2013 UNIVERSITY PLAN, PERFORMANCE, AND ACCOUNTABILITY REPORT

Annual Report to the Board of Regents
October 2013

UNIVERSITY OF MINNESOTA
Driven to Discover℠

CONTENTS

NOTE: The president and vice presidents serve as senior leaders of the five-campus University as well as the executives of the Twin Cities campus. Some of the material in the Twin Cities campus sections overlaps with the Duluth, Morris, Crookston, and Rochester campuses.

INTRODUCTION

The *University Plan, Performance, and Accountability Report*, now in its twelfth year, is a broad, governance-level discussion of the University of Minnesota's fulfillment of its mission and progress toward its aspiration of becoming one of the premier research universities in the world. The report provides a performance baseline for the University, an assessment of progress over time, and an indication of where additional effort is warranted. The 2013 report discusses each University campus and presents initiatives and investments organized around five strategic goals. The report identifies, where available, select measures that indicate levels of success.

About the Cover

Driven to Discover is the University of Minnesota's brand promise. It was developed through an extensive effort to engage faculty, staff, and students in articulating the essence of the University. It captures the University's quest for knowledge and desire to share that search with students, the larger community, and the world. "Discover" is used in the broadest sense. It includes not only the findings of scientists, but also the innovations of engineers and designers, and the self-discovery of students, artists and community leaders.

REPORT HIGHLIGHTS

University of Minnesota, Twin Cities campus

We attract outstanding students.

- The number of National Merit Scholars in the Twin Cities first-year class increased from 40 in fall 2003 to 143 in fall 2012. (p. 19)

- The average ACT composite scores for incoming Twin Cities and Morris first-year classes reached new highs in fall 2012. (p. 23, 111)

- The percentage of first-year students who graduated in the top ten or top 25 percent of their high school graduating classes has increased on the Twin Cities and Morris campuses. (p. 23, 111)

- The Twin Cities-based Honors Program enrolls nearly 600 first-year students with average ACT scores equal to or above those of the nation's most elite programs. Duluth's Honors Program revamped admissions to recruit 50 high-performing students, bringing total enrollment in the program to nearly 200. (p. 31, 97)

- National Science Foundation Fellows among Twin Cities graduate students reached a high of 92. (p. 40)

We offer a great student experience.

- Ever year nearly 500 first-year Twin Cities students are named President's Emerging Scholars and receive professional advising, peer mentoring, opportunities for engagement, and scholarships. (p. 30)

- Close interactions between students and faculty are the hallmark of the Honors Programs on the Twin Cities and Duluth campuses. (p. 31, 97)

- The Undergraduate Research Opportunities Program has expanded, ensuring more undergraduates have a mentored research experience. (p. 32, 102, 118)

- Faculty-mentored undergraduate research has been part of the Morris experience for decades, and overall engagement rates exceed those of peer liberal arts colleges and universities. (p. 115)

- Contrary to assumptions, 40 percent of undergraduate classes on the Twin Cities campus have fewer than 20 students; only 8.4 percent have more than 100. (p. 33)

- Experiential learning opportunities and required internships are advantages for Crookston students. (p. 125)

- Success coaches on the Rochester campus meet regularly with students to provide support resources. (p. 138)

We are accessible.

- For the first time in more than a generation, undergraduate tuition for Minnesota residents was frozen. (p. 6)

- Total financial aid to Twin Cities undergraduate students has increased 37 percent since 2006, with the amount of gift aid as a proportion of all aid growing from 33 to 38 percent. (p. 21)

- A comprehensive strategy helps the state's elementary and secondary students move toward earning a postsecondary credential or degree. (p. 19)

- Forty percent of Morris students and nearly 36 percent of Crookston students are the first in their families to attend college. (p. 113, 125)

- Total enrollments in online course sections are up across the system. (p. 12)

- Over 70,000 students worldwide enrolled in six non-credit University courses through Coursera. (p. 11)

We graduate students for success.

- The overall six-year completion rate for Ph.D. students is above the national average. (p. 46)

- Significant improvement in undergraduate retention and graduation rates took place over the last decade. (p. 33-36, 94-95, 113-114, 127-128, 138-139)

- Graduation rates for health professional programs are high; most exceed 95 percent and all exceed 80 percent. (p. 50)

We are a productive, efficient organization.

- In the past two years, administrative costs have been reduced by more than $32 million annually. (p. 4)

- The University of Minnesota Foundation and the Minnesota Medical Foundation merged, better serving donors and reducing costs by $1 million. (p. 6)

- A comprehensive workforce analysis demonstrated the total number of employees has grown only 3 percent from 2001 to 2011; per employee, more students are served, more degrees are granted, and more sponsored dollars are expended. (p. 72)

- Fourteen buildings totaling 310,000 square feet were removed from active inventory, saving $1.1 million per year in operating costs. (p. 83)

- The "It All Adds Up" campaign lowered energy consumption and reduced waste, saving $6.3 million in energy costs each year. (p. 84)

- The Duluth and Morris campuses were featured in *Princeton Review's* Guide to Green Colleges. (p. 107, 121)

We are diverse and welcoming.

- We have increased the number of undergraduates of color, improved their preparation level, increased their retention rates, and increased the number who graduate. (p. 24-27, 98, 111-112, 126, 137)

- In July 2013, the Twin Cities and Duluth campuses earned a top rating from the LGBT Campus Pride Index. (p. 10, 99)

- A living-learning community, Huntley House, opened on the Twin Cities campus in August 2012 to provide a sense of community and connectedness for African American males. The Multicultural Living Community on the Duluth campus is open to all first-year students interested in cross-cultural dialogue. (p. 10, 99)

We engage with communities.

- Faculty, staff, and students connect research and teaching to important societal issues. (p. 64-70)

- In 2012, specialists across all Extension programs contributed over 1.1 million hours of service. (p. 12)

- Students contributed over 180,000 hours to organizations in the Twin Cities, Duluth, and Crookston areas as part of their coursework. (p. 38, 103, 131)

- The award-winning Center for Small Towns is an incubator for faculty and student engagement in the Morris region. (p. 118)

We are a global university.

- The Twin Cities campus ranks third nationally among research institutions in numbers of students sent abroad on credit-bearing programs. (p. 39)

- In 2013-14, the Twin Cities campus celebrates the 100th anniversary of the arrival of Chinese students. (p. 11)

- The percentage of international students on the Twin Cities, Morris, and Crookston campuses has grown considerably. (p. 27-28, 112, 126-127)

We are the state's economic engine.

- For every $1 invested in the University, more than $13 are returned to the state. (p. 9)

- We train nearly 70 percent of Minnesota's health care workforce and offer the state's only pharmacy, dentistry and veterinary medicine programs. (p. 50)

- Since launching in December 2011, the "Minnesota Innovation Partnerships" technology commercialization program has led to more than 40 companies signing master research agreements. (p. 60)

- The Morris campus is revitalizing the region through renewable energy efforts. (p. 118)

- Crookston serves as the U.S. Department of Commerce's designated Economic Development Administration Center. (p. 130)

- The Rochester campus is a key component of the Destination Medical Center proposal, recently approved by the state legislature to secure the community as a global hub for health care and bioscience. (p. 143)

We illuminate the world with research.

- The $36 million Minnesota Discovery, Research and Innovation Economy (MnDRIVE) initiative is a new partnership with the state. (p. 59)

- We are translating scientific breakthroughs into improved health for the state and nation. (p. 60)

- The new Entrepreneurial Leave Program allows temporary leave for faculty innovators to commercialize a product or service using University knowledge. (p. 62)

- The University is eighth among U.S. public research universities, based on research and development expenditures. (p. 62)

1: PLANNING FOR EXCELLENCE AT THE UNIVERSITY OF MINNESOTA

Every year, the University's planning process determines which new activities to undertake, which activities are reshaped, and which current activities are discontinued. This planning process is informed by strategies to achieve excellence at the University of Minnesota (Figure 1-A), which were endorsed by the Board of Regents in 2009 and also provide a framework for this report.

The 2012-13 academic year was marked by key accomplishments aligned with President Eric W. Kaler's priorities of academic excellence, accessibility, operational excellence and stewardship, and a commitment to the University's research enterprise. Among those accomplishments:

- Developed and implemented a comprehensive vision and strategy for rigorous and sustainable on-line and technology-driven teaching and learning, including the launching of six massive open online courses that enrolled nearly 70,000 students from around the world.

- Forged a renewal of the University's historic part-nership with the State of Minnesota resulting in, among other things:

  - A two-year tuition freeze for Minnesota resident undergraduates.

  - A $36 million state commitment to help fund research in four critical areas: (1) food safety, protection, and production, positioning Minne-sota as the "Silicon Valley" of food; (2) advanced robotics, sensor, and manufacturing technology; (3) innovative, clean production technologies, and energy solutions—particularly around water quality—to support business growth; and (4) neuromodulation research to reinvigorate Min-nesota's medical device industry.

- Reduced administrative costs by $32.6 million, eliminating and consolidating administrative offices and processes.

- Strengthened and redefined the University's re-lationship with Fairview to increase clinical and operational integration, improve patient care, and strengthen the Medical School through a new inte-grated structure.

Operational Excellence

Operational Excellence is a University-wide, long-term commitment to reduce costs, enhance services, and increase revenues. Operational Excellence is fundamentally a culture change, requiring the University community to rethink how to collaborate, identify and solve problems, and position the University to achieve its goals. It includes a variety of activities with the collective goals of:

- Minimizing the impact of past state budget reduc-tions and keeping tuition increases low by reducing the University's operational costs and reinvesting savings in the core academic enterprise.

- Improving operations and processes to ensure a more effective organization.

- Promoting entrepreneurship, intelligent risk taking, cooperation, and engagement across all campuses and with business and community partners.

- Demonstrating accountability to the state legisla-ture by completing a requested spans and layers analysis and benchmarking of core administrative functions against peers nationally. Results showed the University's structure is, generally, in line with other top-flight universities. Further analysis and reporting to the legislature is required.

Figure 1-A. University of Minnesota performance framework.

University Goals

Strategic Objectives

Extraordinary Education

Recruit, educate, challenge, and graduate in a timely manner outstanding students who become highly motivated lifelong learners, leaders, and global citizens.
(Pages 17, 102, 111, 125, 136)

- Recruit highly prepared students from diverse populations.
- Ensure affordable access for students of all backgrounds.
- Challenge, educate, and graduate students.
- Develop lifelong learners, leaders, and global citizens.

Breakthrough Research

Stimulate, support, and pursue path-breaking discovery and inquiry that has profound impact on the critical problems and needs of the people, state, nation, and world.
(Pages 58, 104, 119, 129, 140)

- Increase sponsored research support, impact, and reputation.
- Promote peer-leading research and scholarly productivity.
- Accelerate the transfer and utilization of knowledge for the public good.

Dynamic Outreach and Service

Connect the University's academic research and teaching as an engine of positive change for addressing society's most complex challenges.
(Pages 63, 106, 121, 130, 141)

- Be a knowledge, information, and human capital resource for bettering the state, nation, and world.
- Build community partnerships that enhance the value and impact of research and teaching.
- Promote and secure the advancement of the most challenged communities.

World-Class Faculty and Staff

Engage exceptional faculty and staff who are innovative, energetic, and dedicated to the highest standard of excellence.
(Pages 73, 107, 119, 131, 142)

- Recruit and place talented and diverse faculty and staff to best meet organizational needs.
- Mentor, develop, and train faculty and staff to optimize performance.
- Recognize and reward outstanding faculty and staff.
- Engage and retain outstanding faculty and staff.

Outstanding Organization

Be responsible stewards of resources, focused on service, driven by performance, and known as the best among peers.
(Pages 82, 108, 121, 132, 143)

- Ensure the University's financial strength.
- Be responsible stewards of physical resources.
- Promote performance, process improvement, and effective practice.
- Foster peer-leading competitiveness, productivity, and impact.
- Ensure a safe and healthy environment for the University community.
- Focus on quality service.

1: Planning for Excellence

Stewardship

President Kaler supported the historic merger of the University of Minnesota Foundation and the Minnesota Medical Foundation to better serve donors, reflect the institution's priorities, and reduce "back office" costs by at least $1 million. Tackling another priority to return the Medical School to national prominence, the University, University of Minnesota Physicians, and Fairview agreed on a new "integrated structure" to better serve patients, increase funding for the Medical School, and enhance the University's health sciences training and research.

eLearning

The University significantly expanded its eLearning strategy, which is critical to its goal of improving the quality and availability of educational programs. Through eLearning, the University aims to:

- Improve the undergraduate teaching and learning experience by targeting selected programs and courses for enhancement or redesign;

- Support increased graduation and retention rates by giving undergraduates additional scheduling flexibility through redesign of high demand classes into an online format;

- Provide graduate and professional students with alternative access to select post-baccalaureate programs by offering them in an online or blended format;

- Improve access to University continuing education and noncredit offerings for professionals and lifelong learners; and

- Explore the potential of emergent technologies by offering a limited number of massive open online courses (MOOCs) to a national and international audience.

In support of these strategies, the University appointed a faculty liaison for eLearning and established an Office of eLearning in 2012. The University also launched a project to identify a handful of courses that could be developed into MOOC format. In early 2013, a Faculty Committee on Academic Technology was launched to provide advice and counsel on issues related to learning technologies, and a partnership with Coursera—a leading MOOC platform—was announced. More about eLearning activities can be found on page 11.

Tuition Freeze

For the first time in more than a generation, undergraduate tuition for Minnesota residents was frozen. President Kaler successfully advocated to renew a partnership with the State of Minnesota and freeze tuition for fiscal year 2014—bucking a national trend of soaring tuition and gaining a $42.6 million state investment. That commitment from the state marked the first real increase in public funding for the University in six years.

Tradition of Accountability

Since the University's inception 160 years ago, the public has held the University accountable for fulfilling its fundamental land-grant mission of teaching, research, and service. The University's leaders take this responsibility seriously, and continue to look for ways to enable the board and the public to monitor the University's progress and impact.

Over the years, the University has demonstrated its accountability and its progress in meeting mission-related goals in a variety of ways. These include required reports and activities such as:

- Institutional accreditation of each campus by specialized accrediting agencies such as the American Medical Association, American Bar Association, Accreditation Board of Engineering and Technology, and the National Council for Accreditation of Teacher Education.

- Monthly, quarterly, and annually mandated reports to the Board of Regents, on topics such as student admissions and progress, faculty promotion and tenure, University operating and capital budgets, tuition rates, the independent auditors' report, the campus master plan, real estate transactions, gifts, asset management, the controller's office, purchases of goods and services over $1 million, new and changed academic programs, academic unit strategic plans, NCAA reports on student-athletes, and presidential performance reviews.

- Compliance reports to such agencies as the U.S. Department of Education, National Science Foundation, National Institutes of Health, U.S. Department of Agriculture, HIPAA, University Institutional Review Board, City of Minneapolis, Hennepin County, and Minnesota Office of Higher Education.

- Testimony to local, state, and federal governments.
- Assessment and evaluation reports to philanthropic foundations.

The University produces a number of annual or biannual reports to the Minnesota legislature, including:

- *Postsecondary Planning: A joint report to the Minnesota Legislature by the Minnesota State Colleges and Universities and University of Minnesota.*
- *Biennial Report to the Minnesota State Legislature.*

In addition, the University voluntarily reports data such as:

- Survey findings, including citizen, alumni, student, and employer satisfaction.
- University participation in higher education consortia, such as the Association of American Universities, Association of Public and Land-grant Universities, American Council on Education, and Committee on Institutional Cooperation.

In 2000, the Board of Regents approved the creation of the *University Plan, Performance, and Accountability Report*. In its resolution, the board noted that it "holds itself accountable to the public for accomplishing the mission of the University" and that the report was to become the principal annual documentation of that accountability. The first report was published in 2001.

1: Planning for Excellence

2: HISTORY AND OVERVIEW OF THE UNIVERSITY OF MINNESOTA

University History

The University of Minnesota was founded as a preparatory school in 1851, seven years before the territory of Minnesota became a state. Financial problems forced the school to close during the Civil War, but with the help of Minneapolis entrepreneur John Sargent Pillsbury, it reopened in 1867. Known as the father of the University, Pillsbury was a University regent, state senator, and governor who used his influence to establish the school as the official recipient of public support from the Morrill Land-Grant Act, designating it as Minnesota's land-grant university.

William Watts Folwell was inaugurated as the first president of the University in 1869. In 1873, two students received the first bachelor of arts degrees. In 1888, the first doctor of philosophy degree was awarded. The Duluth campus joined the University in 1947; the Morris campus opened in 1960; and the Crookston campus in 1966. The Waseca campus opened in 1971 and closed in 1992. The Rochester campus, offering programs since 1966, was designated a system campus in 2006.

University Overview

The University is one of the state's most important assets and its economic and intellectual engine. With almost 70,000 students enrolled in high-quality programs in the Twin Cities, Duluth, Crookston, Morris, Rochester, and around the globe, the University is a key educational asset for the state, the region, the nation, and the world.

As a top research institution, it serves as a magnet and a means of growth for talented people, a place where ideas and innovations flourish, and where discoveries and services advance Minnesota's economy and quality of life. As a land-grant institution, the University is strongly connected to Minnesota's communities, large and small, partnering with the public to apply its research for the benefit of the state and its citizens.

Distinct Mission: The statutory mission of the University is to *"offer undergraduate, graduate, and professional instruction through the doctoral degree, and…be the primary state-supported academic agency for research and extension services"* (Minnesota Statutes 135A.052).

Governance: The University's founding, in 1851, predates statehood by seven years. The University is governed by a twelve-member Board of Regents elected by the Minnesota Legislature. Eight members are elected to represent Minnesota's eight congressional districts, and four are elected at large. (See Appendix B for current members.)

A National Public Research University: The Twin Cities campus ranks consistently among the top public research universities in the nation and is among the nation's most comprehensive institutions—one of only four that have agricultural programs as well as an academic health center with a major medical school. It is also the state's only research university, which sets Minnesota apart from many states that have at least two major research institutions (e.g., Michigan and Michigan State; Iowa and Iowa State; Indiana and Purdue).

Importance of State Support: Essential state support declined steadily in recent years, with 2010 marking the first time in the University's history that tuition revenue contributed more to the University's operating budget than did state support. For the first time in six years this trend was reversed with a 5.8 percent increase over the 2012-13 fiscal year.

In the fiscal year 2013-14 approved budget, tuition is estimated to provide the largest portion (25 percent) of the University's budgeted revenue. The state appropriation and sponsored research grants will each provide about 18 percent of revenues. Private fundraising continues to be an important source of revenue in the University's diverse income mix, but on an annual spendable basis, this source represents

less than ten percent of the operating budget. Earnings from endowments provide less than five percent of the University's annual revenue.

Economical Management: The University has no separate "system" office. This is an economical management structure, since the University's senior officers double as the chief operating officers for the Twin Cities campus.

Accreditation: The Twin Cities campus has been accredited continuously by the North Central Association of Colleges and Schools since 1913. The Duluth campus has been accredited since 1968 while the Morris and Crookston campuses were first accredited in 1970 and 1971. The Rochester campus remains accredited as a branch campus of the University of Minnesota-Twin Cities.

The Twin Cities campus is accredited to offer bachelor's, master's, doctoral, and first-professional degrees. In addition to its institutional accreditation, the University holds professional and specialized accreditation in over 200 programs.

Enrollment: Total enrollment at the University's campuses for fall 2012 was 68,418, making it the fourth largest public research university in the country. Sixty-four percent of registered students were undergraduates. Non-degree-seeking students represented ten percent of total enrollment.

University Impact

The health and vitality of the state are inextricably linked to the health and vitality of the University.

State's Economic Driver: In economic terms, the University provides significant return on the state's investment. Based on conservative data from fiscal year 2009-10, the University generates an estimated $8.6 billion per year in statewide economic impact:

- The University directly and indirectly supports nearly 80,000 jobs and generates more than $512 million in tax revenue.
- For every $1 invested in the University, more than $13 are returned to the state.
- The University's research comprises 98.8 percent of sponsored academic research in Minnesota's higher education institutions.
- University research yields $1.5 billion in statewide economic impact and funds more than 16,000 jobs.

Degrees Granted: University graduates play a unique role in keeping Minnesota competitive and connected in a knowledge-based economy and global society. As shown in Table 2-1, the University awarded 15,568 degrees in 2011-12. Forty percent of the degrees awarded on the Twin Cities campus were first-professional degrees (law, medicine, pharmacy, dentistry, veterinary medicine) and graduate degrees.

Statewide Impact: The University's flagship campus in the Twin Cities is complemented by four system campuses (Duluth, Morris, Crookston, and Rochester), six agricultural experiment stations, one forestry center, 18 regional Extension offices, and Extension personnel in counties throughout the state, as shown in Figure 2-A. The University's public engagement programs (e.g., Extension; clinics in medicine, dentistry, veterinary medicine, and law; outreach to K-12 education) reach more than one million people annually across Minnesota.
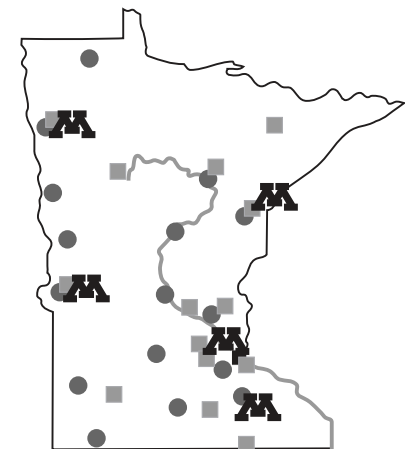

Figure 2-A. Statewide impact

Table 2-1. University degrees granted by campus, 2011-12

	Associate	Bachelor's	Master's	Doctoral	Professional	Total
Crookston	4	314	-	-	-	318
Morris	-	342	-	-	-	342
Duluth	-	2,000	195	3	-	2,198
Twin Cities	-	7,617	3,413	879	801	12,710
All Campuses	**4**	**10,273**	**3,608**	**882**	**801**	**15,568**

Source: Office of Institutional Research, University of Minnesota

Public Engagement

The University's goals for public engagement are to partner with communities to produce research of significance that advances disciplinary knowledge and benefits society; to deliver high quality, community-based educational experiences that advance students' academic, civic, career, social, and personal development; and to engage the University's intellectual and human capital in ways that serve the public good. The University supports the achievement of these goals through implementation of a ten-point strategic plan that strengthens the capacity of faculty, students, academic leaders, and non-academic staff to engage with various external partners.

More than 200 units work in partnership with the colleges and other academic units to help students, faculty, and staff connect their knowledge, expertise, and interests to significant, pressing societal issues in local and broader communities. While the majority of these initiatives are anchored on the Twin Cities campus, robust engagement agendas are present on the Crookston, Duluth, Morris, and Rochester campuses. In addition, several initiatives have systemwide reach. More detail about the University's public engagement activities can be found on pages 64-70.

Equity, Diversity, and Inclusion

The University has a responsibility to develop leaders and engaged participants in a world of many cultures and perspectives. The University is committed to creating a culture where every person—whether a student, faculty, or staff member—makes equity and diversity core values of their work.

The University serves, supports, and partners with people and communities facing social, cultural, economic, physical, and attitudinal barriers—particularly related to education and employment, promotion and advancement, and the highest levels of achievement and success. The University recognizes its responsibility to address fundamental issues of bias, discrimination, and exclusion. By leveraging equity and diversity, the University advances excellence in teaching, research, and outreach for public service. Far from just enriching campus life or the academic experience, equity, diversity, and inclusion are critical to issues of campus culture and climate, and fundamental to everything conducted at the University.

In 2008, the University developed an initial equity and diversity vision framework. Current efforts stemming from that vision include the Equity and Diversity Certificate program, which helps participants develop tools necessary for advancing equity and diversity in all aspects of their personal and professional lives. In 2012-2013, 879 participants enrolled in at least one Equity and Diversity Certificate workshop, with 88 earning a Basic or Advanced Certificate.

Huntley House—a living-learning community in Sanford Hall for black, male first-year students—opened in August 2012. The goal of Huntley House is to provide a sense of community and connectedness for African American males that will foster their personal and academic growth and their success in college and beyond.

In July 2013, the Twin Cities and Duluth campuses earned a top rating from the Campus Pride Index, which measures how inclusive, welcoming, and respectful a campus is to the lesbian, gay, bisexual, transgender, and ally community.

Comprehensive Internationalization

The University of Minnesota is claiming its place as a global university by infusing international and comparative perspectives throughout the teaching, research, and service missions of higher education. Internationalization is essential to attract and prepare motivated students, recruit world-class faculty, conduct breakthrough research, and successfully compete for public and private support.

The global marketplace demands skilled workers with fluency in languages and comfort with cultures different from their own. This leads to student demand for access to internationalizing curricula and other opportunities for adequate preparation to succeed.

For decades, the University has led the way by providing high-quality study, research, and internship opportunities abroad, hosting talented international students and scholars, and developing innovative activities that internationalize the curriculum and campus.

This coming year marks the 100th anniversary of the arrival of Chinese students to the Twin Cities campus.

Today, the University hosts almost 3,000 students and scholars from Greater China each year, while its American students are studying in exchange programs in greater numbers each year. To launch the year-long celebration of the University's engagement with China, President Kaler embarked on an eleven-day trip to strengthen longstanding ties with key universities and institutions, promote academic and research exchange, and connect with some of the 5,000 alumni living in China. Details about the celebration plans can be found at www.china100.umn.edu. To read a travelogue of President Kaler's trip, see www.umn.edu/president/china-visit/.

Engaged and prepared faculty and staff are key to efforts to internationalize the curriculum and campus. The Internationalizing Teaching and Learning Program engages faculty to identify global learning outcomes for their courses, expand teaching strategies, and develop course materials, activities, and assessments. The program will lead to an integration of more diverse perspectives into the student experience and provide further opportunities for the development of global competency.

The University provides faculty with resources and support to develop partnerships and conduct international research to solve some of the world's most vexing problems. This includes funding support to faculty through focused research grant programs and international travel grants. Newer forms of assistance address international health, safety, and compliance issues, such as the International Travel Registry to track faculty and staff travel abroad and the new Global Operations initiative that brings together experts in the areas of tax, purchasing, legal, human resources, and compliance to assess issues, provide advice, and reduce internal infrastructure barriers for research and other activities abroad.

Leveraging Technology for Learning

The University has employed technology to enhance learning for almost 100 years. In 1996, the first online courses were offered through the Twin Cities and Crookston campuses. During 2012, the University undertook two major initiatives in support of its commitment to eLearning strategies.

In fall 2012, Provost Hanson invited applications from undergraduate programs for financial support to transform and enhance curricula and pedagogy by leveraging digital technologies. The proposal process was extremely competitive with more than thirty applications received. Of these, nine were funded and are now in development (digitalcampus.umn.edu/transform/index.html). In spring 2013, the University partnered with Coursera to enter the massive open online course (MOOC) arena, with six non-credit offerings in diverse disciplines (www.coursera.org/minnesota). Over 70,000 students from around the world enrolled in the courses, and a second series is planned for 2014.

Faculty Support

The digital technologies and MOOC initiatives led the University to develop a coordinated response to support faculty in eLearning. The Office of Information Technology, Center for Teaching and Learning, University Libraries, the Office of eLearning, and academic units partnered to provide assistance as needed. In addition, there was a renewed focus on the quality of the University's online offerings through Quality Matters™, a research-based set of quality standards and curriculum that introduces faculty and instructional staff to best practices in eLearning course design. Over 250 faculty and staff have been trained, with 29 earning the status of "certified peer reviewer." The University also secured a membership in the Sloan Consortium, which provides a variety of online (and in-person) workshops dedicated to quality online teaching and learning with the goal to improve areas as identified on the nationally recognized Sloan Quality Scorecard (digitalcampus.umn.edu/faculty/support/sloan.html).

Support for Learners

The Digital Campus (digitalcampus.umn.edu) website provides students and potential students with a single location for program descriptions, application information, course schedules, and resources for University online and blended offerings. The University also collaborates with Minnesota State Colleges and Universities and the Minnesota Department of Education to provide statewide student eLearning information and joint licensing of teaching tools and educational materials through the Minnesota Learning Commons (mnlc.info).

To comply with federal Department of Education regulations, the University is actively seeking authorization to operate in all states where it enrolls online students or send students for internships or other field experiences. Compliance activities are managed in the Provost's Office with support from Academic Support Resources and the Office of General Counsel.

The myU portal continues to serve students systemwide—as well as faculty and staff—with a personalized, customizable view of the University of Minnesota and single sign-on access to many critical systems. As part of the Enterprise Systems Upgrade Program, myU will be replaced with a new PeopleSoft enterprise portal in fall 2014.

Online Enrollment

Enrollment in online courses at the University of Minnesota continues to grow. Fiscal year 2012-2013 showed a 16 percent increase over the previous year (Table 2-2).

Table 2-2. Total enrollments in online course sections, by campus, 2007-13*

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013*
Crookston	2,054	2,632	3,248	4,162	5,409	6,685
Duluth	3,109	3,615	4,196	5,191	4,943	3,578
Morris	370	338	239	289	292	253
Twin Cities	11,547	12,958	16,236	18,968	20,531	25,509
Total	**17,080**	**19,543**	**23,919**	**28,610**	**31,175**	**36,025**

*Final numbers for May and Summer 2013 terms are not yet available.
Source: Office of Institutional Research, University of Minnesota

Extension

University of Minnesota Extension fulfills the University's land-grant mission through research-based educational programs that have real impact on the quality of life in Minnesota and the world. With over 800 full-time employees—65 percent of whom are located in greater Minnesota—Extension programs resulted in over 820,000 programmatic contacts with Minnesotans in 2012.

Extension's research and education span a variety of topics important to Minnesota's economy, environment and civic life, including: food, agriculture, natural resources, youth development, community vitality, and family development. Extension pairs the expertise of University faculty and staff with county government, partner organizations, and participants to develop and deliver impactful programs.

4-H is one of Extension's most well-known programs. Serving over 76,000 youth with 11,000 volunteers, it is Minnesota's largest youth-serving organization. Other Extension participants and partners include agricultural producers and leaders, civic leaders, newly settled immigrant families, people living in poverty, private owners of forest lands, and many other Minnesota groups and communities. In 2012, volunteers across all Extension programs contributed over 1.1 million hours of service. And, Extension's website receives over 13 million visits annually (extension.umn.edu).

Extension partners with other land-grant institutions—Minnesota's tribal colleges—located on the Fond du Lac, White Earth, and Leech Lake reservations. The American Indian Task Force collaborates on natural resource management, horticulture, and youth development programs.

Extension faculty and staff received $15 million in new grants and accounted for $14 million in sponsored spending in fiscal year 2012. In addition, departmental faculty with partial Extension appointments participated in an additional $28 million in sponsored spending in fiscal year 2012. Over the past seven years, Extension has diversified its revenue stream, with grants, gifts, and fees now accounting for 27 percent of revenue, up from merely eight percent in 2005.

University Rankings

Numerous nonprofit and for-profit organizations rank institutions of higher education nationally and worldwide. Many of the rankings receive significant public attention and, no doubt, influence or reinforce perceptions about individual institutions among the public and within higher education. These rankings have several limitations that make them inappropriate for strategic planning and inadequate to monitor progress, among them that the rankings adjust their methodologies frequently, making year-to-year analysis difficult.

In previous years, the University has referenced the Center for Measuring University Performance's ranking of American research universities as among the most objective. In the center's most recent report (2011), the University of Minnesota, Twin Cities ranked 8th among public universities with eight of the report's nine measures among the top 25 and one among the top 50. In addition, the Shanghai Jiao Tong University survey ranks the Twin Cities campus 29th among 500 universities worldwide, 21st among all public universities, and 9th among U.S. public research universities. Finally, the University ranks 47th in the 2012-13 Times Higher Education World University Rankings.

NRC Assessment of Doctoral Programs

The University performed well in the federally chartered, nonprofit National Research Council's (NRC) assessment of doctoral programs, which was disseminated in 2010.

The assessment ranked 69 of the University's more than 100 doctoral programs, the second highest of any university out of the 212 that participated in the study, which is some indication of the breadth and quality of the institution. The assessment placed over 60 percent of the University's doctoral programs in the top 25 percent nationally, across a wide range of doctoral programs in agriculture, engineering, humanities, sciences, and social sciences.

The assessment was based on data from 2005, but that year also marked the beginning of the University's strategic positioning work, which included restructuring a number of colleges and graduate education.

Programs with rankings in the top ten include:

- Aerospace Engineering and Mechanics
- American Studies
- Animal Sciences
- Applied Economics
- Chemical Engineering
- Ecology, Evolution, and Behavior
- Entomology
- Food Science
- Geophysics
- Germanic Studies
- Hispanic and Luso-Brazilian Literatures and Linguistics
- Kinesiology
- Materials Science and Engineering
- Mechanical Engineering
- Natural Resource Science and Management
- Nursing
- Nutrition
- Psychology
- Veterinary Medicine

3: UNIVERSITY OF MINNESOTA TWIN CITIES CAMPUS

The University's flagship campus is situated on the east and west banks of the Mississippi River near downtown Minneapolis, with another campus in St. Paul. The Twin Cities campus has the most comprehensive set of academic programs of any institution in the state— encompassing agricultural and professional programs as well as an academic health center built around a major medical school. It is also the nation's fourth largest research university campus as measured by enrollment.

Twin Cities Campus at a Glance

Founded

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Leadership

Eric W. Kaler, President
Karen Hanson, Senior Vice President for Academic Affairs
    and Provost

Colleges and Schools

Carlson School of Management
Center for Allied Health Programs
College of Biological Sciences
College of Continuing Education
College of Design
College of Education and Human Development
College of Food, Agricultural and Natural Resource Sciences
College of Liberal Arts
College of Pharmacy
College of Science and Engineering
College of Veterinary Medicine
Graduate School
Humphrey School of Public Affairs
Law School
Medical School
School of Dentistry
School of Nursing
School of Public Health
University of Minnesota Extension

Degrees/Majors Offered

149 undergraduate degree programs; 171 master's degree programs; 100 doctoral degree programs; and 6 professional programs in law, dentistry, medicine, pharmacy, and veterinary medicine

Student Enrollment (Fall 2012)

Undergraduate	30,375	(59%)
Graduate	13,124	(25%)
Professional	3,834	(7%)
Non-degree	4,530	(9%)
Total	**51,853**	

Employees (Fall 2012)

Direct Academic Providers	5,365	(24%)
Fellows, Trainees, and Students in Academic Jobs	5,834	(26%)
Higher Education Mission Support	3,532	(16%)
Intercollegiate Athletics	98	(<1%)
Facilities-Related Jobs	1,145	(5%)
Organizational Support	5,709	(25%)
Leadership	1,005	(4%)
Total Employees	**22,688**	

Degrees Awarded (2011-12)

Undergraduate	7,617	(60%)
Master's	3,413	(27%)
Doctoral & Professional	1,680	(13%)
Total	**12,710**	

Campus Physical Size (2012)

Minneapolis

Number of Buildings	160
Assignable Square Feet	10,414,113

St. Paul

|	
Number of Buildings	99
Assignable Square Feet	2,519,226

Budget Expenditures (2012-13)
$2.8 billion

Research Expenditures (2012)
$847 million

The president and vice presidents serve as senior leaders of the five-campus University as well as the executives of the Twin Cities campus. Some of the material in the Twin Cities campus sections overlaps with the Duluth, Morris, Crookston, and Rochester campuses.
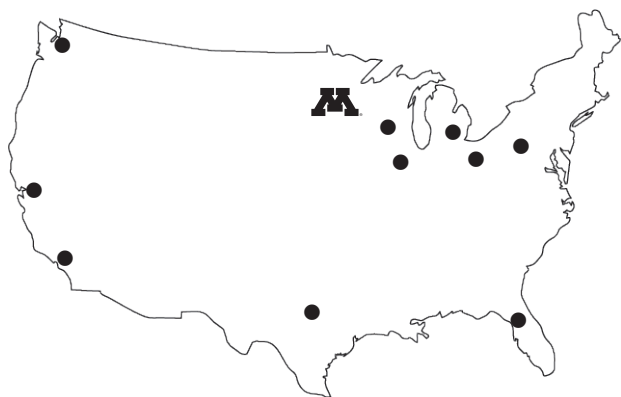
Comparison Group Institutions

The University has identified ten public research university campuses as the primary group for comparison with the Twin Cities campus. The ten flagship institutions are similar to the University in size and complexity. Where possible, this report discusses University data compared with data for this group. In select instances this report uses other comparison groups, such as the Big Ten Conference, when aspects such as regional considerations call for a different comparison.

While these institutions are among the most similar to the Twin Cities campus and the best available for comparison, the institutions have significant differences that should be considered. Table 3-1 shows the variance among the eleven schools across type, scope, size, and students.

One noteworthy factor contributing to the differences among these universities is the population of the states in which the institutions are located. For example, more populous states have a larger pool of top students from which to draw when compiling their entering classes. Other differences shown in Table 3-1, such as the percentage of in-state students, also have profound effects on many of the measures outlined in this section.

It is also important to note that this comparison group includes the very best public research universities in the United States. By choosing this peer group, the University intentionally measures itself against the highest standards in the nation.

3: Twin Cities Campus

Table 3-1. Comparison group institutions, Twin Cities campus

Institution	TYPE			SCOPE				SIZE				STUDENTS	
				Institution Includes:				Enrollment (9)					
	Land Grant	City Size (2)	State Pop. (3)	Agricult. College	Law School	Med. School	Hospital	Under-grad.	Grad. & Prof.	Faculty (10)	R&D (11)	Top-10 HSR (12)	Percent in-state (13)
Ohio State U. Columbus	●	Large	11.5	●	●	●	●	56,387 41,877	13,329	2,726	$832	54%	88%
Penn. State U. University Park	●	Small	12.7	●	○(4)	○(5)	○(5)	45,783 38,547	6,591	1,763	$795	41%	70%
U. of California Berkeley	●(1)	Mid-size	37.3		●			35,899 25,774	10,125	1,373	$708	98%	89%
U. of California Los Angeles	●(1)	Large	37.3		●	●	●	41,341 27,938	13,400	1,776	$982	97%	94%
U. of Florida Gainesville	●	Mid-size	18.8	●	●	●	○(6)	49,913 31,023	17,137	2,913	$740	77%	97%
U. of Illinois Urbana-Champaign	●	Small	12.8	●	●	●	○(7)	44,520 31,260	12,239	1,837	$546	54%	91%
U. of Michigan Ann Arbor		Mid-size	9.9		●	●	●	43,426 27,774	15,447	2,808	$1,279	84%*	66%
U. of Minnesota Twin Cities	**●**	**Large**	**5.3**	**●**	**●**	**●**	**○(6)**	**51,853 30,375**	**17,384**	**2,533**	**$847**	**44%**	**74%**
U. of Texas Austin		Large	25.1		●	○(8)	○(8)	51,112 39,215	12,231	1,956	$632	72%	95%
U. of Washington Seattle		Large	6.7		●	●	●	42,568 27,118	13,635	1,525	$1,149	92%*	87%
U. of Wisconsin Madison	●	Mid-size	5.7	●	●	●	●	42,820 29,118	11,957	2,071	$1,112	56%	66%

1 The U.C. System is the land-grant university of California.
2 City size estimates, U.S. Census Bureau, 2010.
3 State population in millions, U.S. Census Bureau, 2010.
4 The Penn State U. Law School is located on the Dickinson campus.
5 The Penn State U. Medical School is located on the Hershey campus.
6 Hospital affiliated with but not owned by campus.
7 The U. of I. Medical Center is located on the Chicago campus.
8 The U. of T. medical programs are located on several other campuses.
9 Fall 2012 Enrollment. Total enrollment includes non-degree seeking students. Non-degree seeking students are excluded from undergraduate enrollment figures. Institutional Common Data Sets.

10 Faculty with tenure and tenure-track appointments, Fall 2011. Integrated Postsecondary Education Data System.
11 Research and design expenditures in millions of dollars, HERD Survey, FY 2011. National Science Foundation.
12 First-year students with high school rank (HSR) in the top 10 percent of their graduating class, Fall 2012. Institutional Common Data Sets.
13 Percentage of degree-seeking undergraduate students who are state residents, excluding international/nonresident alien students, Fall 2012. Institutional Common Data Sets.
* Previous year's figure.

TWIN CITIES CAMPUS: EXTRAORDINARY EDUCATION

Figure 3-A. Extraordinary education, Twin Cities campus

The University seeks to provide an extraordinary education to its undergraduate, graduate, and professional students (Figure 3-A). Toward this end, the University strives to make the Twin Cities campus a destination of choice for students who reflect a diverse community and world, and who are sought after because of their strong skills, talents, and experiences.

Furthermore, the University strives to educate and support these students to assume positions of leadership in the community, state, nation, and world.

In this section of the report, the goal of extraordinary education on the Twin Cities campus is discussed in three subsections focused on undergraduate education, graduate education, and professional education.

UNDERGRADUATE EDUCATION

At the undergraduate level, the Twin Cities campus focuses on student success through attracting a diverse group of well-prepared students, providing them with a distinctive, world-class education, and graduating them in a timely manner. The Twin Cities campus has developed strategic partnerships to strengthen the preparation of prospective students, has increased its recruitment efforts to attract the best students to its high-quality undergraduate degree programs, and has connected its tuition and financial aid strategies to ensure affordable access for all admitted students. To support enrolled students, the Twin Cities campus is providing strong academic and advising support, developing new academic and student engagement programs, and specifying campuswide student learning outcomes.

Strategy: Recruit Highly Prepared Students from Diverse Populations

As summarized in Table 3-2 and detailed elsewhere in this section of the report, the Twin Cities campus enrolls an increasingly well-prepared and diverse group of undergraduate students. Undergraduate admission at the University is holistic, emphasizing the applicants' potential to excel, without considering their ability to pay.

Prospective first-year students ("new high school" or NHS) apply to and are admitted to one of seven undergraduate-admitting colleges on the Twin Cities campus:

> College of Biological Sciences
>
> College of Liberal Arts
>
> College of Design
>
> College of Food, Agricultural and Natural Resource Sciences
>
> Carlson School of Management
>
> College of Education and Human Development
>
> College of Science and Engineering

Table 3-2. Overview of undergraduate student body, Twin Cities campus, 2006 and 2012

	2006	2012
TOTAL UNDERGRADUATE ENROLLMENT	**28,645**	**30,375**
Minnesota students	71.7%	67.6%
Students of color	17.3%	18.4%
International students	1.6%	8.4%
NEW FIRST-YEAR STUDENTS	**5,439**	**5,514**
Minnesota students	65.1%	62.9%
Students of color	20.2%	19.5%
International students	1.2%	5.2%
Average ACT score of first-year students	25.2	27.7
Portion of first-year students in top 10% of high school class	39%	44%

Source: Office of Institutional Research, University of Minnesota

Prospective transfer students ("new advanced standing" or NAS) apply to and are admitted to one of the aforementioned seven colleges, or to programs within:
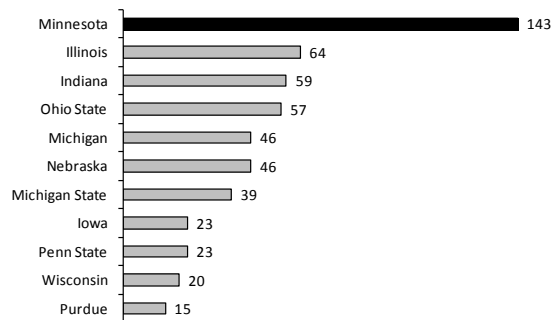
> College of Nursing
>
> College of Continuing Education
>
> Health Sciences programs (Clinical Laboratory Sciences, Dental Hygiene, Mortuary Science)

Admission for both NHS and NAS is competitive, using a full range of quantitative and qualitative review factors. Admitted students will be those who have demonstrated the ability to complete a course of study in the college, who will be challenged by the rigor of instruction, and who can benefit from the wide range of opportunities available within a public research university in a major metropolitan area.

Attract the Best Students: Top students are attracted to the University by unique and challenging educational opportunities, scholarship support, and reputation of the institution. The Twin Cities campus has increased the number of National Merit Scholars

recruited into the first-year class via merit- and discipline-based scholarships and awards. The number of **National Merit Scholars** in the first-year class has increased from 40 in fall 2003 to 143 in fall 2012. The University led public Big Ten universities in the number of new National Merit Scholars in fall 2012, as shown in Figure 3-B.

Figure 3-B. New National Merit Scholars, public Big Ten universities, Fall 2012

Institution	New National Merit Scholars
Minnesota	143
Illinois	64
Indiana	59
Ohio State	57
Michigan	46
Nebraska	46
Michigan State	39
Iowa	23
Penn State	23
Wisconsin	20
Purdue	15

Source: National Merit Scholarship Corporation, 2011-12 Annual Report

The new University Honors Program—with its enriched learning environment, honors courses, individualized advising, and a close-knit community of scholars—has attracted high-achieving students to attend the Twin Cities campus over some of the nation's most selective institutions.

The Twin Cities campus has made considerable progress in improving the academic profile of its incoming first-year class, despite the challenges of moving up in a competitive comparison group. All the other institutions are the flagship public universities in states with larger populations and larger numbers of high school graduates than Minnesota and thus have larger natural pools from which to draw students.

Furthermore, the pool of Minnesota high school graduates will continue to shrink until 2014 (Figure 3-C), which will make improving the academic profile of entering students even more difficult. Attracting top students will also be more challenging because the University draws most of its students from Midwestern states, and the number of high school graduates is projected to decline in nearly every state in the Midwest over the next several years, as shown in Figure 3-D. In response to these changes, the University will continue to enhance its recruitment efforts in targeted areas of the Midwest.

Strengthen Minnesota Student Preparation: Ensuring that every young adult in Minnesota earns a post-secondary credential or degree is essential to keeping Minnesota's workforce competitive. The Twin Cities campus has a comprehensive strategy to help the state's elementary and secondary school students move toward that goal. Two key components include:
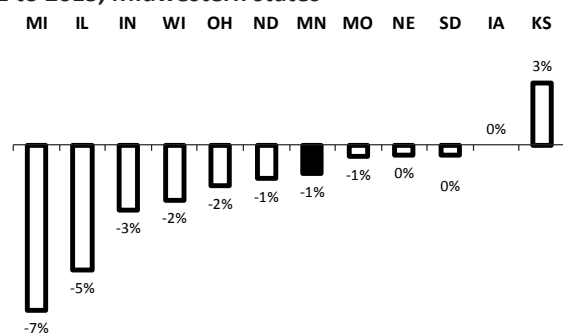
- The College Readiness Consortium is helping build and broaden the pipeline to higher education through partnerships with pre-K-12 schools and districts, higher education institutions, community organizations, government agencies, and businesses. In its first year in 2006, the consortium launched the Minnesota Principals' Academy, an executive development program to help Minnesota school leaders create and sustain high-performing schools that put all students on the path to postsecondary success. In 2008, the consortium launched a web-based clearinghouse of University resources for families and educators. In 2012, the Consortium began its first year of full implementation of Ramp-Up to Readiness™, a school-wide advisory program designed to increase the number and diversity of students who graduate from high school with the knowledge, skills, and habits necessary for success in postsecondary education. As of fall 2013, 55 middle and high schools across the state are guiding over 36,000 students to college readiness.

Figure 3-C. Projected Minnesota high school graduates, 2013-27

Year	Graduates
2013	59,379
2017	60,607
2019	60,437
2021	63,365
2023	65,825
2027	63,169
	61,340
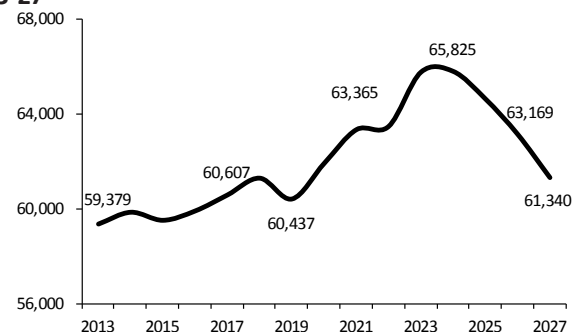
Source: Western Interstate Commission on Higher Education, 2008

Figure 3-D. High school graduate percentage change from 2012 to 2015, Midwestern states

State	Percentage change
MI	-7%
IL	-5%
IN	-3%
WI	-2%
OH	-2%
ND	-1%
MN	-1%
MO	-1%
NE	0%
SD	0%
IA	0%
KS	3%

Source: Western Interstate Commission on Higher Education, 2008

3.1: Twin Cities Campus
Extraordinary Education

- The Minnesota P-16 Partnership brings together leaders of the state's pre-K-12 and higher education systems, governmental agencies, nonprofits, and business organizations to create a seamless education system that begins in early childhood and extends to completion of postsecondary education.

