, the center now is creating a network of Minnesota Women in Political Science to provide the media with a briefing book and sources for articles.

**Freeman Center for International Economic Policy**
In May 2002, the center co-sponsored a lecture by a visiting Russian parliamentary campaign strategist, Sergey Sychev, titled, “Campaign Management: Electoral Reform and Corrupt Practices in the Russian Federation.” In September 2002, the Freeman Center co-sponsored, with the Center for Nations in Transition, a conference titled, “The Environment and Sustainable Development in the New Central Europe: Austria and Its Neighbors.” With the State and Local Policy Program as a co-sponsor, the center hosted a Fund for Rural America conference on “Rural Community Vitality in a Global Economy” the same month. The next stage of the project includes a two-year outreach and extension phase to translate the project’s research findings into meaningful strategies for rural communities in Minnesota.

The center’s director continues to make many appearances around the world, in the media; at academic, governmental and non-governmental conferences; and in other forums, discussing international economic policy, development, and related matters. In addition, every two weeks the center sponsors it’s longstanding Workshop on International Economic Policy. The workshops draw faculty members, students, and Minnesotans from across the metro area. The center supports an ongoing student initiative to establish an applied research center in international development, known as the Global Development Initiative; the first endeavor is a micro-enterprise project in the Cacha Indigenous Federation in central Ecuador.

**State and Local Policy Program**
Each year, the State and Local Policy Program (SLPP) holds conferences, workshops, roundtables, and other forums on transportation, rural economic issues, and related economic, environmental, and energy matters. SLPP conferences routinely draw hundreds of governmental, academic, and non-governmental attendees. Evaluations of these outreach events consistently show a better than 70% positive response rate. In addition to sponsored programming, SLPP staff makes speeches and presentations on value pricing,
rural knowledge clusters, telecommunications, and economic development throughout Minnesota and Wisconsin. SLPP manages a website on value pricing as a traffic congestion management and financing tool, serving as the principal Internet resource for people and organizations interested in value pricing. Likewise, SLPP’s economic development web page has attracted an international audience and has become an important tool for regional economic development and workforce development organizations analyzing industry clusters in their regions. Finally, the SLPP manages a listserv for transportation professionals, economists, and others interested in value pricing, which reaches 200 people in 19 countries. The fruit of these efforts is seen in state and local governments’ invitations to the SLPP to provide expert assistance. Recently, Hennepin County contracted SLPP for a study of its traffic corridors and the St. Paul Planning Commission invited SLPP experts to present their findings and recommendations from the study. Similarly, the Minnesota Department of Human Services asked the SLPP to develop new models for providing community-based transportation services.

Roy Wilkins Center for Human Relations and Social Justice
Center staff continues to work on grants and contracts on the common characteristics of regional anti-racism initiatives, academic achievement among children of color, fair lending in the home mortgage industry in the Twin Cities, and the disproportionate involvement of minority children in the local child protection system. The center held meetings in Minneapolis and Washington, D.C., to prepare a delegation to the World Conference against Racism in Durban, South Africa, in August and September 2002. Several individuals associated with the center, including the director, participated in the world conference and shared their experiences with the interested public upon their return.

The Carlson Distinguished Lecture Series
Funded through a generous endowment by the late Curtis L. Carlson, the Carlson Distinguished Lecture Series brings to Minnesota the foremost thinkers and political leaders of our time. The endowment has now grown to a level at which it can support two lectures every year. Typically, the lecture occurs at Northrop Auditorium and is held midday in order to encourage students participation. The Institute is exploring the possibility of hosting former President Clinton in April, as part of its 25th anniversary. In April or May 2003, the Institute also will hold a special Carlson Lecture in the atrium of the Humphrey Center devoted to the public career of Hubert H. Humphrey. To reach a wider audience, the Institute and Twin Cities Public Television plan to tape the event for later broadcast. The staffing and finances for the lecture series will be incorporated within the Institute’s proposed Center for the Study of Politics in the coming year.