Strategy: Ensure Affordable Access for Students of All Backgrounds

Many talented and promising students need financial assistance to realize their educational goals. To help students manage their costs and make progress toward timely graduation, the University has linked closely its development of tuition rates with its financial aid strategies, to support the University's goals for undergraduate student success.

The following foundational principles guide the University's *financial aid strategies*:

1. The University will fund and administer a comprehensive financial aid program, including merit-based aid and need-based aid programs.

2. The University's financial aid strategies will be linked to University and state goals and priorities. These strategies will be evaluated regularly, and adjusted as necessary, to improve effectiveness of spending as it relates to institutional and state goals.

3. In support of retention and timely graduation, multi-year financial aid packages (four years for first-year students, two years for transfer students) will be offered whenever possible. Financial aid will be targeted to degree-seeking students, and continuation of aid for a student will depend upon the student making satisfactory and timely academic progress toward a degree.

4. Financial aid packages will be tailored to each student's circumstances and may include need-based or merit-based aid from numerous funding sources including, but not limited to, University funds, federal and state aid programs, external scholarships, and donor-directed funds.

5. The University of Minnesota financial aid package for an individual student will not exceed the federal cost of attendance for any given year.

6. The University is committed to providing constituents with accurate and clear information about college costs, financial aid, and debt burdens. The University will provide responsive service to its students and their families.

7. As a public institution, the University supports access for qualified students, and its review of applicants for undergraduate admissions is need-blind. A student's ability to pay is not a factor in determining admissibility.

These additional principles apply to *merit-based* financial aid:

8. A major focus of merit-based aid will be to attract high-achieving students to the University and support their retention and timely graduation.

9. As a public land-grant institution, the University will award the majority of first-year academic merit-based scholarships to Minnesota residents, but will also use merit aid to attract and retain excellent non-resident students.

10. Scholarship awards will be leveraged to enhance the diversity of the first-year class, broadly defined to include geographic, ethnic, socioeconomic, and special talents.

11. The University may award merit-based financial aid to support its signature strengths and increase enrollments in priority areas.

These additional principles apply to *need-based* financial aid:

12. Financial aid strategies and tuition strategies will be closely aligned.

13. Institutional need-based financial aid will be a critical component in maintaining access for many promising students who otherwise would not be able to attend the University.

14. As a public land-grant institution, the University will focus its need-based aid on Minnesota residents.

15. The largest amounts of University need-based aid will be provided to the students with the greatest need as determined by the Free Application for Federal Student Aid (FAFSA form), and based on the Expected Family Contribution.

16. Need-based financial aid will be provided to families with incomes up to the "middle income" level. This level will be reviewed and defined annually.

Financial aid strategies include consideration of federal and state aid, University aid, student employment and private grants, scholarships, waivers, and loans. University students receive need-based aid and merit-based aid, depending on their financial circumstances, academic qualifications, and program of study. Each year, the University follows federal guidelines to determine a "cost of attendance" for various categories of students, based on campus of enrollment; level of enrollment as an undergraduate, professional, or graduate student; living on campus or commuting; and resident or non-resident. In 2006-07, the cost of attendance for a Minnesota resident undergraduate living on the Twin Cities campus was $19,253; in 2011-12 it was $23,982, an increase of 25 percent.

As tuition rates and the overall cost of attendance have increased, the University's investment in financial aid has also increased. Total financial support to Twin Cities undergraduate students grew between 2006-07 and 2011-12, from $252 million to $345 million, an increase of 37 percent.

In addition to the strategies for managing tuition rates and total financial aid to reduce the net price to students, another important metric is the proportion of financial support from various categories. For Twin Cities undergraduate students, from 2006-07 to 2011-12, the amount of gift aid (scholarships and grants that do not have to be repaid) as a proportion of total student aid has grown from 33 percent to 38 percent, while the proportion of aid in the form of loans has decreased from 55 percent to 53 percent (Table 3-3).

An important component of the University's current financial aid strategy focuses on providing need-based aid to undergraduate students who are Minnesota residents and whose families are in the lower-income and middle-income categories:

- The lower-income category is generally defined as students who are eligible for federal Pell Grant aid, typically from families in the lowest 25 percent of income distribution, usually below $40,000 in adjusted gross income. Of the full-time, degree-seeking, Minnesota resident undergraduate students enrolled on the Twin Cities campus who reported income in 2011-12, 28 percent were Pell-eligible.

- The middle-income category includes students whose income is above Pell eligibility, but below

Table 3-3. Undergraduate student aid trends, Twin Cities campus, 2006-07 and 2011-12

	2006-07	2011-12
Gift Aid	$84.4m	$130.6m
Employment	$22.7m	$25.6m
Loans	$137.6m	$181.9m
Waivers	$7.5m	$7.4m
Total Student Aid	**$252.2m**	**$345.5m**
Gift as % of Total Aid	**33%**	**38%**
Loans as % of Total Aid	**55%**	**53%**

Source: Office of Institutional Research, University of Minnesota

$100,000 in adjusted gross income. In 2011-12, about 39 percent of the full-time, degree-seeking, Minnesota resident undergraduate students enrolled on the Twin Cities campus who reported income were from families that would be considered middle-income.

Over the past seven years, the University's need-based aid strategy for Minnesota students on all five campuses has developed as follows:

- In 2007-08, the University of Minnesota Founders program provided need-based scholarship assistance to the lowest-income students who were Minnesota residents and Pell Grant recipients. In 2009-10 this program was renamed the University of Minnesota Promise Scholarship Program (U Promise).

- In 2009-10 the University, recognizing the financial strains on middle-income families, implemented a middle-income scholarship program for Minnesota students from families with incomes above Pell eligibility but below $100,000.

- In 2010-11 these two scholarship programs together provided grants to over 13,500 Minnesota undergraduate students.

- In 2011-12, the University implemented a unified U Promise Scholarship Program, to assist both lower-income and middle-income Minnesota resident undergraduate students, serving over 13,500 students across all five University campuses. The award amounts for new incoming students are based upon Expected Family Contribution to ensure that the neediest students receive the highest amounts;

21

award amounts are multi-year, guaranteeing a defined cohort of recipients and allowing for better support and advising of U Promise recipients. The U Promise scholarships will help ensure that the University continues to be affordable for Minnesota students from low- and middle-income families.

To further support the goal of affordability for Minnesota residents, the University of Minnesota requested and received support from the Minnesota legislature to freeze resident tuition rates for the next biennium. For 2013-14 and 2014-15, resident undergraduate students will pay the same tuition rates as they did in 2012-13.

Financial support for students was also the centerpiece of the **Promise of Tomorrow** Scholarship Drive, the largest scholarship fundraising drive in the University's history. The seven-year campaign, which ended in December 2010, raised more than $341 million for scholarships and fellowships. Privately funded scholarships and fellowships assisted more than 13,000 students at the University in 2010, a 56 percent increase from 2004. As part of the scholarship drive, the President's Scholarship Matching program received $103.8 million in gifts for 648 new endowed scholarships.

In addition to grants, scholarships, and loans, **University employment** is important to undergraduate students at all income levels. In 2011-12, nearly 10,000 undergraduate students were employed on the Twin Cities campus, earning a total of over $25 million. Student employment is important not just for financial support, but also for improving student success. Students who work on campus typically complete a higher number of credits and have higher retention and satisfaction rates than do other students.

To assist students and their parents, the University has increased its resources and educational programming on financial literacy. Students receive messages about the "Live Like a Student Now, So You Don't Have to Later" program. Welcome Week includes a workshop on money management, and the One Stop Student Services website includes money management resources. A key point of the financial literacy messaging is that graduating in a timely manner is one of the best ways for students to manage the costs of their education.

Results: Student Recruitment and Enrollment

The University's enrollment management principles guide its strategies for setting enrollment targets for both first-year and transfer students on the Twin Cities campus. These strategies are integrated with financial aid strategies and with the development of tuition rates.

Among the important principles underlying enrollment management for undergraduate students are the following:

- Remain affordable to a broad cross-section of students.
- Admit students who will benefit from the curriculum and who have a strong probability of graduating in a timely manner.
- Provide a high-quality education and student experience.
- Coordinate and allocate University resources to support student success.
- Incorporate ethnic, social, economic, and geographic diversity. As a land-grant university, the University is committed to enrolling and graduating a broad, diverse spectrum of students, especially from Minnesota.
- Give highest priority to degree-seeking students. While the University serves many types of students, those pursuing a degree are the highest priority. Enrollment of other students is an important but secondary priority.
- Be attentive to state, national, and global workforce needs of the future.
- Enroll an appropriate balance of new high school students and transfer students.
- Partner with other Minnesota higher education systems to advance the state's common agenda, but maintain the University's mission to provide students with the opportunities and benefits of attending a world-class research institution.

Data that indicate the extent to which the University recruits high-ability and diverse students include new student applications, high school rank, ACT scores, and demographics. Data on the overall undergraduate student body, including new first-year students and transfer students, are detailed on the pages that follow.

Figure 3-E. New first-year applications, offers, and enrollment; Twin Cities campus, 2002-12

Source: Office of Undergraduate Education
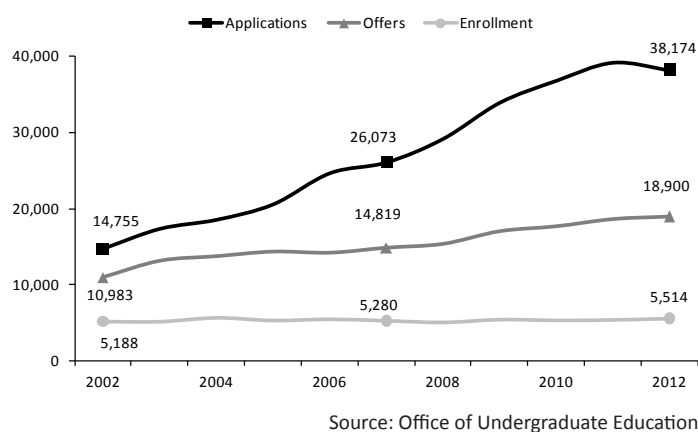
Student Applications

Figure 3-E shows a large increase in numbers of applicants at the Twin Cities campus, which can be attributed to a growing awareness by prospective students and their parents of the many improvements made in undergraduate education at the University. The concerted efforts to improve the undergraduate experience, combined with outstanding service to potential applicants and current students, have resulted in improved reputational rankings. The academic preparedness and ability of first-year students and the diversity among those students broadens the University undergraduate profile and enriches the classroom and social experiences for all students on campus. Enhanced national-level recruitment is helping to offset the declining numbers of Minnesota high school graduates, increase the geographic diversity of the student body, and bring increased workforce talent into the state of Minnesota.

Student Preparation

The profile of first-year students at the Twin Cities campus has improved significantly over the past ten years. Although many high schools have been phasing out the usage of high school rank, the universities continue to monitor this metric as one measure of the level of student preparation. The University received data on high school rank for 3,558 (65%) of the 5,514 first-year students who enrolled fall 2012.

From fall 2001 to fall 2012 the percentage of first-year students in the top ten percent of their high school graduating classes increased from 29 percent to 44 percent. First-year students from the top 25 percent of their high school graduating classes increased from 63 percent in 2001 to 80 percent in 2012.

An important measure of student preparedness for college is the ACT composite score. Over the past decade, the average ACT composite score for students on the Twin Cities campus increased from 24.7 in 2002 to 27.7 in 2012 (Figure 3-F). The rate of growth in ACT scores for first-year students to the Twin Cities campus from 2002 to 2012 was slightly above that of comparison group institutions (Table 3-4). The average score for 2012 Minnesota high school graduates who took the ACT was 22.8.

While nearly 80 percent of first-year students applying to the University submit ACT scores, SAT scores are also an option for students. The SAT is more common for students in eastern regions of the country as well as for international students. The average SAT score increased for new Twin Cities campus students from 1207 in fall 2002 to 1289 in fall 2012 (Figure 3-F).
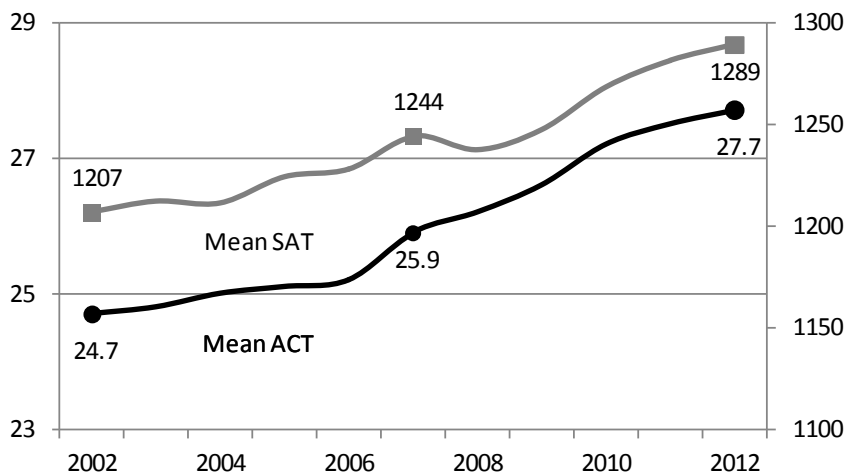
Figure 3-F. Average ACT and SAT composite scores for first-year students, Twin Cities campus, 2002-12

Source: Office of Institutional Research, University of Minnesota

3.1: Twin Cities Campus
Extraordinary Education

Table 3-4. Twin Cities campus and comparison group institutions ranked by ACT composite scores for first-year students, 2002 and 2012

	2002		2012	
	Score	Rank	Score	Rank
U. of Michigan – Ann Arbor	28	1	30	1
U. of California – Berkeley	*	-	30	1
U. of Florida – Gainesville	26.5	4	28.5	3
U. of Illinois – Urbana-Champaign	27.5	2	28.5	3
Ohio State U. – Columbus	25	6	28	5
U. of Texas – Austin	25	6	28	5
U. of California – Los Angeles	26	5	28	5
U. of Wisconsin – Madison	27	3	28	5
U. of Minnesota – Twin Cities	**24.7**	**6**	**27.7**	**9**
Pennsylvania State U. – Univ. Park	*	-	27	10
U. of Washington – Seattle	*	-	27	10

Source: Integrated Postsecondary Education Data System
Average of 25th and 75th percentile values.
*Did not report

Student Diversity

Consistent with the University's mission and values, the University is committed to achieving excellence with a diverse student body and a respectful, welcoming environment for all students. This commitment encompasses diversity in many forms, including racial-ethnic background, geographic origin, gender, sexual identity, culture, disability, veteran status and socio-economic background.

Racial/Ethnic Diversity: Over the past five years, the University has increased the number of undergraduates of color, improved their preparation level, increased their retention rates, and most important, increased the number who graduate.

From 2007 to 2012, the number of undergraduates of color on the Twin Cities campus increased by ten percent, while the number of white undergraduates declined by two percent. The six percent increase in the total number of undergraduates was entirely accounted for by increases in students of color and international students. Table 3-5 shows the trends by ethnic group.

Further understanding of the ethnic enrollment trends can be gained by looking at all new students coming into the University, including not only fall first-year students, but also transfer students, who enroll in substantial numbers in the spring as well as the fall semesters. The

Table 3-5. Fall-term Twin Cities campus undergraduate enrollments by ethnicity, 2007, 2011, and 2012

	2007	2011	2012	Change 2007-12	
				Number	Percent
American Indian	274	372	372	+ 98	+ 36%
Asian/Pacific/Hawaiian	2,777	2,969	3,054	+ 277	+ 10%
Black/African American	1,392	1,458	1,354	- 38	- 3%
Chicano/Latino	615	780	797	+ 182	+ 30%
International	556	2,357	2,520	+ 1,964	+ 353%
White	22,400	22,279	21,997	- 403	- 2%
Unknown	689	395	281	- 408	- 59%
Total	**28,703**	**30,610**	**30,375**	**+ 1,672**	**+ 6%**
All Students of Color	5,058	5,579	5,577	+ 519	+ 10%
Percent Students of Color	17.6%	18.2%	18.4%	--	--

Source: Office of Institutional Research, University of Minnesota

student of color percentage among all Twin Cities undergraduate students ranged from 17.6 percent in fall 2007 to 18.4 percent in fall 2012. Figure 3-G shows the first-year students, and the student of color percentage ranged from 20.1 percent in fall 2007 to 19.5 percent in fall 2012. Meanwhile, the percentage of transfer students of color rose from 12.7 percent in 2007 to 17.3 percent in 2012.

Over the past several years the University has become more selective in first-year student admissions, while at the same time increasing access for well-qualified transfer students. Instead of accepting underprepared

first-year students and doing remedial work with them, the University relies on the state's community and technical colleges to perform that role. The University considers students for transfer admission once remedial work is completed and the students have a record of success in college courses that are transferable to the University. As a result, the achievement gap between students of color and white students is closing.

As seen in Figure 3-H and Table 3-6, from 2007 to 2012 the average high school rank for first-year students of color increased by 4.7 points, compared with a decrease of 1.3 points for white students. The average ACT composite score for students of color rose by 3.3 points compared with 2 points for white students (Table 3-7).

Figure 3-G. Student of color percentages among Twin Cities campus first-year students and transfers, 2007-12*
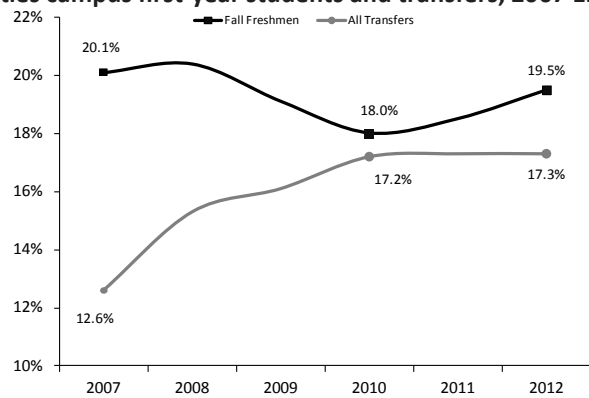
Source: Office of Institutional Research, University of Minnesota
* Fall semester first-year enrollment, new transfer students fall and spring semesters.

Figure 3-H. Average high school rank percentiles of white first-year students and first-year students of color, 2007-12

Source: Office of Undergraduate Education, University of Minnesota

Table 3-6. Average first-year student high school rank percentiles by race/ethnicity, Twin Cities campus, 2007, 2011, and 2012
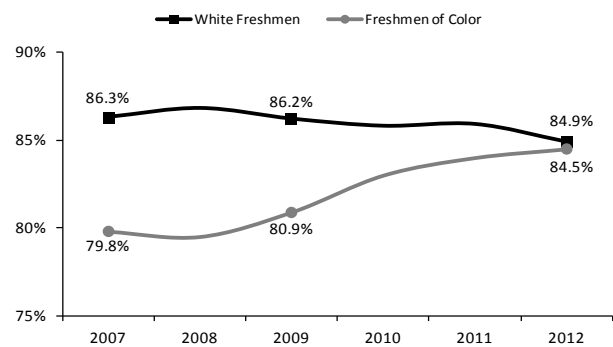
	2007	2011	2012	Change 2007 -12
American Indian	76.6	85.1	82.0	+ 5.4
Asian/Pacific/Hawaiian	81.6	85.6	86.7	+ 5.1
Black/African American	76.7	78.1	80.2	+ 3.5
Chicano/Latino	78.9	86.3	81.7	+ 2.8
International	80.9	86.7	80.1	- 0.8
White	86.2	85.9	84.9	- 1.3
Total	**84.8**	**85.5**	**84.8**	**0.0**
All Students of Color	79.8	84.0	84.5	+ 4.7

Source: Office of Institutional Research, University of Minnesota

Table 3-7. Average ACT composite scores of first-year students by race/ethnicity, Twin Cities campus, 2007, 2011, and 2012

	2007	2011	2012	Change 2007 -12
American Indian	23.9	26.4	26.4	+ 2.5
Asian/Pacific/Hawaiian	22.6	25.9	25.9	+ 3.3
Black/African American	19.7	23.2	23.2	+ 3.5
Chicano/Latino	23.0	25.8	25.8	+ 2.8
International	24.4	26.7	26.7	+ 2.3
White	26.0	28.0	28.0	+ 2.0
Total	**25.2**	**27.5**	**27.5**	**+ 2.3**
All Students of Color	22.0	25.3	25.3	+ 3.3

Source: Office of Institutional Research, University of Minnesota

3.1: Twin Cities Campus
Extraordinary Education

How well is the University doing in recruiting and enrolling first-year students of color, especially in the state of Minnesota? A partial answer can be gained by comparing the percentage of students of color in the Twin Cities campus first-year class with the percentage in the pool of potential Minnesota students. There are different ways to define the pool of potential students, as seen in Figure 3-I. One could say that the 2012 pool was all high school graduates in Minnesota, of which 19 percent were students of color. But not every Minnesota high school graduate aspires to attend a four-year college, so a better definition of the pool might be those who take the ACT test, which nearly every Minnesota student interested in a four-year college does. Among 2012 Minnesota high school graduates taking the ACT exam, 18 percent were students of color.

As a top research university, the University of Minnesota has classes that are rigorous and assume a high level of secondary school preparation. One important predictor of success at the University is high school performance. Among students of color who graduated from high school in 2012, 14 percent took the ACT and were in the top half of their graduating classes; 12 percent took the ACT and were in the top quarter of their graduating classes.

Among 2012 first-year students from Minnesota, 23 percent were students of color. This percentage considerably exceeds the student of color percentage in any definition of the available pools.

With the narrowing of the achievement gap at the point of admission comes a narrowing of the achievement gap in student retention. Figure 3-J shows from 2007 to 2011, the first-year retention rate for students of color increased from 84 percent to 90 percent. The rate for white students increased from 90 percent to 91 percent over the same time period.

The increased enrollments of students of color, their increased preparation, and their increased retention have produced more graduates of color on the Twin Cities campus.

From 2007 to 2012, the number of bachelor's degrees conferred to students of color increased by 41 percent, compared with an increase of four percent among white students. Bachelor's degrees awarded to students of color made up 17 percent of the total bachelor's degrees in 2012. The number of bachelor's degrees awarded to American Indian students increased by 146 percent and bachelor's degrees awarded to African American students increased by 75 percent (Table 3-8).
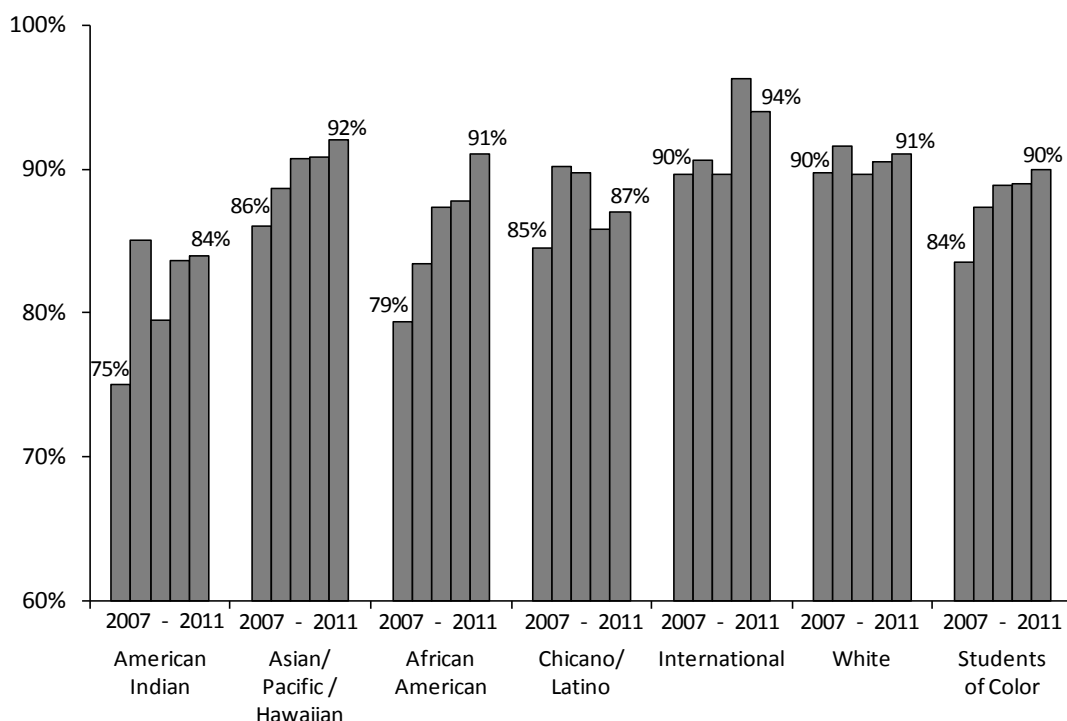
Geographic Diversity: While the percentage of Minnesota students has been relatively consistent, there have been shifts in the geographic distribution of other students.

The percentage of students from the reciprocity states (Wisconsin, North Dakota, South Dakota) has gone down, while the percentage from other states and outside the U.S. has increased (Figure 3-K). The increase in the international undergraduate student population reflects the University's commitment to

Figure 3-I. Minnesota high school graduates of color among all Minnesota high school graduates, those taking the ACT exam, high school rank (HSR), and those enrolling as first-year students on the Twin Cities campus, 2012
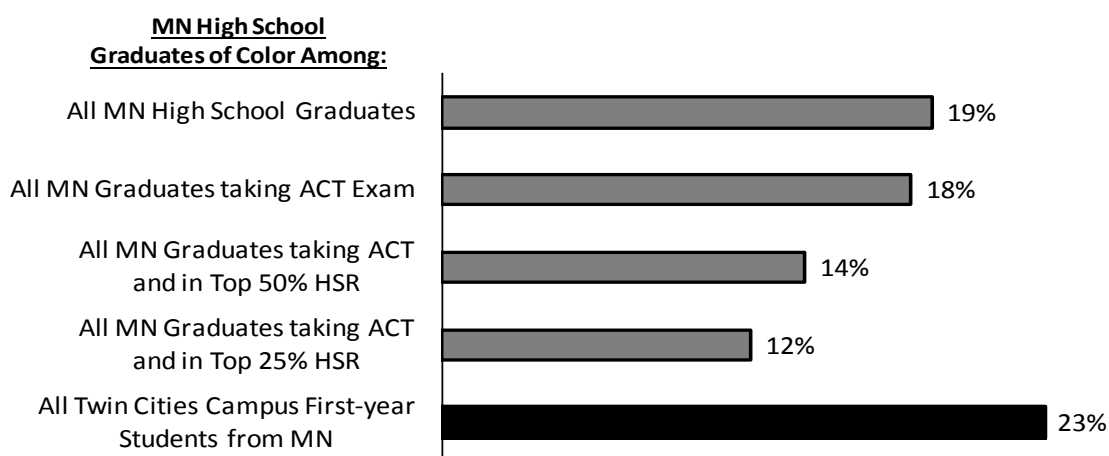
Sources: Office of Undergraduate Education, University of Minnesota; Minnesota Higher Education Office; ACT, Inc.

Figure 3-J. First-year retention by ethnicity, Twin Cities campus, classes matriculating in Fall 2007-11

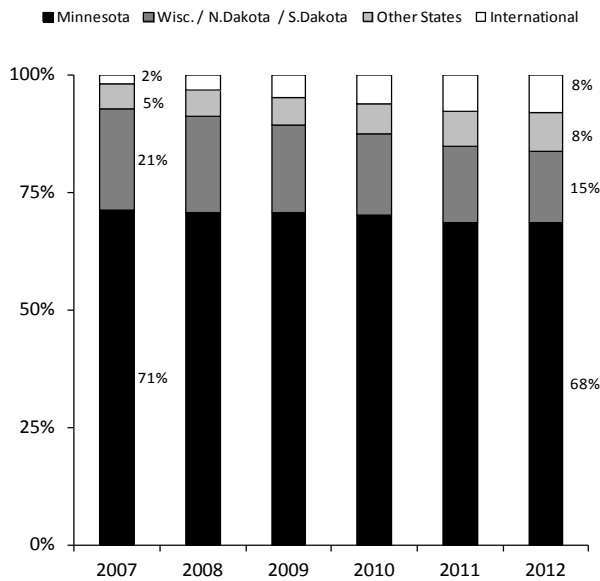Source: Office of Institutional Research, University of Minnesota

enhancing the University community through the inclusion of young people from differing countries, backgrounds, religions, and experiences. As a result of strategic recruitment efforts, the international student enrollments are now over five percent of the incoming, first-year classes and these students come from more than 90 countries.

The University continues to focus efforts on international student retention, the diversity of its international student and faculty population (particularly involving regions beyond China and Korea), and the integration of international students into the campus community.

Table 3-8. Number of students earning bachelor's degrees by ethnicity, Twin Cities campus, 2007, 2011, and 2012

	2007	2011	2012	Change 2007-12	
				Number	Percent
American Indian	33	57	81	+ 48	+ 145.5%
Asian/Pacific/ Hawaiian	539	621	663	+ 124	+ 23.0%
Black/African American	201	294	352	+ 151	+ 75.1%
Chicano/ Latino	127	152	170	+ 43	+ 33.9%
International	140	246	506	+ 366	+ 261.4%
White/ Other	5,455	5,502	5,677	+ 222	+ 4.1%
Total	**6,495**	**6,872**	**7,449**	**+ 954**	**+ 14.7%**
Students of Color	**900**	**1,124**	**1,266**	**+ 366**	**+ 40.7%**

Source: Office of Institutional Research, University of Minnesota

Figure 3-K. Home locations of undergraduate students, Twin Cities campus, fall 2007-12

■ Minnesota ▨ Wisc. / N.Dakota / S.Dakota ▨ Other States ☐ International

Source: Office of Institutional Research, University of Minnesota

Despite its recent success, as evident in Figure 3-K, the University continues to face strong competition, particularly from institutions in the United States, Australia, and Great Britain, for well-qualified undergraduate international students.

Economic Diversity

The University is committed to ensuring that its undergraduate degree programs are financially accessible to all students who are prepared to learn and motivated to succeed. In assessing the economic diversity of the student body of a campus, most experts believe that the number of students receiving federal Pell Grants is the best statistic available to gauge the proportion of undergraduates from low-income families.

Table 3-9 shows undergraduates receiving Pell Grants on the Twin Cities campus and its comparison group institutions in 2010, the most recent year available for comparison. The 2010 state poverty rates and median household incomes for each institution's respective state also are included.

Even though Minnesota had the lowest state poverty rate and the second highest household median income

Table 3-9. Number and percentage of undergraduate Pell Grant recipients, Twin Cities campus and comparison group institutions, fall 2010

	Number of Undergraduate Pell Recipients	Percent of Undergraduate Enrollment	State Poverty Rate	Median Household Income
U. of California – Los Angeles	9,417	36%	14.2%	$56,100
U. of California – Berkeley	8,798	34%	14.2%	$56,100
U. of Florida – Gainesville	9,857	30%	15.0%	$45,600
Ohio State U. – Columbus	11,854	28%	15.1%	$45,900
U. of Texas – Austin	10,236	27%	17.1%	$47,500
U. of Washington – Seattle	7,406	25%	12.3%	$60,400
U. of Minnesota – Twin Cities	**8,090**	**24%**	**10.9%**	**$56,100**
U. of Illinois – Urbana-Champaign	6,437	20%	13.3%	$52,900
Pennsylvania State U. – Univ. Park	7,405	19%	12.5%	$48,200
U. of Wisconsin – Madison	4,921	16%	12.4%	$51,200
U. of Michigan – Ann Arbor	4,436	16%	16.1%	$46,000

Source: Integrated Postsecondary Education System; U.S. Census Bureau 2009 data

relative to comparison group states in 2010, 24 percent of all undergraduates on the Twin Cities campus were Pell recipients. Although the overall poverty rate for the entire state of Minnesota was 10.9 percent in 2010, the percentage of first-year students enrolled at the University who were from low-income families as measured by receiving Pell Grants was 23 percent.

Strategy: Challenge, Educate, and Graduate Students

Academic support assists students throughout their undergraduate journey—from recruitment, orientation, and first-year transitions, to choosing a major, career exploration, and timely completion of their undergraduate degree program. To improve students' transition to the University, foster greater academic success, and ensure timely graduation, the University has undertaken a broad range of initiatives, including an intensive Welcome Week experience.

The Welcome Week Program began in 2008 as a complement to the University's new student orientation program. The Welcome Week experience is required for all Twin Cities campus first-year students, and takes place immediately before fall semester begins. The program provides opportunities for new students to enhance their skills for academic and personal success, and gives them an edge in starting college. As part of Welcome Week, students:

- Meet with college representatives to learn what to expect in their classes and how to succeed academically.
- Make friends with others in their entering class cohort and learn campus traditions.
- Learn to navigate campus and the diverse Twin Cities community prior to starting classes.
- Meet student leaders and others who introduce them to campus resources important to their academic and personal goals.

By the end of Welcome Week, first-year students are well prepared to begin their first semester on campus and to have a successful academic and personal experience.

Provide Academic and Advising Support

The University continues to invest in technologies, facilities, and programs that better support student planning, community engagement, and timely graduation.

Key technological efforts include the online Graduation Planner, Student Engagement Planner, the MyU student portal, and the APLUS advising system.

The **MyU student portal** helps students, at a single online location, register for classes, access course materials, contact faculty and advisors, access grades and student accounts, chat with classmates, find journal articles in the library, learn about potential careers, and keep up with current news.

Graduation Planner is an interactive tool that students can use to explore the requirements for majors and minors, discover what courses they will need to take and when, and develop a plan to help them stay on track for graduation in four years. Graduation Planner is part of the University's effort to improve retention and graduation rates. The number of students using this tool has increased in recent years, as shown by the number of plans in Figure 3-L.

The **APLUS** advising tool uses technology to allow undergraduate advisors to monitor the academic progress of their advisees. The tool was created at the University as a means to track student behavior likely to affect progress toward graduation and enable advisors to respond quickly. APLUS gives advisors real-time information on advisees and has dramatically shortened advisor response time to student issues. It ensures that pertinent information about a student follows the student and is available to academic advisors across the campus at any time. All Twin Cities campus undergraduate colleges use APLUS and

Figure 3-L. Number of last updated plans in Graduation Planner, Twin Cities campus, 2007-2013
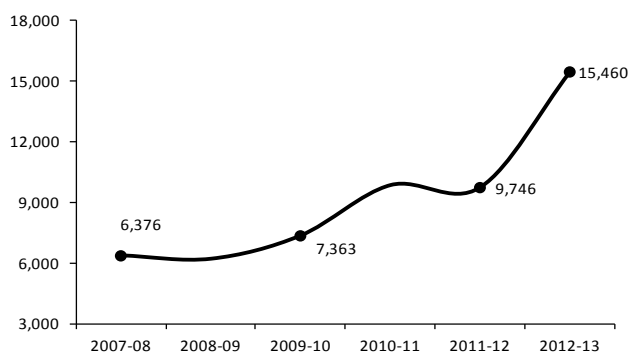
Source: Academic Support Resources, University of Minnesota

are further adapting its use for their specific student populations and advising concerns. APLUS supports better advising service for all undergraduate students.

The **Center for Academic Planning and Exploration (CAPE)** provides support for students who are undecided in their major or are seeking acceptance into a highly competitive major. CAPE advisors offer a customized academic course that guides students through specific action steps toward declaring their major, as well as in-person consultations with advisors to help students explore and choose their career and academic paths.

The **Health Careers Center** serves many levels of students interested in careers in health care—high school students and their families, University undergraduates and alumni, and individuals transitioning from a different career into a health career. The center provides in-person and online career exploration courses and consults with academic units to assist with recruitment and retention.

Programs to enhance student success included the **Access to Success** (ATS) Program, which enrolled 450 first-year students from fall 2008 through fall 2012 into three colleges on the Twin Cities campus. ATS was designed to assist students whose experiences and high school records indicated potential for success, but whose high school rank and test scores alone may not. Opportunities for ATS students included curriculum integration, intensive advising, peer mentoring, and networking opportunities. The results of the ATS program were encouraging: from fall 2010 to 2011, 86.6 percent of ATS students were retained for a second year, compared with 90.5 percent of first-year students overall. The second-year retention rate for ATS students who entered the University in 2009 was 72.2 percent, compared with 83.9 of all undergraduate students who entered in 2009.

Review of the ATS program recommended enhancements to build upon the success of ATS and what was learned from 2008 to 2012. Starting with fall 2013, the program was redesigned as the **President's Emerging Scholars** (PES) program, and

broadened to be a four-year opportunity. It includes professional advising, peer mentoring, opportunities for engagement, and PES scholarships. In the fall of 2013, the program will serve approximately 500 students in five first-year admitting colleges and it will be expanded in future years to encompass all seven first-year-admitting colleges.

The goal of PES is to enhance students' academic experiences and equip them to excel academically. The program's mission is to ensure the timely graduation of its participants by helping them to identify University resources to advance personal, academic, and career goals. PES students will receive a $1,000 scholarship in their first year. Students who continue in the PES program are eligible for a $1,000 scholarship in Year 4 if they are on track for graduation and continue to participate in the program.

In 2013, the University created a position specifically to focus on the **transfer student experience**. A transfer coordinator was hired in the Office of Undergraduate Education to assist in the development of an overall vision for and implementation of plans for the undergraduate transfer experience. This work includes creating and developing a central transfer website, training transfer student peer mentors, and creating a central Transfer Student Advisory Board.

In the spring of 2013, across the University of Minnesota system, the student population included 982 student veterans, with 733 enrolled on the Twin Cities campus. The **University Veterans Services** office was developed in 2007 as a comprehensive resource to assist students with navigating admissions processes; transitioning from military life to the role of a student; certifying, applying, and qualifying for veterans benefits; pursuing scholarships and grants; processing military leaves for those called to active duty; and connecting with other campus opportunities and resources. The *Veterans Connection* electronic newsletter, which began publication in 2006, provides important updates to student veterans. Also in 2006, the University began an informational program to give faculty and staff a better understanding of the challenges soldiers have faced, how reintegration affects

the veteran and the family, and how faculty and staff can assist student veterans during the transition.

The University coordinates space and facilities with services and programs to support student success. The **Science Teaching and Student Services** building on the east bank of the Twin Cities campus integrates One Stop Student Services (including registration, financial aid, transcripts, Veterans Services, and Student Accounts Assistance) in the same building with high-tech classrooms, student study space, a career services center, academic advising offices, CAPE, and the Office for Student Engagement.

In addition to required orientations for all new international undergraduate students, the **New International Student Seminar (NISS)**, held several weeks after arrival, provides in-depth discussion of cultural, academic, and social differences that the students may encounter and the campus resources available to support them. This program is now in its fourth year and is a collaboration of 18 organizations and units across the campus.

Beginning in fall 2013, all Twin Cities campus undergraduate international students will be required to pay an international student academic services fee. Funds generated by this fee will be used to enhance academic services specifically for international students with the focus of ensuring retention, timely graduation, and student satisfaction with their University of Minnesota experience. The growing number of international undergraduates has brought to light the unique needs of this cohort.

Provide a Distinctive Experience

The Twin Cities campus provides over 30,000 undergraduates with a world-class learning environment. The University is one of the most comprehensive in the world—providing 149 bachelor's degree programs and over 130 minors in a wide range of areas. Thousands of classes are taught by exceptional, award-winning faculty who are at the cutting edge of their disciplines and are also excellent undergraduate teachers.

Undergraduate course offerings and degree program requirements constantly evolve to keep pace with the growth of new knowledge, emerging fields of study, and changes in the world. New majors and minors are developed, and existing programs and courses are updated or replaced by new ones. For example, within the last year, new minors were approved in Marine Biology, Neuroscience, Outdoor Recreation and Education, and Product Design. New majors included Food Systems, Plant Science, and the renaming of the Geology degree to Earth Sciences.

The University is committed to providing students with a distinctive, world-class liberal education and strong coursework in a field of study. It is focusing on initiatives that enrich students' experience and equip them for their future in a diverse global society.

The **Writing-Enriched Curriculum** (WEC) Program began as a pilot project in 2007 and has expanded to include more than 25 academic units (departments, schools, and entire colleges). The WEC program offers university faculty and instructors a process for ensuring effective and relevant writing instruction is infused into all undergraduate curricula. The WEC project continues to expand with the goal of implementing the process across all academic units.

The **University Honors Program** integrates collegiate-based honors programs on the Twin Cites campus into an exciting, unified program that welcomed its first students in 2008. One-on-one faculty interactions are a hallmark of this program, enabling the University to recruit a larger, more diverse pool of highly accomplished, talented students from across the state and throughout the world (Table 3-10).

In each of its first four years, the University Honors Program has enrolled outstanding students with

Table 3-10. Twin Cities campus Honors Program first-year student profile, fall 2012

Enrollment	572
Median ACT Composite	32.0
Average High School Rank	97.2
Percent Students of Color	18.9%

Source: University of Minnesota - Twin Cities Honors Program

Table 3-11. Twin Cities Campus honors program median ACT composite comparisons of first-year students, fall 2012

Comparison with top Liberal Arts Colleges		Comparison with top STEM Universities		Comparison with top Ranked Universities	
Twin Cities Campus Honors Program	**32**	**TC Campus Honors Program (STEM Students)**	**33**	**Twin Cities Campus Honors Program**	**32**
Amherst Col.	32	California Inst. of Tech.	34	U. of Chicago	33
Williams Col.	32	Massachusetts Inst. of Tech.	34	Duke U.	33
Carleton Col.	32	Carnegie Mellon U. (CIT)	32	Northwestern U.	33
Vassar Col.	32	Georgia Inst. of Tech.	30	Stanford U.	33
Grinnell Col.	31			Georgetown U.	31

Source: Integrated Postsecondary Education Data System

median ACT scores above or equal to that of the nation's most elite programs (Table 3-11).

The University Honors Program is essentially an elite college housed in a major public university, with enrollment larger than that of most liberal arts institutions. Honors advising expertise spans disciplines and colleges, and these high-ability students with varied interests benefit from this collaboration and diversity of knowledge.

The **Undergraduate Research Opportunities Program (UROP)** is expanding to enrich the role of research in undergraduate education at a major research university. In 2011-12, over 680 undergraduate students participated in UROP. These students worked one-on-one on specific research projects with a University faculty mentor and received a stipend of up to $1,700.

The UROP expansion is a key element in a broader strategy to ensure that all undergraduates have the opportunity for a mentored scholarly, creative, professional, or research experience. The University's goal is to raise overall undergraduate participation in University research, including UROP and other opportunities, from 30 percent to 50 percent. This expansion includes the opportunity to integrate the UROP project with a study abroad experience.

In addition, the University is working to expand student participation in **first-year seminars**. In 2012-13, 40 percent of the first-year students on the Twin Cities campus enrolled in at least one of the 150 first-year seminars offered. Students who have taken a first-year seminar have higher retention and graduation rates than students who have not taken a first-year seminar course.

Baccalaureate degrees offered on the Twin Cities campus include a set of redefined **liberal education** requirements that went into effect for students entering the University in fall 2010. The requirements include one course in each of the seven core areas of physical sciences, biological sciences, social sciences, historical perspectives, literature, arts and humanities, and mathematical thinking. The theme requirements are diversity and social justice in the U.S., global perspectives, environment, civic life and ethics, and technology and society; students are required to complete four of these five themes.

Liberal education is an essential part of undergraduate education at the University. Liberal education courses help students learn to investigate the world from new perspectives, learn ways of thinking, and grow as active citizens and lifelong learners.

Student Learning and Development Outcomes

The 2007 development of campus-wide student learning outcomes, in tandem with the new liberal education requirements, helps faculty develop curricula, plan courses, construct learning activities, and assess the learning that occurs in every aspect of the student experience: classes, service-learning, research opportunities, internships, and learning abroad. The learning outcomes are embedded within the liberal education courses, as well as the courses students take in their major and minor fields.

The student learning outcomes (SLOs) state that at the time of receiving a bachelor's degree, students:

- Can identify, define, and solve problems.
- Can locate and critically evaluate information.

- Have mastered a body of knowledge and a mode of inquiry.
- Understand diverse philosophies and cultures within and across societies.
- Can communicate effectively.
- Understand the role of creativity, innovation, discovery, and expression across disciplines.
- Have acquired skills for effective citizenship and lifelong learning.

Student development outcomes (SDOs), also approved in 2007, help students to function as University and community citizens. These outcomes include:

- Responsibility/accountability
- Independence/interdependence
- Goal orientation
- Self-awareness
- Resilience
- Appreciation of differences
- Tolerance of ambiguity

The explicit articulation of these outcomes reinforces that learning takes place throughout a student's experience within and outside of the classroom and can be assessed in the context of coursework, student employment, undergraduate research experiences, service-learning opportunities, internships, learning abroad, and a variety of curricular and co-curricular activities. Together, the student learning and development outcomes underscore the important partnership of students, faculty, and staff in supporting learning.

University faculty are trained, through workshops and individual counseling, to incorporate the SLOs into their teaching plans, apply class experiences and assignments that best connect to the SLOs, and use techniques for measuring and evaluating the SLOs. By incorporating the SLOs, faculty receive important feedback about student learning that leads to improvement of their teaching.

Average Class Size

While many outside the University may associate the undergraduate experience on the Twin Cities campus with large lecture halls holding hundreds of students,

Table 3-12. Class size percentages, Twin Cities campus and comparison group institutions (ranked by percentage of classes with 50 or more students, fall 2011)

		Percent of classes with fewer than 20 students	Percent of classes with 50 or more students
1	U. of California – Berkeley	63%	14%
2	Pennsylvania State U. – Univ. Park	39%	15%
3	U. of Florida – Gainesville	41%	17%
4	U. of Michigan – Ann Arbor	46%	18%
5	U. of Washington – Seattle	38%	19%
6	**U. of Minnesota – Twin Cities**	**40%**	**20%**
6	U. of Wisconsin – Madison	46%	20%
6	U. of Illinois – Urbana-Champaign	42%	20%
9	U. of California – Los Angeles	50%	22%
10	Ohio State U. – Columbus	30%	23%
11	U. of Texas – Austin	34%	26%

Source: Institutional Common Data Sets, 2012-13

in reality 40 percent of undergraduate classes have fewer than 20 students. Furthermore, only 20 percent of undergraduate classes have more than 50 students, and 8.4 percent have more than 100 students. Table 3-12 shows that class sizes on the Twin Cities campus compare favorably with comparison group institutions.

Results: Challenge, Educate, and Graduate Students

Undergraduate student retention rates, graduation rates, and the number of degrees conferred are among the measures that the University uses to assess the extent to which the University is challenging, educating, and graduating students.

Undergraduate Retention Rates

The Twin Cities campus has made significant progress over the last decade in improving undergraduate retention and graduation rates. These improvements were the result of initiatives such as the four-year graduation plan, 13-credit policy, mid-term alerts, the online Graduation Planner, improved student advising, and increased access to courses needed for graduation.

Figure 3-M. First-, second-, and third-year retention rates for full-time undergraduate students, Twin Cities campus, 2001-11 cohorts

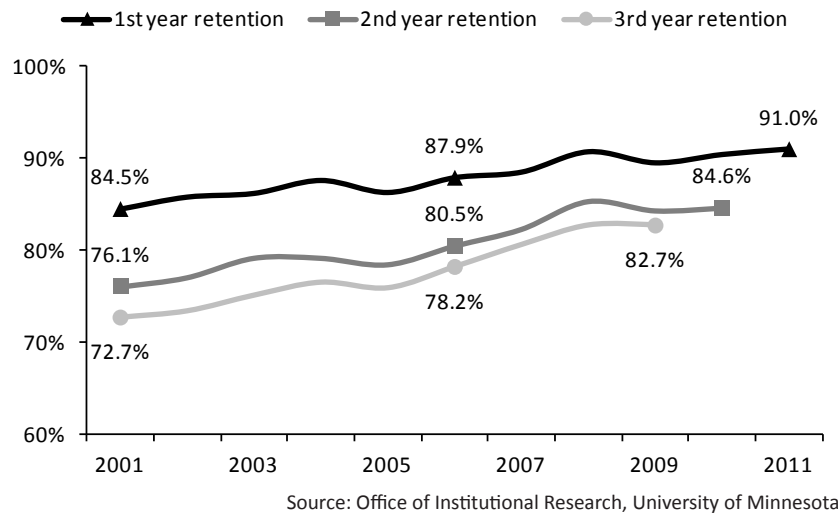Source: Office of Institutional Research, University of Minnesota

Figure 3-M shows first-, second-, and third-year retention rates for all students matriculating for the 2001 through 2011 cohorts. The most recent results show rates at their highest levels in the past decade.
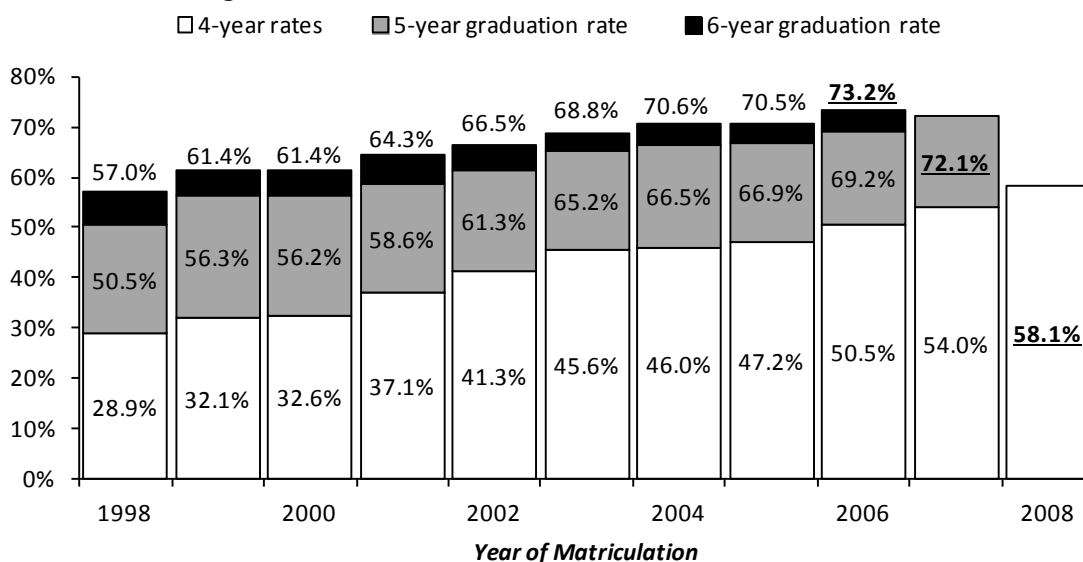
Undergraduate Graduation Rates

As a key component of its strategic positioning efforts the Twin Cities campus set specific goals to improve undergraduate graduation rates. These goals are:

• Four-year graduation goal of 60 percent

• Five-year graduation goal of 75 percent

• Six-year graduation goal of 80 percent

If achieved, these goals will reduce costs to students and to the University, and should improve the University's ranks on these measures relative to its competitors. Current results (Figure 3-N) show continued significant improvement in graduation rates and steady progress toward these goals.

The Twin Cities campus undergraduate graduation rates continue to move closer to those of its comparison group. Table 3-13 ranks the four-year and six-year graduation rates for classes matriculating in 2006, the most recent data available for comparison. As a result of coordinated initiatives and strategies targeting

Figure 3-N. Four-, five-, and six-year graduation rates of first-time, full-time undergraduate students, Twin Cities campus, classes matriculating in 1998-2008

Note: Rates include graduates who transferred to another University of Minnesota campus. Graduation rates reported to the national database (IPEDS) include only students who matriculated at and graduated from the same campus.

Source: Office of Institutional Research, University of Minnesota

Table 3-13. Retention (class matriculating in 2010) and graduation (class matriculating in 2006) rates sorted by four-year graduation rate, Twin Cities campus and comparison group institutions

	1st-year Retention Rate	Graduation	
		4-year Rate	6-year Rate
U. of Michigan – Ann Arbor	97%	73%	90%
U. of California – Berkeley	91%	71%	91%
U. of California – Los Angeles	96%	71%	92%
U. of Illinois – Urbana-Champaign	94%	69%	84%
Penn. State U. – Univ. Park	92%	65%	86%
U. of Florida – Gainesville	96%	64%	85%
U. of Washington – Seattle	93%	56%	80%
U. of Wisconsin – Madison	95%	54%	83%
Ohio State U. – Columbus	92%	53%	82%
U. of Texas – Austin	93%	51%	79%
U. of Minnesota – Twin Cities	**91%**	**50% (58%)***	**73%**
Comparison Group Average	94%	63%	85%

Source: Institutional Common Data Sets
*Twin Cities campus graduation rate for class matriculating in 2008

Table 3-14. Retention (class matriculating in 2010) and graduation (class matriculating in 2006) rates sorted by four-year graduation rate, Twin Cities campus and other public Big Ten universities

	1st-year Retention Rate	Graduation	
		4-year Rate	6-year Rate
Indiana U. – Bloomington	88%	55%	75%
Michigan State U. – East Lansing	91%	53%	79%
U. of Minnesota – Twin Cities	**91%**	**50% (58%)***	**73%**
U. of Iowa – Iowa City	86%	47%	70%
Purdue U. – West Lafayette	91%	40%	70%
U. of Nebraska – Lincoln	84%	29%	65%
Average	88%	45%	72%

Source: Institutional Common Data Sets
*Twin Cities campus graduation rate for class matriculating in 2008

student success, the Twin Cities campus' four-year rate is competitive with many institutions within the University's comparison group, as well as other public Big Ten universities (Table 3-14).

First-year retention, as well as four-, five- and six-year graduation rates are monitored for all students, as well as for each sub-group by ethnicity and for each college. As the diversity of the Minnesota high school graduating population continues to increase, the Twin Cities campus is monitoring its instructional programs and services to continue to provide exceptional academic programs and student services for all of its students.

Retention and graduation rates for students of color have improved over the past ten years. The first-year retention rate for students of color has increased from 83 percent for students who entered as first-year students in fall 2002 to 90.3 percent for those who entered in fall 2011, compared to 86.5 percent and 91.2 percent, respectively, for other students. For Chicano/

Latino students, the first-year retention rate increased from 79.8 percent to 87.1 percent. American Indian students also saw a large increase in first-year retention rates, from 61.0 to 83.6 percent.

The four-, five- and six-year graduation rates for students of color (Figure 3-O) have also improved, and the achievement gap has narrowed. The University has been carefully monitoring the progress of students from low-income families, and has noted overall improvement over the past eight years. Figure 3-P shows the trend. PELL-eligible students who entered in fall 2006 had a 59 percent six-year graduation rate, as compared to 73 percent for all students. The four-year rate for PELL-eligible students who entered in fall 2008 was 45 percent, as compared to 58 percent for all students. The University has made changes to its financial aid programs, student support and advising, and other initiatives focused on first-generation and low-income students.
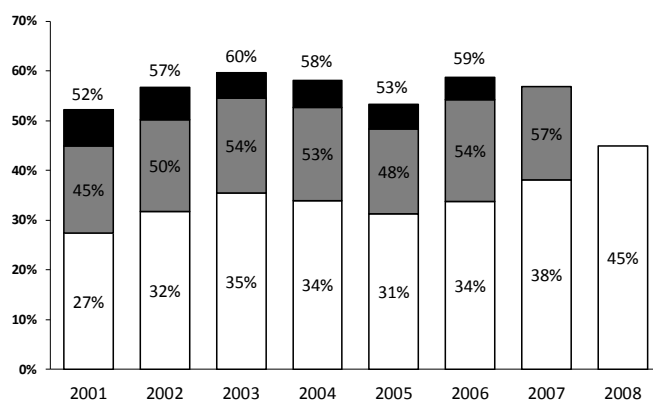
Degrees Conferred

As shown in Table 3-15, the Twin Cities campus ranks seventh in bachelor's degrees awarded in 2012. It has increased the number of degrees awarded from 2006-07 to 2011-12 by 15 percent.

Figure 3-O. Four-, five-, and six-year graduation rates of first-time, full-time undergraduate students of color, Twin Cities campus, classes matriculating in 1998-2008

☐ 4-year graduation rate   ☐ 5-year graduation rate   ■ 6-year graduation rate

Year of Matriculation
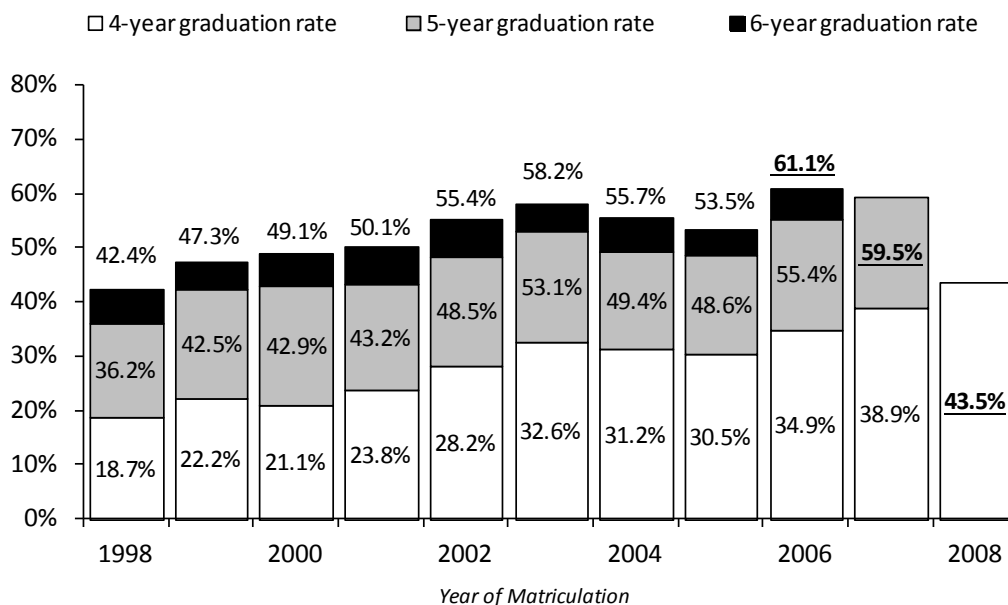
*Rates above include graduates who transferred to another University of Minnesota campus. Graduation rates reported to the national database (IPEDS) include only students who matriculated at and graduated from the same campus.
Source: Office of Institutional Research, University of Minnesota

Figure 3-P. Four-, five-, and six-year graduation rates of students receiving federal PELL grants, Twin Cities campus, Classes matriculating in 2001-08

Source: Office of Institutional Research, University of Minnesota

While it is important to track the number of degrees conferred, in terms of contributing to the state's educated work force, qualitative factors also need to be taken into account. Accordingly, the University is focusing on producing degrees that reflect a balance of external demand, capacity, and resources to ensure quality is maintained and enhanced.

In response to changes in student interest and state employment needs, the University is now awarding substantially more degrees in science, technology, engineering and math (STEM) fields. In Figure 3-Q, STEM degrees awarded includes all baccalaureate degrees in several broad categories identified by "Classification of Instructional Program (CIP)" codes, as defined by the Department of Education. These fields include agriculture, natural resources, engineering, computer sciences, biological sciences, physical sciences, mathematics, and health professions.

Strategy: Develop Lifelong Learners, Leaders, and Global Citizens

The University's public engagement agenda supports programs and initiatives that engage students in community-based learning experiences that provide opportunities for students to connect academic learning with authentic, societal issues. These efforts are designed to enhance students' academic, personal, social, career, and civic development.

The Community Engagement Scholars Program recognizes students who integrate more than 400 hours of community volunteering into their educational experiences. Students take eight credits of service-

Table 3-15. Undergraduate degrees conferred, sorted by percent change, Twin Cities campus and comparison group institutions, 2006-07 and 2011-12

	2006-07		2011-12		Change	
	Number	Rank	Number	Rank	Number	Percent
Ohio State U. – Columbus	9,067	2	11,309	2	+ 2,242	+ 25%
Pennsylvania State U. – Univ. Park	9,604	1	11,352	1	+ 1,748	+ 18%
U of Minnesota – Twin Cities	**6,618**	**9**	**7,617**	**7**	**+ 999**	**+ 15%**
U. of Washington – Seattle	7,024	6	7,906	5	+ 882	+ 13%
U. of Illinois – Urbana-Champaign	7,035	5	7,727	6	+ 692	+ 10%
U. of California – Berkeley	6,629	8	7,256	9	+ 627	+ 9%
U. of Michigan – Ann Arbor	5,941	11	6,490	10	+ 549	+ 9%
U. of California – Los Angeles	6,985	7	7,353	8	+ 368	+ 5%
U. of Texas – Austin	8,521	4	8,821	3	+ 300	+ 4%
U. of Wisconsin – Madison	6,303	10	6,422	11	+ 119	+ 2%
U. of Florida – Gainesville	8,569	3	8,601	4	+ 32	+ 0.4%
Comparison Group	**7,568**		**8,324**		**+ 756**	**+ 10%**

Source: Institutional Common Data Sets 2006-07 and 2011-12

Figure 3-Q. STEM degrees awarded, Twin Cities campus, 2004-12
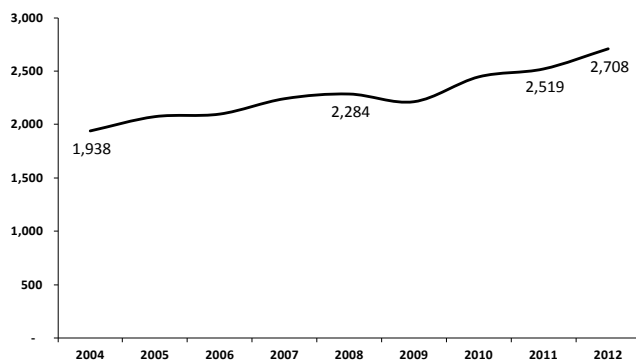
Source: Office of Institutional Research, University of Minnesota

learning coursework and participate in structured reflections. Upon completing a final project-based on a community-identified need, students receive official recognition at graduation and on their academic transcript. Since its inception, enrollment in the program has grown five-fold, with more than 500 students now participating. Of these students, approximately 20 percent are honors students.

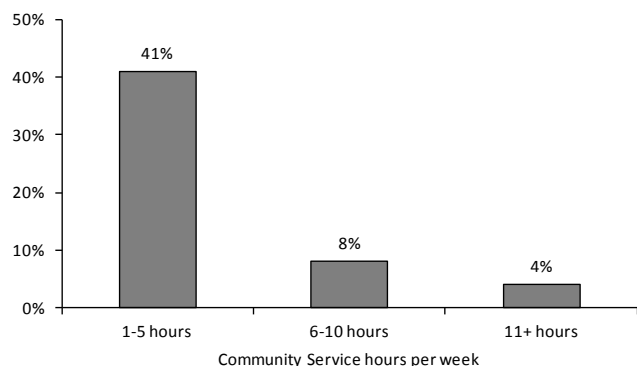## Results: Develop Lifelong Learners, Leaders and Global Citizens

Levels of student engagement, participation in service-learning, and completion of international experiences are among the measures the University uses to assess the extent to which the University motivates lifelong learners, leaders, and global citizens.

Student Engagement and Service-Learning

The University recognizes how important students' experience in internships, intramural and club sports, research projects, student activities, on-campus employment, and volunteer and community activities can be on the development of leadership, teamwork, problem solving, analytical and critical thinking, community skills, writing skills, and work ethic. For this reason, the University strongly encourages its students to participate in a variety of campus activities and programs.

The University monitors student engagement in on-campus opportunities, which showed consistent

Figure 3-R. Number of community service hours performed each week by percent of graduating undergraduate students, Twin Cities campus, 2011-12

Source: Student Experience in the Research University Survey, Univ. of Minnesota - Twin Cities

Figure 3-S. Number of departments offering service-learning offerings, Twin Cities campus, 2007-13

Source: Community Service-Learning Center, Univ. of Minnesota - Twin Cities

participation over the last few years. Figure 3-R shows the time spent on community service. During the 2011-12 academic year, 53 percent of graduating seniors reported performing community service or volunteer activities at least one hour per week.
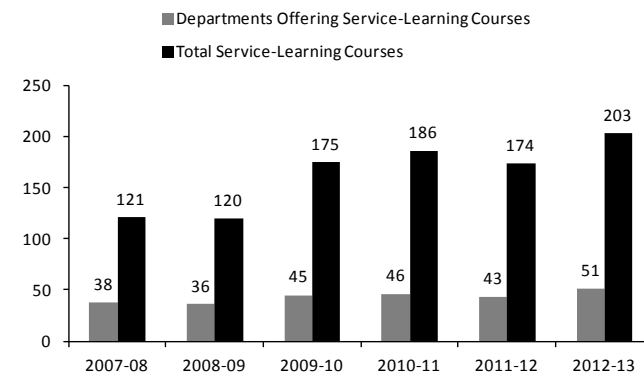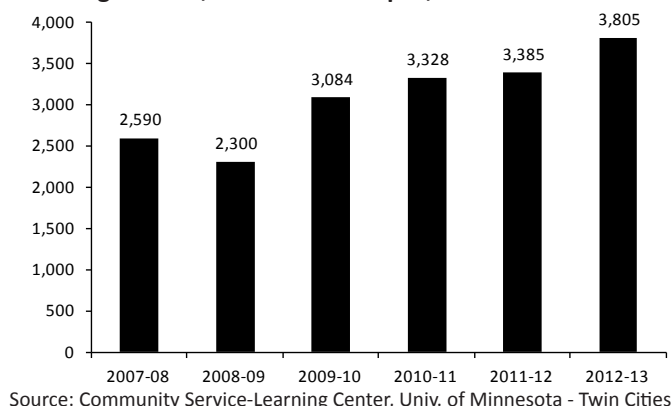
The University places a high priority on supporting opportunities for students to engage in community-based experiences connected to their academic goals and personal interests. This agenda, supported through the Public Engagement Ten-Point Plan, seeks to maximize academically based community-grounded learning experiences that will help recruit students from diverse populations, challenge undergraduate and graduate students, and develop lifelong learners, leaders, and global citizens.

Through the Engaged Department Grant Program, 20 departments have explored the expansion of community-based learning experiences within their curricula. In addition, a growing number of academic majors and minors are incorporating community-engaged work linked to learning goals and objectives.

Data from the 2012 Student Experience in the Research University (SERU) survey indicate that 85 percent of the undergraduate students surveyed considered opportunities to connect their academic work with community-based experiences important to them.

Over the past five years, a growing number of service-learning opportunities have been offered to students across a greater number of disciplines at the Twin Cities campus (Figure 3-S).

Facilitated predominately through the Community Service-Learning Center, service learning integrates community engagement experiences with students' academic coursework. During 2012-13 on the Twin Cities campus, 3,805 undergraduates enrolled in service-learning activities offered in 203 academic courses through 51 departments. This is the largest number of departments and students participating in service-learning since tracking started in 2002 (Figure 3-T). Through service-learning activities, students contributed more than 114,150 hours of volunteer service to Twin Cities-area nonprofit and public agencies as part of their academic coursework.

In 2012, 62 community partner organizations that worked with service-learning students during the 2011-12 academic year responded to a survey asking for feedback on the experience:

- 94 percent of community partner respondents agreed or strongly agreed that the service-learning students they worked with brought new or increased energy and enthusiasm to their organization.
- 97 percent agreed or strongly agreed that service-learning students increased their capacity to fulfill their organizations' goals and mission.
- 98 percent were satisfied or very satisfied with the quality of students' work at their organizations.
- 98 percent were satisfied or very satisfied with the outcomes of the service-learning partnership.
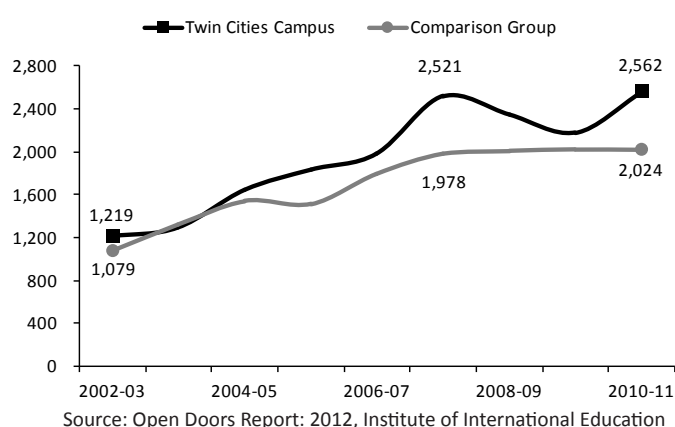
Figure 3-T. Number of students enrolled in service-learning courses, Twin Cities campus, 2007-13

Source: Community Service-Learning Center, Univ. of Minnesota - Twin Cities

Figure 3-U. Involvement in study abroad, Twin Cities campus, 2002-11

Source: Open Doors Report: 2012, Institute of International Education

Along with facilitating opportunities for students to engage in academic service-learning experiences, the University also supports students' involvement in internships, clinical practica, and other community-based learning experiences. These were conducted in partnership with businesses, health organizations, and governmental agencies locally as well as across the state, nation, and globe.

Study Abroad

Figure 3-U shows student participation in study abroad has increased from 1,219 students in 2002-03 to 2,562 students in 2010-11, more than the average of the comparison group institutions. The Twin Cities campus now ranks third in the nation among research institutions in numbers of students sent abroad on credit-bearing programs. This is the highest the University has ranked on the national Open Doors survey. As a percentage of undergraduate degrees granted, the Twin Cities campus has improved its student study abroad involvement from 19 percent in 1999 to roughly 27 percent in 2012, moving closer to its stated 50 percent participation goal. While many institutions have experienced declines in study abroad participation, the University is expecting a continued increase in study abroad, albeit at a slower rate.

The University has been able to lessen the impact of the economic downturn on study abroad participation because of its pioneering efforts to integrate study abroad into the curriculum. This includes focusing on

First-Year Experience programs featuring an embedded week abroad with the instructor, and working to ensure students do not see experiences abroad as an "extra" to be passed over in tough economic times.

Also, the University emphasizes semester and year-long experiences over short-term programs, which are more sensitive to economic forces. The University study abroad and career service offices are working together to better articulate student experiences abroad into career and life planning. The University remains committed to and has maintained high participation rates in programs of a semester or longer.

It should be noted that the current national mechanisms for counting students abroad include only students in traditional credit-bearing programs. The University is also a leader in innovating and supporting internship, work, and volunteer programs. The University works with other Committee on Institutional Cooperation (CIC) institutions to develop CIC-wide guidelines for what constitutes an international experience, and has implemented new tracking mechanisms.

GRADUATE EDUCATION

Graduate education intersects with all aspects of the University's threefold mission: research and discovery; teaching and learning; and outreach and public service. The strength of the University's graduate programs is vital to the reputation, standing, and future of the institution. In 2009, the University embarked on a restructuring plan to enhance the quality and efficiency of its graduate education enterprise. This initiative resulted in a decentralized system in which colleges have more local authority over decisions affecting graduate programs and students. Some aspects of the reorganization have worked very well; others need to be revisited. To ensure the ongoing excellence and competitiveness of graduate education at the University, it is imperative to reflect on what has been learned during the past four years. In pursuing the assessment of the reorganization, leaders will continue to work to enhance our efforts in improving graduate education.

Strategy: Recruit Highly Prepared Students from Diverse Populations

Recruitment Fellowships

Recruitment of high-quality graduate students long has been the responsibility of the colleges and programs. To support recruitment efforts, the Graduate School historically administered a First-Year Graduate Student Fellowship program. With restructuring, the central recruitment fellowship funding pool of $3.5 million per year was decentralized to the colleges. Starting with the 2011-12 cohort, colleges are responsible for packaging and distributing recruitment fellowships to their graduate programs. Most college deans have reported satisfaction with the high degree of local control and flexibility now afforded their units with respect to recruitment fellowship funds.

Several deans and some faculty members have expressed dissatisfaction with this model, particularly regarding the challenges of offering competitive multi-year fellowship packages and managing the risk of

making more offers than the budgeted amount at the local level. As a result, the provost collaborated with the Graduate School in 2013 to provide one-time funding of up to $780,000 to offer an additional year of matching fellowship support to 19 top-quality applicants across seven colleges. Challenges regarding the recruitment fellowship are being evaluated, and opportunities for improvement will be presented to the provost for consideration.

Attracting High-Quality Students

As a measure of the competitiveness and quality of graduate students, the number of National Science Foundation (NSF) Fellows reached another record level in 2013-14. The majority of NSF fellowships were awarded to currently enrolled students, demonstrating the ability of University students to attract external funding (Figure 3-V).

Figure 3-V. National Science Foundation Fellows recipients, Twin Cities campus, 2006-13
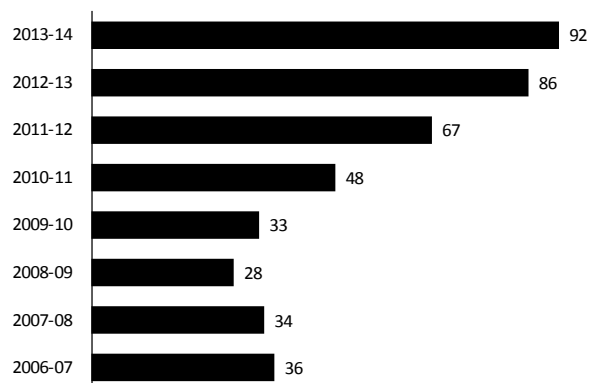
Source: Graduate School, University of Minnesota

Student Diversity

The Office for Diversity in Graduate Education (ODGE) coordinates and leads a variety of services and initiatives to assist colleges and programs in recruiting and retaining domestic students of color. These efforts include the Diversity of Views and Experiences Fellowship program, the Community of Scholars

Program, and the Multicultural Summer Research Opportunity Program. Additional resources and support for faculty, staff, and students are available at diversity.umn.edu/gradeducation.

In addition, the Recruitment Council brings together collegiate staff who are responsible for recruitment of students from underrepresented communities. Council members share resources, such as databases of underrepresented students who are interested in graduate study, as well as the financial costs associated with outreach activities. The group's collaborative efforts have resulted in a larger University of Minnesota presence at Graduate Education Fairs targeted to underrepresented groups.

Admissions and Enrollment Trends

In recent years, the University experienced a significant increase in the number of applications for admissions to its graduate programs while overall enrollment has declined. The increase in applications is almost entirely driven by international students (Figure 3-W). The number of international applications surpassed that of domestic students (citizen or permanent resident) for the second consecutive time during the 2012-13 academic year. However, international student enrollment is still significantly smaller than enrollment of domestic students (Figure 3-X).

Efforts in recruiting underrepresented minority students have yielded mixed results. While the number of white students applying to graduate programs at the University has remained relatively flat, there has
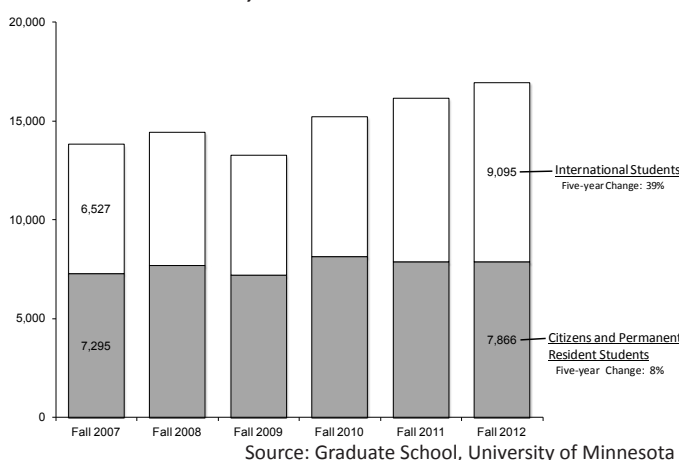
Figure 3-X. Fall term graduate student enrollment, 2007-2012

Source: Graduate School, University of Minnesota
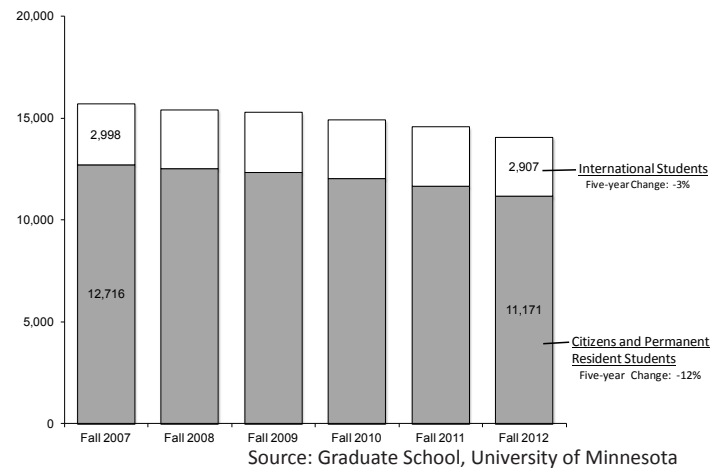
been significant growth in the number of domestic applications for the American Indian, Hispanic, and Asian/Hawaiian populations over the past five years. During the same time period, there was a seven percent drop in applications from black students, mostly for the master's degree (Figure 3-Y). Although the upward trend for other ethnic groups is encouraging, the total number of application from students of color is still very small.

Regarding the number of underrepresented students enrolled at the University, the decline in the number of black students (-8 percent) is likely attributable, in part, to the overall decline in enrollment (-9%) as illustrated in Figure 3-Z. The significant increase in enrollment for American Indian students has been driven largely by the creation of the Master in Tribal Administration and Governance degree on the Duluth campus.

Strategy: Ensure Affordable Access for Students of All Backgrounds

Assistantships

The December 2012 report to the Board of Regents from the graduate student representatives highlighted concerns related to graduate assistantships. Specifically, concerns included the limited availability of graduate assistantships and the disparity of pay and workload across programs and colleges. Although data is not available on the number of graduate assistant positions over the last few years, there is evidence that the level

Figure 3-W. Total number of graduate applications for admission by academic year: International vs. Citizen/Permanent Resident, 2007-2012
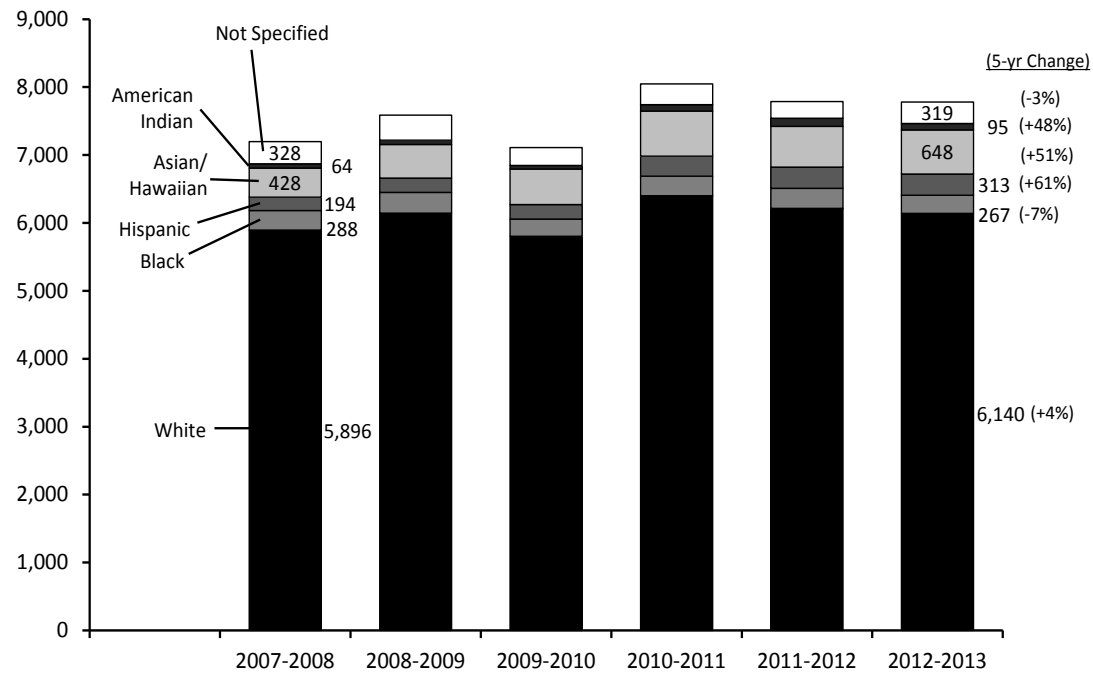

Source: Graduate School, University of Minnesota

41

Figure 3-Y. Domestic graduate student applications for master's and doctoral degree programs, by ethnic group, 2008-2012

Source: Graduate School, University of Minnesota

Figure 3-Z. Fall term domestic graduate student enrollment, master's and doctoral degree programs, by ethnic group, 2008-2012
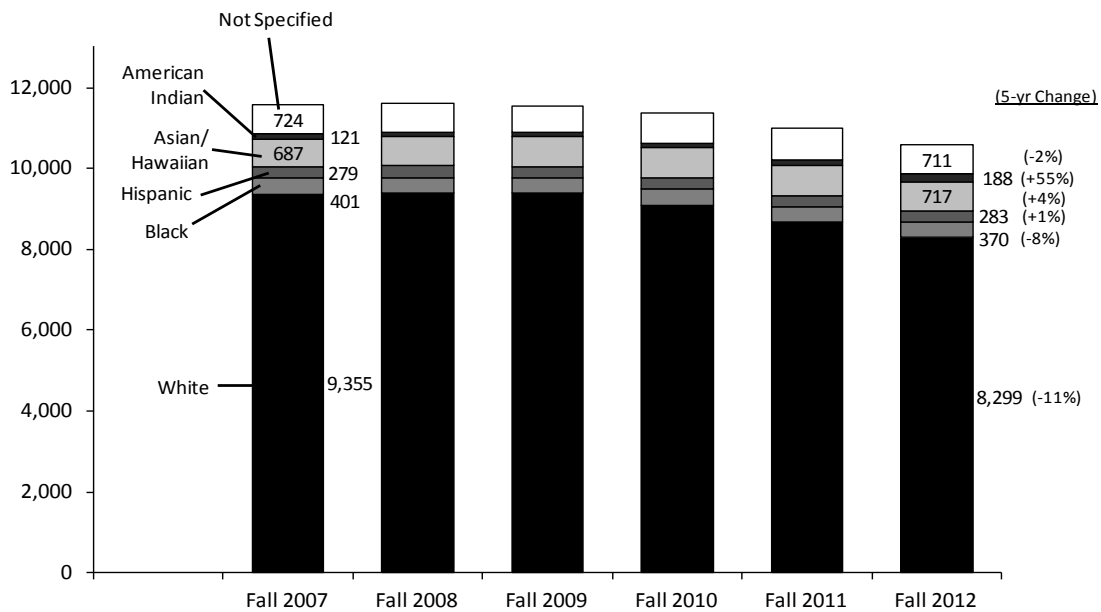
Source: Graduate School, University of Minnesota

of graduate student funding support has experienced some erosion. Table 3-16 shows the total stipend expenditures for graduate assistants declined by 1.9 percent from fiscal year 2009 to fiscal year 2013. During the same period, total stipend expenditures for graduate fellows and trainees also decreased by 2.5 percent. Given that the stipend level has increased for the majority of graduate programs, the decline in expenditures likely reflects a reduction in the number of graduate assistant positions available.

In addition to the overall decrease in stipend expenditures, there has also been a shift in the funding of graduate students. Table 3-17 outlines the categories and relative proportions of funding that are used to support graduate assistants, fellows, and trainees. Although the O&M funds still represent the largest share of total expenditures to support graduate students, the amount spent from this source has dropped by 2.3 percent in the last few years with a single year decline of 7.9 percent between fiscal year 2009 and fiscal year 2010. Total spending from sponsored and other sources of funding have helped make up the difference. However, with the sequestration of federal government spending and the volatility in other funding sources, this trend may not be sustainable in the future.

Localized Funding Model

One of the University's goals in restructuring graduate education was to provide more local control for

collegiate deans, with collegiate and central leaders partnering to provide quality oversight. One example of such a partnership is the Quality Metrics Allocation Plan.

Under this plan, funding allocations are made to the colleges based on a set of core metrics data for all of a college's Ph.D., M.S., M.A., and M.F.A degree programs. The core metrics include time to degree, completion rate, attrition pattern, and job placement. Colleges review the metrics data and provide narratives that address noticeable trends and job placement information. They are encouraged to develop their own discipline-specific criteria for distributing the collegiate allocation to their programs.

Although there were some initial concerns regarding this new funding mechanism, college deans have reported the metrics data are useful in determining funding amounts for programs. Graduate education leaders will continue to refine the list of core metrics for future allocations.

Interdisciplinary Initiatives

The solutions to many of today's societal challenges require an interdisciplinary approach. This demands students acquire skills that transcend traditional fields of study and gain mastery of multiple methodologies. While it is important to maintain strong disciplines, it is vital to seed and support scholarly inquiry that crosses disciplinary boundaries. One of the

Table 3-16. Stipend expenditures for graduate assistants, fellows and trainees from FY09 to FY13

	FY09	FY10	FY11	FY12	FY13	Change
Grad Assistants	$80,534,566	$80,044,247	$80,233,992	$78,473,793	$78,473,793	-1.9%
Fellows & Trainees	$22,076,667	$21,463,756	$22,510,454	$20,906,900	$21,525,917	-2.5%

Source: Graduate School, University of Minnesota

Table 3-17. Total funding for graduate assistants, fellows and trainees based on expenditures from FY09 to FY13.

	FY09	FY10	FY11	FY12	FY13	Change
O&M	$79,469,164	$73,183,417	$76,123,646	$77,661,581	$77,640,828	-2.3%
Sponsored	$53,861,440	$58,051,303	$62,476,228	$59,606,642	$57,445,165	+6.7%
Other	$22,731,387	$27,552,637	$22,545,978	$23,099,737	$26,176,348	+15.2%
Total	$156,061,991	$158,787,356	$161,145,852	$160,367,960	$161,262,341	+3.3%

Source: Graduate School, University of Minnesota
NOTE: Amounts listed do not include fringe expenditures for fellows and trainees as they are paid separately and not via payroll.

responsibilities of the vice provost and dean of graduate education is to nurture intercollegiate, interdisciplinary initiatives that lead to new opportunities for graduate students and the generation of new knowledge.

One interdisciplinary initiative coordinated through the Graduate School is the Interdisciplinary Doctoral Fellowship (IDF) program. The IDF is awarded to outstanding graduate students with interdisciplinary dissertation topics who would benefit from interaction with faculty and scholars at one of the University's interdisciplinary research centers or institutes. Data continue to show a high return on IDF investment, with fellows reporting research advancement and high levels of conference presentation and publication that allow them to gain visibility in their fields.

In addition, as part of the Quality Metrics Allocation Plan, the Graduate School provides direct funding support to intercollegiate graduate programs. This investment allows the programs to continue to host recruiting weekends for prospective students, offer graduate student stipends, provide graduate student travel grants for research, and support students in other ways. To help spur new collaborations across colleges and disciplines, the Graduate School provides modest funding for a number of selected interdisciplinary graduate groups—informal faculty and graduate student collaborations in emerging areas of cross-disciplinary specialization that focus on common intellectual interests and may lead to new education, training, or research initiatives.

To provide guidance from a faculty viewpoint on issues, trends, best practices, challenges, and opportunities in intercollegiate, interdisciplinary graduate education, the Graduate School is forming an interdisciplinary faculty advisory committee that will begin its work this fall. This committee will also provide a venue for those interested in advancing interdisciplinary graduate education to meet periodically to share ideas and best practices.

Strategy: Challenge, Educate and Graduate Students

Graduate Education Policies

Fourteen University-wide policies governing graduate education were developed or revised to create greater consistency across the institution. These policies provide a flexible framework allowing colleges to develop college-specific policies and procedures that best reflect their disciplinary needs and culture.

Several aspects of the new policies encourage the development of more flexible curriculum, promotion of early research opportunities for graduate students, and timely completion of degree. These include the early thesis registration option, which allows doctoral students to accumulate thesis credits prior to the completion of the preliminary oral examination; a limit on the maximum number of required credits; and degree completion time limits.

Academic and Professional Development

The University provides graduate students with many academic and professional development opportunities to enhance their learning experiences and contribute to timely degree completion. These include 20 to 25 workshops per year on dissertation and grant writing, teaching and learning, career planning, and job search processes, as well as individual consultation on academic and professional issues.

In the spring, Career Week offers a series of seminars and workshops focusing on academic and non-academic job search processes. The culminating event of the year is the Career Networking Breakfast, which brings together over 400 graduate students, postdoctoral researchers, and alumni with 80 employers from industry, government, and nonprofit sectors. Details are available at www.grad.umn.edu/professional-development/workshops.

The Graduate School also collaborates closely with the Office for Public Engagement to support graduate students and faculty pursuing community-engaged research and scholarship. The Preparing Future Faculty program provides students with graduate credit while they learn pedagogical theory and strategies and develop teaching skills. The University also funds participation in a web-based service called The Versatile PhD, which provides a forum, information, and other resources to support graduate students and recent graduates in exploring and pursuing nonacademic careers.

Advising Graduate Students

The quality of graduate student advising has a significant impact on student success, the student

experience, and timely degree completion. A 2011 Yale University report, *Improving Graduate Education at Yale University*, concluded that by strengthening mentoring (advising) practices across the institution, student outcomes would improve. Data from the Ph.D. Completion Project, a national study of attrition and completion in U.S. doctoral programs launched in 2004 by the Council of Graduate Schools, revealed that improvements in mentoring and advising exceeded any other area of innovation and improvement to increase Ph.D. Completion ("Ph.D. Completion and Attrition: Policies and Practices to Promote Student Success," 2010, Council of Graduate Schools).

On multiple occasions, University students and faculty have voiced their concerns about the quality of graduate student advising. For example, the December 2012 report from the graduate student representatives to the Board of Regents identified graduate student advising as one of three key issues. In spring 2012, the campus-wide Graduate and Professional Education Assembly (GPEA) focused on this topic in a series of presentations and discussions titled, "From First Course to First Job: Developing and Rewarding Excellence in Graduate Student Advising." About 100 participants attended this Graduate School sponsored event, which generated lively and fruitful dialogue. A similar event was held on the Duluth campus and attracted approximately 50 attendees.

Following the spring 2012 Assembly, the Graduate School approached the Student Conflict Resolution Center to partner on a project that would build on existing tools, resources, and services to create and sustain an institutional culture of graduate student advising excellence. The provost has endorsed the project charter, and the Graduate School will collaborate with various units and offices across the University to implement the plan. Many of the recommendations included in the graduate student representative report to the Board of Regents have been incorporated into the action plan, such as the development of guidelines for handling adviser and advisee conflicts.

Assessing Student Learning Outcomes

The assessment of student learning outcomes at the graduate level is a means to improve programs and increase transparency of expectations for graduate students. It is one of the components of academic

assessment and will be part of the University's accreditation review by the Higher Learning Commission in 2015.

In the fall of 2012, the vice provost and dean of graduate education convened a committee of faculty, staff, and students to launch an initiative to improve the quality of graduate education and the graduate student experience by identifying graduate student learning outcomes and approaches to outcome assessment. This project will be completed in several stages.

During Phase I, a committee outlined initial ideas for developing graduate student learning outcomes and identified six intellectual principles that are intended to guide the development of program-specific learning outcomes for research graduate degrees. These include Senate committees, the Graduate Education Council, the Council of Graduate Students, deans, associate deans, and directors of graduate studies. Stakeholders are being consulted for feedback on the draft principles and approach.

Phase II of the project will include three research-based pilot programs that will identify discipline-specific graduate student learning outcomes reflecting the programs' vision and goals (fall 2013) and evaluate student learning using the discipline-specific outcomes with students in the program (spring 2014). Building upon what is learned about resources and support needed to successfully develop and implement these outcomes, project leaders will continue to expand the number of pilot programs, and potentially also other degree types, while monitoring the progress and results from the initial pilot (2014 and beyond).

Graduate Review and Improvement Process

There are various forms of academic assessment. In addition to accreditation and external program review, which are summative and retrospective, a developmental and customized approach to program assessment encourages ongoing improvement and creates ownership of and relevance to evaluation in graduate education. One does not replace the other; rather, they are complementary methods that help provide a holistic assessment of program quality.

In collaboration with a group of evaluation experts in the College of Education and Human Development,

the Graduate Review and Improvement Process (GRIP) was developed in 2011. Inspired in part by the Carnegie Foundation for the Advancement of Teaching's Carnegie Initiative on the Doctorate to improve graduate education, GRIP is a student-centered and action-oriented program assessment that captures the distinctive measures of quality in different disciplines. It places evaluation in the hands of faculty and students; they become co-creators of a process that is meaningful to their program's needs.

Three fundamental questions are explored in GRIP: 1) What is the purpose of the program? 2) What is the rationale and educational purpose of each element of the program? and 3) How do you know you have been successful in achieving your program's goals?

GRIP is currently in its second year, with eight groups participating in 2012-13. Participating programs have reported positive experiences. Students in one pilot department reported that this was the first structured opportunity they had ever had to provide feedback on their program experience; another unit has decided to extend the GRIP program to its entire college; faculty in one graduate program are rethinking their instructional approach after consulting with students using GRIP.

The GRIP program has been introduced at various national conferences and was covered in an *Inside Higher Ed* article. Graduate education is a broad, complicated enterprise with many facets. It is challenging for institutions to assess graduate program quality in a timely, useful and holistic way. GRIP has the potential to change this, and in doing so, may become a model for graduate program assessment throughout the country.

Progress Toward Degree

As illustrated in *The Path Forward* report, issued by The Commission on the Future of Graduate Education in the United States, relatively low doctoral completion rates is a national phenomenon. According to data assembled by The Council of Graduate Schools (CGS) as part of its Ph.D. Completion Project, the average completion rate after five years is less than 25 percent and after seven years, only about 45 percent of doctoral students completed their degrees. Compared with these reported data, the University's overall completion rates are better (see Figure 3-AA). However, black students demonstrate a significantly lower than average completion rate.

Figure 3-AA. Six-year completion rate for Ph.D. students matriculating in 2002-2006
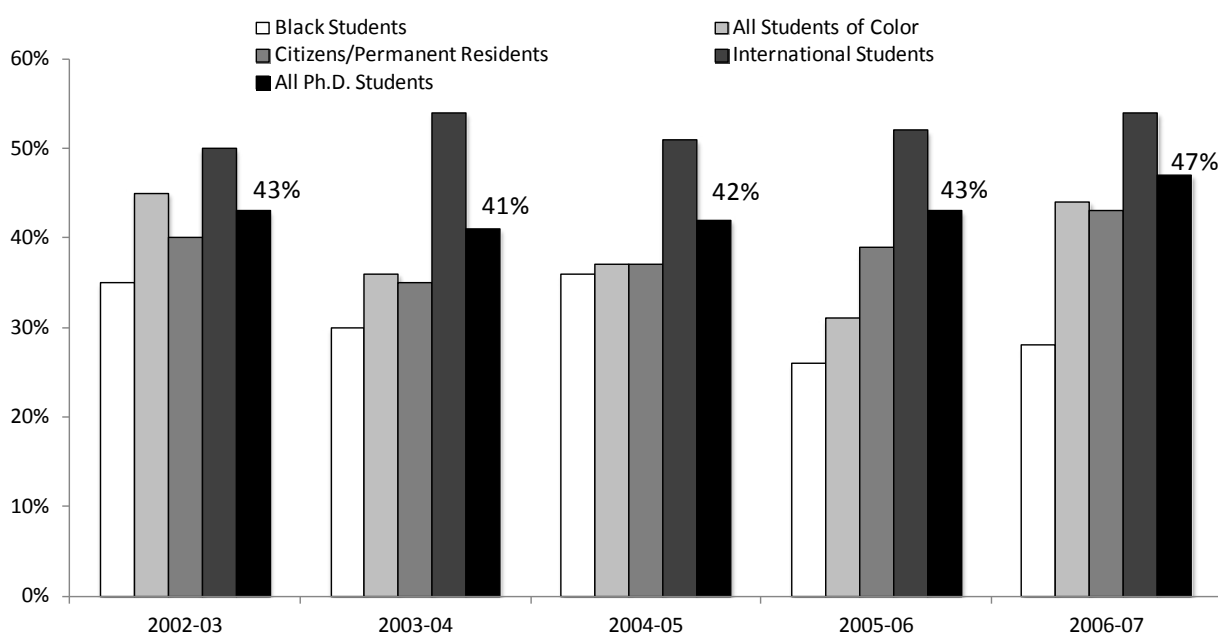
Source: Graduate School, University of Minnesota

The median time to degree of doctoral and master's students in the six major disciplinary categories are shown in Figures 3-BB and 3-CC. Overall, doctoral time to degree has decreased since 2004 with the most notable reduction in the language, literature and arts fields (from 6.6 years in 2004 to 5.8 years in 2012). Physical sciences fields appear to be the only disciplinary group that has shown a slight increase in the median time to degree for doctoral students. For master's students, the median time to degree has been either stable or decreasing, especially for the physical sciences fields. Recent policy changes to the way time limits for doctoral and master's degree completion are imposed, along with approved policy that places an upper limit on the number of credits required for graduate degrees, may help stabilize or further shorten time to degree.