The Humphrey Forum and Museum
The Humphrey Forum’s museum re-opened in 2002, with a beautiful and well-designed permanent exhibit and instructional facility. The museum now draws visitors into the Humphrey Center lobby by virtue of its glass walls, attractive lighting and design, and — most of all — its exhibits on Hubert H. Humphrey’s life. The Forum’s outreach programs continue to serve more than 1,500 students and adults every year and generate a listening and viewing audience of several thousand through its radio and cable television programs. The Humphrey Forum Youth News Service helps approximately 250 students record and broadcast the daily School News feature on KBEM-FM and produce the weekly public affairs show “Video Voices” for telecast on Cable Channel 17 in Minneapolis. The Forum remains a sponsor of Operation Day’s Work, an international philanthropic community service project benefiting developing countries, by helping more than 200 metro-area students organize and implement the project at their high schools. The Forum’s teaching curriculum includes more than 30 individual presentations and workshops for more than 500 students and teachers and sponsorship of the Humphrey Voices class, an English and social studies class for 12th grade students at Minneapolis South High School.

The Humphrey Institute Policy Forum
See “Expanding Public Education through the Humphrey Policy Forum” in the previous section.

The Humphrey Public Leadership Awards
Inaugurated in 2003, these awards recognize community leaders of varied backgrounds who have demonstrated extraordinary leadership in public service. The first award recipients will be honored in May 2003 at a dinner designed to commemorate the 25th anniversary of the naming of the Humphrey Institute. The Institute will invite members of the public to the dinner to celebrate Hubert H. Humphrey’s career, the achievements of the awardees, and the role of the Institute in the community.

International Fellowship Program
The international fellowship program has nearly doubled the number of international fellows at the Institute in the past five years to 29 in 2002-2003. The Humphrey, Muskie, United Kingdom Civil Service Fulbright, Halle Wittenberg Exchange, and other fellows are mid-career professionals,
community leaders, and young scholars. They bring a rich international dimension to the Institute, the University, and the State of Minnesota. Upon their return to their native countries, fellows maintain their networks at the Institute, University, and across the United States, as well as with each other.

The Mondale Lectures on Public Service

Walter F. Mondale’s career in public service has spanned some of the most dramatic events in our nation's history. Since 1948, he has been at history's center, first as a young campaign organizer, then as Minnesota attorney general, U.S. senator, vice president, presidential candidate, and U.S. ambassador to Japan. Through the Mondale Lectures on Public Service, Mondale takes a fresh and honest look at some of the events and issues with which he was deeply involved. To round out the history, he assembles a panel of former colleagues for each lecture. Minnesota Public Radio broadcasts his remarks, significantly expanding our reach into the community. Mr. Mondale will present his next lecture focused on the 89th Congress, President Johnson and civil rights in April 2003. The staffing and finances for this lecture series will be incorporated within the Institute’s new Center for the Study of Politics in the coming year.

The Sabo Lecture on Public Service

In April 2002, the Institute inaugurated the Martin Olav Sabo Lecture Series as a forum for distinguished individuals to address the challenges of public service for our states and nation. Approximately 200 people came to hear long-time Minnesota Fifth District Congressman and Minnesota House Speaker Martin Olav Sabo reflect on his career. Representative Sabo is working closely with the dean to identify the next speaker for a lecture in the fall of 2003. The staffing and finances for the lecture will move to the Center for the Study of Politics in the coming year.

Other Outreach Activities

During fiscal year 2002–03, the Institute will host or co-host a wide variety of public programs. On average, Institute facilities are used for 1,000 conferences, public programs, and lectures each year.

As another example of outreach activity, Institute students, faculty, and personnel offer their services to the local community in a number of ways. Individually, Institute faculty members and fellows also are called upon to provide information to a wide variety of government agencies at the local, state, national and international levels. As a final example, many public policy students work on a community project as part of their capstone course, a professional-level project with a community client that the Institute offers as an alternative to writing a thesis.

As a collegiate unit within the University of Minnesota, we recognize our obligation to conduct applied research and community outreach. However, as a public policy program, many of our projects carry little if any funding for overhead. For example, our State and Local Policy Program has successfully competed for many grants and contracts from the State of Minnesota, which pays no overhead. Likewise, Minnesota-based foundations do not provide indirect cost support.

To develop more stable funding and a more strategic approach to grants and contracts, we have initiated a review process for our research and outreach centers. A Center Review Committee, chaired by the president of the Humphrey Institute Advisory Council, met during the spring of 2003 to offer recommendations. A task force on center reform will consider the committee’s recommendations during the 2003–04 academic year. Among the task force responsibilities is to study the financing of the individual centers to ascertain their operating costs and the most appropriate ways to build direct and indirect costs into their budgets, contracts, and proposals.