The student representatives to the Board of Regents recommended in December 2012 that a study be conducted to identify the reasons for graduate students leaving the University before degree completion. Previous attempts to conduct surveys on students who became inactive (non-completers) as part of the University's own Ph.D. Completion Project (paralleling the national study) yielded uninformative results. The University is currently in the planning phase of launching a University-wide graduate and professional student experience survey that we anticipate will provide a more comprehensive view of various aspects of our students' lives while they are enrolled at the institution. Survey results will be used to guide strategic planning at the University and local levels to improve the overall student experience. It is possible that longitudinal analysis of the survey results will shed some light on key areas of dissatisfaction that may lead to students leaving the University without completing their degrees.

As part of the CGS's Ph.D. Completion Project, the most common reasons identified for not completing degrees include changes in family obligations, competing job and military commitments, financial pressures, and dissatisfaction with the graduate programs. Fortunately, the same project found several key factors that have a positive impact on completion rates: better advising and mentoring of students throughout their studies; more comprehensive financial support; offering pre-enrollment summer research

programs especially for students of color; and writing initiatives to assist with dissertation preparation. The University has already put in place several programs such as the annual dissertation retreat, the Undergraduate Summer Research Program for students of color, and multi-year financial support for Ph.D. students. As a result of combining these programs with the advising initiative outlined previously—plus new policies that encourage early research opportunities, a flexible curriculum, and additional efforts to improve the graduate student experience—it is expected that doctoral completion rates will continue to improve.

Strategy: Develop Lifelong Learners, Leaders, and Global Citizens

International Graduate Education

The University of Minnesota has a long tradition of success in attracting international students to its graduate programs. However, unlike undergraduate students, relatively few University graduate students take advantage of study abroad opportunities—consistent with trends at other public U.S. research universities. The Graduate School is taking steps to internationalize graduate education to better prepare graduates for the global world in which they will work.

For example, in 2010 the Graduate School established a committee, the Bologna Process Advisory Group, that identified obstacles to internationalization and suggested ways in which the institution can increase opportunities for graduate students to study and conduct research in other countries. Efforts under way include: development of a "one stop" web resource for faculty and students interested in pursuing international educational activities; the creation of templates to facilitate the development of proposals for joint academic programs with universities in other countries; communication about opportunities and programming for graduate study abroad; travel grants for students needing to do research abroad; and an examination of policies to ensure alignment with the goal of increasing international study at the graduate level. The Bologna Process Advisory Group's fall 2012 report is available on the Graduate School website (z.umn.edu/bologna). The Graduate School is collaborating with the Global Programs and Strategy Alliance to accomplish these objectives.

Figure 3-BB. Median time to degree for doctoral* students, Twin Cities campus, 2004-05, 2006-07, 2008-09, 2010-11, 2012-13
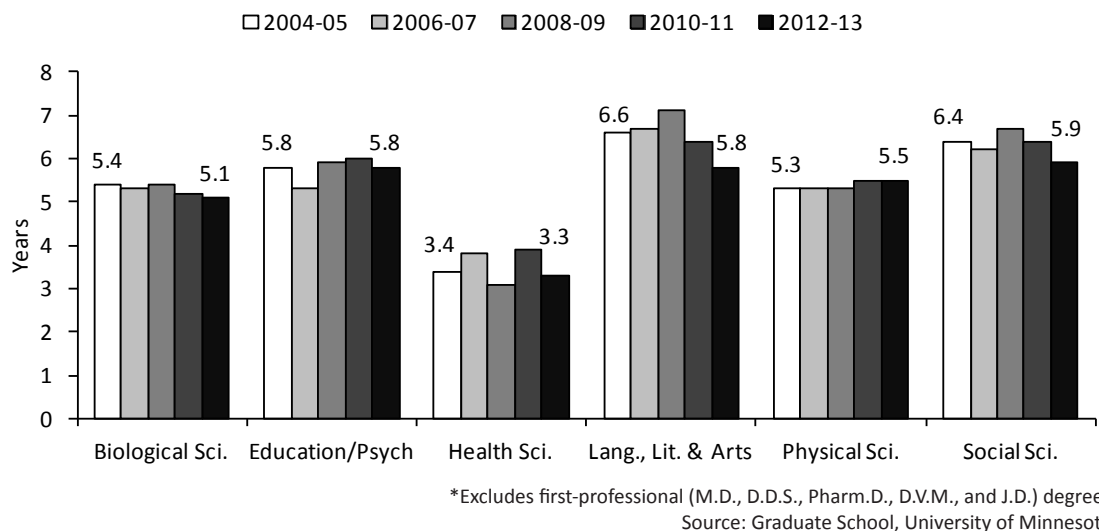
□ 2004-05 ▣ 2006-07 ▣ 2008-09 ▣ 2010-11 ■ 2012-13

Biological Sci.: 5.4 ... 5.1
Education/Psych: 5.8 ... 5.8
Health Sci.: 3.4 ... 3.3
Lang., Lit. & Arts: 6.6 ... 5.8
Physical Sci.: 5.3 ... 5.5
Social Sci.: 6.4 ... 5.9

Years (0–8)

*Excludes first-professional (M.D., D.D.S., Pharm.D., D.V.M., and J.D.) degrees
Source: Graduate School, University of Minnesota

Figure 3-CC. Median time to degree for master's students, Twin Cities campus, 2004-05, 2006-07, 2008-09, 2010-11, 2012-13

□ 2004-05 ▣ 2006-07 ▣ 2008-09 ▣ 2010-11 ■ 2012-13

Biological Sci.: 2.7 ... 2.7
Education/Psych: 2.1 ... 1.8
Health Sci.: 2.5 ... 2
Lang., Lit. & Arts: 2.7 ... 2.7
Physical Sci.: 2.6 ... 1.8
Social Sci.: 2.1 ... 1.7

Years (0–3.5)

Source: Graduate School, University of Minnesota
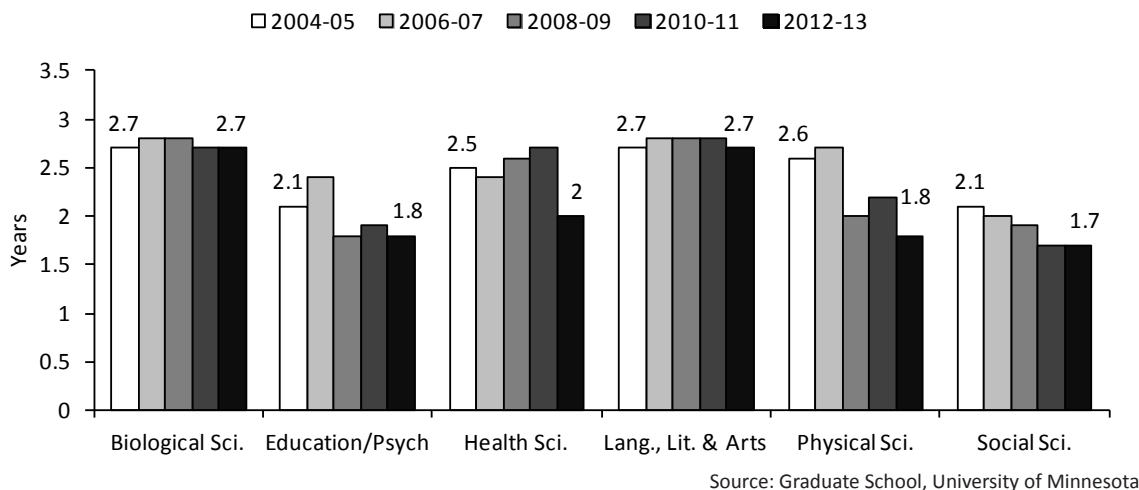
Looking Ahead

In preparation for the strategic planning process, the Graduate School developed a new mission and values statements. They are posted online and serve as guides to more specific goals and plans. The vision is to create curious, creative and courageous thinkers with the capacity to develop new knowledge and shape it responsibly. The mission more specifically points to ensuring quality in graduate education, advocating for the academic and professional development of graduate students, advancing intellectual communication and scholarship across disciplines, and promoting cultural diversity, scholarly integrity, and inclusivity. While these elements are not entirely new, this re-commitment to them will help the Graduate School develop specific action plans in the coming year.

PROFESSIONAL EDUCATION

Health Education

Health professional education occurs primarily through the Academic Health Center (School of Dentistry, Medical School, School of Nursing, College of Pharmacy, School of Public Health, College of Veterinary Medicine, and Center for Allied Health Programs) and associated centers, programs, and support services. There are 13 health professional degree programs on the Twin Cities, Duluth, and Rochester campuses that enroll students at the bachelor's, master's, and doctoral degree levels (Table 3-18). The University, in collaboration with its affiliated

health systems, also trains over 1,200 medical, dental, and pharmacy primary care and specialty residents each year.

Each health professions program experienced net enrollment gains over the past five-year period, with the most significant gains occurring in the School of Nursing, the College of Veterinary Medicine, and the School of Public Health (Figure 3-DD). The School of Nursing enrollment gains are due to growth in the Master of Nursing program and the establishment of the Doctor of Nursing practice program. Growth in the Master of Health Care Administration program

Table 3-18. Fall 2012 Enrollment in Health Professional Degree Programs, all campuses

Program	UMN School	Degree Awarded	Campus	Fall 2012 Enrollment
Dental Hygiene	School of Dentistry	B.S.	Twin Cities	44
Dental Hygiene	School of Dentistry	M.D.H.	Twin Cities	11
Dental Surgery	School of Dentistry	D.D.S.	Twin Cities	413
Dental Therapy	School of Dentistry	B.S.D.T., M.D.T.	Twin Cities	10
Medicine	Medical School	M.D.	Duluth, Twin Cities	959
Mortuary Science	Medical School	B.S.	Twin Cities	57
Physical Therapy	Medical School	D.P.T.	Twin Cities	150
Nursing	School of Nursing	B.S.N.	Rochester, Twin Cities	378
Nursing	School of Nursing	M.N.	Twin Cities	125
Nursing	School of Nursing	D.N.P.	Twin Cities	322
Pharmacy	College of Pharmacy	Pharm.D.	Duluth, Twin Cities	441
Public Health	School of Public Health	M.P.H.	Twin Cities	402
Healthcare Admin	School of Public Health	M.H.A.	Twin Cities	143
Occupational Therapy	Center for Allied Health Programs	M.O.T.	Rochester, Twin Cities	92
Clinical Lab Sciences	Center for Allied Health Programs	B.S.	Rochester, Twin Cities	113
Veterinary Medicine	College of Veterinary Medicine	D.V.M.	Twin Cities	398
Total				**4,058**

Source: Academic Health Center, University of Minnesota

Figure 3-DD. Enrollment trends in health professional degree programs, all campuses, 2008-12
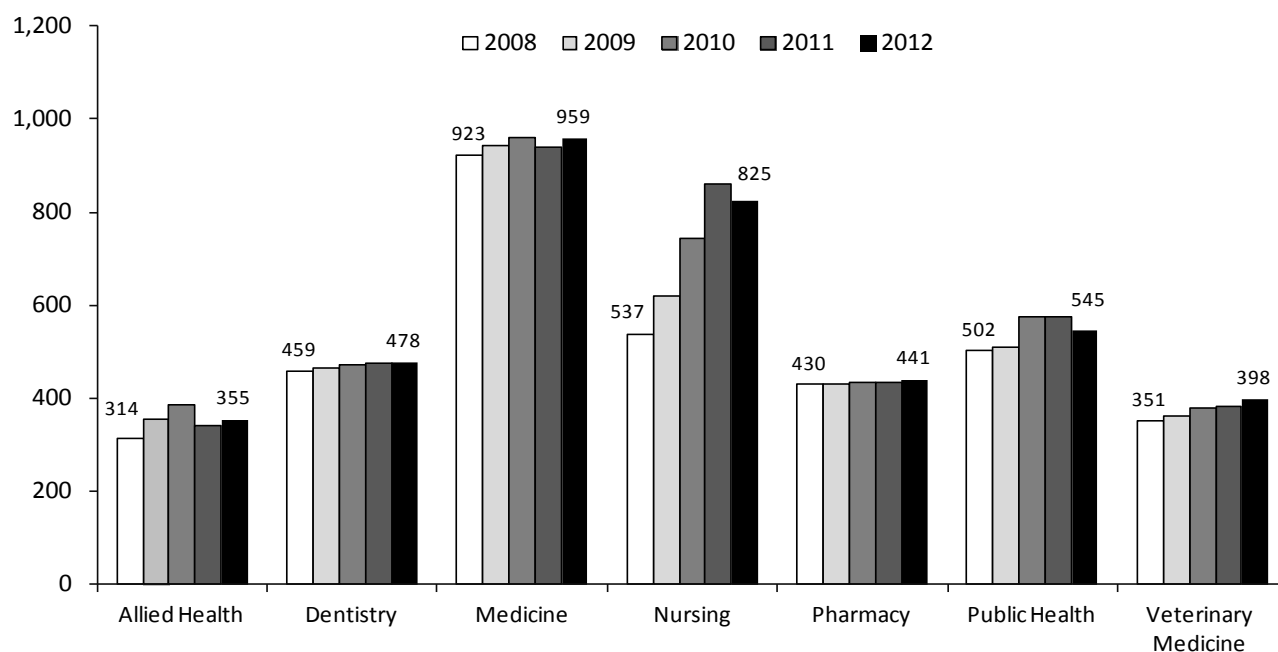
Source: Academic Health Center, University of Minnesota

contributed to the gain in the School of Public Health enrollment and planned, incremental class size increases in the College of Veterinary Medicine have raised its enrollment over the past five-year period.

The health professions programs remain in strong demand with the Twin Cities campus Medical School showing the greatest number of applications (Table 3-19).

In 2012, there were 1,276 health professional degrees granted by the University—up from 1,197 in 2011 (Table 3-20). Academic Health Center (AHC) programs currently train nearly 70 percent of Minnesota's health care workforce and sponsor the state's only pharmacy, dentistry, and veterinary medicine programs.

Recent data show that the AHC trains:

- 79 percent of the state's dentists
- 55 percent of the state's advance practice nurses and nursing faculty
- 66 percent of the state's pharmacists
- 80 percent of the state's medical school graduates

Graduation rates in the health professions programs are quite high. As illustrated in Figure 3-EE, the graduation rates of all of the 2008 matriculating classes across the health programs exceed 80 percent.

Table 3-19. Fall 2012 Enrollment in Health Professional Degree Programs, all campuses

Program	Applications	Offers	Enrolled
Clinical Lab Science B.S.	236	58	55
Dental Therapy B.S.D.T & M.D.T	28	11	10
Dental Hygiene B.S.	129	23	21
Dentistry D.D.S.	1,198	187	98
Medicine-Duluth	1,487	87	60
Medicine-Twin Cities	3,669	298	170
Nursing B.S.N.	705	144	128
Doctor of Nursing Practice	141	88	77
Master of Nursing	305	67	62
Master of Occupational Therapy	471	88	48
Pharm.D.	674	122	107
Master of Public Health	1,014	521	174
Veterinary Medicine D.V.M.	948	193	100
Total	11,005	1,887	1,110

Table 3-20. Health professional degrees awarded, all campuses, 2012

Program	UMN School	Degree Awarded	Campus	Number Awarded
Dental Hygiene	School of Dentistry	B.S.	Twin Cities	23
		M.D.H.	Twin Cities	4
Dental Surgery		D.D.S.	Twin Cities	109
Dental Therapy		B.S.D.T., M.D.T.	Twin Cities	9
Medicine	Medical School	M.D.	Duluth, Twin Cities	217
Mortuary Science		B.S.	Twin Cities	33
Physical Therapy		D.P.T.	Twin Cities	45
Nursing	School of Nursing	B.S.N.	Rochester, Twin Cities	124
		M.N.	Twin Cities	66
		D.N.P.	Twin Cities	58
Pharmacy	College of Pharmacy	Pharm.D.	Duluth, Twin Cities	157
Public Health	School of Public Health	M.P.H.	Twin Cities	180
Healthcare Admin		M.H.A.	Twin Cities	74
Occupational Therapy	Center for Allied Health Programs	M.O.T.	Rochester, Twin Cities	39
Clinical Lab Sciences		B.S.	Rochester, Twin Cities	49
Veterinary Medicine	College of Veterinary Medicine	D.V.M.	Twin Cities	89
Total				**1,276**

Source: Academic Health Center, University of Minnesota

Figure 3-EE. Graduation rates for 2008 cohort
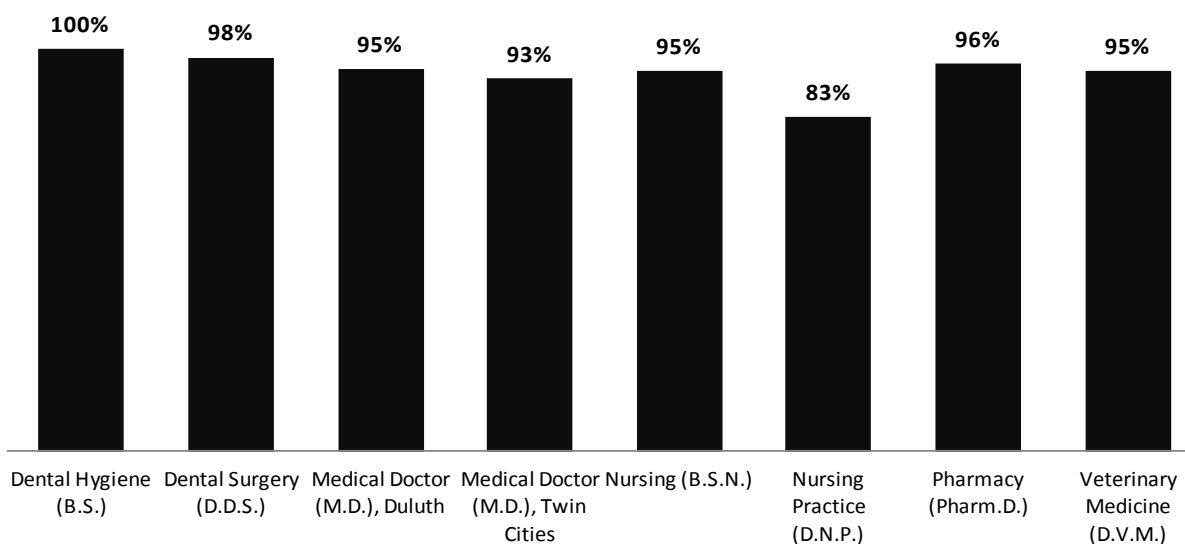
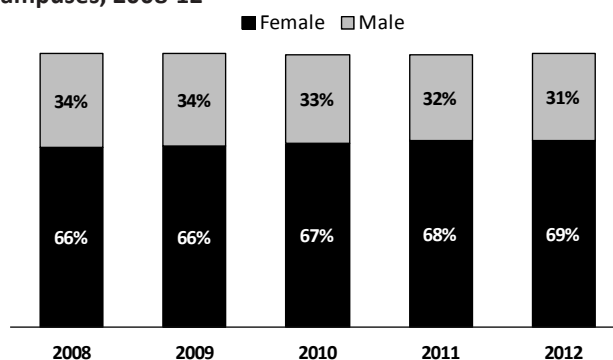Source: Academic Health Center, University of Minnesota

More than half of the 2012 graduates in selected health professions programs indicated they used loans to finance their education. A majority of all students at the health professional doctorate level supported their education with loans (Table 3-21).

The health profession schools and programs strive to foster learning environments where differences are valued and learners are trained to be culturally competent professionals prepared to meet the needs of populations served. This requires active recruitment and retention of students, faculty, and staff from underrepresented groups and from programs designed to increase diversity in the healthcare workforce. Racial, ethnic, and gender distributions (respectively) of health professions students over the past five years are illustrated in Table 3-22 and Figure 3-FF. The racial, ethnic, and gender statistics have remained constant during the five-year period.

In 2012, 169 (20.3 percent) of the 832 students enrolled in the Medical School self-identified as multicultural.

The Duluth campus of the Medical School is ranked second in the nation for enrolling and graduating Native American students. The 2012 BSN degree students within the School of Nursing comprised 378 students, 74 (18.6 percent) of whom self-identified as American Indian, Asian, Black, Hawaiian, Hispanic, or international. Of the 478 students enrolled in the School of Dentistry programs (dental, dental hygiene,

Figure 3-FF. Health professional students by gender, all campuses, 2008-12

Source: Academic Health Center, University of Minnesota

Table 3-21. Health professional student loans, all campuses, 2012

	Number of Graduates	% with Loans	Average Loans
Doctor of Dental Surgery (D.D.S.)	109	84.4	$208,005
Medical Doctor (M.D.)	217	90.8	$158,125
Doctor of Pharmacy (Pharm.D.)	157	94.3	$133,490
Master of Nursing (M.N.)	66	92.4	$48,506
Bachelor of Science in Dental Hygiene (B.S.)	23	91.3	$33,137
Doctor of Nursing Practice (D.N.P.)	58	58.6	$48,733
Bachelor of Science in Nursing (B.S.N.)	124	71.8	$34,239

Source: Academic Health Center, University of Minnesota

Table 3-22. Racial and ethnic diversity in health professional programs, all campuses, 2008-12

	2008	2009	2010	2011	2012
American Indian	1.5%	1.6%	1.8%	1.5%	1.5%
Asian/Pacific/Hawaiian	7.2%	7.0%	7.4%	7.2%	8.0%
Black/African American	4.1%	4.3%	4.1%	3.6%	3.3%
Chicano/Latino	2.0%	2.2%	2.2%	1.8%	1.6%
International	2.3%	2.1%	2.3%	2.5%	2.8%
White	76.9%	78.5%	76.4%	73.6%	72.0%
Unknown	6.0%	4.3%	5.8%	9.8%	10.8%

Source: Academic Health Center, University of Minnesota

and dental therapy), 96 (or 20.1 percent) self-identified as multicultural. In the College of Pharmacy, 100 (or 22.7 percent) of the 441 students self-identify as international, African American, American Indian, Asian, or Hispanic. In the Clinical Laboratory Sciences program, the student enrollment in 2012 comprised 46.4 percent black/African American, Asian, Latino and Hispanic, and Pacific Islander ethnicities.

The University offers a number of workforce pipeline programs to promote health careers in underrepresented groups and increase diversity in the health professions. The Health Careers Center (HCC) offers a variety of resources and events for high school students and undergraduates at the University. It also has a partnership with the Office of Undergraduate Admissions to host prospective students and their families twice weekly to learn about educational choices in the Academic Health Center. Services include high-quality, well-informed, in-person meetings with pre-health students and career changers. An estimated 7,000 to 10,000 pre-health students and their families meet with or attend an HCC event or course each year. The Health Careers Center hosted over 2,500 students in the high school visit program for 2012. In 2012, over 9,800 K-12 students participated in 42 Minnesota Area Health Education Center Network health careers exploration programs throughout Minnesota.

Minnesota's Future Doctors (MFD) is a multiple-year program designed to provide opportunities for Minnesota residents—those who are economically disadvantaged, members of a group underrepresented in medicine, or from a rural background—to prepare to apply to medical school. MFD students demonstrate high academic potential and are the first ones in their families to attend college. To date, the program has admitted a total of 324 scholars. Of those, 235 have decided to continue pursuit of a career in medicine. At this point, 77 of those scholars have been accepted into medical school and the remaining 158 plan to apply in the near future.

The School of Dentistry offers the Saturday Academy, which is designed to encourage science-based careers and an interest in dentistry among high school students from underserved communities. Now in its second year, participants are partnered with dental students and spend 20 Saturdays taking science and

math classes as well as participating in hands-on dentistry-related activities at the School of Dentistry. The Summer Dental School Experience offers disadvantaged undergraduate students science review classes, Dental Admission Test (DAT) preparation, hands-on experiences in dental simulation, and health disparities sessions that culminate in a poster presentation to students, faculty, and staff.

The University's health profession programs provide a critical infrastructure to healthcare in Minnesota as a pipeline for workforce development and biomedical research. The programs also generate significant economic impact.

- Workforce development: The University educates and trains nearly 70 percent of the health professionals in Minnesota in cooperation with a network of major affiliates, including Hennepin County Medical Center, the Minneapolis Veterans Affairs Health Care System, Regions Hospital, Children's Hospitals and Clinics, and a major partner, Fairview Health Services.

- Health impact: Health profession students are trained in over 1,500 healthcare delivery sites throughout Minnesota, with many sites in rural or underserved communities. Throughout the clinics and hospital sites, AHC health professionals see more than one million patients each year.

- Economic impact: Every $1 million in federal grant money that the AHC receives generates more than $2 million in new business activity in Minnesota.

- Research impact: The AHC faculty oversee more than $400 million in research grants each year, accounting for half of the University's entire research portfolio.

The Academic Health Center is nationally recognized for developing new models of interprofessional practice and education that will have profound health benefits. In September 2012, the U.S. Department of Health and Human Services Secretary Kathleen Sebelius announced that the University of Minnesota was designated the nation's sole coordinating center for interprofessional education and collaborative practice after a peer-reviewed competitive process. Now named the National Center for Interprofessional Practice and Education, this $12M public-private partnership between the Health Resources and

Services Administration and four private foundations leads, coordinates, and studies the advancement of collaborative, team-based health professions education and patient care as an efficient model for improving quality, outcomes, and cost. It is the sole center to provide leadership, scholarship, evidence, coordination, and national visibility to advance interprofessional education and practice as a viable and efficient health care delivery model. By aligning the needs and interests of education with health care practice, the National Center aims to create a new shared responsibility for better care, added value, and healthier communities.

The National Center's efforts are grounded in nine interdependent goals intended to enhance interprofessional education and collaborative practice, as outlined by Health Resources and Services Administration (HRSA):

1) Provide unbiased, expert guidance to the health care community on issues related to Interprofessional Education and Collaborative Practice (IPECP);

2) Provide supporting evidence to build the case for IPECP as an effective care delivery model to engage patients, families, and communities in their own healthcare;

3) Identify exemplary IPECP environments to serve as training sites where IPECP competencies can be modeled, learned, and practiced;

4) Prepare academic and practice faculty and preceptors to teach interprofessional competence through curriculum development and ongoing quality improvement activities;

5) Collect, analyze, and disseminate data metrics to assess the effectiveness of IPECP models;

6) Coordinate IPECP scholarly, evaluation, and dissemination efforts to share innovative, evidence-based, best-practice IPECP models;

7) Evaluate the impact of team-based care on patient, family, and community health and healthcare outcomes;

8) Develop new, and support and/or enhance existing, team-based IPECP programs across the US; and

9) Convene and engage IPECP thought leaders, educators, practitioners, and policy-makers to build consensus and bring national attention to IPECP agenda.

Center initiatives at the national, state, and local levels are underway. Numerous national and state organizations have approached National Center leadership for engagement and presentations including: Josiah Macy Jr. Foundation, Robert Wood Johnson Foundation, Gordon and Betty Moore Foundation, John A Hartford Foundation, Office of Senator Al Franken, Office of Congressman Collin Peterson, Office of Congressman Keith Ellison, Office of Congresswoman Betty McCollum, U.S. Department of Veterans Affairs, American Medical Association, IBM Corporation, and the Institute for Health Care Improvement. The center's director and deputy director were invited to the White House Health Policy Meeting in fall 2012.

The work of the National Center will further advance the existing work in interprofessional education and practice occurring throughout the health professions programs at the University. The work of the National Center is grounded in the Minnesota 2008 health care reform legislation and the relationship with the Academic Health Center programs. The rapidly changing delivery environment in Minnesota and the nation challenges health professions education to match pace.

An emerging effort in Minnesota, "The Minnesota Nexus," is the learning laboratory for National Center concepts and ideas. It is the interface created between key stakeholders and the University of Minnesota to better align the transformational changes in care delivery with the challenges of educating and training the next generation of health professionals. The state's health systems leaders, policymakers, and educators perceive a gap between what health care education provides and the needs of patients, families, and communities. To address this gap, in September 2012 representatives from the University, Minnesota health systems, and other key stakeholders gathered to identify issues and priorities and develop action plans for educating and training health professionals to practice collaboratively. The idea for The Minnesota Nexus emerged from that meeting and will serve to lead the nation as a living laboratory for the National Center for Interprofessional Practice and Education.

With rapid changes in the healthcare landscape the health professions programs strive to create learning

environments and experiences to best prepare students for practice in integrated delivery systems. In early 2013 the School of Nursing opened the Bentson Healthy Communities Innovation Center. This 11,000-square-foot center comprises a suite of rooms that simulate nursing care environments across the continuum of healthcare including:

- A home with a kitchen and a family room equipped with large digital screen for practicing health care from a distance, using the center's telehealth technology;

- A room in an extended care facility that features a ceiling-mounted patient lift and state-of-the-art beds with built-in scales;

- A large ward room, where pre-licensure students use mannequins to learn basic nursing interventions like taking vital signs and performing IV therapy;

- An ICU simulation room, where students can practice managing a critically ill patient; and

- Three fully equipped clinic rooms.

Designed with guidance from an interdisciplinary group of healthcare and design professionals, the simulation center features 38 remotely controlled video cameras, interactive video conferencing capability, and a medication-dispensing technology room. The center will provide students with unprecedented opportunities to engage in complex simulated health scenarios in interprofessional teams, use sophisticated telehealth technology, and learn emerging health records technology. Students work with sophisticated, remotely-controlled mannequins that simulate patient conditions and responses to nursing interventions and treatments; these interactions can be recorded for later review and can help identify areas for improvement.

The School of Nursing enrolls nearly 900 undergraduate and graduate students each year and prepares 55 percent of the state's advanced practice nurses.

The Bentson Center's name honors the Bentson Foundation's lead gift of $3.7 million toward the $7.8 million project.

Legal Education

The University of Minnesota Law School offers an outstanding comprehensive legal education that integrates legal theory, doctrine, and practice, and prepares students to be skilled, motivated, visionary, and ethical leaders in the legal profession. As the legal economy continues to shift, the Law School is transforming its curriculum to prepare students for leadership roles in the public and private sectors.

Recruit Highly Prepared Students from Diverse Populations

In recent years, the Law School recruited an increasingly qualified, talented, and diverse student body. Last year's entering class of roughly 205 J.D. (juris doctor) candidates came with the strongest academic credentials of any class in Law School history. The class of 2015 had a median LSAT at the 95th percentile nationally and a median GPA of 3.8. The class was also among the most diverse in Law School history. Twenty-five percent of the students are students of color, and another 10 percent come from other countries. The Law School also doubled its L.L.M. class from 25 to 50 students, bringing talented lawyers from around the world to Minnesota for a one-year master's program designed to introduce them to U.S. legal education and the U.S. legal system.

To achieve this level of success in student recruitment, the Law School pursued multiple strategies. In general, students are more inclined to apply to highly ranked schools; despite the highly competitive environment and the decline in state funding, the Law School has managed to improve its ranking in U.S. News and World Report to 19th. In addition, the Law School has expanded its efforts to recruit promising students through a combination of scholarships, fee waivers, travel by admissions officers, alumni calls to admitted students, development of web and print promotional materials, and the like. But increased scholarship support is the most vital element in recruitment efforts.

3.1: Twin Cities Campus
Extraordinary Education

Figure 3-GG. Number of Law School students receiving scholarships and the total amount of scholarships, 2008-12

Source: University of Minnesota Law School
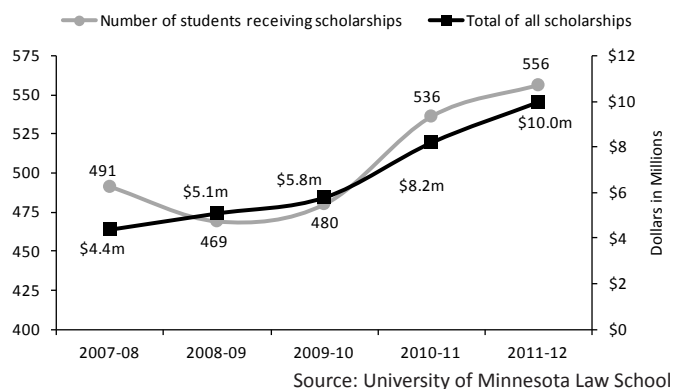
Students look closely at the net cost of attendance when making decisions about where to attend law school. In recent years, the Law School doubled its spending on student scholarships. Figure 3-GG reflects all student scholarship awards.

The Law School has taken a number of steps to improve diversity; in addition to sharply increased scholarship awards, the Law School has focused recruitment efforts on schools with substantial minority student populations, and connected prospective students with student ambassadors and diverse alumni. Two years ago, the Law School launched the Minnesota Law Early Admissions Program (MLEAP). Under this program, undergraduate students at any of the five University campuses may apply to the Law School without taking the LSAT. The program has helped recruit talented and diverse University of Minnesota undergraduates. In addition, the Law School sponsors the Minnesota Pre-Law Scholars (MPLS) Program, a comprehensive law school preparation program that is targeted to underrepresented undergraduate Minnesota residents. This summer program provides an LSAT preparation course, mentoring, discussions of law school topics, guest speakers, and assistance with law school applications, essays, and questions.

Applications to the Law School have declined roughly 20 percent in the last two years (though applications were up sharply in the two years before that). Nationally, applications are down close to 25 percent over the past two years. Nonetheless, the University is on track to recruit another highly talented class for the next year.

Challenge, Educate and Graduate Students

The Law School offers one of the most rigorous, challenging, and comprehensive legal education programs in the country. Almost all juris doctor candidates graduate in three years. The Law School has already initiated major changes to its curriculum, particularly in the formative first year. These innovations place the Law School at the forefront of a small group of law schools leading the transformation of legal education nationally and internationally. These changes are designed to integrate doctrine, theory, professional values, and lawyering skills throughout the curriculum, and to educate students in a progressive arc about the full range of lawyering concepts and skills. In the first year, students learn core legal skills and key principles of professionalism; in the second and third years, students build on the first-year foundation, explore areas of particular interest, and develop enhanced practical skills. Across the three years, students experience increasing opportunities for skills development in simulated and live-client settings, beginning with basic lawyering skills and legal doctrine and proceeding through advanced theory and highly complex problem-solving strategies. Drawing on the exceptional interdisciplinary capacity of the faculty, students are also exposed to models of multidisciplinary learning and community-oriented, teamwork-based problem solving.

Recently launched initiatives to advance these goals include:

- First-year electives in international law, corporate law, and perspectives on the law, bringing internationalism, business skills, and critical thinking into the formative first year;

- New first-year module on statutory interpretation as part of the emphasis on practical skills;

- Introduction of Law in Practice as a required first-year course integrating doctrine and skills;

- Capstone courses with a multidisciplinary focus to help train students to be problem-solving, innovative lawyers with the skills to work in multiple legal and professional contexts; and

- Leadership foundations program, designed to expose students to basic business concepts and core leadership skills.

Ensure Affordable Access for Students of All Backgrounds

The Law School has sharply increased scholarship support for its students. Roughly 91 percent of last year's entering class received scholarships, with the average scholarship amounting to $23,626. In April 2011, the Law School launched the public phase of its Generations campaign, with a total goal of $70 million. The single largest campaign sub-goal is to raise $30 million in new scholarships and other student support.

Nonetheless, access and affordability remain important concerns. The average law student who graduates with debt owes about $90,000 for law school alone (the national average is even higher). The Law School will continue to make fundraising for student scholarships one of its highest priorities. In addition, the Law School will continue its efforts to contain costs and will seek to keep tuition increases to the lowest level feasible without sacrificing the quality of the education provided or imperiling the Law School's ability to compete for the best faculty and students.

Develop Lifelong Learners, Leaders, and Global Citizens

The Law School has always sought to graduate multi-dimensional, lifelong learners. Its curriculum is designed to equip students in unique ways to be the next generation of legal and community leaders. In a variety of ways, the Law School prepares students and graduates for fulfilling and rewarding careers.

Throughout its history, Law School graduates have played important leadership roles at the bench and bar, in the business community, in academia, and in the nonprofit world. Its building is named after Vice President Walter Mondale, law class of 1956, who exemplifies the qualities of leadership and public service that a Law School education helps to instill.

TWIN CITIES AND SYSTEM CAMPUSES: BREAKTHROUGH RESEARCH

Figure 3-HH. Breakthrough research
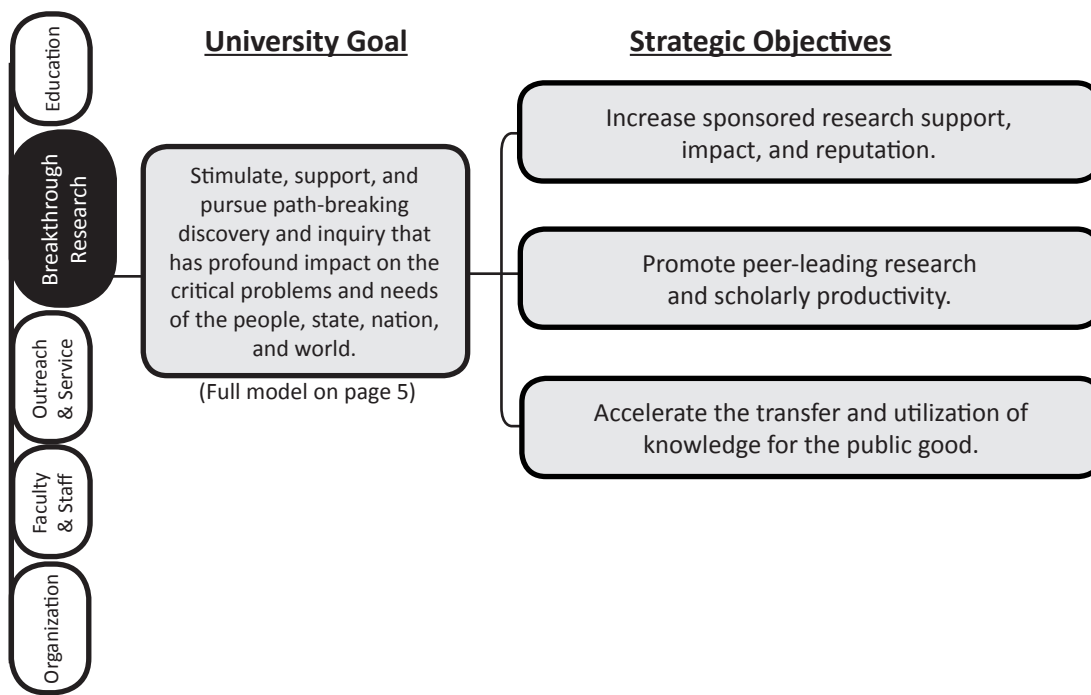
Despite an uncertain funding environment characterized by the expiration of American Recovery and Reinvestment Act (ARRA) funding, increased competition, and looming effects of sequestration cuts, the University maintained its competitive standing among peer institutions on a wide range of performance measures. For example, faculty and staff competed successfully for $749 million in sponsored research awards in 2011-12. This marks a decrease from the previous year's total of $769 million; however, this is primarily because of expired ARRA funding. If ARRA funds are excluded from the 2010-11 total, awards in 2012 actually increase slightly. The University's achievement of these results while reductions were made in many federal funding sources is a testament to its extraordinarily talented faculty and staff in a broad range of disciplines across all five campuses (Figure 3-HH).

Continued success in securing funding will require vigilance and dedication to transforming the University's research enterprise. Initiatives such as MnDRIVE represent the promise of new partnerships with the state to produce key research outcomes—thereby positioning the state as a leader in key industries and improving the quality of life for all Minnesotans.

Strategy: Increase Sponsored Research Support, Impact, and Reputation

Risk Recalibration

Established in January 2011, the risk recalibration initiative has led to more informed decision making, with a focus on enhancing innovation, creativity, productivity, and overall performance. The initiative has also provided relief from some of the financial, personnel, and systems costs associated with the University's regulated culture. To date, the University has:

- Incorporated the program into each unit's annual work plan, with quantification of impact where possible.

- Completed 45 projects through June 2012 in areas such as reduced administrative burden and frequency of laboratory inspections, less burdensome reporting cycles, and pre-paid license options for industry research. (See page 60 for details about this innovative new approach called "Minnesota Innovation Partnerships," or MN-IP.)

Research Infrastructure Investment-Recurring Funds Secured

In recognition of the critical need to plan for research infrastructure needs and to identify a reliable funding source, President Kaler charged University leaders with establishing and funding a comprehensive research infrastructure plan. An investment pool totaling $3 million was established, which will fund research services or equipment and specialized support staff. Researchers from all campuses are eligible for awards ranging from $50,000 to $1 million, with colleges providing matching funds.

Grant Match and Grant-In-Aid

Some external funders require an institution to match funds to a specific grant activity. As grant processes become more competitive and federal funds diminish, the demand for such institutional matching funds continues to increase, resulting in higher levels of required institutional investment. The University works in partnership with colleges throughout the grant proposal process to coordinate the University's total commitment in matching funds, which averages about $2 million annually.

Additionally, the Grant-In-Aid program provided $2.8 million of funding to 101 University recipients in fiscal year 2012. In most cases, these internal research grants are not the sole source of support for research activities—rather, they act as seed money for developing projects to the point of attracting more complete, external funding.

Interdisciplinary Proposal Preparation Support Program

This new program provides funding to supplement administrative resources needed to prepare interdisciplinary proposals involving more than one principal investigator from differing colleges or differing disciplines within a college. This may take the form of temporary staff or student employees back-filling routine clerical services so as to free time for regular staff to prepare the proposal. The program provides a minimum of $2,500 in matching funds in support of each proposal preparation effort.

Strategy: Promote Peer Leading Research and Scholarly Productivity

MNDRIVE

An ambitious $36-million initiative included in the University's 2014-2015 biennial budget request to the state, MnDRIVE (Minnesota Discovery, Research and InnoVation Economy) seeks to establish a new, ongoing partnership with the state. The aim is to advance Minnesota's economy, position the state as a leader in key industries, and improve quality of life for all Minnesotans. MNDRIVE focuses on four strategic areas over the biennium:

- Advancing industry, conserving the environment
- Supporting robotics, sensors, and advanced manufacturing
- Securing the global food supply
- Advancing the treatment of brain conditions

Biomedical Discovery District

Opened in 2013, the Cancer and Cardiovascular Research Building is the latest addition to the Biomedical Discovery District.

The University's Biomedical Discovery District is a complex of the most advanced research buildings found anywhere in the country. Within the five buildings that form the district, researchers pursue discoveries that will change the face of health care now and throughout the future.

In partnership with the state, the University developed the Biomedical Discovery district to allow researchers from across the University to work side by side, unlocking new cures and therapies for our most challenging health conditions. The district is also key to Minnesota's continued leadership in the biosciences. Most importantly, it's our belief that when disciplines meet, discoveries happen. The Biomedical Discovery District is the place where ideas are born, developed, and pushed forward.

Clinical Trials and Clinical and Translational Science Award

Upon receiving a $50 million Clinical and Translational Science Award in June 2011, the University joined a national consortium of 60

institutions committed to improving human health by streamlining science, transforming training environments, and improving the conduct, quality, and dissemination of clinical and translational research. Strategic goals of the consortium are:

- Build national clinical and translational research capability;
- provide training and improve the career development of clinical and translational scientists;
- enhance consortium-wide collaborations;
- improve the health of communities and the nation; and
- Advance translational research.

Since then, the University has been working to expand its capacity to translate scientific breakthroughs into improved health. Key steps taken in 2012 include:

- Initiated new resources and consultative services for research teams, including the Clinical Research Ethics Consultation Service, Informatics Consulting Service, and consultation for bench-to-bedside translation.
- Added expert staff members to guide, serve, and collaborate with research teams, including an Institutional Review Board Specialist, Research Navigator, and Project Manager for early stage translational research.
- Deployed enterprise-wide research tools, including REDCap for data management, UMN Profiles for research networking, and the Clinical Translational Research Portal to manage the business side of clinical research.
- Created a fully automated platform of systems, applications, databases, and analytical tools to support the operations of research and clinical care for all of health sciences.
- Launched five new education and career development programs for faculty members, health sciences students, and undergraduate students.
- Strengthened partnerships through community-led councils that help guide the research agenda; formed collaborative community and University research teams; and funded community-engaged research in health disparities and health equity, rural health, child health, and systems for health improvement.

- Worked with the Center for Health Equity to create an informed, empowered, and activated community that collaborates with researchers and practitioners to improve the health of their populations.
- Brought together Minnesota healthcare providers, insurers, and employers to collaborate on improving the care experience, improving the health of populations, and reducing per capita costs of health care.
- Released five pilot funding opportunities designed to kick start researchers' innovative ideas to improve health.

Minnesota Futures Program

Modeled after the highly successful National Academies "Keck Futures Initiative," this program offers up to $250,000 for interdisciplinary groups to develop new ideas into externally competitive projects. The 2013 recipients both focus on new cancer treatments.

Strategy: Accelerate the Transfer and Utilization of Knowledge for the Public Good

Technology Commercialization: Minnesota Innovation Partnerships

The University's new method for handling intellectual property arising from research projects funded by business and industry partners is called "Minnesota Innovation Partnerships," or MN-IP. This approach—the first of its kind in the nation—eliminates the need for protracted negotiations over rights to intellectual property that may result from industry-funded research. With MN-IP, a company sponsoring research at the university can pre-pay a fee and receive an exclusive worldwide license with royalties taking effect only in cases of significant commercial success. MN-IP offers the added advantage of removing the uncertainty and financial concerns that surround industry-funded research projects. MN-IP is expected to make the University of Minnesota a research destination of choice for major corporate partners looking to sponsor research at a world-class research university. Since MN-IP's launch in December 2011, more than 40 companies have signed master research agreements through the program.

Research in the Public Interest

The University's public engagement agenda engages faculty and other investigators from all collegiate units in conducting research in the public interest. From among the 50 academic units and research institutes that provided data on their community engagement activities, 66 percent report that they conduct research in the public interest. The units that support community-engaged research initiatives work with faculty, departments, and colleges to leverage funding, provide technical assistance, and develop quality partnerships with community-based constituents. A sample of units that facilitated research in the public interest follows.

- **Center for Animal Health and Food Safety:** The center secured funds from the USDA to establish the Food Policy Research Center. The new center will perform integrated analyses of food and nutrition policies in the areas of consumers, food, and nutrition. The center will bring together researchers from the College of Veterinary Medicine, College of Food, Agricultural, and Natural Resource Sciences, School of Public Health, Humphrey School of Public Affairs, and Extension.

- **Center for Rural Design:** Working on the Southeast Foodshed Planning Initiative, the Center for Rural Design connects communities of Southeast Minnesota with cutting-edge University research to enhance the local food system. The Center for Rural Design is collaborating with the Foodshed Analysis Team to craft a Geographical Information Systems foodshed analysis to better understand where and what edible food is produced, what the average diet consists of, and how and where local food production can be increased.

- **Center for Transportation Studies and Center for Integrative Leadership:** In collaboration, these two University of Minnesota centers have conducted interactive focus groups over the past year to identify and develop research needs statements and knowledge-building priorities for the Minnesota Local Road Research Board (LRRB). By the end of June 2013, over 75 county and city engineers and staff, representing rural and urban areas, and 25 University of Minnesota researchers participated in the focus group. The LRRB utilizes research need statements (developed annually) to address short-term research needs, and knowledge-building priorities (developed on a five-year cycle) to address long-term, complex transportation issues. Both research need statements and knowledge-building priorities are included in the LRRB annual request for research proposals that result in approximately $500,000 in annual transportation research funding for the University of Minnesota.

- **Center for Urban and Regional Affairs (CURA):** In 2012, CURA helped connect 46 faculty and 326 students from 48 University of Minnesota departments and programs with 153 non-profit and governmental units across the state through 46 research and 81 technical assistance projects.

- **Clinical and Translational Science Institute's (CTSI) Office of Community Engagement for Health:** In 2012, the CTSI Office of Community Engagement for Health developed and conducted a six-session Community Research Institute, training 28 staff from eleven community organizations on components of basic research. The group also provided three training sessions and multiple consultations to University faculty and community members on community-based participatory research; awarded a total of $400,000 to twelve community health collaborative pilot projects led by the University-Community Partnerships; pilot-tested a community training workshop, certifying 33 community members on research ethics; and convened four statewide meetings of 800 University and community leaders to advance the agenda of improved health for all Minnesotans.

- **Healthy Youth Development Prevention Research Center:** A group of parents, young people, youth-serving professionals and community-engaged scholars focused on Latino communities are working in close partnership to co-create ¡ENCUENTRO! This is a program designed to build Latino/a adolescents' life skills and their connection with caring adults while supporting them in adopting behaviors that promote positive health outcomes. The research project is in its fourth year of community-partnered research focused on the promotion of healthy youth development.

- **Institute on the Environment (IonE):** The institute pursues research-based solutions to global challenges in five key areas: energy; food and land use;

freshwater; population and development; and whole systems. Through over 50 exploratory research projects, IonE has brought together experts in more than 20 disciplines to leverage more than $69 million in external support for environmental research for the University.

- **Minnesota Center for Reading Research:** In 2012, the Minnesota Center for Reading Research expanded its partnerships by adding 17 public and charter K-12 schools and educational organizations in five counties across eleven cities in Minnesota and Wisconsin. This included onsite bi-directional relationships with six partner schools in Minneapolis serving approximately 3,000 students.

- **Urban Research and Outreach-Engagement Center (UROC):** UROC has committed research expertise to the Northside Achievement Zone's $28 million Promise Neighborhood Project. Fourteen student researchers serve as survey takers, working with over 400 households to track longitudinal

data to assess the project. The goal is to ensure every child within an 18-by-13-square-block area on Minneapolis's near north side finishes school college-ready.

- **Water Resources Center (WRC):** The WRC hosted a Watershed Research Symposium in February 2013 to construct a water resources five-year research agenda in Minnesota. Researchers, state decision makers, practitioners, and citizen representatives met to discuss the current state of research in managing Minnesota's water resources and to identify information gaps that require additional research.

Faculty Entrepreneurial Leave Program

Successful startup companies have a knowledgeable entrepreneur at the helm and top-notch experts to bring an innovation to fruition. University of Minnesota startups are no different, and entrepreneurs often report the involvement of inventors as being instrumental to the company's success.

Table 3-23. Top 15 institutions reporting largest research and development expenditures, 2010-11

		2010		2011		Percent Change 2010-11
		Total*	Public Rank	Total*	Public Rank	
1	Johns Hopkins U.	$2,004		$2,145		+7%
2	U. of Michigan – Ann Arbor	$1,184	1	$1,279	1	+8%
3	U. of Washington – Seattle	$1,023	3	$1,149	2	+12%
4	U. of Wisconsin – Madison	$1,029	2	$1,112	3	+8%
5	Duke U.	$983		$1,022		+4%
6	U. of California – San Diego	$943	4	$1,009	4	+7%
7	U. of California – San Francisco	$935	6	$995	5	+6%
8	U. of California – Los Angeles	$937	5	$982	6	+5%
9	Stanford U.	$839		$908		+8%
10	U. of Pittsburgh	$822	7	$899	7	+9%
11	U. of Pennsylvania	$836		$886		+6%
12	Columbia U.	$807		$879		+9%
13	**U. of Minnesota – Twin Cities**	**$786**	**8**	**$847**	**8**	**+8%**
14	Ohio State U. – Columbus	$755	10	$832	9	+10%
15	Penn. State U. – University Park	$770	9	$795	10	+3%

Source: National Science Foundation, 2012

*Dollars in millions

The new Faculty Entrepreneurial Leave Program grants temporary leave for faculty inventors who want to help an external organization commercialize a product or service that uses University intellectual property, knowledge, know-how, or information. Eligible faculty could also be engaged in activities that demonstrate substantial institutional benefit, or in innovative and collaborative projects that further the public good.

Results: Breakthrough Research

University Research Performance Summary

Research expenditures topped $847 million, up eight percent from the high-water mark of $786 million set the previous year. Table 3-23 presents the research expenditure data for the top 15 research institutions for 2011 and shows that the University retained its eighth-place ranking among public research universities. It is important to note the data represent only the research expenditures for the Twin Cities campus because of a change in the National Science Foundation's survey methodology. Now, each system campus is tracked individually instead of in aggregate. Had all campuses been included, the system total would have reached $872 million.

Technology Commercialization

The University continued its strong performance and productivity in 2012. With two exceptions, all metrics show improvement over the previous year (Table 3-24). A record twelve startup companies were launched, topping the previous record set last year when nine

startups were launched. There was an unanticipated jump in revenue collected from Ziagen, the anti-HIV agent used in AIDS treatments around the world. Even though patents on the drug in various markets continue to expire, worldwide sales were unexpectedly strong. Nevertheless, the royalty stream will be exhausted in the very near future.

Going forward, the invention disclosures metric will be an area of increased focus, as it is one of the five accountability measures that the University will track to receive five percent of its biennial appropriation from the state.

At the invitation of the U.S. Department of Commerce, President Kaler spoke on the topic of "University Technology Transfer and Industry Collaboration" during a gathering of university presidents in early October 2012. His talk was part of a larger, two-part forum held at the Department of Commerce and the White House. Subsequent correspondence from a Commerce official stated:

"…the breadth of programming and initiatives at Minnesota was surprising and encouraging to many in the audience, particularly given that you were able to make these changes in a manageable period of time. Minnesota is a leader in the field of innovation and entrepreneurship and we are therefore very happy that you were able to share your university's programs and experiences."

Table 3-24. University of Minnesota Technology Commercialization, 2007-12

	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Disclosures	193	217	244	255	250	321
New U.S. Patent Filings	51	52	65	66	78	115
New Licenses	77	63	44	67	76	71
Startups	4	2	3	8	9	12
Current Revenue Generating Agreements	n/a	281	306	399	457	426
Gross Revenues*	$65.2	$86.9	$95.2	$83.8	$10.1	$45.7
Non-Glaxo Revenues*	$8.5	$7.9	$8.7	$8.6	$10.1	$10.7
Outgoing Material Transfer Agreements	n/a	67	106	171	271	313

Source: Office of Vice President for Research, University of Minnesota
*Dollars in millions

TWIN CITIES AND SYSTEM CAMPUSES: DYNAMIC OUTREACH AND SERVICE

Figure 3-II. Dynamic outreach and service

Community-engaged research and teaching initiatives enhance the University's capacity to produce research of significance and improve educational experiences of students. They also position the University to address society's most complex challenges. Accomplishing these goals requires a coordinated effort that moves beyond individual, discrete community projects. These efforts engage faculty and students from all collegiate units in connecting the University's research and teaching initiatives to important societal issues (Figure 3-II)

Strategy: Be a Knowledge, Information, and Human Capital Resource for Bettering the State, Nation, and World

Institutionalizing Public Engagement

The University's public engagement agenda focuses on deepening the use of community-engaged and community-partnered work with activities to further the research and teaching goals of academic units, and to address critical and important societal issues. To further this work, the University implemented a

set of initiatives designed to enhance the institution's capacity to deepen community engagement efforts across colleges and academic departments:

- The University of Minnesota hosted the **Engagement Academy** for University Leaders in fall 2012. Traditionally housed at Virginia Tech, this was the first time the program was hosted by a partner institution. The MN Engagement Academy brought together 50 University engagement leaders and 50 engagement leaders from other states across the country. The Academy provided an opportunity for strategic planning and professional development among lead professionals and practitioners (e.g., faculty, research directors, etc.) who facilitate their university's public engagement work.

- The first **President's Community-Engaged Scholar Award** was presented to a professor in the College of Design. This newly established award recognizes one faculty or staff member annually for exemplary engaged scholarship in that person's related field of inquiry. The recipient of the award demonstrates a longstanding academic career that embodies the University's definition of public engagement.

- The **Engaged Department Grant Program** supports development of public engagement within a department's research and teaching activities. Since the program's inception in 2008, 42 departments have applied and 20 grants (ranging between $7,500 and $10,000 each) have been awarded. Pre-post assessments reveal robust progress among participating departments in their efforts to make public engagement a more integral feature of their research and teaching programs.

- **New faculty and staff orientation programs** provide resources, opportunities, and contact information to support community engagement efforts. New students engage in a half-day service project in the community as part of **Welcome Week**, during which they reflect on how to connect their academic and engagement interests. Each year, these orientation programs reach approximately 50 new faculty, more than 200 new employees, and nearly 5,000 incoming students.

- The **Public Engagement Council** addressed 15 policy issues including: liability policies for community-engaged practices; academic standards for community-based learning; faculty rewards for engaged scholarship; metrics for assessing community engagement outcomes; intellectual property issues in community-partnered work; graduate student community engagement opportunities; and implementation of a Twin Cities campus course designator for community-based learning experiences.

- The **Public Engagement Metrics Committee (PEMC)** produced a Phase I Metrics Framework for public engagement, which identifies goals and potential data sources to address each of the five University-wide strategic priorities. This preliminary framework will guide data collection for 60+ units and will allow for aggregation of some data across units and centers, providing a more complete picture of the impact public engagement activities have on students, faculty, the University, and external communities.

- This year, University **research centers and programs** provided 228 grants to support research collaborations among faculty, students and community organizations statewide. Projects focused on topics including educational achievement of young people and the creation of sustainable food systems. In an effort to enhance the University's community-campus funding opportunities, Healthy Foods, Healthy Lives Institute and the Center for Urban and Regional Affairs partnered to build a network of the University's community-focused grant programs to share best practices and better coordinate efforts for a greater collective impact.

Results: National Status as an Engaged University

The University of Minnesota is among a handful of leading research universities that have a comprehensive plan for building a fully engaged university. Although a number of publications have begun ranking college and university contributions to the public good, there is much skepticism about how such rankings can fully and accurately assess contributions to the public good. Nonetheless, the rankings offer a glimpse into how external entities perceive the societal contributions of universities, and they allow universities to compare these perceived contributions.

The most widely cited of these rankings is the *Washington Monthly*. Although the reputation of the University has improved since the inception of the rankings, the University ranks third to last among its comparison group (see Table 3-25) and currently ranks 28 of 281 universities included in the assessment. Several other indicators are shown in Table 3-26:

- The University was one of one six research universities to receive the Community Engagement designation in 2006, and was singled out as an exemplar and a model for other applicants.

- In 2007, the University was one of 25 founding members of The Research Universities Network for Civic Engagement, a national consortium of leading research universities focused on advancing the public engagement agenda in higher education.

- In 2008, the University was invited to join the Talloires Network, an international consortium of 220 colleges and universities devoted to advancing social responsibility in higher education through research and teaching initiatives.

- Among comparison group institutions, the University ranks 8th (71st overall) in the number of students who go on to serve in the Peace Corps and 2nd (22nd overall) in the percentage of work-study

Table 3-25. *Washington Monthly* Social Good national university rankings sorted by 2012 rankings, Twin Cities campus and comparison group institutions, 2007-12*

	2007	2009	2010	2011	2012
U. of California – Berkeley	3	1	2	3	5
U. of California – Los Angeles	2	3	3	2	6
U. of Washington – Seattle	14	14	16	23	8
U. of Michigan – Ann Arbor	6	18	7	10	13
U. of Wisconsin – Madison	18	30	23	29	18
U. of Florida – Gainesville	26	45	42	28	21
U. of Illinois – Urbana-Champaign	11	24	64	38	22
U. of Texas – Austin	19	9	5	19	23
U. of Minnesota – Twin Cities	**51**	**50**	**43**	**45**	**28**
Ohio State U. – Columbus	12	20	46	42	37
Penn. State U. – University Park	5	7	35	47	98

*Rankings for 2008 are not available
Source: *Washington Monthly* Annual Survey

Table 3-26. Public Engagement Measures, Twin Cities Campus and comparison group institutions, 2012

		Received Community Engagement Classification	Member of TRUCEN	United States Peace Corp Rank	Percent of Community Service Work-Study	Community Service Hours Rank
1	Ohio State U. – Columbus	2008	Yes	82	23%	83
2	Penn. State U. – University Park	2008	No	83	24%	150
3	U. of California – Berkeley	Yet to apply	Yes	34	18%	125
4	U. of California – Los Angeles	2006	Yes	25	20%	11
5	U. of Florida – Gainesville	Yet to apply	No	38	9%	150
6	U. of Illinois – Urbana-Champaign	2008	No	65	24%	150
7	U. of Michigan – Ann Arbor	2008	Yes	29	11%	43
8	**U. of Minnesota – Twin Cities**	**2006**	**Yes**	**71**	**34%**	**61**
9	U. of Texas – Austin	Yet to apply	Yes	73	39%	150
10	U. of Washington – Seattle	Yet to apply	Yes	23	18%	150
11	U. of Wisconsin – Madison	2008	Yes	30	17%	97

Source: *Washington Monthly* Annual Survey; The Research University Civic Engagement Network

positions (34 percent) that are community service-oriented. Additionally, the University ranks 3rd (61st overall) in the hours of service contributed to communities.

In 2010, the University worked with researchers at University of California-Berkeley to develop civic

and community engagement components of the Student Experience in the Research University survey, which was administered to University of Minnesota undergraduates in 2010, 2012, and 2013. Survey results from 2012 are available online (engagement.umn.edu).

The University remains an active member of national and international peer networks devoted to strengthening the role of public engagement in higher education. Examples include: Campus Compact; Imagining America; APLU Council on Engagement and Outreach; Committee on Institutional Cooperation Engagement Council; Communities-Campuses Partnerships for Health; National Engagement Academy; International Association for Research on Service-Learning and Community Engagement; Coalition for Urban and Metropolitan Universities; the National Review Board for the Scholarship of Engagement; Engagement Scholarship Consortium; and the Tailoires Network.

Strategy: Build Community Partnerships that Enhance the Value and Impact of Research and Teaching

Colleges and academic departments across the system rely on centers, units, and programs to bring community engagement into their research and teaching programs. Examples of community engagement activities these units facilitated include:

- **Center for Advanced Studies in Child Welfare**: The Child Welfare Video Wall provides an interactive webpage in which users were able to contribute to a national dialogue on issues related to child welfare by recording short, 60-90 second video responses to one of the questions posed.

- **College of Education and Human Development (CEHD) International Initiatives**: The College matched 16 international students and seven alumni families for "international ambassadors" dinners in 2012. The dinners were designed to create international understanding, support international students, and engage local alumni. In addition, CEHD's International Initiatives placed 78 teachers and pre-service teachers in local schools for cultural and observational practicum experiences.

- **Center for Learning Innovation**: The Rochester campus graduated its first class of Bachelor of Science in Health Sciences students in May 2012. The students, many of who partnered with local community organizations, applied their classroom knowledge to real world issues to complete their required capstone experience.

- **Consortium on Law and Values in Health, Environment, and the Life Sciences**: This year's public lecture on adolescent brain development and law attracted over 225 people from the University, local law schools, adolescent mental health practitioners, law enforcement professionals, and Minnesota senators, representatives, and judges involved in juvenile justice.

- **Food Policy Research Center (FPRC)**: The FPRC conducted innovative public policy research on food and nutrition, helping to prepare briefing reports for the University and Minnesota on topics such as safety assessment of genetically engineered foods, changing agricultural landscape, and supplemental nutrition assistance programs.

- **Human Rights Center**: In 2012, the Human Rights Center supported 34 fellows who engaged in exciting and meaningful service and advocacy projects in Minnesota, the United States, and around the world. The fellows dedicated their skills and expertise to critical areas such as healthcare access, children's rights, civic engagement, employment discrimination, environmental justice, immigration, juvenile justice, LGBT rights, right to food, and women's human rights.

- **Institute on the Environment**: 140 high school students, college students, and young adults from around the state gathered in February 2013 on the University's St. Paul campus to share their vision for the future of Minnesota's environment at the Next Generation Environmental Congress. The Environmental Quality Board asked student representatives from Next Generation to present their vision at the Minnesota Environmental Congress in March.

- **Learning Abroad Center**: The center provided innovative international learning experiences that expanded and redefined the world for a diverse population of students, faculty, and staff. Many of the learning abroad programs involve significant international community-based engagement and experiential learning. Specifically, the Minnesota Studies in International Development (MSID) program seeks to engage students, staff, faculty, and community members in dialogue and reciprocal learning with people from Africa, Asia, and Latin America. Topics include local and global problems, with a particular emphasis on development issues.

- **Metropolitan Design Center**: In the past year, the center conducted twelve regional scale urban design projects and eight community projects in the Twin Cities—all of which addressed issues of urban sustainability and livability.

- **Minnesota Center for Reading Research**: Over the past year, the center expanded its partnerships with 17 public and charter K-12 schools and educational organizations within five counties across eleven cities in Minnesota and Wisconsin. This included onsite relationships with six partner schools in Minneapolis serving almost 3,000 students.

- **Office of Civic Engagement**: UMD approved the implementation of a community-based learning course designator. The designator will allow students to search for courses that specifically partner with communities.

- **School of Music**: Approved funding for 20 additional "mini-grants" that provided opportunities for faculty and graduate students to undertake projects that incorporated high level music making or learning with community partners. These projects covered a wide range of activities including bringing in high-quality performing partners, scholars, and experts; establishing meaningful, ongoing relations with K-12 and community education organizations; reaching out to new audiences and encouraging lifelong learning in the arts; and addressing social justice issues through collaborative performance.

- **UMore Park**: UMore Park engaged 110 students in related courses, internships, and capstones over the past year, which brings the total number of students involved in publicly engaged research, education, and outreach to over 300.

- **Undergraduate Leadership Minor**: Fifty-five University students were involved in community-based field experiences in the Cedar Riverside neighborhood, five high schools, one elementary school, and other nonprofits as part of their requirements.

- **West Central Research and Outreach Center**: In 2012, the center hosted the first annual Organic Dairy Day, attracting over 70 farmers and enthusiasts interested in grazing-based, organic dairy production. The event will be repeated in 2013 and will build on and address the dairy research being conducted at the West Central ROC.

Strategy: Promote and Secure the Advancement of the Most Challenged Communities

While many of the University's community engagement initiatives focus on advancing research and teaching agendas, a large portion of these initiatives focus on providing direct outreach and service to challenged communities. The 2012 engagement survey found that 78 percent of units (n=74) reported working on local issues, while 66 percent work regionally, 64 percent work statewide, 42 percent nationally, and 34 percent internationally. Examples of this work include:

- **Center for Small Towns (CST)**: CST provides assistance on community and economic development projects—often involving more research or expertise than small towns can afford or provide themselves. CST works with Morris faculty and students to address challenges and issues facing rural communities. In June 2013, CST hosted the Rural Arts and Culture Summit. The summit focused on the intersection between community and economic development with rural arts. The two-day summit brought 280+ rural artists, mayors, council members, and professionals in rural development to the Morris campus.

- **College of Food, Agricultural, and Natural Resource Sciences (CFANS)**: Partnering with six youth-focused community organizations, CFANS organized the first annual "Growing Food, Growing Youth: The Bud Markhart Urban Youth and Food Day." The event hosted 65 high schools students of color for a full day of workshops on various urban food-related issues.

- **College Readiness Consortium**: Forty-four middle and high schools across Minnesota implemented Ramp-Up to Readiness™, a school-wide program designed to help prepare all students for post-secondary success. In addition, 90 principals in five schools districts participated in the Minnesota Principals Academy.

- **Healthy Foods, Healthy Lives Institute**: In 2012, the Health Food, Healthy Lives Institute awarded over $250,000 in Community-University Partnership Grants to support six projects connecting University researchers and community partners. These efforts include participatory action research and

other strategies for addressing community-identified problems related to food, nutrition, and health. The Community-University Partnerships Grants Program continues to help strengthen a wide range of communities within Minnesota, including Native American, Hmong, and Latino populations. One of the exciting partnerships to which the institute awarded a second year of funding in 2012 is the Body and Soul Project for Kwanzaa's Northside Community. The Body and Soul Project supports the Kwanzaa Church community in its efforts to increase healthy behaviors and decrease obesity and associated risk factors. In 2013, the project expanded its focus to include stress management and reduction interventions.
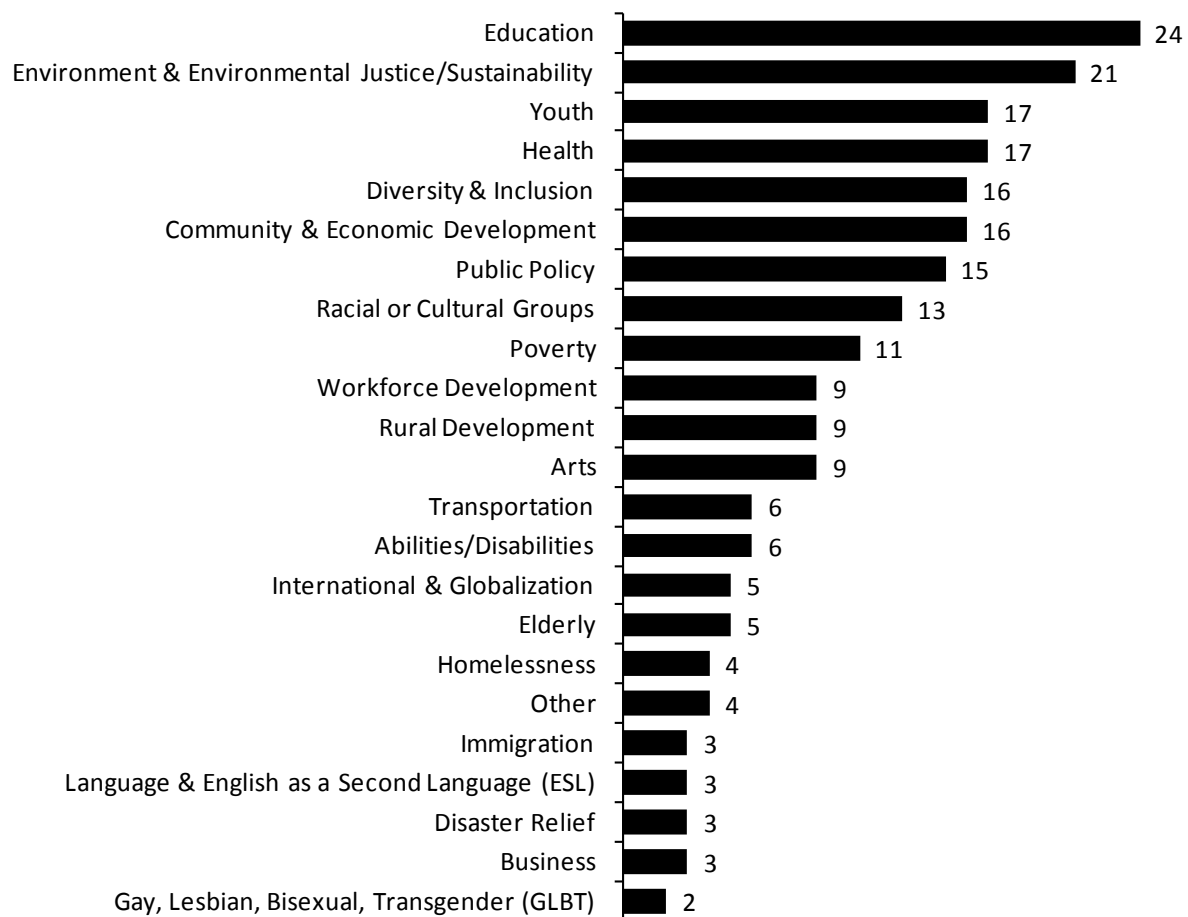
- **Hennepin-University Partnership (HUP)**: HUP hosted an event attended by 200 Hennepin County staff to learn about the latest research on infant brain development and what this knowledge means for those who work with families in need. County staff have indicated that several follow-up actions are under way to improve the county's interface with families with young children.

- **Program in Health Disparities Research (PHDR)**: The Clipper Clinic project is a partnership with PHDR and many nonprofits in the Twin Cities. The goal of the partnership is to take high-quality health care to underserved communities in the comfortable and trusted environments of the neighborhood barbershop. Services offered include blood pressure checks, glucose and cholesterol monitoring, STI screening, and insurance education. In the past year, Clipper Clinic has been offered at eight barbershops around the Twin Cities. Over 150 individuals have been screened.

- **Resilient Communities Project (RCP)**: RCP facilitates University-community collaboration working with one community each academic year. RCP convenes a wide-ranging expertise of University faculty and students to address local projects that advance community resilience and sustain-

ability. In 2012-13, RCP worked with the City of Minnetonka on 14 locally identified projects in 25 courses from eight University colleges. In the past year, over 150 University students were actively engaged in the project.

- **Southern MN Area Health Education Center (AHEC)**: Working with the Rice Regional Dental Clinic, the Southern MN AHEC provides dental health profession students with community outreach experiences to address oral health needs and promote rural oral health careers.

- **UMD Center for Economic Development**: To encourage entrepreneurship for students ages 14-18, UMD's Center for Economic Development developed UMD Teen Enterprise. Teen Enterprise is a weeklong camp that provides youth training in business and entrepreneurship while also strengthening the ties between UMD and the local business community. Students from UMD Labovitz School of Business and Economics served as instructors and mentors during the week-long camp.

- **Urban Research and Outreach-Engagement Center (UROC)**: UROC has worked in affiliation with 36 distinct partnerships and 68 unique organizations in the areas of education and lifelong learning, community and economic development, and health and wellness, all in the urban core. Over 2,000 people, from community members to University faculty, visit UROC each month to hold meetings, deliver classes, attend public meetings, and view the art gallery. UROC averages 72 external meetings a month.

In addition to these examples, Figure 3-JJ showcases the number of research centers and other units working on various issue areas, as reported in the 2012 engagement survey.

Figure 3-JJ. Number of research centers and other units that addess particular societal issues, 2012

Issue	Number
Education	24
Environment & Environmental Justice/Sustainability	21
Youth	17
Health	17
Diversity & Inclusion	16
Community & Economic Development	16
Public Policy	15
Racial or Cultural Groups	13
Poverty	11
Workforce Development	9
Rural Development	9
Arts	9
Transportation	6
Abilities/Disabilities	6
International & Globalization	5
Elderly	5
Homelessness	4
Other	4
Immigration	3
Language & English as a Second Language (ESL)	3
Disaster Relief	3
Business	3
Gay, Lesbian, Bisexual, Transgender (GLBT)	2

Source: Office for Public Engagement, University of Minnesota

TWIN CITIES AND SYSTEM CAMPUSES: WORLD-CLASS FACULTY AND STAFF

Figure 3-KK. World-class faculty and staff

University Goal

Engage exceptional faculty and staff who are innovative, energetic, and dedicated to the highest standard of excellence.

(Full model on page 5)

Strategic Objectives

Recruit and place talented and diverse faculty and staff to best meet organizational needs.

Mentor, develop, and train faculty and staff to optimize performance.

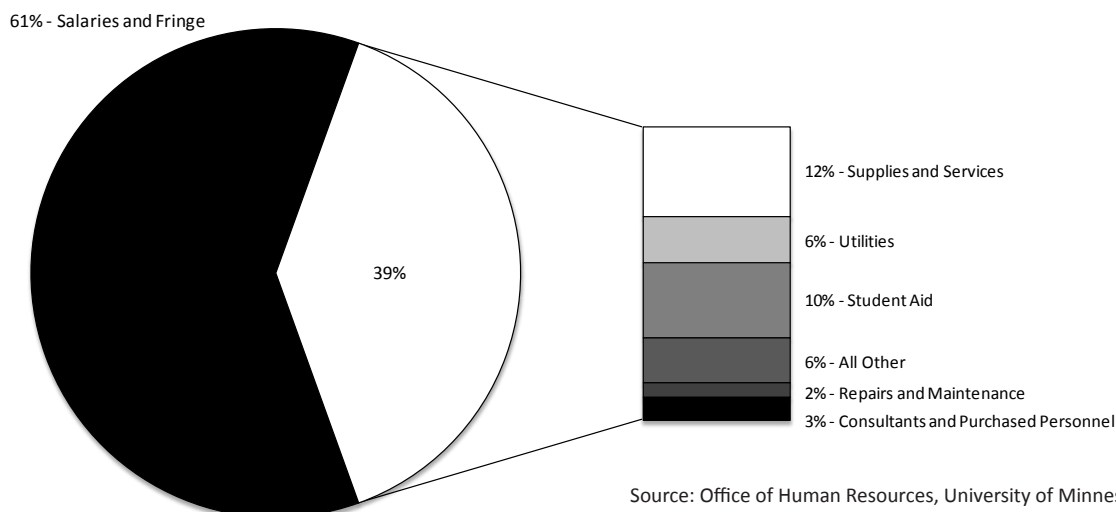Recognize and reward outstanding faculty and staff.

Engage and retain outstanding faculty and staff.

Talented faculty and staff are critical to the strength and success of the University of Minnesota. Recruiting the very best people and supporting them throughout their careers are essential to providing students with a world-class education and meeting the University's research and public engagement responsibilities (Figure 3-KK). Because more than 60 cents of every dollar are spent on the total compensation (salary,

wages, fringe) of University faculty and staff (Figure 3-LL), the strategic management and engagement of the most important resource—the people—is a critical priority. Nearly two-thirds of the annual compensation budget funds University personnel directly engaged in mission delivery and support, including direct academic providers (faculty and other instructional personnel), higher education mission support (student services,

Figure 3-LL. Expenditures (non-sponsored) by compensation and other, all campuses, FY 2012

61% - Salaries and Fringe

39%

12% - Supplies and Services

6% - Utilities

10% - Student Aid

6% - All Other

2% - Repairs and Maintenance

3% - Consultants and Purchased Personnel

Source: Office of Human Resources, University of Minnesota

Figure 3-MM. Workforce percent of compensation, all campuses, FY 2012
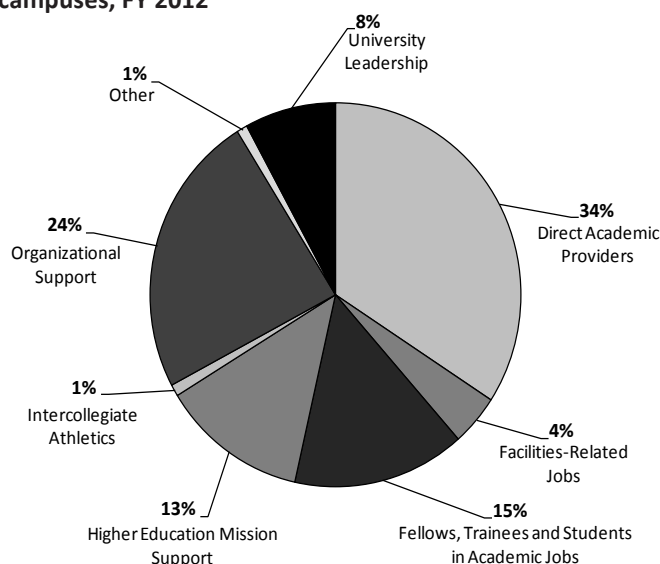
Source: Office of Human Resources, University of Minnesota

health science support, and general mission support such as librarians, scientists, curators, etc.), and fellows, trainees, and students in academic jobs (Figure 3-MM).

In the fall of 2011, the Office of Human Resources (OHR) initiated a strategic planning process to meet President Kaler's challenge of operational excellence. OHR reviewed the University's systems, policies, and practices and found them (like those at many other public universities) in need of updating to meet current and future workforce needs. OHR brought together a broad stakeholder group and identified four strategic imperatives:

- To define roles and responsibilities of the Office of Human Resources and other units;

- To simplify policies, processes, and practices;

- To empower managers and employees with data for better decision making; and

- To deliver on core operational functions.

OHR's vision to "create the diverse workplace of the future where people are engaged, connected, thriving, and achieving" is a strong complement to the University's expressed goal to "engage exceptional faculty and staff who are innovative, energetic, and dedicated to the highest standard of excellence." When OHR's strategic plan is fully implemented, HR systems, policies, and practices will be integrated across the University and aligned with Operational Excellence goals and strategies.

Strategy: Recruit and Place Talented and Diverse Faculty and Staff to Best Meet Organizational Needs

In 2011-12, the University conducted a comprehensive workforce analysis, which demonstrated that the University's total headcount has grown only three percent from 2001-11, even as the University is serving more students per employee, granting more degrees per employee, and expending more sponsored dollars (Figure 3-NN). The graph on the left indicates that both the University's enrollment and number of degrees granted are growing faster than is its workforce. Similarly, the graph on the right shows the University's research expenditures are outpacing growth in the workforce. This means each University employee is doing more every year to support a growing academic enterprise.

Figure 3-NN: University of Minnesota Workforce Productivity, FY2009-FY2012
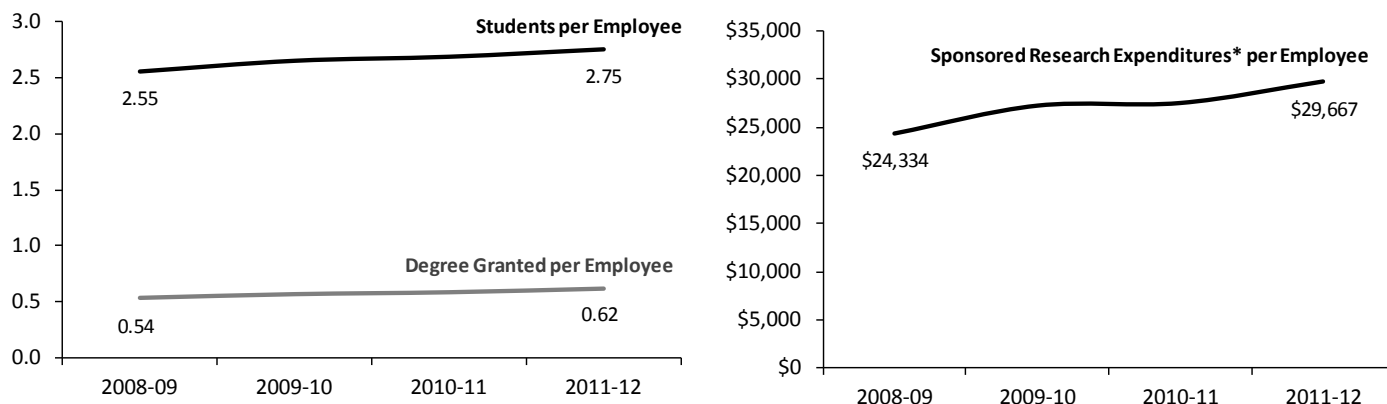
* Excludes American Recovery and Reinvestment Act funds
Source: Office of Human Resources, University of Minnesota

Productivity measures like these illustrate the ability and dedication of the University's faculty and staff. The University also tracks the ethnic and gender diversity of its workforce over time to ensure broad representation and diverse perspectives among faculty and staff (including Academic Professional and Administrative, Civil Service, and labor-represented employees) (Figure 3-OO). During the past decade, the University's percentage of faculty of color has increased every year but one, up from 11.8 percent in 2003 to 17.6 percent in 2012. Likewise, the percentage of female faculty increased a full 6 percentage points, from 28.6 percent in 2003 to 34.6 percent in 2012. During the same period, the percentage of staff of color grew from 11.7 percent to 13.8 percent, while the percentage of female staff held steady at just under 60 percent.

In early 2013, the Minnesota Legislature asked the University to conduct a third-party "spans-and-layers" analysis of four central administrative units: human resources, budget and finance, information technology, and purchasing services (procurement). Sibson Consulting looked at 608 positions total in these four units, and found that each has an appropriate number of layers—or levels—between senior leadership and front-line employees, but can potentially improve operational efficiency by increasing spans of control, or the number of direct reports per supervisor. Sibson also found that employee compensation in these four areas is at market rates for higher education and slightly lower than in the private sector.

Metrics like these provide a good snapshot of the University's performance in key areas. At the same time, additional analysis of these and other numbers can provide deeper insights into how well the University manages and deploys its human resources. The University will continue to refine and build on the 2012 workforce analysis and the preliminary "spans-and-layers" report issued by Sibson. These efforts, in conjunction with the Job Families Classification System redesign and other initiatives, will provide greater clarity regarding compensation and career paths, effective decision-making, and optimal organizational structure in the future.

Strategy: Mentor, Develop, and Train Faculty and Staff to Optimize Performance

Professional development opportunities and support for faculty and staff throughout their careers are

Figure 3-OO: Faculty and Staff Ethnic and Gender Diversity, FY2003-FY2012
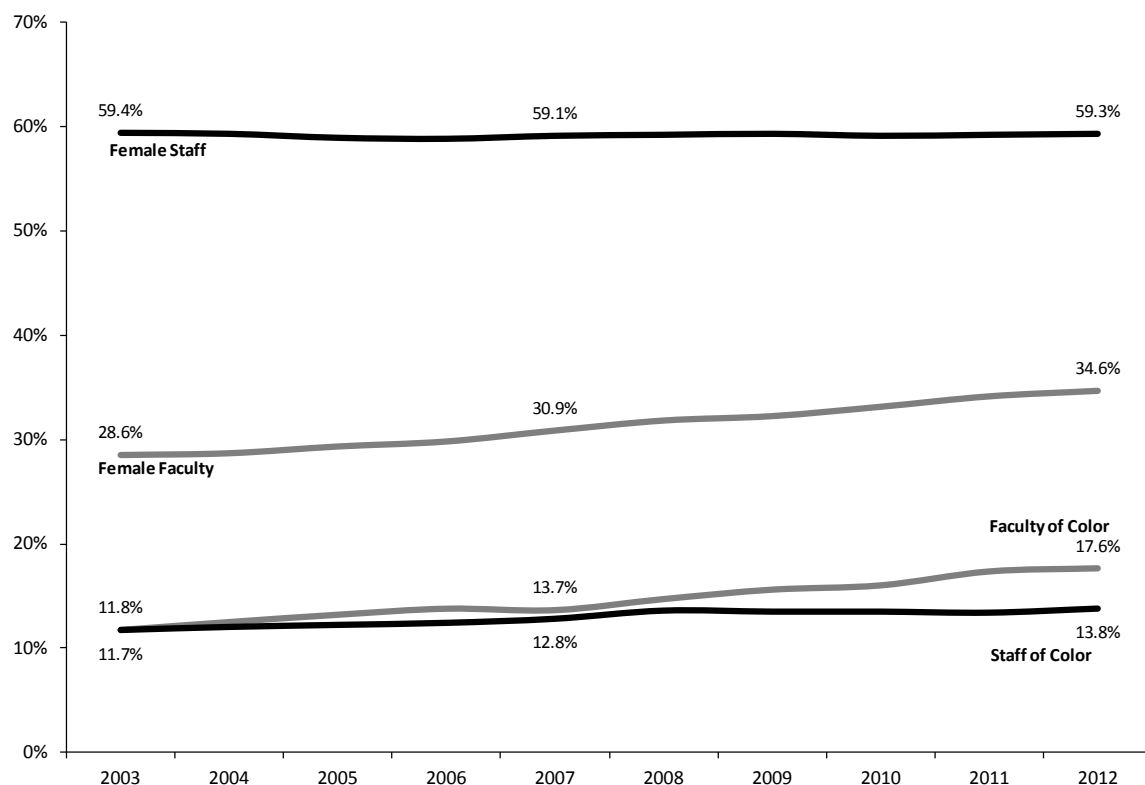
Source: Office of Human Resources, University of Minnesota

essential to fostering a workforce that is "engaged, connected, thriving, and achieving." To that end, the University of Minnesota provides and encourages a number of programs and initiatives designed to ensure faculty and staff have opportunities to learn, grow, and advance. OHR's Organizational Effectiveness unit delivers these programs for staff; for faculty and instructional personnel, they are provided primarily through the Provost's Office, the Center for Teaching and Learning, and the Center for Writing.

Programming and Initiatives for Faculty

The **Center for Teaching and Learning** (CTL) is a campus-wide center that serves the University community through a commitment to exceptional teaching and learning. Its goals are to advance campus initiatives on teaching and learning, initiate and sustain educational partnerships with campus units, and deepen the pedagogical knowledge of the University teaching community. CTL's core services include career-span professional development programs such as early career and mid-career programs, credit-bearing courses for graduate students in the International Teaching Assistant and Preparing Future Faculty programs, consulting services for all members of the teaching community, and a host of workshops and seminars customized for each University audience. CTL's exceptional website displays tutorials and resources for advancing the quality of teaching on the Twin Cities campus.

Academic chairs and heads also play a critical role in establishing and nurturing a productive working environment for their faculty and staff. The University offers a comprehensive, full-year **Provost's Leadership Program for Academic Chairs and Heads**, specifically targeting new chairs and heads and focused on mentoring faculty and staff, handling student issues, and addressing diversity and faculty life-course issues. The University also holds workshops for chairs and heads on a wide variety of topics, including promotion and tenure, post-tenure review, and annual reviews of faculty to ensure that these leaders are knowledgeable about policies and procedures.

In addition, the University has greatly expanded its participation in the **CIC Academic Leadership Program,** sponsored by the Committee on Institutional Cooperation (CIC). University faculty participants in this program meet with a wide range of university leaders to discuss paths to leadership, roles of administrative offices, and decision-making. These meetings supplement three weekend seminars.

The **Women's Faculty Cabinet** provides leadership to improve and enrich the academic and professional environments for women faculty on the Twin Cities campus. The cabinet recommends and responds to University policies affecting women faculty and promotes the University's efforts in recruiting, mentoring, and retaining women faculty.

Programming and Initiatives for Staff

The **2013 President's Excellence in Leadership** (PEL) program (formerly known as the President's Emerging Leaders program) is engaging 26 mid-level staff in leadership development opportunities aligned with the University's emphasis on operational excellence. The program features educational and experiential components incorporating unit-based change management projects, work with a senior leader mentor, and creation of an individual development plan. A total of 260 staff have participated in this leadership program (2001-2012), and 67 percent of PEL graduates still at the University have moved into higher-level leadership roles.

The **Regents Scholarship Program** supports benefits-eligible employees in furthering their formal education by providing substantial tuition benefits for degree programs and other courses. During 2011-12, more than 1,600 employees participated in the program.

The **Employee Career Services** program provides services ranging from career development workshops to individual career counseling (by appointment and walk-in) in support of position or classification changes, advancement opportunities, career re-tooling, or non-renewal counseling. In the last four years, 600 staff members have attended a career development workshop; in the past year alone, approximately 150 staff members have met with a career counselor or attended the walk-in lab.

The **Professional Development** program continues to offer employees opportunities to build skills and increase knowledge in several areas. This past year, more than 1,050 staff members attended instructor-led courses and an additional 375 attended courses

via UM Connect. With the goal of providing more professional development content and making it available 24/7, in summer 2013 the University piloted a program with Skillsoft, a provider of 6,000-plus online courses. The purpose of the pilot is to test the viability of online courses for University staff and faculty and determine their usefulness as part of an overall professional development program. Staff members are already taking advantage of other learning and skill-building opportunities: in 2013, University employees recorded more than 8,000 registrations for technical training courses or modules to upgrade their skills and knowledge to work with major enterprise-wide systems.

Programming and Initiatives for Supervisors and Managers

Supervisor training is the primary vehicle for developing staff and faculty supervisor and manager skills. During the past year more than 520 participants have attended a variety of supervisory/management courses and labs. Evaluations indicate that 88 percent of the participants agreed or strongly agreed that they were satisfied with the course they attended.

This year the **Keys to Supervision** and **Supervisory Core Skills** programs were both totally revamped. The amount of instructor led, face-to-face training was reduced by 30 percent, and the content was modularized so participants can attend in any order that meets their needs. Several sessions have been conducted and archived using UM Connect. The amount of independent pre-work has increased, putting additional responsibility for coursework and learning on the participant; however, staff and faculty now have increased flexibility regarding when and where they access these courses.

Organizational Development and Change Management Services

OHR's Organizational Effectiveness unit provides a broad range of organizational development consulting services to help leaders and managers develop a strong, positive working environment. Common areas of service include change management strategies, strategic planning, dealing with conflict, communication, leadership coaching, and organization design. Approximately 100 units were provided services and resources in the past year.

As the University moves forward in the 21st century, many enterprise-level changes will be required in mission-critical services and in the systems that deliver and support them. Organizational Effectiveness also provides services to manage the "people" side of these enterprise changes. The Enterprise Systems Upgrade Program (ESUP) is one such initiative, and significant change resources have been assigned to assist with and support those affected by system changes across the University. In addition, a consistent and customizable change management approach and set of tools (online and offline) are available to help enterprise leaders assess needs, apply techniques, and measure progress.

## Strategy: Recognize and Reward Outstanding Faculty and Staff

As global competition for outstanding faculty and staff continues to intensify, the University must attract and develop the best, brightest, and most committed people, and provide the inspiration, empowerment, rewards, and recognition to keep them. Strategies to address faculty and staff compensation and recognition are critical priorities for the University.

Maintaining Competitive Total Compensation

Commitment to maintaining competitive total compensation for employees remains strong, despite the economic climate of the past several years. However, the University began falling behind the market in terms of average salary increases in fiscal year 2010. As a result, in December 2012, average salary increases at the University were 1.8 percent below the education market and 3.2 percent below the local market (Figure 3-PP).

Looking more specifically at faculty on the Twin Cities campus, the University has been consistently in the middle of the pack compared to its selected peer institutions nationally (Figure 3-QQ). The perennial top three with regard to faculty salary in this peer group—University of California Berkeley, University of California Los Angeles, and University of Michigan—are significantly above other peers; however, the tight cluster of universities in the middle means that even a relatively modest increase in faculty salaries could result in a change in rank and competitive position. The University will closely monitor salaries across the board to ensure it remains competitive and can attract and retain talented faculty and staff.

Figure 3-PP. University of Minnesota Mean Salary Increase Versus Market Mean, 2008-2013
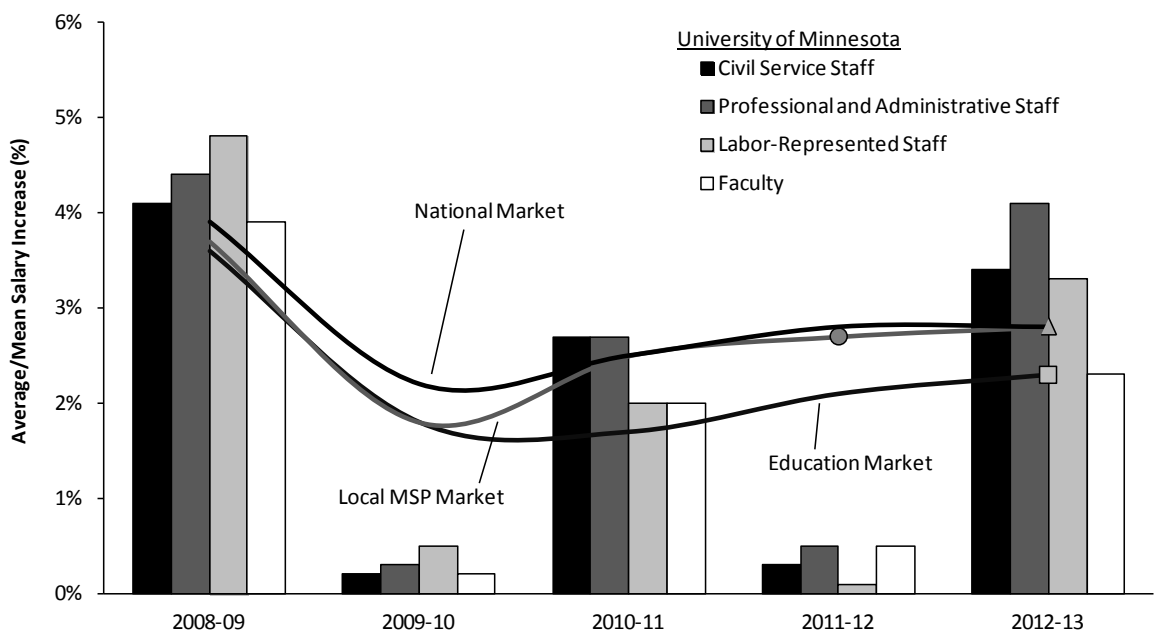
Sources: DWEO April (pay period 21) snapshot (100% employees only) and World at Work Salary Planning Survey.