11. Diversity

With the help of a recurring allocation of $50,000 from central administration to fund an admission recruiter, the Institute has been able to increase its commitment to enhancing student diversity. Two years of sustained effort has resulted in a very favorable new-entering class for academic year 2002-03. On September 3, the Humphrey Institute welcomed its largest incoming class ever. The 150 students include 81 Master of Public Policy (MPP), 41 Master of Public Affairs (MPA), 23 Master of Urban and Regional Affairs (MURP), and five Master of Science (MS) students. The 109 MPP/MS/MURP students are 63% women, 15% students of color, and 17% international students. The 41 MPA students are 66% women, 12% students of color, and 5% international students.

We also desire for our faculty and staff to reflect a diversity of cultures and viewpoints. To assure this, we follow all University EOAA requirements when searching to fill positions. Currently, our staff complement is approximately 17% persons of color. At this time, the Institute employs only one tenure-track faculty member of color and hosts two African nationals as visiting faculty members and an African American visiting research scholar. We were
unsuccessful in recruiting a faculty member of color to join our urban and regional planning program last year but intend to vigorously pursue diversity in current and future searches.

The Institute has a standing Diversity Committee charged with evaluating the climate for students, faculty, staff, and visitors and making recommendations to the dean. As indicated in the facilities section, making the Humphrey Center more accessible to persons with disabilities has been a featured goal this year.

C. New Long-Term Goals/Priorities

1. Enhancing our Competitive Position among Schools of Public Affairs

The most recent national professional school rankings (U.S. News and World Report, Best Graduate Schools) place the Humphrey Institute in the top ten of public schools of public affairs. The nonprofit management program is ranked third among all schools of public affairs. A primary goal is to enhance our programs to move the Institute solidly into the top ten of all public affairs programs — both public and private. Our strategy to enhance our competitive position includes a renewal of our instructional program, growth in selected program areas, and improved productivity in the resources we have available.

The Humphrey Institute has long been a national leader in public affairs education. The Institute’s history provides it with a comparative advantage to meet today’s need for public affairs education. Most schools of public affairs developed with a singular focus on public administration, policy analysis, or public management, depending largely on the focus of public affairs education at the time. The Institute grew much differently. Its roots in political science and public administration were strengthened with the later addition of a strong capacity in the social sciences, policy analysis, and urban planning. The array of research and outreach centers associated with the Institute provides opportunities to bring the Institute’s resources to bear on public problems. Our location in a community rich in innovation in nonprofit organizations and with a strong tradition of public leadership has helped the Institute assume a national leadership position in these areas. Importantly, the broad scope of the University’s programs, its land grant tradition, and its strong international focus are essential to the Institute’s success. It is this intellectual foundation that provides the Humphrey Institute with the unique opportunity to provide continued leadership in public affairs education for the 21st century.

a. Renewing our Instructional Program.

It is generally agreed that students must be educated to work across increasingly uncertain and complex boundaries. Complex problems are more likely to be solved through collaborative efforts, not just across disciplines or across the public-private sector boundary, but across diverse political and institutional boundaries as well. The Institute plans to review and renew its curriculum to assure that we offer students the best in public affairs education for today and future needs. We know that to do so we must strengthen our offerings in politics to increase student understanding of institutions and political processes so they learn how they can make a difference in the world. We must expand our capacity to meet student demand for work and leadership in the nonprofit sector, where an increasing share of public services is delivered. We must develop greater rigor and analytical capacity in policy analysis and design. And, we must find ways to enhance students’ capacity to make meaningful contributions to public service.

We have just begun our discussions of how we can renew and integrate our curricula in each of our programs to achieve the above objectives. We have completed initial benchmarking of other public affairs programs to compare our current program on a wide array of criteria: student/faculty ratios, class size, degree offerings, mix of undergraduate/graduate offerings, tuition levels, degree requirements and course offerings, student quality, time-to-degree, service-learning opportunities, and administrative organization. This information has helped us identify areas of strength and weakness in our current program and will be used to redesign the curriculum. On many criteria, the Institute compares favorably to top-ranked schools of public affairs, while we fall short in other key areas. For example, all top-ranked schools offer Ph.D. programs and provide selected public affairs programming to undergraduate students, and most are looking for ways to better integrate classroom learning with academic research and real-world work.

During the 2003–04 academic year, a curriculum committee made up of faculty and senior fellows will consider many of these reforms. Specifically, the committee will develop an “Introduction to Public Affairs” course to provide a common base of knowledge for our incoming students, work to improve advising and degree completion, and evaluate the concentrations we offer within our graduate degree programs (a version of the course will be offered to undergraduates in the future). All of these initiatives are geared to improving enrollment management, the student experience, and the Institute’s revenue base.
b. Growth in Selected Program Areas

Student demand for Institute degree programs continues to increase. The number of applications received has increased 41% over the past two years. Entering class size increased 24% last academic year and, for 2003–04, total headcount enrollment is projected to increase by an additional 20%. Currently, we expect to grow the entering class by yet another 20% over the next several years, primarily in our programs in urban and regional planning and in science, technology, and environmental policy.

c. Improved Productivity of Existing Resources

The Humphrey Institute is committed to remaining financially competitive. One strategy to do so is to keep tuition at competitive levels. To do so, we must obtain greater productivity from our existing resource base as we meet increased student demand. Since 1999–2001, student credit hours supplied by the Institute have increased by 43%, with a five percent increase in the faculty base; last year, the number of student credit hours our faculty supplied increased by an additional 22%.

To continue these gains, the Institute currently is revising its instruction and research policies to provide clearer expectations for faculty teaching, to make teaching loads more equitable within the Institute, and to clarify policies for course buyouts related to research. A key goal is to continue to increase teaching productivity — particularly to increase the share of teaching conducted by tenured and tenure-track faculty. Incentives for faculty to increase their engagement in research also are being developed. A key focus is on how to recognize and incorporate the significant public service component carried by Humphrey Institute faculty.

2. Renewing the Mandate of our Research and Outreach Centers by Encouraging More Collaboration under New Structures

a. Center Review Process

University Policy encourages periodic external review of informal centers, such as those currently associated with the Institute. The self-study also recommended a thorough look at how centers help the Institute achieve its mission, how greater collaboration (both administratively and intellectually) among centers and among faculty and fellows could be achieved, and how we can sustain centers given our current financial constraints.

As mentioned earlier (see Renewing our Instructional Program), in February 2003, the Institute launched a comprehensive review of all of its research and outreach centers. The Center Review Committee includes faculty, fellows, centers directors, and members of the Institute’s advisory council. The committee is examining each center’s relationship to the Institute’s mission, looking at centers’ fiscal management, and identifying means of promoting integration and collaboration with and among centers, the faculty, and other institutional programs and units. Similarly, the review committee is examining centers to determine whether they are operating under University guidelines, whether they are economically viable, and, most importantly, whether and to what degree they contribute to the Institute’s mission. The center review committee also will consider proposed new centers in its deliberations.

We hope to accomplish several objectives through this review. First and foremost, we seek to renew the Institute’s mandate—and its outreach and research missions in particular—by asking what each of these entities contributes to the Institute’s mission. Related to this is a cost/benefit analysis: Who benefits from the center’s activity and at what cost? Third, the review will give centers important data to improve the quality and breadth of their outreach and will suggest areas of collaboration and integration so that we can pursue bigger grants and broader projects. Fourth, the Institute expects the review to produce administrative and financial efficiencies, critically important in the current fiscal environment.

The center review should yield several benefits: 1) cost savings from efficiencies and economies of scale, 2) greater focus and improved external communications on behalf of the centers and the Institute, 3) improved recruitment of students and faculty, 4) a higher and more prestigious profile and ranking, 5) enhanced fundraising prospects, 6) increased ICR and direct cost recovery, and 7) a clear understanding of the costs and benefits of each center.

Upon the review’s conclusion, the Institute will come to a formal agreement with each center clarifying expectations, roles, and responsibilities. The result should be a stronger affiliation between the Institute and the centers.

b. Creating a Center for the Study of Politics

To raise the Institute’s public policy profile, better prepare graduates to be public leaders, and improve the Institute’s fulfillment of its mission in public
policy research and outreach, the Institute proposes to establish a Center for the Study of Politics.

Rationale and Expected Outcomes: Politics underlies all policymaking. By providing the political context in which policy decisions are made, we will equip our graduates to better navigate the policy arena. We also believe that the study of our political system will inspire students and others to become public leaders. Conducting significant research on politics and offering a forum where policy issues can be openly debated will allow the center to study options for political reform.

Center Review: As described previously, the Institute’s Center Review Committee is considering the relationships among centers. In so doing, it will consider the Center for the Study of Politics (CSP) and its relationship with the Humphrey Institute Policy Forum, the Center on Women and Public Policy, and the Center on Democracy and Citizenship in particular.