Figure 3-QQ. University of Minnesota Average Faculty Salary Versus Peers, FY2008-FY2012
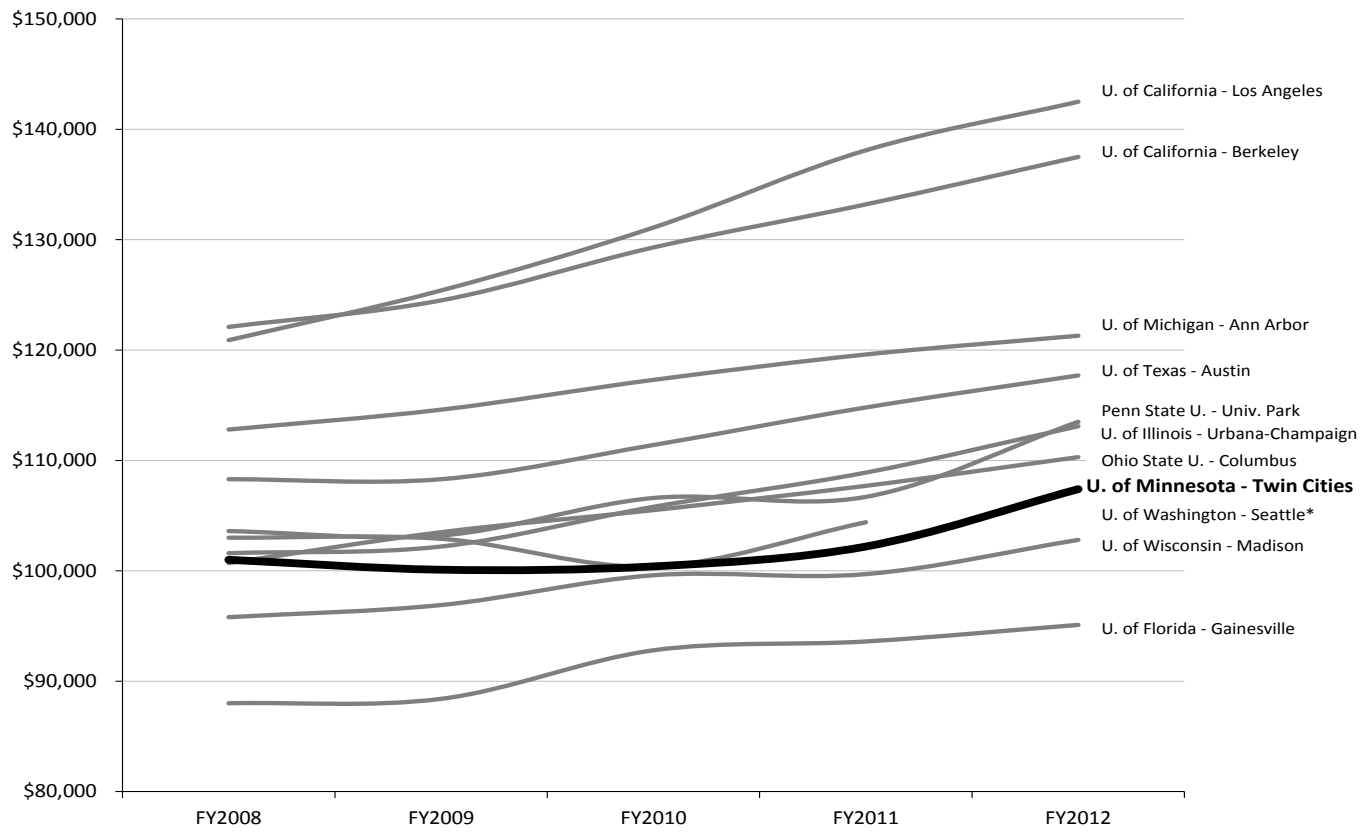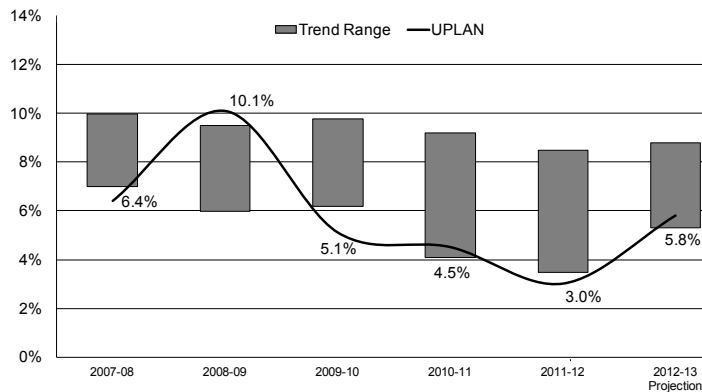

* FY 2012 not available
Source: Office of Human Resources, University of Minnesota

Figure 3-RR. UPlan Versus Aggregate Health Care Trend, 2009-2013

Source: Office of Human Resources, University of Minnesota

High-quality, comprehensive, and affordable health and retirement benefits are key components of the University's efforts to attract and retain top faculty and staff. Benefits are well managed to be cost effective for the University and of high value to employees. For example, the University's health care program, UPlan, has low administrative expenses, even though its population has a higher-than-average risk profile: 95 cents of every dollar spent pays for health care claims rather than overhead. Additionally, since 2007, the UPlan has performed at the low end or below the national health care cost trend every year except one (Figure 3-RR), resulting in approximately $27.4 million in cost avoidance for 2012 alone. The bars show the national average healthcare cost increase (a range) by year; the line shows the actual cost increase per employee for the UPlan during the same years.

Another key component to managing health care costs and improving employee productivity and satisfaction is the **University Wellness Program**. The program includes a number of strategies for evaluating and improving health and wellness:

- **Wellness Program Incentives.** During 2012, a Wellness Points Bank replaced cash incentives in place since 2006. Participants earn points in one year in order to qualify for a medical premium reduction during the following year.

- **Health Evaluation Tools.** Employees monitor their health using an annual online Wellness Assessment as well as biometric health screenings that provide

fasting cholesterol, fasting blood glucose, blood pressure, and body composition. Comparing 2012 Wellness Assessment results with those of prior years, all health risks for University employees have been reduced by 10.8 percent, which is well above the best-in-class 5-to-6-percent average reduction achieved by other programs administered by the University's wellness program vendor.

- **Health Improvement Programs.** Several programs help employees, retirees, and spouses/same sex domestic partners either improve or maintain their health, including in-person or phone-based health coaching; the Step It Up walking program; Online Healthy Living Programs providing a step-by-step approach to addressing 13 health risk areas; weight management programs; the Fit Choices program rewarding participants who exercise at a health club, University recreation center, or other fitness facility eight times or more per month; stress management programs; and the farmers markets on the Twin Cities and Duluth campuses.

The University's score of 129 on the HERO Scorecard, which is used to benchmark wellness programs at public and private employers, surpasses the national average score of 91. The University Wellness Program also received a gold award through Hennepin County's 2012 Wellness by Design awards.

Recognizing Outstanding Performance

Since 2004-05, significant progress has been made to increase the visibility and the number of recipients of the Outstanding Achievement Award, Award of Distinction, Alumni Service Awards, honorary degrees, and other awards. The University of Minnesota actively promotes distinguished faculty as they compete for national and international research and teaching awards. In cooperation with distinguished faculty members, previous award winners and senior leadership, efforts are being made to:

- Strategically understand and communicate the nomination procedures for the most prestigious national awards,

- Form partnerships with deans and chairs to identify strong candidates, as well as potential nominators,

- Actively support nominators and candidates during the application processes, and

- Advocate appropriately on behalf of University of Minnesota nominees.

The research, teaching, and service of University of Minnesota faculty continue to be celebrated through research professorships, institutional teaching awards, and recognition of various types of institutional service. Faculty at the University of Minnesota also continue to garner considerable recognition for their scholarly pursuits. In the fall of 2012, an alumnus of University of Minnesota Duluth was awarded the Nobel Prize in Chemistry for his studies of G-protein-coupled receptor. In the last five years, faculty members at the University have been recognized in all major academic award categories, including the American Academy of Arts and Sciences (eight), the Guggenheim Fellowships (nine), the Institute of Medicine (seven), the National Academy of Engineering (two), and the National Academy of Sciences (six).

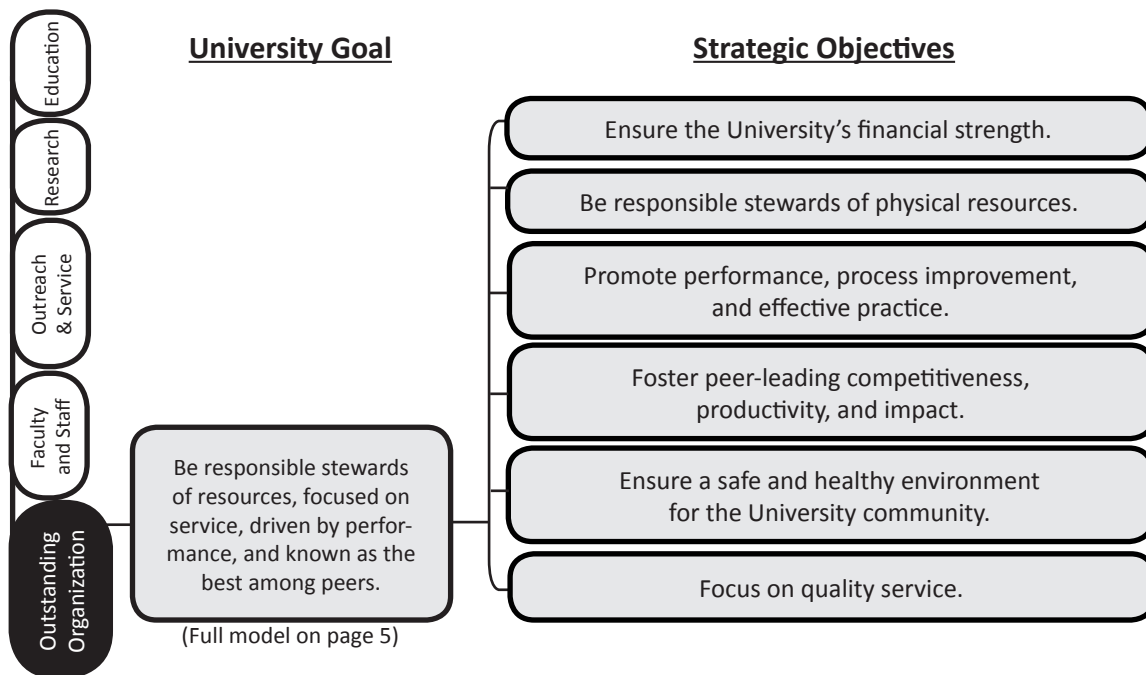## Strategy: Engage and Retain Outstanding Faculty and Staff

Beginning in fall 2013, a new faculty and staff employee engagement survey and action-planning process will be implemented systemwide. This new annual process will replace the biannual Pulse Survey and will include a brief survey focused on key drivers of employee engagement. Recent research has shown that engagement profoundly shapes the quality of experiences and outcomes in the workplace, including retention of top talent. A key feature of the new process will be a systematic effort to help leaders (e.g., deans, vice presidents, department chairs, and directors) take meaningful and timely action to address survey results. To accomplish this, results of the survey will be distributed soon after the survey is complete, and a variety of new tools and resources will be available to assist leaders in creating and implementing action-plans. The primary goal of this initiative is to support and enhance local work environments in order to advance the academic enterprise.

In the fall of 2013, the University will participate in Harvard University's Collaborative on Academic Careers in Higher Education (COACHE) survey. The results of the survey—covering responses to questions about perceptions of tenure, institutional climate, culture and collegiality, institutional policies and practices, and global satisfaction—will produce actionable data that can help inform faculty development work aimed at fostering a culture of support and success. The results of the survey include peer comparisons from other universities.

TWIN CITIES AND SYSTEM CAMPUSES: OUTSTANDING ORGANIZATION

Figure 3-SS. Outstanding organization

University Goal

Be responsible stewards of resources, focused on service, driven by performance, and known as the best among peers.

(Full model on page 5)

Strategic Objectives

Ensure the University's financial strength.

Be responsible stewards of physical resources.

Promote performance, process improvement, and effective practice.

Foster peer-leading competitiveness, productivity, and impact.

Ensure a safe and healthy environment for the University community.

Focus on quality service.

The principal goal of support and administrative units at the University is to sustain and enhance the teaching, research, and outreach mission of the University. Administrative and support units strive for stewardship, service, and management excellence, with the goal that the University be known as much for its service and business innovation as for its high-quality research, education, and outreach (Figure 3-SS). Achieving this goal requires working across a large, complex organization that has distinct needs for each of its academic units, operating in diverse competitive environments, and responding to external forces.

In addition, many education, research, and service programs are becoming more integrated, interdisciplinary, and interdependent. These linkages are the result of advances in knowledge, the breaking down of traditional disciplinary boundaries, and increased funding for multi-disciplinary and multi-institutional research.

In order to strengthen the University's administrative and support services, the University has focused its efforts under the umbrella of Operational Excellence. The two primary objectives of the University's Operational Excellence efforts are to enhance service delivery and reduce administrative costs and effort so that savings can be reallocated back into the core teaching, research, and public service mission.

The University has adopted a model of administrative support that clearly defines the roles, responsibilities, and accountability of academic and administrative units; maximizes value and improves quality and efficiency; and responds nimbly and quickly to changing needs and dynamic external factors. Instilling a systemwide commitment to excellence requires moving beyond continuous improvement into an era of transformative change throughout the organization.

As the University moves forward with its Operational Excellence efforts, administrative and support units are guided by the following principles.

Principles to Guide the Selection of Operational Excellence Initiatives

- Achieve continuous cost and productivity improvement with a focus on steadily reducing administrative costs.

- Operate as an enterprise, reduce redundancy and duplication.

- Promote entrepreneurialism, seize opportunities, and enhance organizational flexibility and adaptability.

- Recalibrate risk profile to achieve greater efficiencies.

- Enhance service to advance the academic mission.

- Create opportunities to reinvest savings in academic priorities.

Principles to Guide the Implementation of Operational Excellence Initiatives

- Manage both the operational and cultural aspects of change.

- Adopt and share best practices; scale "tests of change" from individual units to campus or organization-wide level.

- Develop and utilize core competencies across the organization; break down silos.

- Adopt sustainable, replicable business models.

- Develop qualitative and quantitative measures of effectiveness.

Strategy: Ensure the University's Financial Strength

The global economic downturn and the new budget challenges facing higher education make it increasingly important that the University establish clear financial measures to demonstrate its financial condition and its ability to successfully manage its financial operations.

The set of financial data and related ratios outlined below provides a means to evaluate the financial strength and direction of the institution. The ratios help to analyze the financial solvency and viability of the University and focus on its ability to meet current and future financial requirements.

The first four ratios reflect the primary or most critical ratios used by Moody's Investors Services (Moody's) for the purpose of assigning a debt rating to the University. These four ratios paint a picture of the financial health of the organization. The resulting ratios are compared to the median ratio associated with the University's current Aa1 debt rating. This Aa1 debt rating is one notch below AAA, the top debt rating assigned by Moody's. The remaining two ratios have been developed to provide additional measures to evaluate financial viability. Financial ratios always consist of one number divided by another.

1. Total Financial Resources to Direct Debt

The first ratio compares total financial resources to direct debt. Total financial resources reflect the total financial wealth of the institution. The institution counts not only its total net assets but also the net assets of the key affiliated foundations, including assets held in permanent endowments. Non-financial resources, primarily the University's capital assets, are not included. The ratio measures the coverage of the direct obligations of the institution by all of the resources of the institution by dividing total financial resources by direct debt. The higher the ratio, the stronger the financial condition of the institution.

2. Expendable Financial Resources to Direct Debt

The second ratio measures expendable resources to direct debt. The ratio measures coverage of debt by financial resources that an institution can access in the intermediate term due to temporary spending restrictions. The amount includes unrestricted resources that are available for immediate expenditure. In the first ratio, the total financial resources including permanent endowments were divided by the total direct debt for the year; in the second ratio only "expendable" resources (financial resources that are expendable over the long run) are divided by direct debt. If expendable funds equal long-term debt, for example, the ratio would be 1.0. When expendable funds are twice the amount of long-term debt, the ratio is 2.0. Similar to the first ratio discussed above, the higher the ratio, the stronger the financial condition of the institution.

3. Actual Debt Service to Operations

The third ratio measures the debt service burden on the annual operating budget. To compute this ratio, actual annual debt service (principal plus interest) is divided by total operating expenses. A high ratio indicates a greater burden of debt service as part of the annual operating expenses of the institution which could compromise the ability of the institution to meets its mission activities. Certainly not all debt is bad, but it is important to ensure that the annual debt service payments are not consuming an increasing amount of the annual budget.

4. Expendable Financial Resources to Operations

This ratio is computed by dividing the total resources that an institution could spend on operations—the same numerator as in ratio #2—by the total operating expenses for the year. As an example, if funds that could be spent were $4 million and total operating expenses were $2 million, the ratio would be 2.0 ($4 divided by $2). In this scenario, the institution could exist for two years with no new additional revenue before all the expendable resources were gone. If the situation was reversed and funds that could be spent were two million dollars and total expenses over the year were four million, the ratio would be 0.5 ($2 divided by $4). In this second scenario the institution could operate for only six months without new additional revenue. Relative to the Moody's benchmarks, the higher ratio, the better the financial outlook.

5. Operating Margin

The point of the fifth ratio is to show the results of the institution's general operations—is the excess margin by which annual revenues cover operating expenses positive or negative and by how much, i.e., what is the surplus (or deficit) by which annual operating revenues exceed operating expenses? In business terms, is the institution making money or losing money in its basic mission activities? One understands immediately why this ratio is so important—if an institution is losing money in its basic operations over a period of time, eventually the institution will no longer be viable and will have to close. That point is more easily identified in retrospect than it is at the time, but one of the purposes of reviewing the operating margin each year is to

provide a bellwether to warn of impending financial distress.

6. Return on Financial Resources

The sixth ratio, the return on financial resources, takes the change in total net assets, both restricted and unrestricted, from the beginning of the year to the end and divides that number by the total net assets at the beginning of the year. It might be helpful to compare this ratio to the operating margin. Whereas the calculation of the operating margin only includes the current year's operating results for the University, the change in net assets used in the calculation of the return on financial resources includes everything that happened over the year—expected, unexpected, the stock market, operations, and the affiliated foundations' net assets. Both unforeseen and planned events can and will affect the return on financial resources. As a result, decreases are not a cause for concern if the financial reason for the drop is understood and is a one-time financial event from which the institution can recover.

Table 3-27 highlights the ratios for the University for the three most recent fiscal years, compared with Moody's median for FY2012 for Aa1-rated institutions.

Budget Development and Planning

In 2006-07, the University implemented a fully-allocated revenue and cost budget model. All revenues and all costs of the institution are attributed or charged to the units whose primary mission is teaching, research, or public service (primarily the colleges on the Twin Cities campus and each system campus). Most revenues flow directly to these units as they are generated; the state appropriation is allocated annually to them by the Board of Regents; and the costs of all support or administrative functions are charged to them through a series of allocation formulas that vary by cost "pool." These units are held accountable for the financial activities that occur within them, so they are responsible for understanding and managing their diverse revenue streams and their costs of operation, including their direct cost of mission work and the indirect or support costs they are charged through the budget model. This type of financial model requires transparency in decision making by academic leadership and a concentrated effort on

Table 3-27. University of Minnesota FY2010-FY2012 financial ratios compared with Moody's 2012 medians for Aa1-rated institutions

Ratio	June 30, 2010	June 30, 2011	June 30, 2012	Moody's 2012 Aa1 Median
Total Financial Resources to Direct Debt	3.49	3.74	3.75	2.32
Expendable Financial Resources to Direct Debt	2.36	2.61	2.62	1.76
Actual Debt Service to Operations	2.63%	3.00%	3.00%	3.30%
Expendable Financial Resources to Operations	0.71	0.86	0.87	0.66
Operating Margin	1.95%	3.36%	2.63%	4.80%
Return on Financial Resources	8.43%	17.43%	3.35% *	2.50%

Source: Office of Budget and Finance, University of Minnesota; Moody's Investors Service

the part of all support and administrative units to provide value-added, excellent service. It promotes incentives for sound fiscal management and continuous improvement, as all units benefit from lowering costs and maximizing revenues.

In support of its financial and budgeting model, the University has recently developed two efforts that will guide planning and budgetary analysis into the future. The first is a long-range financial planning model that projects revenues and costs for a desired number of years into the future based on a set of assumptions. The goal is to provide a tool for leadership to predict the budget challenge in any given year or years under a "current operations" assumption scenario and then to highlight revenue and expense options that can be pursued to address academic goals and budget challenges. The assumptions for defined revenue sources or cost categories can be adjusted throughout the year as new information is available, making this tool flexible for decision making.

The second effort is an in-depth analysis of the fully allocated costs and revenues for each of the University's mission activities. Based initially on 2009-10 data, and updated for 2010-11 and 2011-12, the study identifies what the University spent on the direct and indirect (support) costs for instruction, research, public service, auxiliary operations, and student aid. Calculations are done at the all-University level and by college and campus. Using the cost data, the study includes a methodology to calculate the full instructional cost per full-year-equivalent student at the undergraduate,

graduate, and professional level—University averages, as well as calculated costs per college/campus. The study also identifies which revenue sources paid for each of those mission activities. The intention is to use the rich information uncovered in this study to better understand what drives costs in the different units and what the potential impact will be on these activities as revenues change over time. The data is meant to offer an internal comparison of results over time, rather than a way to measure against other institutions.

Strategy: Be Responsible Stewards of Physical Resources

Space Utilization

The Twin Cities campus contains over 24 million gross square feet of space. Because the cost of energy, building maintenance, and custodial services for University facilities represents a significant portion of the University's operating budget, its ability to ensure its financial strength is directly affected by its ability to efficiently utilize facilities. Prudent use of the University's space inventory will save money and move toward a more sustainable facilities model.

The University has established a goal to improve the utilization of University space to decrease operating and lease costs on the Twin Cities campus and to reduce the University's space inventory and demand for leased space. To that end, a cross-functional team is developing and prioritizing strategies for improving space utilization, including: focusing capital investment

on existing space by emphasizing renewal, replacement, and space efficiency projects in capital plans; developing new space management tools through UM Analytics; implementing Work+, the University's alternative workplace strategy program, to align space with how people work today and reducing the demand for net new space; and continuing efforts to decommission obsolete buildings and terminate leases. The team is guided by the following principles:

- Sustainable: The University should not have more space than it can afford to operate, maintain, and support.

- Aligned: The University should provide the correct type, quality, and quantity of space required for programs to function effectively.

- Managed: The University should provide tools and incentives for maximizing the efficiency and effectiveness of space resources.

The program has removed 14 buildings totaling 310,000 square feet from the active inventory. These removals will save the University approximately $1.1 million per year in operating costs and remove $33 million from the facility condition assessment ten-year needs total.

Facilities Condition

The University employs multiple strategies to address ongoing facilities needs and maintain the varied portfolio of buildings that support diverse program needs on the Twin Cities campus. The Facilities Condition Assessment (FCA) is used to prioritize renewal needs over the next ten years and target renewal investments that enhance reliability and mitigate risks. The FCA triages buildings into those that require long-term investments, those that need

short-term investments, and those where no investment is required in alignment with academic priorities. The data are also used to help determine whether to decommission or demolish buildings that do not represent a good long-term investment, as well as to construct new facilities where existing space does not meet program needs.

Results: Facilities Condition Needs Index (FCNI)

The Facilities Condition Needs Index (FCNI) is a ratio of the cost to maintain reliable operations over the next ten years to the cost of replacing all facilities. The index is used to monitor the condition of buildings; a small index value indicates better conditions than a large index value.

The Twin Cities campus has had a higher FCNI (ten-year needs to replacement ratio) than that of comparable institutions during the past five years. Table 3-28 shows the estimated replacement value, projected ten-year needs, and FCNI value of the Twin Cities campus.

The required capital to maintain the current FCNI Ratio is estimated at $160 million per year. The actual funding average over the past five years has been $110 million per year. The FCNI decreased nominally from 2011 to 2012. Overall condition was sustained by the removal of buildings that no longer represented good long-term investments including Norris Gymnasium and 1701 University Avenue SE.

Energy Conservation and Energy Efficiency

University Services Facilities Management launched the *It All Adds Up* campaign in 2009 to lower energy consumption and reduce waste. As a result of the *It All Adds Up* efforts, the University has been able to avoid

Table 3-28. Twin Cities campus facilities condition assessment, 2008-12

	2008	2009	2010	2011	2012
FCA Tracked Gross Square Feet*	23,022,000	24,855,000	24,266,000	25,009,000	25,072,000
Estimated Replacement Value	$5,355,000,000	$5,964,000,000	$6,344,000,000	$6,517,000,000	$6,733,000,000
Projected 10-year Needs	$2,213,000,000	$2,295,000,000	$2,326,000,000	$2,414,000,000	$2,412,000,000
10-Year Needs/Replacement Value (FCNI)	0.41	0.39	0.37	0.37	0.36
ISES Client Average	0.31	0.31	0.31	0.31	0.31

*FCA Tracked GSF does not match official statement of space (22,551,843) primarily due to inclusion of parking ramp decks.

Source: Office of University Services, University of Minnesota

more than $6.3 million in annual energy costs (as of May 2013), with 62,000 fewer tons of CO2 released into the atmosphere each year (Figure 3-TT).

Most of these reductions were met through building recommissioning and energy efficiency projects. The University operates an aggressive building recommissioning program aimed at improving mechanical system performance and reducing energy consumption. Over time, building systems typically become less efficient as components wear out and building usage changes. Simple, low-cost measures can reduce energy consumption by an average of 10-15 percent, while maintaining or improving occupant comfort.

One current energy efficiency project will replace existing stairwell lights with LED fixtures controlled by occupancy sensors. A recent study by Energy Management found that stairwells are only in use seven percent of the day. Rather than lighting stairwells at all times, the new fixtures conserve energy by dimming automatically when no motion is detected and then returning to full brightness when someone passes through. An estimated 4,000 fixtures will be replaced on the Twin Cities campus, saving approximately 1.85 million kilowatt hours of energy annually and avoiding $150,000 in associated costs.

The University's recommissioning efforts and the *It All Adds Up* campaign continue to save money and reduce the University's overall carbon footprint (Figure 3-UU).

Sustainability

The year 2012 marked the 150th anniversary of the Morrill Act and the land grant university system that it established. The University's focus on sustainability links directly to this comprehensive land grant mission. For example, landscape health, whether on farms, in forests, prairies, waterways, or rural or urban centers, connects the land grant legacy to sustainability. The Board of Regents Policy on Sustainability and Energy Efficiency adopted in 2004 also supports decisions that create healthier communities for the people of Minnesota. Each year, the Annual Report on University of Minnesota Sustainability is compiled and presented to the President and Board of Regents. The report contains accomplishments and plans for each campus in addition to collaborative work across the system. It describes how sustainability initiatives at the university strengthen a commitment for operational excellence, engagement, academic excellence, and innovative research (http://bit.ly/Wg4mEs).

Metrics, External Commitments, and Recognitions

University of Minnesota campuses have participated in national higher education sustainability benchmarking.

Figure 3-TT. Twin Cities campus CO2 Emissions (as of January 2013), 1999-2012
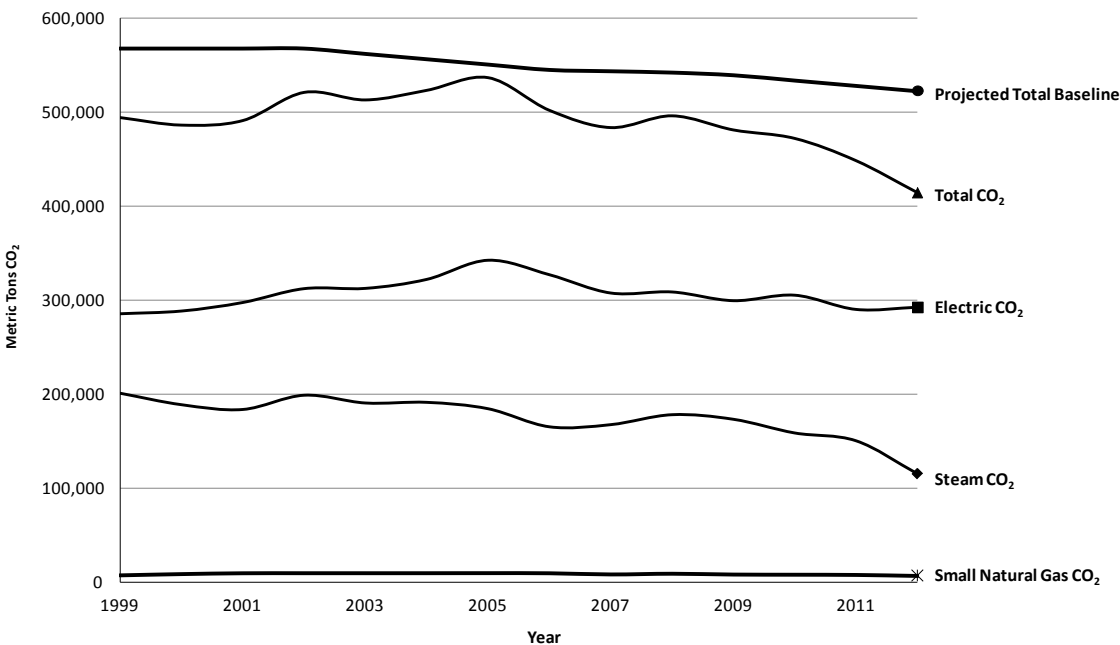
Source: Office of University Services, University of Minnesota

Figure 3-UU. Carbon (metric ton equivalent) emissions per 1000 gross square foot, Twin Cities campus, 1999-2012
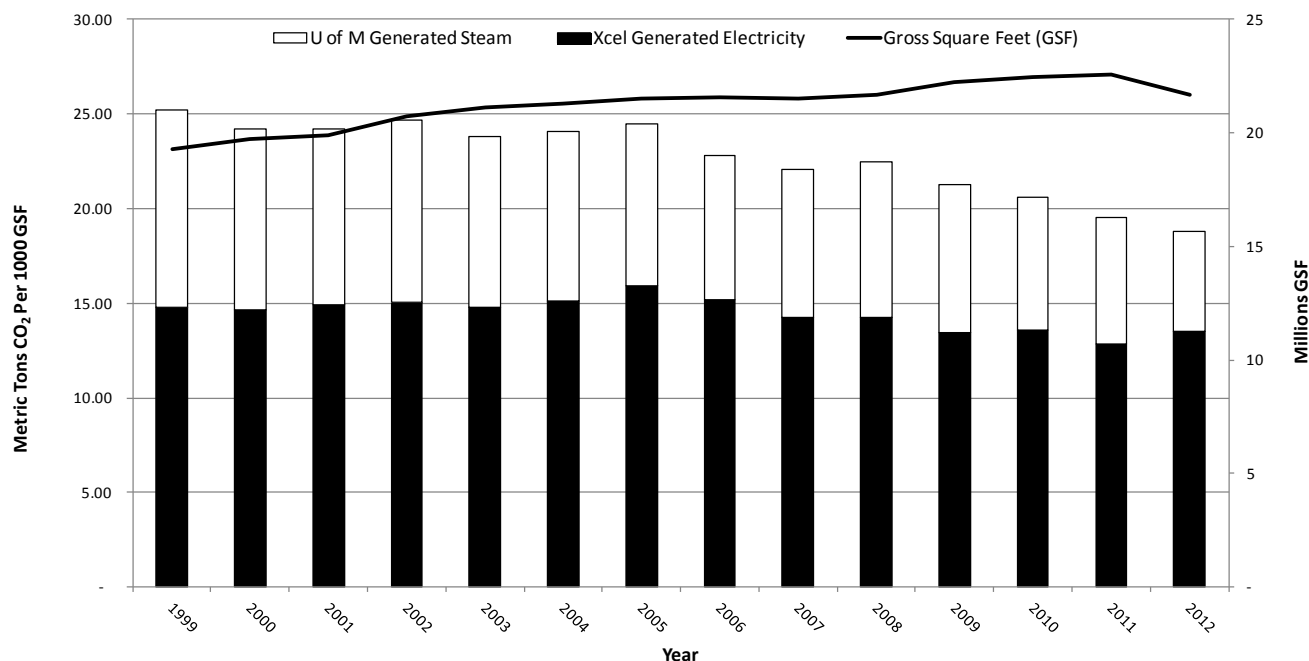
Source: Facilities Management, University of Minnesota

Table 3-29. ACUPCC milestones and targets for the University of Minnesota system

Campus	Greenhouse Gas Emission Inventory (Data year)	Initial Greenhouse Gas Emissions Reported (Metric Tons CO2 equivalent	Gross Square Footage (Appx.)	Climate Neutrality Target and Climate/ Energy Action Plan Status
Crookston	Complete (2009)	12,500	774,000	Climate Neutrality Target 2030
Duluth	Complete (2009)	56,500	3,416,240	25% by 2020 relative to 2007 baseline Climate Neutrality Target 2050
Morris	Complete (2007) Complete (2009)	Scope 1 & 2 13,248 (2008) 12,969 (2009) 13,272 (2010) 8,883 (2011)	961,804	Relative to 2007 baseline: 70% Reduction in Scope 2 emissions by 2012 30% Reduction in total emissions by 2012 70% Reduction in total emissions by 2014 Climate Neutrality Target 90% by 2015
Rochester	Complete (2009) In process (2010)	200 Est (1000	56,000 (2009) 560,000 (2011)	2% Reduction by 2013
Twin Cities	Complete (2008) Complete (2010)	643,000 587,147	22,553,090	50% Reduction by 2021 Climate Neutrality Target 2050

Source: Office of University Services, University of Minnesota

The Duluth, Morris, and Twin Cities campuses completed a comprehensive benchmarking effort to provide institutions across the United States a way of measuring sustainability performance in a transparent way. The Association for the Advancement of Sustainability in Higher Education's Sustainability Tracking, Assessment, and Rating System (AASHE STARS) uses a common set of comprehensive measurements in areas of administration and planning, education, research, operations, and innovation. The

Morris campus received an AASHE STARS Gold rating and the Twin Cities campus received a Silver rating (www.stars.aashe.org).

Figure 3-UU and Table 3-29 show the ACUPCC milestones and targets for the University system and depict the timeframe for achieving these reductions.

University Services Parking and Transportation Services' (PTS) programs and services support sustainable transportation choices that also reduce

carbon footprint. In its first season, the ZAP Bike Commuting Program, a new model linking wellness programs to biking, was hugely successful, registering more than 1,600 riders who collectively biked 619,039 miles and reduced transportation emissions by 428,908 pounds of CO2. The Crookston, Morris, Duluth, and Twin Cities campuses all have ZAP units. PTS also added a third hybrid bus in fall 2012 and launched the NextBus system, which is expected to increase bus ridership. NextBus improves a rider's experience by providing real-time information about bus locations and closest stops, making it easier to use transit.

Strategy: Promote Performance, Process Improvement, and Effective Practice

Risk Recalibration

Risk Recalibration is aimed at addressing the University's risk-averse culture by eliminating or rethinking redundant policies and procedures. As part of the University's Operational Excellence efforts, the University's senior leaders were challenged to identify University policies, procedures, and processes that required a recalibration of the level of effort associated with a particular process or procedure to better reflect the associated level of risk to the institution. This exercise resulted in hundreds of ideas. These ideas were prioritized and assigned to University leaders for implementation. Many of these changes have resulted in streamlining processes and reducing administrative burden for lower risk issues.

Enterprise Systems Upgrade Program

The Enterprise Systems Upgrade Program (ESUP) is an Operational Excellence initiative dedicated to improving the University's essential human resource, student service, and financial systems, including a thorough reexamination and redesign of related business procedures. This upgrade will enable the University to utilize additional enhancements and software functionality, increase operational efficiency and effectiveness, and improve the user experience.

The program improves the technological backbone of the University's operations and business processes. Examples of the transactions performed by these systems include:

- 36,000 paychecks per pay period;

- 114,000 admission applications per year;

- 50,000 billing statements per year;

- 2 million class registration transactions per year;

- $490 million in federal financial aid per year; and

- Each and every transaction in the University's $3.8 billion annual budget.

The upgrade is necessary at this time in order to:

- Maintain regulatory compliance and software vendor support for the systems;

- perform mission-critical activities and day-to-day business functions;

- position the University to leverage new and emerging technologies;

- improve operational and management decisions based on more consistent data; and

- reduce implementation, modification, and support costs of current, highly customized systems.

Facilities Management

Facilities Management operates on a property services model and continues to build strong relationships with students, faculty, and staff to anticipate their needs and customize services to meet them. Focusing on service represents a shift away from taking care of the University's buildings and toward caring for the needs of the people and programs in them. This includes focusing on a culture that enhances productivity, demands accountability, and places a premium on clear communication. The department has reduced expenses by $18 million between FY09 and FY13 budget (operations, ISOs, energy) including the following points:

- Streamlined the preventive maintenance program to target critical equipment and programs, saving $5.2 million;

- drove down non-utility costs per gross square foot from $5.05 to $3.73 from 2008 to 2012;

- introduced a new safety program, cut lost time injuries in half, and saved $1 million in workers compensation costs from 2008 to 2010;

- initiated an energy conservation program saving $5.6 million from FY10 -12;

- secured contracted fire alarm testing services anticipated to yield annual savings of $500,000;

- shifted custodial focus from private spaces (offices) to public spaces in 2009, saving $3 million annually;
- instituted custodial team cleaning program in 2012, saving $3.1 million annually; and
- increased routine square feet cleaned per custodian by 10%, in part through expanded use of riding equipment and other technology.

This year the University initiated the Enterprise Asset Management system (EAM) which optimizes management of physical assets for their entire lifecycle. This multi-year project involves documenting, coordinating, and standardizing processes including preventative maintenance throughout both the Twin Cities and system campuses. The University recently completed the visioning stage to establish an EAM project scope. More than 100 individuals representing 70-plus organizations drawn from both the Twin Cities and system campuses participated. The EAM project is scheduled to be implemented by fiscal year 2017. The new focus on standardization is projected to yield significant future savings.

Strategy: Ensure a Safe and Secure Environment for the University Community

Public safety is a priority for the University, which has one of the nation's largest public university campuses located in a major metropolitan area. The University has made critical investments in improving the safety and security of campus and its neighbors. Anchored in the University's planning, the public safety strategic plan developed in 2006 and updated in 2010 sets forth critical safety strategic priorities.

Investments in Public Safety Personnel

The University has increased financial and personnel support for public safety:

- The University Police department maintains 51 officers, up from 45 in 2006.
- The University employs 140-180 uniformed student monitors who support public safety efforts through bike and foot patrols, providing a direct radio contact to police officers, and providing a 24/7 safety escort service.

Investments in Security Infrastructure

Significant improvements have been made in enhancing surveillance and security:

- The University has invested nearly $15 million from 2002-12 for the reduction of physical vulnerabilities to its campuses. Improvements include video surveillance, electronic access control, emergency communications, and alarm systems. These system-wide investments include services for the system campuses, research and outreach centers, as well as experiment stations.
- The video surveillance system now includes more than 2,400 cameras, including over 200 cameras for Housing and Residential Life. Over 600 cameras have been installed on the system campuses and research and outreach centers. Over 3,200 access points are controlled electronically statewide. More than 200 campus phones are available for emergency, medical, and service-related calls. The Twin Cities campus also features 20 easily recognizable Code Blue phones, answered in the University's 911 Public Safety Emergency Communications Center.

Enhanced Public Safety Partnerships

Department of Public Safety staff serve on many cross-departmental task forces including those related to alcohol, tobacco, and other drugs, and the provost's committee on student mental health. The University has worked to develop strong partnerships with the Minneapolis and St. Paul police departments, Minnesota Homeland Security, FEMA, and other county and state law enforcement agencies.

New technology and communication enhancements mean the University and Minneapolis police departments have a coordinated working relationship that is a model for law enforcement agencies nationally. Both departments are on the same regional interoperable radio system, share computer-aided dispatch technology to see pending calls across jurisdictions, and use other technologies to enhance response time and reduce duplication. This year the departments have done joint emergency response training with a major exercise planned.

Most University students do not reside on campus their entire academic career. Many more reside in surrounding campus neighborhoods. Through partnerships and numerous direct efforts, the

University leverages its public safety resources with that of the city to maximize safety in the greater community. These include:

- The University and the City of Minneapolis have formed a Neighborhood Revitalization Task Force, the University District Alliance, and the Stadium Area Advisory Committee to identify ways to partner and take a more active role in housing development, livability enforcement issues, and marketing the University community as a place to live and do business.

- Interaction with neighborhood organizations and local elected officials has been significantly increased to identify new ways to partner on public safety and community development issues. This has included community input into hosting the Minnesota Vikings at TCF Bank Stadium while their new facility is under construction.

The Department of Emergency Management offers a host of services to the University to improve its ability to prepare for, respond to, mitigate, and recover from all hazards emergencies. They have also taken on the lead responsibility to establish and manage emergency notification systems for campus. Through Txt U, digital public address, and several other systems they strive to assure rapid notification to the entire campus of any imminent emergency situations.

Safety and Security Abroad

The Global Programs and Strategy (GPS) Alliance coordinates resources, policies, and processes to ensure the health and safety of faculty, staff, and students participating in University activities around the world. In 2011, the GPS Alliance, in coordination with the Department of Emergency Management and the Office of Risk Management, created a comprehensive emergency plan for responding to individual, group, and global emergencies. The University's travel registry tracks the location of faculty and staff around the world so that the University can provide assistance in an emergency. In its first year, the travel registry logged more than 1,700 trips. This is expected to increase as more faculty and staff learn about the new policy. In addition to safety benefits, the travel registry information should allow the University to negotiate better rates on travel-related contracts.

Results: Personal and Property Crime

Personal and property crime represent the most serious types of reported crime. Personal crime includes sexual assault, rape, robbery, aggravated assault, and homicide. Property crime includes burglary, motor vehicle theft, theft, and arson.

On-campus serious crimes against a person declined for the fifth year in a row. The eight reported offenses in 2012 were down from the 10 in 2011, and continued a trend of decline since 2005, when there were 33 offenses, for a 76 percent reduction. As a result of the significant security and personnel investments and partnerships, the long-term direction of campus crime has been positive. The 512 thefts on campus in 2012 were a vast reduction over 1,273 in 1995, and the 1,457 in 1985. While these are strong trends, nothing is taken for granted and vigilant work remains the norm.

Research Safety

The Department of Environmental Health and Safety has implemented a revised Research Safety Program intended to influence and assist research leadership to establish a robust safety culture and eliminate unnecessary risk of harm to employees in the research community.

Strategies implemented to meet this objective include establishing and communicating best practices and associated performance expectations to the research community; establishing formal processes to measure individual laboratories against performance expectations; and assisting individual departments and colleges to establish systems for continuous safety improvement.

The Research Safety Program has assigned dedicated staff to serve as service partners and provide consultation to each college. Research safety staff have undertaken an effort to visit and audit each research lab over the last year with department Research Safety Officers. The lab audits establish an inventory of laboratories and lab contacts, and provide baseline risk and performance data which serve as a basis for ongoing resource allocations and improvement measures.

Research safety staff members are also providing readily accessible management tools for the research community to meet performance expectations. The

program is drafting a research safety manual to establish performance expectations and provide easily understandable guidance on managing safety risks to lab managers and workers. Training modules have been established or updated, along with several fact sheets and overarching safe operating procedures.

Key performance indicators are being measured for research programs and will be reported to University leadership (e.g., deans, department heads, principal investigators, appropriate committees). The program is establishing a foundation based on continuous improvement, collegiality, and strong customer service.

Strategy: Focus on Quality Service

Information Technology

IT Governance

A new IT governance process has been implemented to ensure initiatives and projects meet University needs and directly support the University's mission. The first phase of this process is to gather University-wide input about IT needs and priorities via governance groups (e.g., collegiate dean councils, faculty and student senate committees, and system campus leadership). In addition, broad input is solicited from all University faculty, staff, and students regarding technology satisfaction, priorities, and preferences for future services via a brief survey. After input from these diverse perspectives has been gathered, the many, sometimes conflicting, ideas about where IT should invest are weighed against one another. University executive leadership then uses this information to set direction.

Alignment

One of the greatest challenges facing IT is the inherent need to balance "central" and "distributed" IT resources. This perceived dichotomy has historically led to a culture of "us" and "them." The University has made significant progress over the past year to shift all 1,300 IT staff across the system to a culture of "we," regardless of reporting unit. Many of these staff are now working together in alignment on institutional IT priorities.

One of the most significant strategies for enabling this culture shift has been to launch Formal Communities of Practice (FCoP), places where IT staff with unique perspectives can come together to collaboratively implement the directives derived from this governance process. For example, more than 150 people from across the University system volunteer to participate in the eLearning formal Community of Practice (ELFCoP). The ELFCoP is currently working to help the University community align eLearning infrastructure and services so that the institution will be better positioned to implement the strategic decisions of the Provost's Office.

Improved Efficiency

The IT community has achieved many efficiencies over the past year, some of which required individuals and units to make difficult decisions to do what is right for the University. Areas where consolidation of processes and tools will improve efficiency and quality of service include the following:

- Helpdesk consolidation: the University is transitioning from 72 separate helpdesks to a single point of contact. So far, numbers have been reduced to 42, while extending the hours of support to around-the-clock coverage.

- Data center savings: As a component of Operational Excellence and a demonstration of Risk Recalibration, the University made the decision to avoid a $14 million investment in upgrades to its secondary data center facility. Instead of having functionally redundant primary and secondary data center sites, the University has changed its strategy to incorporate a model that now includes a primary site with a more cost effective disaster recovery facility.

Service to System Campuses

University Services provides the non-academic operations to the Twin Cities campus and works to strengthen support to the system campuses—leading to greater efficiencies and enhanced service.

Examples of these services include:

- Central Security provides monitoring services on all campuses as well as some research and outreach centers.

- The Department of Environmental Health and Safety has systemwide responsibility for campuses and research outreach centers.

- The Business Systems Automation Center monitors alarms and provides 24-hour response to the Duluth campus and is the emergency call intake for the Morris and Crookston campuses. The Call Center is now being used for project initiation in Morris and Crookston.

- The computerized maintenance management system which served the Twin Cities and Duluth campuses was recently expanded to the Morris and Crookston campuses.

- University Dining Services manages food and beverage contracts systemwide.

- Auxiliary Services provides interface to the People-Soft database for the Duluth campus and recently expanded this service to the Crookston and Morris campuses.

- University Bookstores manages the bookstores on the Rochester, Crookston, and Morris campuses.

4: UNIVERSITY OF MINNESOTA DULUTH CAMPUS

The University of Minnesota Duluth (UMD) serves northeastern Minnesota, the state, and the nation as a comprehensive regional university that integrates liberal education, research, creative activity, and public engagement and prepares students to thrive as lifelong learners and globally engaged citizens. With the resources and opportunities of a large research institution but a sense of community more akin to small liberal arts colleges, UMD attracts students looking for a personalized learning experience on a medium-sized campus of a major university.

Comparison Group Institutions

The Duluth campus has recently revised its peer list and identified eleven other higher education institutions as the primary group for comparison.

Duluth Campus at a Glance

Founded

1895 - Normal School at Duluth
1921 - Duluth State Teachers College
1947 - University of Minnesota, Duluth

Campus Leadership

Lendley (Lynn) Black, Chancellor

Colleges and Schools

College of Education and Human Service Professions
College of Liberal Arts
Continuing Education
Graduate School
Labovitz School of Business and Economics
School of Fine Arts
Swenson College of Science and Engineering

Academic Partnerships

College of Pharmacy
Medical School Duluth

Degrees/Majors Offered

13 bachelor's degrees in 82 majors; two-year program at the School of Medicine and College of Pharmacy; 21 graduate programs; participates in three all-university doctoral programs

Student Enrollment (Fall 2012)

Undergraduate	9,452	(82%)
Graduate	753	(7%)
Professional*	354	(3%)
Non-degree	932	(8%)
Total	**11,491**	

*Degrees granted at Twin Cities campus, enrollment at Duluth campus.

Employees (Fall 2012)

Direct Academic Providers	643	(34%)
Fellows, Trainees, and Students in Academic Jobs	246	(13%)
Higher Education Mission Support	239	(13%)
Intercollegiate Athletics	30	(2%)
Facilities-Related Jobs	147	(8%)
Organizational Support	491	(26%)
University Leadership	86	(4%)
Total Employees	**1,882**	

Degrees Awarded (2011-12)

Bachelor's	2,000	(91%)
Master's	195	(9%)
Doctoral	3	(0.1%)
Total	**2,198**	

Campus Physical Size (2012)

Number of Buildings	75
Assignable Square Feet	1,909,410

Budget Expenditures (2012-13)

$247 million

These institutions were identified based on their similar academic programs, enrollment, degrees awarded, and research activities, and their Carnegie Classification as Master's Medium Programs.