Instruction: Key to the center’s success will be attracting a prominent political scientist to lead its activities. We also plan to draw on the strengths of the University’s Department of Political Science and practicing politicians and political strategists to broaden our course offerings. In addition, faculty and fellows associated with the center will provide non-traditional methods of instruction, such as active learning and capstone workshops. The center will provide opportunities for non-traditional methods of learning and outreach such as a political review, a political club, apprenticeships, study groups, academic and academic-practitioner conferences, and simulations.

To convey personal political experiences, teach and inspire our students and the public, and offer suggestions for political reforms, the center will recruit distinguished political practitioners and observers to serve as visiting fellows. The Institute envisions a constant flow of new and interesting practitioners and scholars through the center. The fellows will share their experiences and insights with faculty, students, and the public in a variety of forums. Such practitioners could include retired officeholders, former candidates, think tank experts, journalists, and campaign managers. For example, Dr. Norman Ornstein of the American Enterprise Institute, one of the nation’s foremost experts on national politics, already has agreed, in principle, to be affiliated with the center.

In the first year, the Institute anticipates requiring one program associate and one administrative support person for the director and the associate director.

The center also will make use of the talents of research assistants and student workers.

Research: The center’s director and associated scholars will conduct world-class research on comparative, international, national, state, and local politics. Among other relationships, the Center for the Study of Politics will consider affiliating with other think tanks and higher education institutions to explore joint and reciprocal studies, lectures, and dialogues. It will explore hosting think tank scholars and experts for one-year stays in return for opportunities to place Humphrey Institute faculty, staff, and students in similar institutions, particularly in Washington, D.C.

Outreach: The Institute plans to consolidate its Humphrey Institute Policy Forum, the Mondale Lectures on Public Service, the Sabo Lecture on Public Service, and the Distinguished Carlson Lecture within the new center. In fulfillment of its public education goals, the center will allow interested Americans the opportunity to participate in selected events, surveys, and studies and receive information the center generates. Membership would provide additional revenue to the center’s programs as well. Humphrey Institute and center leaders will develop and maintain good working relationships with national political figures and organizations.

Planning and Development: The Institute is seeking the counsel of a wide array of faculty, fellows, and staff both from within and without the Institute as it creates the new center. Among its small and informal group of advisors is Ambassador Jonathan Moore, for 12 years the director of the Institute of Politics, Harvard’s Kennedy School of Government, and Dean Christopher Arterton of the School of Politics at George Washington University. In addition, the dean has consulted with a number of Humphrey Institute Advisory Council members, current donors and alumni, and the editorial boards of the Star Tribune and Pioneer Press and a senior officer of Minnesota Public Radio, all of whom endorsed the concept.

The Institute has developed a national governance and staffing plan for the first year. Once funds are identified, the Institute will hire the center’s director, a political scientist with an established national reputation. The Institute will seek a public intellectual. The associate director will be a former practitioner of politics with significant managerial experience.

Financing: To provide new resources for the Center, the Institute’s leadership has made the center a top fundraising priority and embarked on a fundraising
The Institute already has attracted a major commitment of $250,000 from a private donor to endow the center and a donor has indicated interest in providing $200,000 for the center’s first project.

In addition to raising private funds, the Institute expects to recoup savings from efficiencies and consolidations resulting from the center review process, which will enable the Institute to make available additional funds for new centers as well. (The RRC’s contribution will result from consolidating budgets of existing programs within the center’s budget. These include the Policy Forum, the Mondale Lectures on Public Service, the Distinguished Carlson Lecture, and the Sabo Lecture on Public Service.)

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Rationale and Expected Outcomes: Although still evolving, this center will bring together and build on the Institute’s historical accomplishments and current programs in nonprofit management, philanthropy and public policy, and leadership. The goal of this new nexus of teaching, research, and outreach activity will be to build the capacity of the nonprofit and philanthropic sectors to engage in development of effective public policy approaches to the critical social, economic, and political issues facing local, national, and international communities.

Instruction: The Institute’s No. 3 ranking testifies to the quality of the current faculty and instruction, and to student and employer satisfaction with the “product.” In addition to the expected management courses, our curricula includes a significant leadership component and Humphrey students have the opportunity in workshops, internships, and capstone courses to develop leadership in the management context of problem analysis and product delivery. One of the outcomes of the University-wide task force is the establishment of a post-graduate Certificate in Nonprofit Management, which we believe will draw new students to the Institute and the center.
The nonprofit management concentration draws the largest number of MPP and MPA students of any concentration and the management courses bring in numerous non-degree students as well. The core academic activity of the center will build on the accomplishments of this program and on the establishment of the Gross Family Professorship in the Management of Nonprofit Organizations. This professorship is supported by an endowment provided by the Gross family and is intended to serve as the academic anchor of the center.

Research: Dr. Diaz’s focus on philanthropy for social justice, the relationship between philanthropy and the nonprofit sector, and the role of historically marginalized groups in philanthropy, are central themes that will be continued by the center. Other ongoing research includes an assessment of academic philanthropy centers and related questions of issue identification and service to individual donors, family foundations, and philanthropy professionals, with a view toward positioning the Humphrey Institute’s center to provide unique, well-grounded research, instructional, and outreach programs to these constituencies as well as to Humphrey Institute students.

Outreach: In 2002, gifts from the Northwest Area Foundation and the Grotto Foundation created the Hill Fellowship to honor the 100th anniversary of the birth of Louis W. Hill, Jr., grandson of railroad magnate James J. Hill. Gifts from these two foundations will support a minimum of five consecutive one-year Hill Fellowship appointments to current or former Minnesotans with “demonstrated and distinguished leadership in philanthropy and community service.” During their fellowship, Hill Fellows will collaborate with faculty from the Humphrey Institute of Public Affairs and participate in lectures, workshops, and other educational opportunities created specifically for students. The fellows’ findings will be shared at symposia hosted by the Humphrey Institute at the end of the fellowship period. The first Hill Fellow was awarded in February 2003 to Joe Selvaggio, founder of Project for Pride in Living and organizer of the 1% Club.

Planning and Development: The first stages of center organization will focus on establishing the research and teaching agendas. Fellowships, student internships, professional development, and other programs for external constituencies related to nonprofit leadership and philanthropy and public policy will be established in the next stage.

To serve students interested in this area of study, a scholarship fund was established in 2002 in memory of Dr. William Diaz to support a student interested in philanthropy and public affairs. We also have received a private donation to support internships for students working in the nonprofit community.

Financing: The center will take advantage of existing faculty and teaching resources in leadership, philanthropy, and management within the Institute. We will leverage a $40,000 gift from the Gross family, as well as the five-year $500,000 commitment from the Northwest Area and Grotto Foundations and existing scholarship and internship funds. To ensure a successful start-up for this new initiative, the Institute requests $100,000 (non-recurring) as bridge funding for the center’s initial operations.

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Other contribution
RRC contribution $290,000 $5,000
Central contribution $100,000

* Center: Center for Leadership, Nonprofit Management, and Philanthropy

3. Creating a More Significant Policy Profile

As the public policy arm of the University, the Humphrey Institute provides a crucial service to the communities of Minnesota, the nation and the world. To call forth the University’s best scholars in the service of public policy, the Institute is initiating a signature studies series. The studies will bring together the University’s best academicians with policy practitioners and scholars to produce monographs and other outcomes designed to advance public policy on significant and timely issues.
Rationale and Expected Outcomes: As a public research University, the University of Minnesota has an obligation to promote the creation of new knowledge. As a land grant University, we have a special responsibility to share our expertise with the broader community. The signature study series will help the University fulfill this dual mission by consolidating the Institute’s position as the University’s public policy arm and focus the Institute’s impact on public policy.

As models of interdisciplinary research, analysis, and policy development, the studies also will engage participants in considering great issues from various disciplines and perspectives.

Pilot Study: The Institute’s first study on climate change will be a model for those that follow. Working with University scholars, other researchers, and policy practitioners from around the world, the study will examine the challenge of climate change for developing nations. The study will take advantage of the University of Minnesota’s comparative concentration of climate change scientists, international economists, and international development experts as well as the concentration of Minnesota companies with operations in developing nations.

Proposals Committee: In March 2003, the Institute will constitute a signature studies committee made up of faculty, fellows, and staff. The committee will get signature study proposals, taking into consideration the criteria, study process, and desired study outcomes to be agreed upon by the committee and the dean. The committee shall forward signature study proposals, together with its recommended responses, to the dean for his consideration.