Table 4-1 shows the variance among the twelve institutions. While these institutions are among the most similar to UMD across many categories, it is not possible to have comparable data across every category. This should be considered in reviewing the data. This report includes comparison group data where possible.

Table 4-1. Comparison group institutions, Duluth campus

	TYPE			SIZE	STUDENTS		
	Institutional Control	City Size	Highest Degree Offered	Total Enrollment	Percent Undergrad.	Percent Full-time	Percent In-state
CA Poly. State U. - San Luis Obispo	Public	Small	Master's	18,762	94%	95%	89%
Col. of Charleston	Public	Mid-size	Post-Master's Certificate	11,649	90%	86%	37%
Minnesota State U. - Mankato	Public	Small	Doctorate	15,709	87%	79%	84%
South Dakota State U.	Public	Small	Doctorate	12,725	88%	72%	64%
Southern Illinois U. - Edwardsville	Public	Mid-size	Doctorate	14,235	80%	77%	92%
U. of Mass. - Dartmouth	Public	Mid-size	Doctorate	9,225	82%	79%	96%
U. of Michigan - Dearborn	Public	Large	Doctorate	8,664	83%	59%	98%
U. of Minnesota - Duluth	**Public**	**Large**	**Doctorate**	**11,806**	**90%**	**86%**	**89%**
U. of NC - Charlotte	Public	Large	Doctorate	25,277	80%	76%	88%
U. of Northern Iowa	Public	Mid-size	Doctorate	13,168	87%	83%	94%
Western Michigan U.	Public	Mid-size	Doctorate	25,086	80%	72%	90%
Western Washington U.	Public	Mid-size	Post-Master's Certificate	14,842	93%	90%	84%

Source: Integrated Postsecondary Education Data System (IPEDS)
*Note: Student data are from Fall 2011 data collection period, except that the in-state student cohort is from Fall 2010. For human resource data, federal reporting rules require employee institutional data to be reported for odd years. Percent (%) staff is calculated from the number of staff by the total employee population at the institution. Staff data includes employees institutionally classified as executive/administrative/managerial, other professionals, technical and paraprofessionals, clerical and secretarial, skilled crafts, and service/maintenance. Data excludes employees who are faculty and graduate assistants.

Campus Overview

Serving the people of Minnesota and beyond, the University of Minnesota Duluth takes full advantage of its Northeast Minnesota location on the shores of Lake Superior to offer a high-quality living and learning experience. UMD nurtures student success through a learning-centered environment characterized by innovative comprehensive undergraduate and graduate programs, student life initiatives, discipline-specific and interdisciplinary research opportunities, creative endeavors, and thriving international exchanges. An alternative to both large research universities and small liberal arts colleges, UMD builds upon its unique land-grant and sea-grant traditions as a premier comprehensive university recognized for its high-quality teaching, research, creative activities, and public engagement.

Undergraduate students can choose from 14 bachelor's degrees in 91 degree programs across five collegiate units including the Labovitz School of Business and Economics, College of Education and Human Service Professions, School of Fine Arts, College of Liberal Arts, and Swenson College of Science and Engineering. The Duluth campus has graduate programs in 19 fields and six cooperative programs offered through the Twin Cities campus, in addition to a two-year program at the University's School of Medicine Duluth and a four-year College of Pharmacy program.

Strategic Planning

UMD conducted a year-long planning process during the 2010–11 academic year to clarify its mission and to identify a campus vision, core values, and goals. The UMD Strategic Plan, which includes six major goals (referenced throughout this report), is the product of an inclusive, collaborative process involving the entire campus as well as Duluth community leaders. Closely aligned with the University-wide metrics framework, UMD's strategic goals will focus campus efforts on key priorities for the next several years.

An ongoing Strategic Planning & Budget Committee has been established as part of a new governance structure to advise the chancellor. The committee provides a channel through which all campus constituencies have input into the strategic planning and budget processes and can provide advice, analysis, and assessment.

Goal: Extraordinary Education

(Full model on page 5)
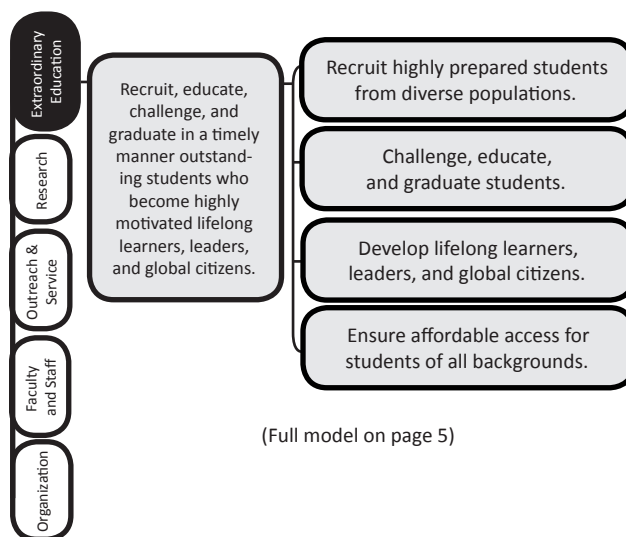
UMD is committed to providing extraordinary education to challenge, educate, and graduate students prepared for leadership and service to society.

This goal is reflected in UMD's **Strategic Planning Goal 1:** Promote integrated curricular, co-curricular, and living-learning undergraduate experiences that achieve UMD's student learning goals and prepare students for lifelong learning, globally engaged citizenship, and success in their academic, personal, and professional lives. Several key initiatives are highlighted below.

Enrollment Management

Aligned with multiple goals of the UMD Strategic Plan, the Enrollment Management Approach (Figure 4-A) integrates programs, practices, policies, and planning campuswide to achieve the optimal recruitment, retention, and graduation of students. UMD began implementation of three- and five-year enrollment goals established in 2011–12, with action plans developed to support first-year and transfer student enrollment goals, to increase enrollment of international and students of color, and to improve retention of all undergraduates. Plans include specific actions, measurable outcomes, assigned areas of responsibility, and timelines for reporting outcomes to the Strategic Enrollment Management (SEM) Council.

Transfer student recruitment and success continues to be an emphasis in UMD's enrollment approach. Renewed efforts to strengthen relationships with community college partners began to provide smoother

Figure 4-A. Enrollment Management Approach, Duluth Campus
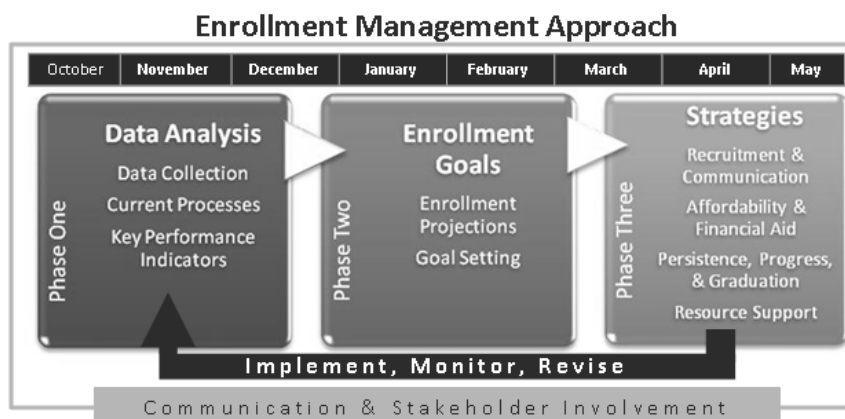
Source: University of Minnesota – Duluth SEM Council

degree pathways for transfer students. One new initiative is the Arches Program, a collaboration between UMD and Lake Superior College (LSC) to prepare students for the rigors of college-level coursework. Arches provides select applicants denied admission to UMD the opportunity to meet admission standards within a semester or two through completion of select LSC courses and requirements. The LSC Arches courses are held on the UMD campus, with participants fully involved in UMD student life.

New first-year enrollment dropped at UMD in fall 2012 (Figure 4-B). Consistent with comprehensive SEM planning begun in 2011–12, gaps in recruitment practices were immediately identified and best practices implemented. Benchmarks indicate that fall 2013 first-year enrollment will show significant improvement.

Retention and Graduation

UMD continues to achieve steady increases in four- and five-year graduation rates. The five-year graduation rate for the 2007 cohort met the 60 percent goal

established in 2006 by the University Board of Regents (Figure 4-C). Improvements in graduation rates have been achieved through a concerted effort to engage students in planning their degree progress using tools such as the Academic Progress Auditing System and the Graduation Planner as well as the 30-60-90 Student Success Roadmap. In fall 2012, 68 percent of undergraduates were enrolled in 15 or more credits, a key benchmark of the Roadmap (Table 4-2). This compares with 57 percent in 2007.

Table 4-2. Undergraduate credit load in fall term, Duluth campus, 2007–12

	2007	2008	2009	2010	2011	2012
Zero	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%
Fewer than 6	1.0%	1.2%	1.1%	0.9%	1.0%	1.1%
6 - 11	3.5%	2.8%	2.9%	2.9%	3.1%	3.3%
12 - 14	38.2%	32.9%	31.8%	28.9%	28.7%	27.6%
15 or more	57.2%	63.0%	64.2%	67.3%	67.2%	68.0%

Source: Office of Institutional Research, University of Minnesota

Figure 4-B. Fall enrollment, Duluth campus, 2001–12
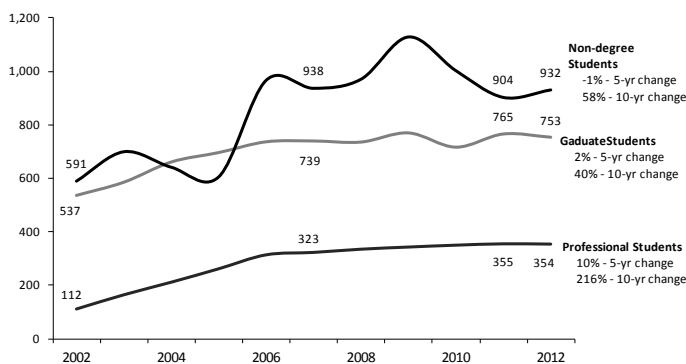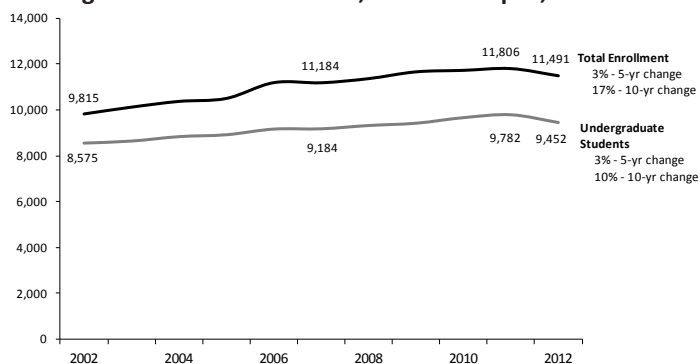
Source: Office of Institutional Research, University of Minnesota

Figure 4-C. Four-, five-, and six-year graduation rates of first-time, full-time undergraduate students, Duluth campus, classes matriculating in 1998-2008

☐ 4-year graduation rate   ▨ 5-year graduation rate   ■ 6-year graduation rate

Year of Matriculation

*Rates include graduates who transferred to another University of Minnesota campus. Graduation rates reported to the national database (IPEDS) includes only students who matriculated at and graduated from the same campus. As a result, the rates in the figure above are slightly higher than those reported to IPEDS. Source: Office of Institutional Research, University of Minnesota
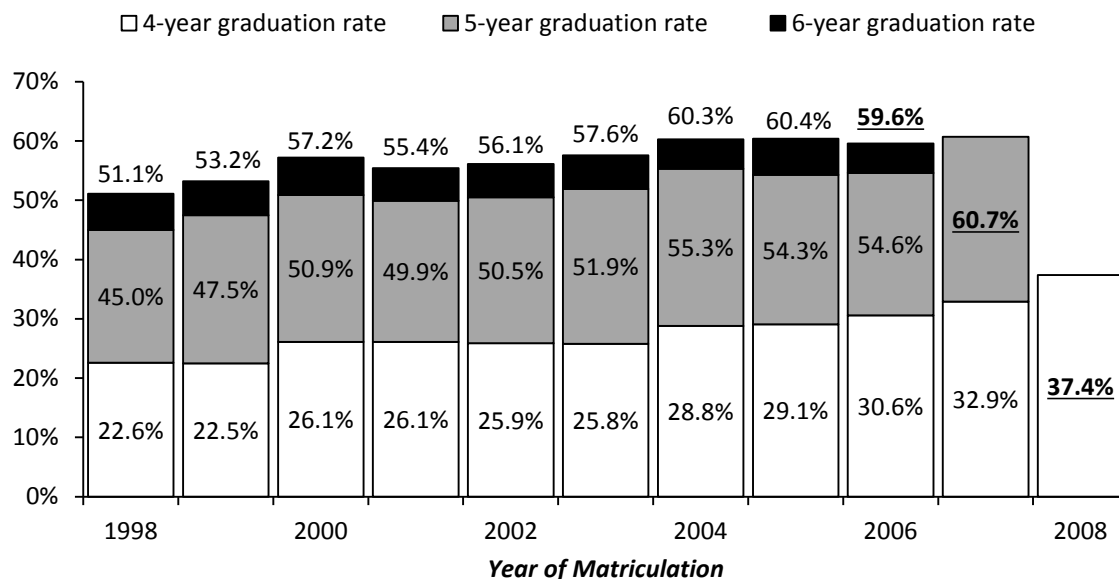
A number of initiatives are underway to advance a comprehensive approach to student retention. (See retention rates, Figure 4-D). Each undergraduate collegiate unit has been charged with setting goals and action steps for improved first-year retention. In the coming year, UMD will undertake an assessment of its first-year seminar to optimize this unique opportunity to support students' transition to campus. Supplemental Instruction, a peer-led learning enhancement program, is also being expanded to serve students enrolled in high-risk first-year courses.

Improved graduation rates coupled with larger entering classes in 2007, 2008, and 2009 have led to a record number of undergraduate degrees being conferred. UMD awarded 44.3 percent more degrees in 2011–12 than in 2002–03 (Figure 4-E).

Figure 4-D. First-, second-, and third-year retention rates for first-time, full-time undergraduate students, Duluth campus, 2001–11 cohorts
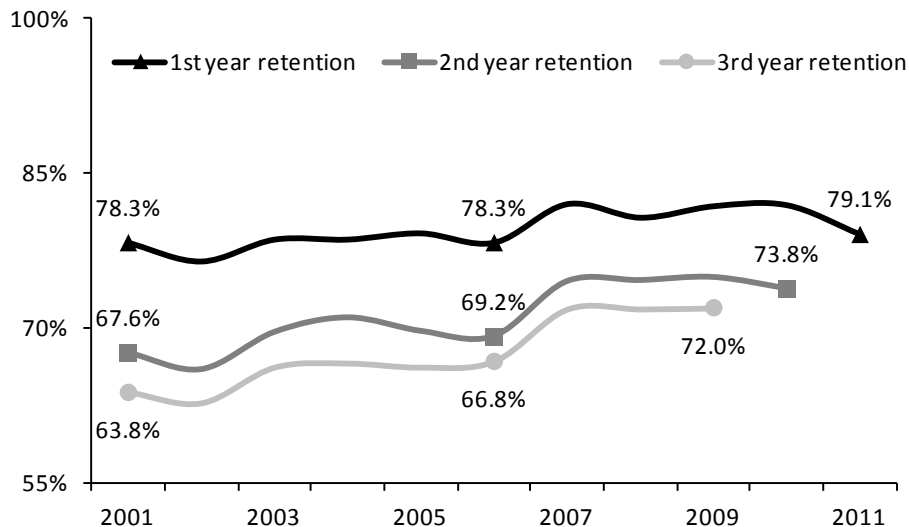
Rates represent retention and graduation within the UM system. Source: Office of Institutional Research, University of Minnesota

95

Figure 4-E. Bachelor's degrees conferred, Duluth campus, 2003–12

Source: Office of Institutional Research, University of Minnesota

Table 4-3. Student aid trends, Duluth Campus, 2003, 2008, 2012

	2003	2008	2012
Gift Aid	$16.6m	$24.2m	$40.5m
Employment	$3.5m	$4.1m	$4.3m
Loans	$25.7m	$53.7.m	$72.2m
Total student aid	$48.9m	$85m	$188.7m
Gift aid as % of total aid	48%	48%	64%
Loans as % of total aid	56%	62%	68%

Source: Office of Institutional Research, University of Minnesota

UMD has focused on sending a consistent message to students on the importance of taking a minimum of 15 credits per semester to stay on track for 4-year graduation. These efforts have been successful, as shown previously in Table 4-2.

Degree Candidate Project

The Degree Candidate project is an extension to the Graduate Minnesota initiative. Over the past year, UMD contacted students who had applied for degree candidacy but not yet graduated. The project targeted 449 students from 2001–13. To date, 113 of these students have completed their degrees. The progress is shown in the figure 4-F.

Affordable Access

UMD is committed to ensuring affordable access for students of all backgrounds and has expanded both merit and need-based scholarships to attract top-level students. Best-in-Class scholarships are offered to Minnesota students who rank #1 or #2 in their high school class. The University-wide Promise Scholarship (previously the Founders Tuition Program) guarantees tuition aid for Minnesota resident undergraduates with a family income of up to $100,000. By offering multiple financial aid strategies, including scholarships, work study, and loans, UMD has significantly increased financial aid funding to help students manage the cost of their education (Table 4-3).

In spring 2013, UMD was listed as one of the most affordable Minnesota colleges by The College Database,

Figure 4-F. Degree candidate (D-CAN) project results, Duluth campus
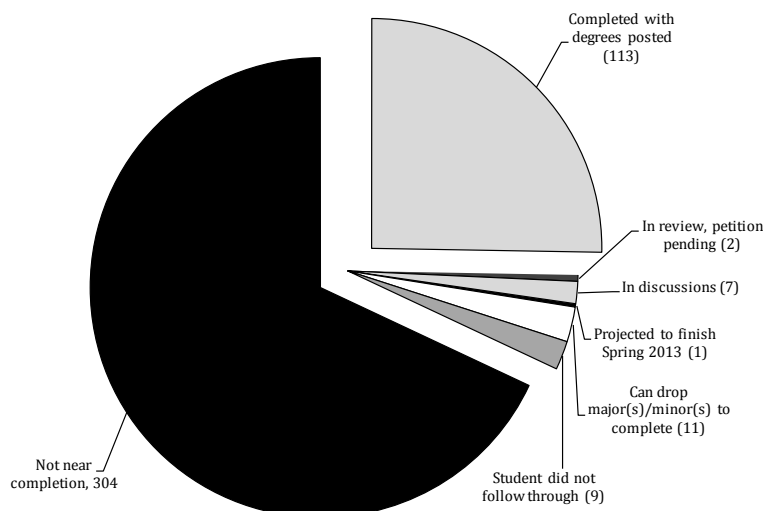
Source: D-CAN Project, University of Minnesota – Duluth

a college and career website. Schools on the list must have an annual tuition rate below $20,000 and have new graduates earning more than $40,000 per year on average. According to The College Database, UMD students enter the workforce earning an estimated $42,300 per year after graduation, ranking it among the top five of all Minnesota postsecondary schools.

Online Education

Online and technology-enhanced teaching and learning is a strategic asset at UMD, providing faculty members with expanded paths for course delivery and students with enhanced access and flexibility. The campus has hired an associate vice chancellor with specific responsibilities related to online delivery. UMD created an online teaching and learning community of practice, and launched an e-learning steering committee. Starting in fall 2013, two faculty members will be faculty fellows charged with further supporting faculty development in online and technology-enhanced course delivery.

Writing Center

Steps are being taken to open a campus-wide writing center in fall 2013. In addition to offering one-on-one consultation with qualified graduate students and experienced writing instructors, the center plans to provide writing-related training and workshops for various sectors of the campus community, including students, staff, and faculty. The newly designed Learning Commons in the UMD Library will bring together learning-centered services in a common space and will include the Writing Center, the Tutoring Center, and the Multimedia Hub.

Mathematics Learning Laboratory

Focusing on the redesign of developmental mathematics courses, the UMD Department of Mathematics and Statistics will open a Mathematics Learning Laboratory in fall 2013, following a national trend in moving away from the lecture approach to mathematics. Offering web-based material, a guided notebook, and instructor support, the lab will allow for more individualized instruction, catering to the needs of lower-level courses in which student abilities range widely. The lab will allow students to semi-self-pace, moving more quickly through topics they find less difficult and directing time and instructor assistance

to more challenging areas. Phase One will move all sections of College Algebra into the lab format, with other courses to follow; the lab eventually will serve over 1,000 students annually.

UMD University Honors Program

University Honors (UH) at UMD began in 2003 to connect highly motivated students with dedicated faculty to provide a small university environment within the larger university community. The program offers students a variety of special classes enhanced by cultural events and opportunities for leadership, civic engagement, and research.

Spanning all five UMD colleges, the UH program fosters close interactions among students, faculty, and community leaders. With an enhanced curriculum in fall 2013, the program requires students to maintain a cumulative 3.30 GPA or higher, to complete four UH classes and four UH non-course experiences (such as civic engagement, research, internships, creative expression projects, leadership roles, and study abroad), and to complete a UH capstone scholarship project.

With enhanced curriculum and increased retention efforts, total enrollment in UH is up from 170 in 2012 to nearly 200 students in fall 2013. As part of a new initiative, the program accepted 50 high-performing first-year students for 2013, reflecting a revamped admissions process to recruit top students who might otherwise not have come to UMD.

Academic Program Review

UMD developed a comprehensive academic program review policy and procedure that utilizes self- and external peer-evaluation for continuous program improvement to foster excellence, efficiency, and effectiveness. In addition, the program review process seeks to facilitate strategic planning and inform future resource decisions. Review cycles have been synchronized across campus and either coordinated with external accrediting bodies or scheduled at regular intervals, with 5-10 reviews taking place each academic year.

In 2012–13, UMD Academic Affairs completed reviews of civil engineering, computer science (graduate program), geological sciences (undergraduate and graduate), and the Large Lakes Observatory. The

docket for the next two years includes the doctorate in education program, all programs in business and economics, all teacher licensure programs, and the UMD Honors Program.

Recreational Sports and Outdoor Programs

UMD's Recreational Sports Outdoor Program (RSOP) has been a national leader in engaging students in healthy, active lifestyles and connections to the natural world through personal and professional experiences. RSOP programming areas include intramural sports, informal sports, fitness and wellness, sport and outdoor clubs, aquatics, kayaking and canoeing, climbing, environmental education, outdoor trips, crafts, and youth programming. RSOP also serves employees and alumni through a wide variety of programming and facility options and contributes to the University's mission of outreach through youth and community programming.

Almost 90% of UMD students participate in RSOP facilities and services. The RSOP and intramural participation rates are 20 percentage points above national benchmarks, placing UMD among the top schools in the nation. The latest major benchmarking occurred in spring 2013. Results include:

- 87.3 percent participate in RSOP programs and services
- 76 percent indicated that RSOP was important in their decision to attend UMD
- 80 percent indicated that RSOP was important in persisting toward a degree
- 81 percent indicated that their academic performance improved due to participation

Research has found that students who participate in campus recreation facilities three times or more a week on average have higher GPAs, carry higher credit loads, graduate at a higher rate, graduate sooner, and report greater satisfaction with their college experience.

Diversity

UMD has renewed its commitment to equity and diversity and has placed a high priority on creating an environment that is welcoming and respectful.

This is reflected in UMD's **Strategic Planning Goal 2:** Create a positive and inclusive campus climate for all by advancing equity, diversity, and social justice. A campus change team was named and charged with developing campus-wide action plans at all levels to create a more inclusive environment for students, faculty, and staff.

Efforts include increasing recruitment, retention, and support of diverse students, faculty, and staff; the integration of cultural diversity, cultural competence, and social justice topics into curriculum and campus life; increased training and development opportunities that promote equity, diversity, and social justice; implementation and rigorous enforcement of policies and procedures advancing cultural diversity and social justice; and including progress on diversity initiatives explicitly in performance reviews of campus leadership.

UMD values diversity as a means of enriching the educational experience of all students and continues its strong commitment to building a more diverse student body. Admissions and collegiate student affairs units continue to aggressively recruit students of color. In addition, UMD's Strategic Enrollment Management Council has developed an action plan providing macro-level accounting of campus initiatives, outcomes, timelines, responsibility centers, and results supporting enrollment goals for students of color. Over the past decade UMD has experienced steady growth in underrepresented student groups (Figure 4-G.

Figure 4-G. Percent undergraduate students of color by fall term, Duluth campus, 2002-12
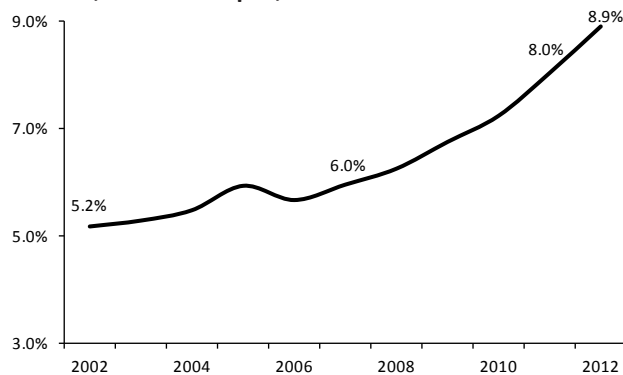
Source: Office of Institutional Research, University of Minnesota

UMD offers a wide variety of majors, minors, and graduate programs that align with cultural competency and diversity education, including:

- Majors: American Indian studies, French studies, Hispanic studies, cultural entrepreneurship, Ojibwe elementary school education, and women's studies.

- Minors: African and African American studies, American Indian studies, cultural studies, deaf studies, foreign studies, French studies, German studies, international studies, Hispanic studies, tribal law and government, and women's studies.

- Graduate programs: master of advocacy and public leadership, and master of tribal administration and governance.

UMD recently created a cabinet-level leadership position to facilitate campus climate training and development for faculty, staff, administration, and students. The position will oversee the planning, execution, and assessment of campus-wide intercultural initiatives, work on increasing intercultural student learning outcomes through UMD international and study abroad programs, and serve as a key community liaison.

In addition, UMD in 2011–12 hired three pre-doctoral fellows from underrepresented groups in the departments of English, sociology-anthropology, foreign languages and literatures, and history. This program creates successful mentoring experiences and provides supportive work environments and resources to prepare the fellows for the next step in their careers. The program was continued in 2012–13.

Also begun in fall 2011, UMD offers a Multicultural Living Community for incoming first-year students interested in engaging in cross-cultural dialogues and self-awareness. Students chosen to participate engage in opportunities to explore complex issues of identity and ethnicity, cultural discovery, and learning about the experiences of others.

UMD hosts numerous events to promote equity and diversity. The 2012 Summit on Equity, Diversity and Multiculturalism, open to the public, included interactive workshops, presentations, lectures, films with discussion, and other events addressing issues of equity, diversity, and multiculturalism. UMD's "Empathy, Leadership and Social Change" conference

in spring 2013 offered students, faculty, and staff lectures, discussions, workshops, and performances related to integrating empathy skills into life contexts. UMD also hosted two sessions in 2012–13 for students, faculty, and staff to engage in roundtable discussions about race and ethnicity, providing attendees with tools for improving the racial climate on campus and in the community.

Additionally, in July 2013, the Duluth campus earned a top rating from the Campus Pride Index, which measures how inclusive, welcoming, and respectful a campus is to the lesbian, gay, bisexual, transgender, and ally community.

Internationalization

UMD, along with eight other institutions from across the nation, is participating in the American Council on Education 2012–14 Internationalization Laboratory Cohort. As a cohort member, UMD will develop strategies for campus internationalization by forming a campus leadership team to work on strategic planning and student outcomes, attending cohort leadership meetings in Washington, undergoing site visits and peer reviews, and participating in monthly phone calls with the laboratory director.

A twelve-member Internationalization Leadership Team (ILT) has been charged with reviewing current international activities at UMD, identifying campus goals and student learning outcomes related to internationalization, and developing a systematic plan for comprehensive internationalization at UMD.

The team's initial review has found:

- Internationalization/global engagement appears in the mission or vision statements of the UMD Strategic Plan and of UMD schools and colleges.

- Faculty members have diverse backgrounds and experiences: 24 percent were born abroad, 37 percent lived two or more years abroad, and almost 50 percent have studied abroad.

- An average of about 400 students per year study abroad; over 20 percent do so by graduation.

- Approximately 200 international students study at UMD each year.

- Faculty report a variety of international activities: 33 percent conducted research or engaged in other

professional activity in their discipline outside the United States and 43 percent have participated in international conferences or meetings.

- The UMD campus, collegiate units, and departments have numerous partnerships with higher education institutions across the globe.

- All undergraduate students are required to take a course with a global perspective as part of their liberal education requirements; individual programs have additional international content requirements.

- UMD has opportunities to more effectively coordinate, integrate, or systematically assess international activities on campus.

In fall 2013, the ILT will identify student learning outcomes and campus goals related to internationalization and then develop a systematic plan, action steps to achieve each goal, and objectives and measures to monitor achievement. Campus forums to obtain ideas and feedback on internationalization goals will be held during fall semester 2013, with a final report and plan completed in April 2014.

Graduate Education

UMD plans for continued growth in graduate education by implementing a comprehensive plan to attract, retain, and serve high-caliber graduate students and to invest in the development of new graduate programs that focus on UMD's strengths, as guided by UMD's mission and vision statements. This is reflected in UMD's **Strategic Planning Goal 3:** Establish UMD as a center of excellence for graduate studies in the Upper Midwest.
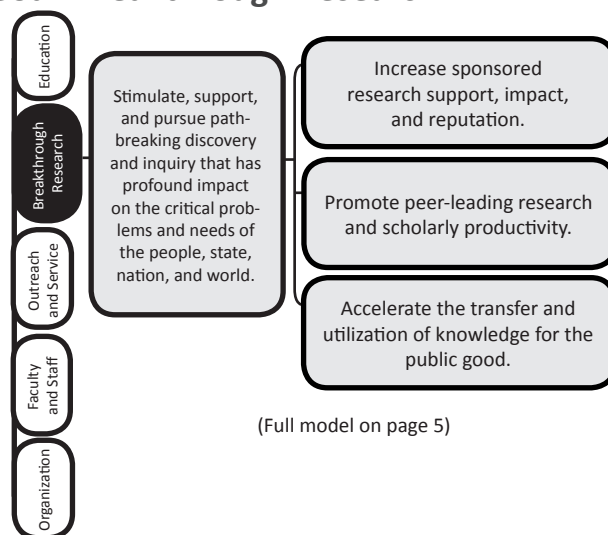
As a result of the restructuring of University of Minnesota graduate education, UMD plans to enhance its Graduate Education office by expanding support systems for graduate students, centralizing services, and developing policies and procedures to support graduate students and faculty. The SEM Council developed enrollment targets for graduate students, and the chancellor's cabinet authorized funding for recruiting more students to graduate programs with capacity for growth.

UMD offers 25 graduate programs across five collegiate units and is well positioned to increase its contribution to graduate education in Minnesota. The campus began offering its first doctoral program, the Ed.D.

100

in education, in fall 2007. Its most recent graduate programs include the M.A. in psychological science and the M.S. in electrical engineering.

To meet market demand and strengthen relationships with regional and community colleges, UMD recently developed a master of engineering program, offered both on the Iron Range and on the UMD campus. UMD also offers the integrated biosciences program, a multi-campus University M.S. and Ph.D. program to train graduate students in interdisciplinary approaches to solving biological problems.

Goal: Breakthrough Research

Education

Breakthrough Research

Outreach and Service

Faculty and Staff

Organization

Stimulate, support, and pursue path-breaking discovery and inquiry that has profound impact on the critical problems and needs of the people, state, nation, and world.

Increase sponsored research support, impact, and reputation.

Promote peer-leading research and scholarly productivity.

Accelerate the transfer and utilization of knowledge for the public good.

(Full model on page 5)

UMD will continue to promote research, creative activity, and the scholarship of teaching, learning, and engagement. In each endeavor, opportunities to transfer and utilize new knowledge for the public good will continue to be developed. This is consistent with UMD's **Strategic Planning Goal 4:** Advance UMD's stature as a major campus for research and creative activities, leveraging the region's unique natural, human, and cultural resources.

UMD focuses on research areas for which the faculty have expertise and/or which meet regional needs, while at the same time selectively developing new areas of research, scholarship, and artistic activity. In spring 2012 the chancellor's cabinet authorized funding for seed grants to support research projects with potential for longer-term funding.

In the past five years, UMD has experienced remarkable growth in research as measured by external

Table 4-4. External support expenditures, FY 2007 and FY 2012, Duluth campus

	2006–07	2011–12	5-yr Percent Change
UMD 5 collegiate units + NRRI	$16,818,370	$24,203,370	43.9%
SOMD	$3,998,472	$6,456,613	61.5%
COPD	$168,089	$1,161,933	591.3%
Campus total	$20,984,931	$31,821,916	51.6%

Source: University of Minnesota Duluth Sponsored Research Administration Office

support expenditures (Table 4-4). While the School of Medicine Duluth (SOMD) and College of Pharmacy Duluth (COPD) officially report up through the University's Academic Health Center, a number of researchers from those entities collaborate on research with colleagues from the Swenson College of Science and Engineering and the Natural Resources Research Institute, with faculty from both units advising graduate students in the integrated biosciences and water resources science programs. In 2007, COPD was just beginning; its growth, along with that of SOMD and other programs, is a reflection of the wonderful symbiotic relationship among research units at UMD.

Freshwater Research

A focus on freshwater research education and outcomes continues to be a UMD priority through the work of faculty and staff associated with the Swenson College of Science and Engineering, Natural Resources Research Institute, Center for Water and the Environment, Large Lakes Observatory, and the Minnesota Sea Grant. In 2010, UMD was awarded new freshwater research grants totaling $3.4 million. The Great Lakes Maritime Research Institute, a partnership between UMD and the University of Wisconsin—Superior, continues to pursue research efforts in marine transportation, logistics, economics, engineering, environmental planning, and port management. Current institute funding is $1.3 million.

The Minnesota Sea Grant works to facilitate research and outreach programs about Lake Superior and

Minnesota's inland waters. With an operating budget of approximately $1.5 million, Minnesota Sea Grant's staff members are dedicated to seeking and communicating information statewide to enhance Lake Superior and Minnesota's inland aquatic resources and economies.

Undergraduate Research

For over half a century, UMD has placed a high priority on providing opportunities for students to participate in undergraduate research or creative activity and has had an outstanding record of undergraduate student and faculty participation in the Undergraduate Research Opportunity Program (UROP).

In addition to University system funding, funding is provided by UMD each year to extend the opportunity for significantly more UMD students to gain the benefits of a UROP experience. Faculty grants and donor gifts also support many undergraduate research and creative activity projects. Both the UMD math and chemistry departments have large ongoing summer undergraduate research programs that have received national recognition.

This past year's winner of the Nobel Prize in Chemistry, Brian Kobilka, graduated from UMD in 1977 with a B.S. in biology and chemistry. While an undergraduate student, Kobilka did interdisciplinary research in chemistry and molecular biology, starting on the research path that would eventually lead him to the Nobel Prize. His achievements are one reflection of the importance—and long-term impact—of UMD's strong support of faculty-directed research opportunities for undergraduates.

UMD student participation in UROP has steadily increased (Figure 4-H). Approximately 200 students annually now participate in the UROP showcase, representing research and artistic projects that were completed with advice and mentorship from over 150 UMD faculty members.

In addition to supporting undergraduate research and artistic endeavors, UROP also provides support each year for students to attend the National Conference on Undergraduate Research (NCUR). In the past ten years, over 120 students and 45 faculty members from UMD participated in the National Conference on Undergraduate Research (NCUR) conference.

Also, approximately 13 undergraduate students are funded each year by the Swenson Family Foundation to carry out summer research in chemistry and biochemistry.

Figure 4-H. Total number of UROP students, Duluth campus, 1997–2013

Source: UROP, University of Minnesota – Duluth

Goal: Dynamic Outreach and Service

(Full model on page 5)
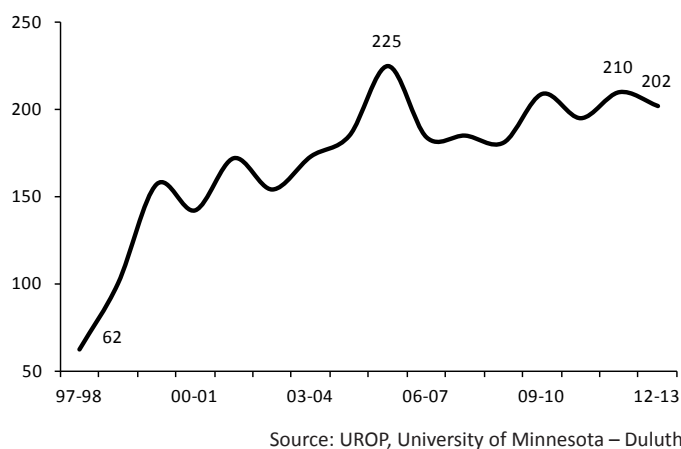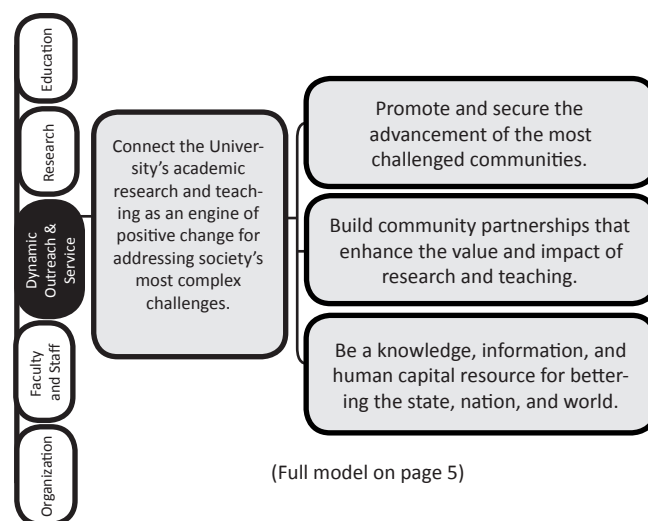
UMD plays a central role in the cultural, economic, and intellectual life of Duluth and surrounding communities. UMD endeavors to become and remain a model of community engagement and partnership and to enhance the value and impact of the University's research and teaching for the betterment of the state, nation, and world. This is reflected in UMD's **Strategic Planning Goal 5:** Strengthen ties with Duluth and surrounding communities in intentional, visible, and mutually beneficial partnership.

Economic Development

UMD serves the region and state as a leader in economic development. The Natural Resources and Research Institute (NRRI) comprises scientists, engineers, and business specialists whose activities span economic development, applied research and development, and active engagement in environmental studies. A state special appropriation of $3 million is leveraged into an annual operating budget of approximately $14 million. NRRI employs about 150 individuals on a full-time equivalent basis and relies primarily on grants and contracts to accomplish its program objectives. These objectives focus on three prime areas: minerals, both ferrous and non-ferrous; forest products; and water and the environment.

During its 25 years of operation, NRRI has become a prominent research and outreach arm of UMD, respected by industry and agency partners statewide and around the world. The Center for Economic Development (CED) is a joint program of NRRI, the

Labovitz School of Business and Economics, and Swenson College of Science and Engineering. The center works to strengthen the viability of the region as a recognized leader in small business development and assists local entrepreneurs and businesses to grow and succeed.

The Labovitz School's Bureau of Business and Economic Research works for students, alumni, and the region as a whole to collect, analyze, and disseminate information about the economy of Duluth, northeastern Minnesota, and the state of Minnesota. The bureau enables students to gain the hands-on, real-world skills of conducting economic and business research and provides data and analysis concerning the economic viability of building, expanding, or relocating businesses in this region.

Native American Education

UMD has a longstanding commitment to Native American education and has numerous programs supporting this priority, including an undergraduate degree program in American Indian studies, Ojibwe language revitalization, the American Indian Project in the Department of Social Work, and extensive programming in education.

UMD has become a leader in culturally responsive teacher education by developing alternative teacher education models to serve Native American populations. The newest additions include an Ed.D. cohort with an indigenous focus, which began in 2011, and the master of tribal administration and governance (MTAG), which graduated its first cohort of students in spring 2013. A hybrid program that meets on weekends and online, MTAG was developed in full collaboration and consultation with American Indian tribes across Minnesota and Wisconsin.

The program is the only graduate degree program nationally that trains American Indian tribal leaders, both current and potential, in management practices serving Native American populations and tribal governments. It focuses on tribal sovereignty, federal Indian law, leadership, ethics, tribal accounting and budgets, and tribal management (strategic, operations, project, and human resources management).

Civic Engagement

UMD has made community engagement a priority and invests approximately $170,000 annually in direct support of civic engagement efforts. UMD's Office of Civic Engagement (OCE) offers programming throughout the year to help prepare educated citizens and strengthen civic responsibility. The office works with faculty, assisting with 45–60 courses each year that have a community-based learning component. The office collaborates with 60–100 organizations per year and in 2012–13, mobilized over 1,600 students who contributed approximately 30,000 hours of service.

Throughout the year, OCE offers support to faculty (consultations, funding opportunities, connecting with community partners), students (assistance in site placement, civic engagement events), and community partners (connections with faculty implementing community-based learning, ongoing communication to address issues, needs, and other support) to build stronger, more engaged communities. Examples include collaborating with YMCA programs and the Duluth Public Schools on the PAL Project tutoring and mentoring program, and coordinating CHAMP Day of Service for UMD students, faculty, and staff.

UMD approved criteria in January 2013 for a service learning course designation to help increase visibility and recognition of service learning for both students and faculty. Implementation is expected in spring 2014.

4: Duluth Campus

Goal: World-Class Faculty and Staff

Education

Research

Outreach & Service

World-Class Faculty & Staff

Organization

Engage exceptional faculty and staff who are innovative, energetic, and dedicated to the highest standard of excellence.

Recruit and place talented and diverse faculty and staff to best meet organizational needs.

Mentor, develop, and train faculty and staff to optimize performance.

Recognize and reward outstanding faculty and staff.

Engage and retain outstanding faculty and staff.

(Full model on page 5)

UMD is committed to recruiting and retaining talented and diverse faculty dedicated to the highest quality teaching, research, and service. UMD collegiate units recruit aggressively for faculty across the finest major terminal degree programs in the United States as well as internationally.

Numerous external program review members have commented on UMD's success in recruiting outstanding faculty who are poised to make major substantive contributions to their disciplines and the mission of the University. The campus has made a concerted effort to hire female faculty in underrepresented areas, such as science and engineering.

Responding to the growth in undergraduate enrollment in the 1990s and 2000s, along with the retirement of many faculty hired during the expansion of higher education in the 1960s and 1970s, UMD has successfully recruited and retained a high number of early career faculty members. Approximately one-third of the total number of tenured/tenure track faculty are assistant professors. The implication is that the future of UMD is strengthened by a cadre of talented and enthusiastic academics who have infused UMD with cutting-edge expertise in teaching and learning, research and creative activity, and student engagement practices.

UMD is equally fortunate to have exceptional staff. As one of the largest employers in the region, UMD is recognized as a premier employer and a talent magnet

attracting highly qualified and committed staff. Outstanding service awards are presented annually to recognize the contributions of exceptional staff employees. UMD offers a highly valued employment experience.

Department Head Training

Department heads play a key role in everything from faculty recruitment and retention to program development to assessment and more. In 2012–13 UMD again offered a yearlong leadership program for department heads. Over the course of the year, six sessions covered identity integration and the challenges of being a department head, strategic enrollment management, working effectively with colleagues and staff, performance and post-tenure reviews, mid-career faculty development, and compliance/legal issues in higher education. One session was facilitated by the executive vice chancellor for academic affairs; the final session was facilitated by staff from the University's systemwide Office of Institutional Compliance.

New Faculty Orientation

UMD's New Faculty Orientation Program provides an introduction to the campus mission, UMD priorities and strategic plan, UMD's student profile, the flow of the academic year, facilitating respectful classrooms, liberal education requirements, assessment of student learning outcomes, and campus instructional, technological, and library resources, among other key topics.

In 2012, the program was extended from one to two full days to allow for more program content and increased faculty interaction. For 2013, the program was expanded to three afternoons in August, giving faculty mornings to focus on course preparation, work on research, and to be available for department meetings and colleague interaction.

Goal: Outstanding Organization

(Full model on page 5)

Education

Research

Outreach & Service

Faculty and Staff

Outstanding Organization

Be responsible stewards of resources, focused on service, driven by performance, and known as the best among peers.

Ensure the University's financial strength.

Be responsible stewards of physical resources.

Promote performance, process improvement, and effective practice.

Foster peer-leading competitiveness, productivity, and impact.

Ensure a safe and healthy environment for the University community.

Focus on quality service.

UMD strives to achieve excellence through continuous improvement, quality service, and a strong commitment to the responsible stewardship of resources. This is reflected in UMD's **Strategic Planning Goal 6:** Utilize UMD's infrastructure; technologies; and information, human, and financial resources to support the campus in a sustainable manner. Examples of key initiatives in these areas are highlighted below.

Academic Calendar

Based on feedback from governance groups and a markedly positive response to the campus-wide survey, UMD has committed to changing its academic calendar, effective fall 2015. Changes will include:

- Moving ahead the start and end date of fall semester by approximately one week (classes starting prior to Labor Day)

- Moving ahead the start and end date of spring semester by approximately one week (classes starting prior to Martin Luther King Day)

- Adding a two-day mid-semester break in October

- Extending May term from a three-week session to a four-week session

Student response to these plans has been overwhelmingly positive. The revised calendar (www.d.umn.edu/calendar/academic_cal_15-16.html) will provide a consistent Monday-Friday final exam schedule, a brief fall break, and a longer May term to accommodate a wider variety of course offerings.

Campus Master Plan

The UMD 2013 Campus Master Plan defines a conceptual and physical framework, guided by principles and goals for making physical changes to the campus over time. Master Plan Goals for UMD include:

- Create a "front door" for the UMD campus

- Develop a focal point for the UMD campus

- Make the UMD campus more visible

- Enhance the visual quality of UMD campus

- Create a pedestrian and bicycle-friendly campus

- Connect and integrate the UMD campus into the City of Duluth

The campus master plan will serve as a road map for the future, providing a flexible framework to accommodate change while guiding the physical manifestation of UMD's strategic plan.

Ensuring a Safe and Secure Environment

Public safety and security of the Duluth campus and its surrounding neighborhoods is a top priority. The UMD Police Department is a full service police department comprising 10 full-time police officers serving 14,286 students, staff, and faculty.

The UMD Police department is a leader in university policing, meshing seamlessly with the City of Duluth and regularly providing assistance in the neighborhoods where UMD students, staff, and faculty live and work. University police frequently attend neighborhood watch meetings, Campus Neighbors meetings, and community-organized gatherings in and around the Duluth campus.

In 2012, the UMD Police Department responded to 2,930 calls for service on- and off- campus and also responded to 560 calls for service as an assisting department to another agency. This demonstrates the department's positive working relationship with area law enforcement agencies.

The UMD police department aggressively enforces alcohol and drug statutes and policy in an effort to curb more serious crimes against the person, which are often caused by or related to alcohol or drug abuse. In 2008 the department cited 458 liquor law violations

Figure 4-I. Crime and arrest trends, Duluth campus, 2008-12

☐ Liquor / Drug Arrests   ▨ Crimes against the Person   ■ Property Crimes

*Property and Crimes Against the Person not yet tallied for 2012
Source: Office of Assessment, University of Minnesota Duluth
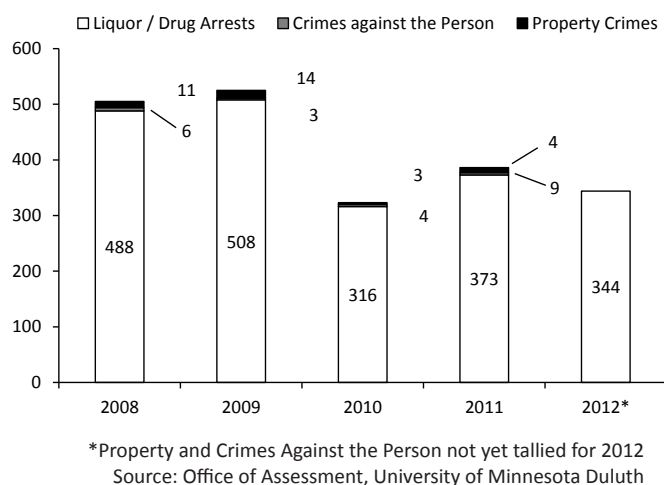
and 30 drug law violations; there were no sex offenses or robberies, and six aggravated assaults. Property crime such as vandalism is also kept low by aggressive enforcement (Figure 4–I). Crime statistics for area colleges and universities with similar population demographics is almost double that of UMD's.