Process: These signature studies also will engage students as research assistants, reporters and observers. They will reinforce the learning process and vividly demonstrate how students can make an impact on public policy through scholarly research, public discourse and effective advocacy. As models of interdisciplinary research, analysis and prescription, the studies will also remind students that the great issues of our day cannot be resolved by a single discipline or perspective. The dean will promote collaboration on signature studies within the Institute and the University, and among faculty, fellows, and staff. Each study will be led by a planning group that will commission papers or remarks and design the study format. Each conference will include opportunities for academic presentations and for public discussions. Conferences will draw in experts with different points of view, yet the study will produce a single monograph reflecting the conclusions of the conference, together with a record of the conference’s deliberations. Once a study is complete, the analyses and recommendations will be shared with critical players in the relevant public policymaking arena and media to achieve maximal impact on policymaking and attention to the Humphrey Institute and the University of Minnesota. The Institute eventually intends to produce two or three signature studies every year, with each study concluding after a period of one to two years.

Financing: Pursuant to the Institute’s self-study, in 2002, then-Dean Brandl established the Dean’s Strategic Initiative Fund with private contributions. The fund will provide start-up monies for signature studies approved by the Signature Study Committee to pay for the writing of proposals, planning and travel in advance of grant-funded work. To supplement the Dean’s Strategic Initiative Fund, we intend to raise approximately $120,000 in private funds each year to support the signature studies. The studies’ own grant proposals and private donations will be expected to generate grants funds to support research, meetings, publications, and other costs.

Financing Plan Summary Table

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<td>Central contribution</td>
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In addition to the Signature Study initiative described above, the Humphrey Institute will collaborate with the College of Natural resources and the College of Architecture and Landscape Architecture to implement several recommendations of the Commission on Environmental Science and Policy. The commission identified opportunities for the University of Minnesota to capitalize on its inherent but unrealized strengths in environmental learning, discovery, and public engagement (see report at www.umn.edu/enviro). Through greater synergy between interested units and improved
communication, coordination, and capacity, the University can leap to the forefront of national and international activities related to environmental science and policy. The provision of a relatively small amount of funding at this time will build momentum and potentially attract additional funds to assist the University in making strategic investments needed in the near future to fully achieve its promise in this area.

Specifically, $100,000 is requested for each of the next two years to implement several of the commission’s recommendations. Emphasis should rest on activities that energize the University’s faculty, staff, and students—as well as potential external funding partners—toward greater collaboration and leadership related to environmental science and policy. Development of a longer-term action plan for the University’s efforts in this arena is a secondary but important priority. While these funds will be lodged in the College of Natural Resources, it is expected that decisions will be made in close consultation with the College of Architecture and Landscape Architecture and the Humphrey Institute of Public Affairs.

D. Enrollment Management

The Institute’s fall 2003 enrollment target is 150 master’s students in our four degree programs. This maintains the same fall headcount target as fall 2002, which was a 24% increase in class size over the previous year. Enrollment increased 11% in 2000 as well. The long-held goal is an entering class size of 200. We hope to achieve this goal in the next three to five years. However, meeting this target requires that we have adequate teaching capacity and the physical infrastructure to achieve this goal. During fiscal year 2003–04 the Institute will develop a detailed plan to determine our capacity to achieve this goal.

In the mid-1990s, the Institute used internal resources to create the Graduate Programs Office to provide integrated services for students and assist faculty with curriculum planning and advising. This “one-stop shop” for students has proven to be useful in enrollment management.

In 2003–04, we plan to broaden the concept of enrollment management beyond recruitment, enrollment, and retention of Humphrey Institute master’s degree students. We seek to enroll more non-Humphrey graduate and undergraduate students in our courses, possibly developing new public policy survey courses or graduate and undergraduate minors that focus on the core skills of policy analysis and management. As a first step toward this new enrollment management framework, we are using central administration’s tuition attribution data to provide a better understanding of current demand for Institute courses as well as the demand Institute students place on coursework in other colleges.

A priority for the Institute is to improve its time-to-degree and overall graduation rate. The Institute is developing a strategy for accomplishing this objective. Current degree requirements and course offerings are under review, with an eye toward simplification and assuring that all required courses are available to students, perhaps on a more frequent basis. The requirement for a professional paper often delays graduation for students. We are developing a plan to better incorporate this requirement into course offerings or provide better faculty oversight. We know that part-time students have difficulty obtaining adequate faculty advising. We are exploring options for offering more courses in the evening hours to facilitate degree completion for part-time students.

E. Facilities Issues

1. Facility Repair

As reported in previous documents, in July 2000, water damage caused by torrential rains and a leaky roof destroyed the section of the building that houses the Humphrey Forum and Museum. Subsequent leakage caused considerable mold growth in several basement rooms that house the Institute’s computer labs.

On February 14, 2003, Inspec, Inc. submitted a schematic design report to re-waterproof and complete related improvements to the third floor curved terrace and planters, as well as the planters currently covered with tarp and tires. The goal of the project is to provide waterproofing with extremely low permeability, that will inhibit water migration underneath the waterproofing membrane by applying a wearing surface and visible finishes that are low or no maintenance, provide long-term performance, and are aesthetically appealing. The estimated cost of the project is $310,000 to $505,000. The design review process should be completed by April 11, 2003, and construction could begin by May 12, 2003.

The staff of Zone 2 (West Bank) Facilities Management is conducting the repair and restoration of Rooms 80 and 85 to address mold and leakage problems. The abatement recently was completed and the cracks in the walls and ceiling sealed. This work is expected to hold for at least a couple of years.
while we explore how to secure funding to repair the plaza above the space, which is necessary to safeguard the basement rooms in the long term.

With the leakage and mold problems addressed for the next two to three years, we will consider whether Room 80 should be reconfigured to include research assistant working space, so that other students can share space with the MURP planning program. Preliminary bids for installing up to 10 RA workstations indicate a cost of $12,000 for the workstations and $8,000 for electrical and network wiring.

The Humphrey Institute’s Disability Committee has worked closely with Disability Services to create a list of concerns regarding accessibility in the Institute. Disability Services has recommended a priority list of projects, including better signage for the power doors in the 19th Avenue Ramp; a formal, marked transfer zone in the turnaround in front of the Humphrey Center; power access for restroom and other doors; and improved location and accessibility of telephones. The Humphrey Institute administration, Facilities Management, Disability Services, Parking and Transportation Services, other University offices, and private vendors will work together to address as many issues on the priority list as possible.

2. Improved Space Planning

As the Institute continues to pursue increased enrollment, space planning and allocation will grow in importance. We have made several accommodations to provide computers lab and study space for our large incoming class and are squeezing an increased number of research and teaching assistants into existing cubicles. We will closely monitor our space use and needs during the academic year so that we can effectively support our educational and research activities.

F. Financial Issues

1. Tuition – The agreed upon tuition revenue estimate for the Humphrey Institute is $2.85 million for fiscal year 2003–04.

2. ICR – The agreed upon ICR revenue estimate for the Humphrey Institute is $264,000 for fiscal year 2003–04.

G. Compact Development

The major long-term goals presented in this document have been discussed by a broad-based group of faculty, fellows, and staff over the past several years. Many of the specific goals and priorities are drawn from the Institute’s 2001–02 self-study.

Using the self-study recommendations as a base, the dean began meeting with members of the University and Institute community, advisory council members, donors, and other constituents to discuss the future of the Humphrey Institute. Several months of conversations helped crystallize new goals and priorities and led to a speech before the Institute community of December 5, 2002 outlining his vision for the future (the text of the address can be found at http://www.hhh.umn.edu/intranet/whatsnew/deanspeech.htm). These ideas were further developed during an all-day retreat with faculty, fellows, and senior staff in January and continue to be discussed at faculty meetings, meetings of the Humphrey Institute Council, and other venues.

H. Data Profile

For a display of planning data related to the Humphrey Institute of Public Affairs, refer to a link off the University web site managed by the Office of Institutional Research and Reporting at http://www.irr.umn.edu. This site contains standard financial, staffing and student information.

I. Report Summary and Allocation Summary

No reports to be submitted prior to next compact development cycle.

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<th>Historical Allocation Summary</th>
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<tbody>
<tr>
<td>Rewiring for Network</td>
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<tr>
<td>MURP</td>
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<tr>
<td>Mid/MN Political Leadership Program</td>
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<tr>
<td>Faculty Set-ups</td>
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<tr>
<td>Description</td>
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<tr>
<td>Dir. Pub. Affairs &amp; Internat’l Outreach</td>
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<tr>
<td>Ctr. for Leadership, NP Mngmt. Philanthropy</td>
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<tr>
<td>HR Position</td>
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<tr>
<td>Faculty Sabbatical Supplement (from EVPP)</td>
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<tr>
<td>Dean’s Transition</td>
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<tr>
<td>Total FY2003-04</td>
</tr>
<tr>
<td>FY04 Graduate School/Research Support*</td>
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<tr>
<td>Grand Total FY2003-04</td>
</tr>
</tbody>
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* As of October 2003