Information Technology Systems and Services

UMD's Information Technology Systems and Services (ITSS) exemplify the campus's continued focus on high quality service and continuous improvement, with a longstanding commitment to technology in support of teaching and learning. Classrooms and labs are continuously being upgraded to state-of-the-art technology and wireless is available everywhere on campus. ITSS partners with the Instructional Development Service (IDS) to provide training in effective use of technology to support high-quality teaching. Faculty use course management systems (such as Moodle) as well as other learning tools to improve teaching and learning. ITSS offers training opportunities for faculty to increase technology skills or help them move course materials online.

In the coming year, UMD plans to advance implementation of a web-based faculty reporting system to track teaching, research, and service information across campus.

Assessment

To promote performance, process improvement, and

effective practice, UMD has instituted a comprehensive approach to assessing student learning at both institutional and program levels. The campus has completed its third year of systematically collecting, analyzing, and using student-learning data from academic and co-curricular programs campus-wide to assess achievement of UMD's nine institutional student-learning outcomes (SLOs).

In November 2012, UMD completed its four-year participation in the Higher Learning Commission Assessment Academy, which contributed significantly to the development of comprehensive assessment practices. A second annual peer review process was also held in November. To date, there are 65 program assessment plans for collecting and using student learning data.

The peer review rubric measures program assessment activities along six domains at four levels (developing, approaching, at standard, and exceeds). Data from the 2011 peer review served as a benchmark. Results include:

- Domain 1: Learning outcomes statements. Data indicate a 12 percent increase in programs considered at standard, compared with 2011.

- Domain 2: Alignment of measure to outcome. Data indicate a 9 percent increase in programs considered at standard, compared with 2011.

- Domain 3: Assessment Results. Data indicate a 15 percent increase in programs considered at standard, compared with 2011.

- Domain 4: Meaningful faculty/staff/student involvement. Data indicate a 7 percent increase in programs considered at standard, compared with 2011.

- Domain 5: Use of analysis. Data indicate a 10 percent increase in programs considered at standard, compared with 2011.

- Domain 6: Connection to UMD SLOs. Data indicate a 21 percent increase in programs considered at standard, compared with 2011.

Programs are expected to report on all program outcomes within a three-year period. Each program outcome is mapped to one or more of the nine University Student Learning Outcomes (SLOs). Three SLOs are analyzed each year.

There were 121 assessment reports submitted and reviewed during the peer review session. These reports contain information about how the program outcomes contribute to the UMD SLOs, how learning was measured, how "satisfactory" was defined, and levels achieved within defined sample populations (Table 4-5).

Results of student learning data collection and analysis are intended to inform programmatic decision making and improvement. These follow-up actions are included in the annual reports.

Sustainability

UMD continues to integrate sustainability into all aspects of campus learning, research, and operations. By embedding sustainability in the UMD Strategic Plan, the UMD Energy Action Plan and the updated 2013 Campus Master Plan, the campus holds to its value to "balance current environmental, economic, and social needs with those of future generations."

UMD was featured for a third time in the 2013 *Princeton Review's* Guide to Green Colleges, which profiles schools that have shown notable commitments to sustainability. UMD is also a signatory of the American College & University Presidents' Climate Commitment.

UMD's commitment to sustainability can be seen in its ongoing operational improvements, its incorporation of sustainability into education, and its connections with the surrounding community. Highlights from the past year include:

Campus Operations

- Ianni Hall became the fifth LEED Silver-certified building on campus in fall 2012, and the first housing building to be certified.

- The American Institute of Architects selected Bagley Outdoor Classroom as a 2012 COTE Top Green Projects and named Swenson Civil Engineering a 2013 Top Ten example of sustainable design.

- To protect water resources, UMD has installed several small rain gardens, biofiltration areas, and two green roofs.

- The UMD Green Revolving Fund helped replace outdated refrigeration equipment across campus, resulting in an annual savings of over 44,000 kilowatt hours and $3,000. UMD now receives a 10% bonus on PowerGrant energy efficiency rebates due to this fund. Rebates earned for energy efficiency at UMD since 2002 total nearly $500,000.

- The UMD Solar Research Project atop Malosky Stadium and the Bagley Outdoor Classroom array produce approximately 11,000 kilowatt hours of renewable energy on campus—a highly visible demonstration of UMD's commitment to exploring renewable energy.

- Campus recycling increased to a diversion rate of 50 percent; half the waste generated on campus is now recycled or composted. Four new composting collection bins were installed on campus in 2013.

Table 4-5. Student Learning Outcome Program Summary, fall 2011

	SLO 2: Construct, integrate, and apply knowledge from instruction and experience	SLO 4—Use ethical reasoning to make informed and principled choices	SLO 8—Contribute to local, national and global communities in which they live
# Number of program outcomes mapped to SLO	62 Program learning outcomes representing co-curricular programs and all 5 colleges	28 Program learning outcomes representing co-curricular programs and 4/5 colleges	26 Program learning outcomes representing co-curricular programs and all 5 colleges
Examples of learning activities/ measurements	• Final laboratory projects • Pre/post tests • Small group activities • Writing lesson plans • Constructing written arguments	• Scientific investigation training modules • Exams • Written assignments for application of professional standards • Critical thinking activities	• Student perception surveys • Application problem solving activities • Portfolios • Seminars
Percent of samples considered satisfactory	Six samples: 100%, 94%, 99%, 90%, 25%, 100%	Six samples: 100%, 78%, 69%, 100%, 80%, 83%	Three samples: 100%, 90%, 100%

Source: University of Minnesota Duluth, Office of Assessment

- Campuswide, 21 hydration stations have been installed, a popular way to reduce disposable bottled water use. As of April 2013, over 600,000 disposable water bottles have been avoided by people using the water stations.

- UMD's UPASS partnership with the Duluth Transit Authority to provide free bus access to campus hit a milestone of 5 million UMD riders in January 2013. This program has reduced carbon emissions by over 350 metric tons per year, which is equal to saving 39,000 gallons of gasoline.

- In its inaugural year, UMD's Bike-to-Campus Program served over 100 students, faculty, and staff, and offered incentives such as wellness points for staff/faculty and prizes for students. Registered members biked 11,595 miles, burned 359,449 calories, and reduced carbon emissions from commuting by nearly 4 metric tons of carbon dioxide emissions—equal to saving 414 gallons of gas.

- An electric vehicle charging station has been installed on campus. The station, provided by a grant from ChargePoint, is a partnership of UMD Facilities Management and Parking Services.

Education and Outreach

- UMD hosted students, faculty, and staff from across the University system at the second annual Student Engagement Leadership Forum on Sustainability. Student leaders presented on sustainability research and projects and strategized short- and long-term solutions for pressing sustainability-related issues.

- Student employees, interns, and volunteers worked on many projects, such as new graphic designs for UMD Sustainability, mapping of air-handling zones for Building Systems staff, edible landscape plantings, a sustainability layer on the UMD online campus map, and a bottled water survey and $3,000 grant award to further reduce disposable bottle use.

- The UMD Sustainability Subcommittee on Education identified and published a list of dozens of UMD classes that are related to sustainability.

- Through the GreenHouse, a new collaboration between UMD Sustainability, Students in Transition and UMD Housing, incoming first-year students will participate in a living-learning community on a sustainability-programmed floor of Ianni Hall, with all residents enrolled in a two-credit sustainability-themed UMD Seminar.

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- UMD Sustainability sponsored a number of educational presentations throughout the academic year.

- The first Sustainability Inspiration Awards were presented to honor faculty, staff, and student contributions to sustainability at UMD.

Research and Community Connections

- As part of its mission to foster economic development of Minnesota's natural resources in an environmentally sound manner, the Natural Resource Research Institute led development of a successful business model for recycling old mattresses in Duluth. NRRI also recently hired a 25 percent Sustainability Coordinator to help advance operations.

- UMD Sustainability is represented on the City of Duluth's Cities for Climate Protection Board, Duluth Local Energy Action Plan team, and the Northeast Regional Sustainable Development Partnership board.

- UMD was a key partner at the 2013 Duluth Bike-to-Work Day, partnering with the Metropolitan Interstate Council, Healthy Duluth Area Coalition, Duluth Transit Authority, and the City of Duluth.

Looking Ahead: 2013–14 Priorities

Aligned with its strategic planning goals, the Duluth campus over the next year will:

- Conduct a comprehensive program prioritization project to review the entire span of programs, courses, and services in relation to how they align with UMD's mission and how they position the Duluth campus for growth.

- Build on best practices in enrollment management to meet or exceed new first-year and transfer student enrollment goals, to increase enrollment of international and students of color, and to improve the retention of all undergraduate populations.

- Continued to enhance student-centered teaching and learning through the use of technology-enhanced educational delivery.

- Advance equity, diversity, and social justice in all aspects of campus life through increased educational and intercultural initiatives.

- Be an increasingly responsible steward of resources and work toward integrating sustainability into all aspects of campus life.

5: UNIVERSITY OF MINNESOTA MORRIS CAMPUS

Three educational institutions have made their home on the Morris campus: an American Indian boarding school (1887-1909), an agricultural boarding high school (the West Central School of Agriculture, 1910-63), and a public liberal arts college (1960-present). As a public liberal arts college, the Morris campus occupies a distinctive sector in American higher education, one shared with about 30 schools nationwide. The Morris campus is the only public liberal arts college in the University system and in the state so designated by the Council of Public Liberal Arts Colleges. Nationally ranked, the Morris campus is residential, exclusively undergraduate-focused (serving a selective group of students), and intentionally "human-sized" with approximately 1,900 students. Taking full advantage of its rural location and land-grant mission, Morris has emerged on the national scene as a leader in renewable energy and sustainability.

The Morris campus's mission is to provide a rigorous undergraduate liberal arts education, preparing students to be global citizens who value and pursue intellectual growth, civic engagement, intercultural competence, and environmental stewardship. Moreover, as a public land-grant institution, the Morris campus is a center for education, culture, economic development, and research for west central Minnesota.

Morris Campus at a Glance

Founded

1910 – University of Minnesota, West Central School of Agriculture
1960 – University of Minnesota Morris

Campus Leadership

Jacqueline Johnson, Chancellor

Divisions

Education Division
Humanities Division
Science and Mathematics Division
Social Sciences Division

Degrees/Majors Offered

34 undergraduate degree programs; 8 pre-professional programs

Student Enrollment (Fall 2012)

Undergraduate	1,788	(94%)
Non-degree	108	(6%)
Total	**1,896**	

Employees (Fall 2012)

Direct Academic Providers	159	(37%)
Fellows, Trainees, and Students in Academic Jobs	2	(<1%)
Higher Education Mission Support	29	(7%)
Intercollegiate Athletics	21	(5%)
Facilities-Related Jobs	47	(11%)
Organizational Support	138	(32%)
University Leadership	31	(7%)
Total Employees	**427**	

Degrees Awarded (2011-12)

Bachelor's	342

Campus Physical Size (2012)

Number of Buildings	34
Assignable Square Feet	581,645

Budget Expenditures (2012-13)

$50 million

Comparison Group Institutions

In the late 1990s, the Morris campus identified 13 higher education institutions as a comparison group (Table 5-1). These schools comprise both peers and "aspirant" institutions, and are the basis for most comparisons for the current report. Because of Morris's distinctive identity as a *public* liberal arts college—most peers are private—it is difficult to find exact comparative counterparts.

During the past academic year, the Morris campus planning committee, with support from the system institutional research office, undertook a comprehensive review of comparison schools, and will present a new list to the campus assembly for official endorsement in fall 2013.

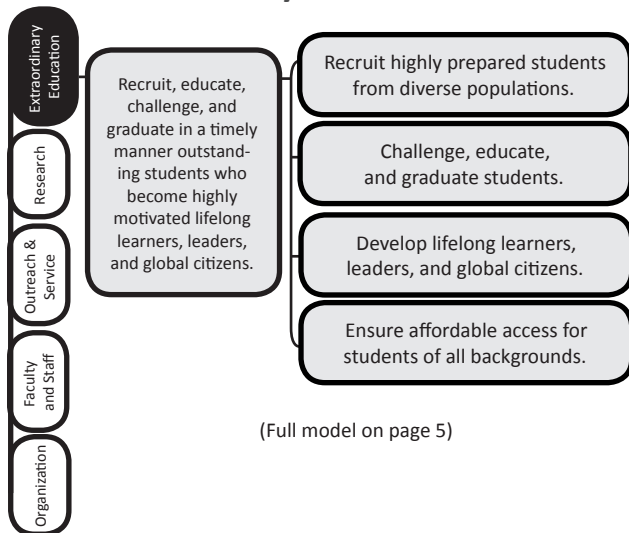**Table 5-1. Comparison group institutions, Morris campus**

	TYPE			SIZE	STUDENTS		
	Institutional Control	City Size	Highest Degree Offered	Total Enrollment	Percent Undergrad.	Percent Full-time	Percent In-state
Carleton Col.	Private	Small	Bachelor's	2,018	100%	99%	-
Col. of Saint Benedict	Private	Small	Bachelor's	2,086	100%	98%	-
Concordia Col. - Moorhead	Private	Mid-Size	Master's	2,772	99%	97%	-
Gustavus Adolphus Col.	Private	Small	Bachelor's	2,519	100%	99%	-
Hamline U.	Private	Large	Doctoral & 1st Prof.	4,855	40%	63%	-
Macalester Col.	Private	Large	Bachelor's	2,005	100%	98%	-
Ramapo Col. of New Jersey	Public	Mid-Size	Master's	5,926	96%	87%	97%
Saint Johns U.	Private	Small	Master's	2,016	94%	95%	-
St. Mary's Col. of Maryland	Public	Small	Master's	1,992	98%	97%	86%
St. Olaf Col.	Private	Small	Bachelor's	3,179	100%	98%	-
U. of Maine - Farmington	Public	Small	Master's	2,310	98%	88%	82%
U. of Mary Washington	Public	Mid-Size	Master's	5,170	86%	73%	82%
U. of Minnesota - Morris	**Public**	**Small**	**Bachelor's**	**1,932**	**100%**	**93%**	**88%**
U. of N.C. - Asheville	Public	Large	Master's	3,863	99%	80%	84%

Source: Integrated Postsecondary Education Data System
*Note: Student data are from Fall 2011 data collection period, except the in-state student cohort is from Fall 2009. For human resource data, federal reporting rules require employee institutional data to be reported for odd years. Percent (%) Staff are calculated from the number of staff by the total employee population at the institution. Staff data includes employees institutionally classified as executive/administrative/managerial, other professionals, technical and paraprofessionals, clerical and secretarial, skilled crafts, and service/maintenance. Data excludes employees who are faculty and graduate assistants.

Goal: Extraordinary Education

Extraordinary Education

Research

Outreach & Service

Faculty and Staff

Organization

Recruit, educate, challenge, and graduate in a timely manner outstanding students who become highly motivated lifelong learners, leaders, and global citizens.

Recruit highly prepared students from diverse populations.

Challenge, educate, and graduate students.

Develop lifelong learners, leaders, and global citizens.

Ensure affordable access for students of all backgrounds.

(Full model on page 5)

The Morris campus attracts an increasingly diverse and talented student body, while maintaining consistent selectivity factors.

Enrollment data: Morris has worked diligently to increase its student enrollment, and the campus has seen a 14 percent increase in full-time equivalent students since 2008 (Figure 5-A). Enrollment of new high school students for fall 2013 promises to surpass enrollment for the past seven years.

Admissions standards: Morris admissions are selective, with 32 percent of students in the top ten percent of their high school graduating class in fall 2012. Over 60 percent of new high school students entering Morris graduated in the top 25 percent. Average ACT composite scores for entering first-year students have increased over the last decade to 25.5. This is particularly noteworthy in light of the mission to provide a quality liberal arts experience at public school prices, as well as in the context of the students

served (including a high percentage of academically talented students of color, first-generation students, and students whose families have high financial need).

Enrollment of students of color: In line with its strategic plan and changing Minnesota high school demographics, enrollment by students of color continues to increase at Morris. Figure 5-B shows U.S. ethnic minority students make up 22.3 percent of the Morris campus's degree-seeking undergraduates (fall 2012). The percentage is even higher for new high school students in fall 2012 (27.8 percent).

American Indian students: As shown in Table 5-2, American Indian students make up 15.2 percent of Morris's degree-seeking students, compared with one percent in Minnesota and national four-year colleges and universities. Morris's commitment to providing education to American Indian students includes a tuition waiver tied to the American Indian boarding school—founded 125 years ago on the campus—and mandated in federal and state laws. Morris's Native student population has more than doubled in the last ten years. Morris is the only campus in

Figure 5-B. Percent undergraduate students of color by fall term, Morris campus, 2002-12
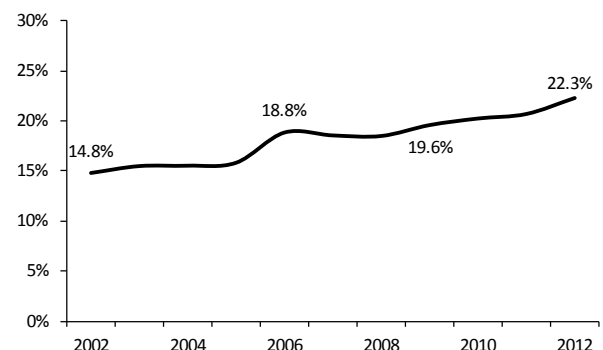
Source: Office of Institutional Research, University of Minnesota

Figure 5-A. Fall enrollment, Morris campus, 2002, 2007, 2011-12

Total Enrollment
18% - 5-yr change
-1% - 10-yr change

Undergraduate Students
18% - 5-yr change
-1% - 10-yr change

Non-degree Students
11% - 5-yr change
-11% - 10-yr change
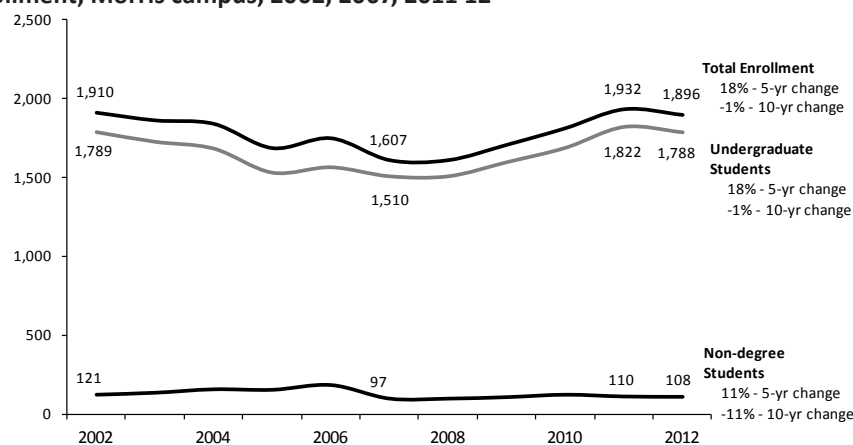
Source: Office of Institutional Research, University of Minnesota

Table 5-2. Fall-term undergraduate enrollments by racial or ethnic group, Morris campus, 2007, 2011, and 2012

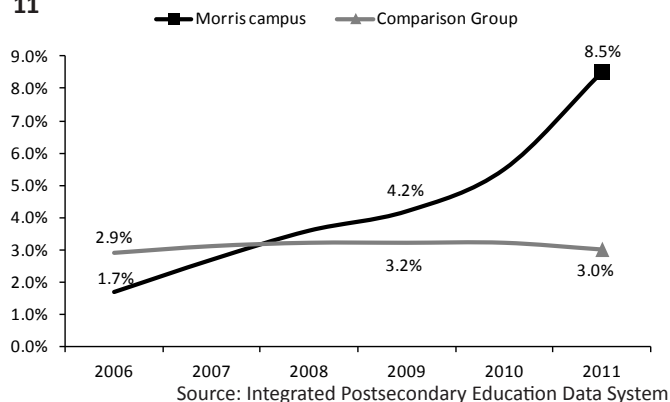|	2007		2011		2012		Percent Change 2007-12
	Count	Percent	Count	Percent	Count	Percent	
American Indian	181	10.7%	250	13.7%	271	15.2%	49.7%
Asian/Pacific/Hawaiian	52	3.1%	56	3.1%	57	3.2%	9.6%
Black/African American	31	1.8%	39	2.1%	39	2.2%	25.8%
Chicano/Latino	29	1.7%	32	1.8%	31	1.7%	6.9%
International	46	2.7%	148	8.1%	175	9.8%	280.4%
White	1,244	73.8%	1,275	70.0%	1,199	67.1%	-3.6%
Unknown	103	6.1%	22	1.2%	16	0.9%	-84.5%
All Students of Color	**293**	**17.3%**	**377**	**20.7%**	**414**	**22.3%**	**41.3%**
Total	**1,686**		**1,822**		**1,788**		**6.0%**

Source: Office of Institutional Research, University of Minnesota

the Upper Midwest qualifying for designation as a Native American Serving Non-Tribal Institution. The University of Minnesota supports this legacy in part, but the financial impact of the tuition waiver on the Morris campus grows in direct proportion to the increase in the number of American Indian students on campus. This number will likely continue to grow as the value of the tuition waiver increases in proportion to the increased cost of tuition.

Enrollment of international students: The number and percentage of international students at Morris has also grown considerably, in alignment with the campus strategic plan and efforts to provide an enriched educational environment that prepares students as global citizens (Figure 5-C and Table 5-3). In fall 2012, ten percent of Morris students were international—placing Morris second among peers for this category.

Table 5-3. Percent undergraduate international students sorted by 2011 rank, Morris campus and comparison group institutions, 2006 and 2011

	2006		2011	
	Percent	Rank	Percent	Rank
Macalester Col.	11.3%	1	12.1%	1
U. of Minnesota - Morris	**1.7%**	**8**	**8.5%**	**2**
Carleton Col.	5.2%	2	8.3%	3
Saint John's U.	4.6%	3	6.6%	4
Col. of Saint Benedict	4.6%	4	6.1%	5
St. Olaf Col.	1.1%	11	4.3%	6
Concordia Col. - Moorhead	4.3%	5	3.4%	7
Hamline U.	3.4%	6	3.2%	8
St. Mary's Col. of Maryland	1.7%	9	2.4%	9
Gustavus Adolphus Col.	0.9%	12	2.3%	10
U. of N.C. - Asheville	1.2%	10	1.4%	11
Ramapo Col. of New Jersey	3.2%	7	1.3%	12
U. of Mary Washington	0.8%	13	0.8%	13
U. of Maine - Farmington	0.4%	14	0.5%	14
Group Average*	3.3%		4.1%	

Source: Integrated Postsecondary Education Data System

*Average Excludes University of Minnesota campus

Figure 5-C. Percent undergraduate international students, Morris campus and comparison group institutions, 2006-11

Source: Integrated Postsecondary Education Data System

Figure 5-D. First-, second-, and third-year retention rates for first-time, full-time undergraduate students, Morris campus, 2001-11 cohorts

Source: Office of Institutional Research, University of Minnesota
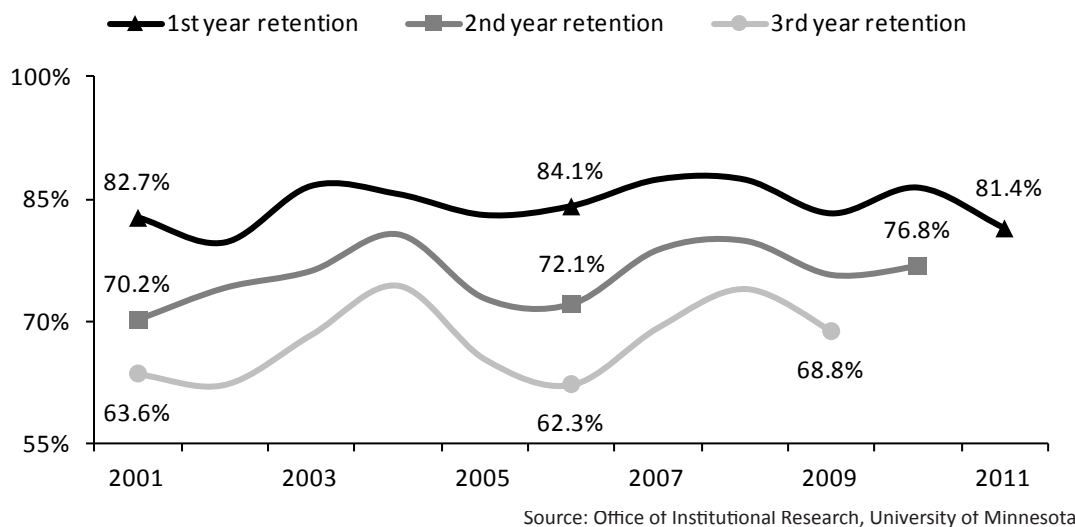
Enrollment of first generation students: The Morris campus continues to provide access for a significant proportion of first-generation students and students of high economic need. In fall 2012, 40 percent of Morris's new first-year students were first generation college students, with no parent holding a four-year college degree, and a third of the student body received federal PELL grants.

Student retention: Retention rates have generally trended upward since 2006 (Figure 5-D). In fall 2012, retention for Morris new high school students in the University system was 81.4 percent. Due in part to strategies implemented in the past academic year, Morris anticipates first year to sophomore retention rates of 86 percent for fall 2013.

Graduation rates: Figure 5-E shows graduation rates for students matriculating from 1998 to 2008. In the last five years, Morris's graduation rates reached an all-time high, with at least fifty percent of students graduating from a University campus in four years and approximately two thirds graduating in six years. The 2008 cohort four-year graduation rate of 57.4 percent is the highest on record, a 17 percent increase since 1998.

A June 2013 report issued by the Midwestern Higher Education Compact rates the University of Minnesota, Morris as the most effective public baccalaureate institution in the state, using a predictive model that places four- and six-year graduation rates in the context of a campus's "structural, demographic, and

contextual characteristics." In other words, Morris graduates more students than would be expected or predicted, given the high percentage of students served who are first-generation, students of color, or coming from families of high financial need. According to the report, institutional effectiveness scores are related to educational expenditures to produce an indicator of institutional efficiency. Based on this analysis, the report also rates Morris as the most efficient public baccalaureate school in the state. Morris graduation rates are best understood in this context.

Efforts to address retention and graduation rates include:

- Addition of a master advisors program—at Morris, faculty serve as academic advisors; this program provides special training and a small stipend to designated faculty members who then serve as resources for other faculty;

- Commitment of resources to create and expand a peer assisted learning program;

- Focus on those groups of students least likely to persist—including American Indian students; and majors in particular fields, e.g., biology and psychology;

- Revisions in the first year experience, including a restructured first year seminar—now called an "intellectual community" class—and the addition of a new liberal arts writing requirement;

Figure 5-E. Four-, five-, and six-year graduation rates of first-time, full-time undergraduate students, Morris campus, classes matriculating in 1998-2008
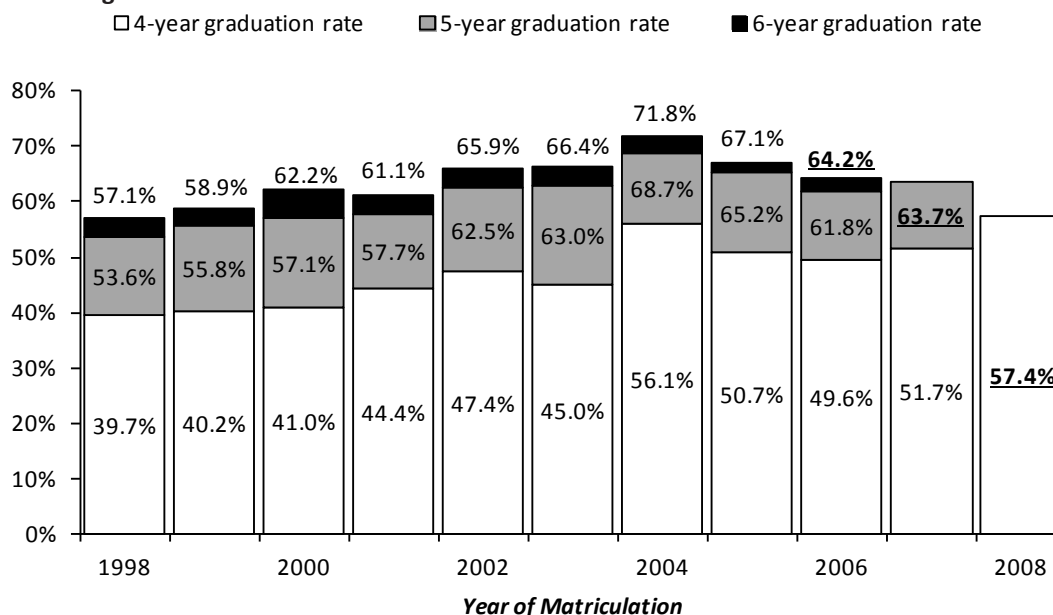
Year of Matriculation

*Rates include graduates who transferred to another University of Minnesota campus. Graduation rates reported to the national database (IPEDS) includes only students who matriculated at and graduated from the same campus. As a result, the rates presented in the figure above are slightly higher than those reported to IPEDS.
Source: Office of Institutional Research, University of Minnesota

- Aggressive employment of "early alert" software and enhanced advising for students at risk;

- Enhanced communication with students who have done well during their first semester, but perhaps not as well as they anticipated; and

- Establishment of a one-stop office for financial aid and general finance questions, following the model of the Twin Cities campus.

In addition, Morris has been successful in securing two grant opportunities whose primary purpose is to improve retention and graduation rates of particular groups of students:

Howard Hughes Medical Institute (HHMI) grant: $1.2 million awarded September 2013 over a four-year period. The grant supports campus efforts to strengthen the preparation of undergraduate students for future careers in science by targeting five strategic initiatives. The focus across all initiatives is on patterns of evolutionary, ecological, geological and climatological change in the region. Together the initiatives draw students deeper into the field of science, build their scientific confidence and increase numbers of credible candidates for post graduate study:

1. 'Changes in Nature' in-service workshop for K-12 teachers;

2. 'Bridge to College' program for first-year students in science (funds 50 students/year);

3. Undergraduate Summer Research Program. (funds 20 students/year);

4. 'Café Scientifique.' This program involves regular engagement with the community through students discussing their work with diverse populations in the area; and

5. 'Careers in Science' seminar series and resource room.

Expected impacts: To strengthen preparation of undergraduates for careers in science by targeting strategic points along the graduate school pipeline. Increase the number of undergraduates (including Native American) continuing their education into graduate programs. Morris will develop and improve on effective mentoring strategies.

Measurable outcomes: Enhanced knowledge regarding graduate and professional school in the sciences; continuation in graduate science degree programs; earned science graduate degrees.

Great Lakes Higher Education Guaranty Corporation College Success grant: $155,000 awarded in August 2013 for a one-year period. Nationally and at

Table 5-4. Student engagement rates, Morris campus and comparison group institutions, spring 2012

	Morris Seniors	Morris to COPLAC	Morris to Bac LA	Morris to NSSE All
Attended art exhibits, plays, dance, music, theater, or other performances	94%	+ 23%	+ 9%	+ 28%
Completed a culminating senior experience (capstone, project, thesis)	93%	+ 27%	+ 8%	+ 27%
Participated in cocurricular activities during senior year	77%	+ 19%	+ 2%	+ 16%
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	72%	+ 17%	+ 1%	+ 19%
Tutored/taught other students	65%	+ 9%	+ 2%	+10%
Participated in Service Learning (a community-based project within a course)	49%	+ 3%	- 5%	+ 1%
Studied Abroad	47%	+ 21%	+ 5%	+ 24%
Worked on a research project with a faculty member*	46%	+ 9%	+ 4%	+ 12%

* Outside of class/program requirements

This table compares the percentage of seniors engaged in an activity prior to graduation at Morris compared to Council of Public Liberal Arts Colleges peers as well as Baccalaureate Liberal Arts colleges (largely private colleges), and all four-year universities participating in the National Survey of Student Engagement (NSSE).
Source: National Survey of Student Engagement

Morris, first generation students, students from low-income households, and students of color persist and graduate at levels significantly below other students—reflecting compounding achievement, retention, and persistence gaps that begin before college.

In 2013-2014, the new Morris College Success Program (MCSP) will provide a cohort of 45 new first-year students from under-served populations with additional resources shown to support their college success—an engaged cohort of peers from similar backgrounds, individual and small-group staff and peer mentoring, personalized goal setting and planning, introductions to support resources, interactions with faculty, and targeted interventions to improve student persistence. Participants in this pilot program will build academic and life skills; academic, campus, and financial knowledge; and relationships, self-awareness and personal capacity needed for college success, retention, and persistence. The MCSP is a partnership of various Morris offices: Equity, Diversity and Intercultural Programs; Student Academic Success; Academic Advising; and Student Retention.

Student engagement: The Morris campus supports a rich environment for student engagement, fostering

the transformative student experience often seen as the province of private liberal arts colleges. Morris students live an integrated undergraduate experience, as shown in Table 5-4, with virtually every student participating actively in campus and community life.

Faculty-mentored undergraduate research has been part of the Morris experience since the 1960s. Most recent National Survey of Student Engagement data show that about half of Morris seniors have participated in undergraduate research with a faculty member by the time they graduate. The number is even higher if artistic and creative production is included.

The Morris campus's overall engagement rates exceed other public and private liberal arts colleges and universities as shown in Table 5-4.

Learning outcomes: In spring 2010, the Morris campus assembly endorsed a set of learning outcomes to guide and support student learning, academic program development, and assessment. Specifically, students on the Morris campus are to have gained, by the time of their graduation:

- Knowledge of human cultures and the physical and natural world.

Table 5-5. Student satisfaction rates, Morris campus and comparison group institutions, spring 2012

	Morris Seniors	Morris to COPLAC	Morris to Bac LA	Morris to NSSE All
Entire education experience = excellent or good	95%	+ 10%	+ 3%	+ 9%
If you could start over again, you would attend this institution	89%	+ 7%	+ 5%	+ 7%

This table compares the percentage of Morris seniors compared to Council of Public Liberal Arts Colleges peers as well as Baccalaureate Liberal Arts colleges (largely private colleges), and all four-year universities participating in the National Survey of Student Engagement (NSSE).
Source: National Survey of Student Engagement

- Intellectual and practical skills, practiced extensively across students' college experiences.

- An understanding of the roles of individuals in society, through active involvement with diverse communities and challenges.

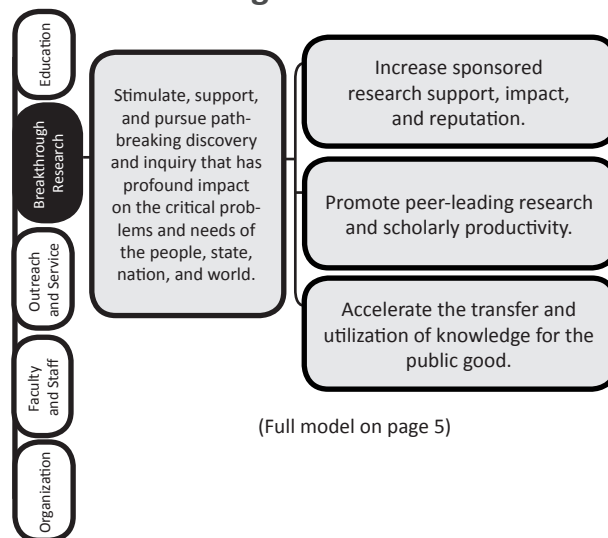- The capacity for integrative learning.

As part of Morris's multi-year effort to assess its general education program, specific, measurable elements for each of these have been articulated and work has begun to identify where and how each student fulfills the learning outcomes as they progress through their general education and major program requirements. Beginning fall 2013, each new student at Morris will be apprised of these outcomes and the expectation that they be achieved by graduation. In summer 2013, a team of faculty, led by the academic dean, attended an Association of American Colleges and Universities (AAC&U) sponsored workshop whose focus was on evaluating the program of general education in line with these outcomes. The team's work will continue and expand to a campus-wide discussion as the fall 2013 semester commences.

Outcomes: After graduating from the Morris campus, 25 percent of graduates enter graduate or professional school immediately following graduation. In STEM fields, 75 percent of Morris pre-vet students enter veterinary school within two years of graduation. In addition, 65 percent of pre-med graduates, 62 percent of biology graduates, and 50 percent of chemistry, physics, and geology graduates enter graduate or professional school within two years of graduation. Seventy percent of Morris pre-med students with 3.5 GPA or higher are admitted to medical school (compared with 45 percent nationally). Between 1997 and 2006, Morris ranked seventh in the United States as undergraduate institution of origin per 100 undergraduates for Ph.D. degrees in chemistry.

In a large survey of Morris alumni conducted in January 2012 by Stamats, Inc., a nationally recognized higher education consulting firm, 95 percent of sampled alumni rated their opinion of the Morris campus as very good (71 percent) or good (24 percent).

Student Satisfaction: Table 5-5 shows Morris student satisfaction with their educational experience compared to counterparts at Council of Public Liberal Arts Colleges (COPLAC) and compared to private baccalaureate institutions. Morris seniors are, on average, more satisfied than either of these groups and more likely to indicate that if they had it to do over, they would again attend Morris.

Goal: Breakthrough Research

Education

Breakthrough Research

Outreach and Service

Faculty and Staff

Organization

Stimulate, support, and pursue path-breaking discovery and inquiry that has profound impact on the critical problems and needs of the people, state, nation, and world.

Increase sponsored research support, impact, and reputation.

Promote peer-leading research and scholarly productivity.

Accelerate the transfer and utilization of knowledge for the public good.

(Full model on page 5)

Although the primary mission of Morris is the preparation of undergraduates for the world of work and advanced study, the faculty at Morris is actively engaged as scholars and researchers. Moreover, the Morris campus is regionally and nationally recognized for its ability to serve as a model community, providing

Table 5-6. External grants and contracts, Morris campus, FY 2002-12

	Proposals Submitted		Awards Received		Grant Expenditures
	Number	Amount	Number	Amount	
2002	28	$1,185,161	18	$700,017	$693,697
2003	19	$2,872,061	14	$559,174	$660,408
2004	28	$4,365,965	12	$533,414	$813,921
2005	27	$3,444,201	13	$646,616	$631,794
2006	20	$2,653,643	11	$2,344,481	$666,151
2007	16	$2,240,167	11	$503,382	$643,446
2008	14	$9,959,734	9	$425,596	$704,942
2009	22	$4,917,003	7	$350,678	$747,474
2010	31	$3,307,644	23	$1,084,117	$1,069,335
2011	27	$9,697,393	20	$2,099,265	$1,551,442
2012	28	$6,057,798	15	$399,086	$1,453,104

Source: University of Minnesota - Morris

a research platform that emphasizes demonstration and application, and providing a rich environment for faculty scholarship, creativity, and artistic production.

As shown in Table 5-6, external grants and contracts to support research and creative activity on the Morris campus have increased markedly in the last several years. While the amount of awards in 2012 is lower than in some previous years (due to delays in grant awards and decisions), grant expenditures in 2011 and 2012 are at an all-time high and have increased over 50 percent in the last ten years.

External research funding includes the National Science Foundation, the National Endowment for the Humanities, federal and state agencies, county and city governments, and nonprofit foundations— Howard Hughes Medical Institute; Great Lakes Higher Education Guaranty Corporation College Success Grant; and the Margaret A. Cargill Foundation. These funds support essential equipment purchases, faculty scholarship, curriculum development and enhancement, cutting-edge research, student research engagement, student retention and persistence to graduation, and community outreach activities. Projects are as wide-ranging as the establishment of a Native American garden on campus and public

health program evaluation, to renewable energy demonstration activities and research on truck driver safety in the freight trucking industry.

Over the past six years, campus support for faculty research and professional development has grown dramatically. The Morris campus has made extensive use of University-wide funding opportunities to enhance research productivity. Since the mid-2000s, the Office of the Vice President for Research has provided approximately $750,000 to the Morris campus to support the Faculty Research Enhancement Fund (FREF) as well as to pilot a time release program. This support has helped faculty members complete research that has led to the publication of articles and books, the presentation of findings at national and international conferences, the creation of art work and performances, and the successful application for external grants and contracts. The vice president's office also supports other programs such as Grant-in-Aid and has provided some matching support for Morris externally funded programs.

In 2011-12, 109 FREF awards were distributed to Morris faculty and three faculty received Grants-in-Aid of research. In addition, projects in the arts and humanities have benefited significantly from the Imagine Fund Annual Faculty Award, with funding provided by the McKnight Foundation, the University of Minnesota Graduate School, and the Office of the Vice President for Research. Fifty-nine awards have been given to Morris faculty since the program's inception in 2009; twelve in 2011-12. Morris has also had seven faculty members serve as Resident Fellows of the Institute of Advanced Studies since 2006. One Morris faculty member has been awarded a Fulbright Fellowship for the 2013-2014 academic year; and the campus welcomes a Fulbright graduate student this fall.

The intellectual and scholarly capacity of Morris faculty translates into an active undergraduate research program. The 2012 NSSE survey of the student experience shows that nearly 50 percent of Morris seniors worked with a faculty member on research. The number is higher when artistic production is included. This is a system-leading indicator, and speaks to the quality and engagement of Morris faculty and students.

Undergraduates are engaged in a variety of programs that support their research, including the Morris

Academic Partners program (MAP), the University's Undergraduate Research Opportunity Program (UROP), externally-funded activities, and one-on-one direct support of student scholarship and creative activity. In the MAP program, faculty members apply for research support to fund undergraduate students. MAP promotes student research engagement and supports a high-impact practice that supports student retention and graduation. In 2011-12, 52 students were supported with these funds and awarded over $105,000, a significant increase from the 24 students supported with $54,000 in 2004-05.

Each spring, the Morris campus hosts an Undergraduate Research Symposium. Students present their research and creative activities through presentations, posters, and performances. Approximately 100 students participate annually, with dozens of faculty sponsors of their efforts. A number of Morris supporters and donors have established funds to support student research at Morris and to support student travel to present the results of their work at local and national conferences.

Goal: Dynamic Outreach and Service

Education

Research

Dynamic Outreach & Service

Connect the University's academic research and teaching as an engine of positive change for addressing society's most complex challenges.

Promote and secure the advancement of the most challenged communities.

Build community partnerships that enhance the value and impact of research and teaching.

Be a knowledge, information, and human capital resource for bettering the state, nation, and world.

Faculty and Staff

Organization

(Full model on page 5)

Research and demonstration platform: The Morris campus continues to use its academic and natural resources to provide leadership to the region. Campus success in securing research grants in both improving academic excellence and renewable energy research has resulted in national leadership in pioneering distributed generation platforms to manage carbon footprints. Morris marked a significant milestone in 2011 when the campus began producing more wind-
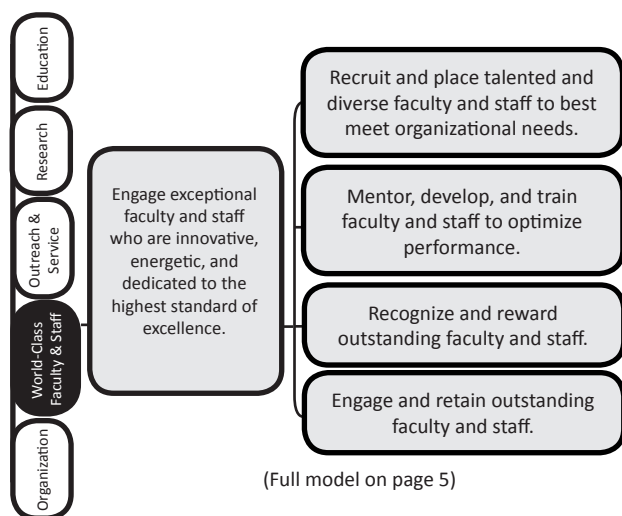
generated electricity than it uses by adding a second wind turbine and commissioning of the biomass fueled combined heat and power plant. The actual application of these technologies in a campus-scale operation puts the Morris campus among only a few nationally that can provide both academic and applied research opportunities for faculty, students, and regional stakeholders. It also marks the Morris campus as a leader within the University system.

The development of these unique resources on a community scale operation has provided numerous additional opportunities to partner with national research labs, leading corporations, and University graduate programs, as well as other regional educational institutions to continue the exploration of smart grids and leading-edge consumer feedback and control systems. From a regional land-grant perspective, the campus is working with local communities to understand how to foster an environment that promotes local investment, local jobs, and local economic development.

Center for Small Towns: The Morris campus's award-winning Center for Small Towns (CST) serves as an incubator for outreach ideas and facilitates faculty and student involvement in activities directly benefiting the region. An Otto Bremer Foundation grant, recently renewed for the next two academic years, continues and extends the impact of CST's Faculty Fellows Program, with community-based research directed at existing needs of rural communities.

Regional partnerships: Along with the West Central Research and Outreach Center, the USDA Agricultural Research Station in Morris, and a number of private entities in west central Minnesota, the Morris campus is working to renew and revitalize the region through its renewable energy efforts. These include putting dollars back into the local economy through the purchase of non-food fuel stocks to heat and cool the campus; a collection of research initiatives tied to renewable energy; non-credit-bearing classes on green jobs that involve interested citizens, baccalaureate students, and technical college students; and the outreach efforts of Minnesota's only campus-based Green Corps, which engages undergraduate students in assisting the region's public schools and small towns with their sustainability goals.

Goal: World-Class Faculty and Staff

Engage exceptional faculty and staff who are innovative, energetic, and dedicated to the highest standard of excellence.

Recruit and place talented and diverse faculty and staff to best meet organizational needs.

Mentor, develop, and train faculty and staff to optimize performance.

Recognize and reward outstanding faculty and staff.

Engage and retain outstanding faculty and staff.

(Full model on page 5)

Faculty: The Morris campus is committed to recruiting and retaining diverse and exceptional faculty and staff. In recent years, the Morris campus has made efforts to recruit more women and minority faculty, provide more competitive salaries, and offer more comprehensive support for faculty research and professional development. The Morris faculty cohort has become more gender-balanced over the past few years—in 2012, 40 percent of Morris's tenured/ tenure track faculty were women. Morris has had less success in recruiting and retaining faculty of color, impacted by Morris's rural location and exacerbated by comparatively low salaries. Faculty of color comprised 10 percent of the tenured/tenure track faculty in 2012.

In concert with the University's Office for Equity and Diversity, the Morris campus is entering its third year as a pilot campus in the new pre-doctoral minority teaching fellowship program. In the 2012-13 academic year, two pre-doctoral students in the dissertation writing phase of their studies were housed on the Morris campus as they engaged in teaching at a small liberal arts college, received mentoring on teaching effectiveness and course development, participated in the academic community as faculty members, and worked with colleagues in their fields on research activities. In 2013-2014, Morris welcomes two more doctoral fellows from this program, which offers an outstanding experience for the fellows and adds diversity to the Morris faculty aligned with an increasingly diverse student population.

Faculty salaries: Faculty salaries that trail Morris's comparison group continue to be a significant

challenge in recruiting diverse and successful faculty. Tables 5-7 and 5-8 show Morris compensation and salaries in the context of peer group comparisons. In spite of the fact that Morris reallocated dollars in fiscal year 2013 beyond the University's 2.5 percent salary increase to address salary compression, Morris slipped from fourth to sixth place in overall compensation and remained 12th out of 13 in comparison to its peers.

Faculty Recognition: Morris campus faculty members have received awards for outstanding contributions to undergraduate education through the Horace T. Morse-University of Minnesota Alumni Association Award. Morris faculty have received this award virtually every year with the recognition going across all divisions and many disciplines. The Morris campus added another Horace T. Morse award winner in 2013. Currently, over 15 percent of Morris faculty members are Horace T. Morse award winners. In addition, a Morris faculty member received the University's Tate Award for excellence in undergraduate advising in 2013.

Staff: The Morris Office of Human Resources compared Morris academic administrative and professional position salaries to the College and University Professional Association for Human Resources Salary Survey data for comparable educational institutions. The data are being used to assist campus leaders in developing a compensation plan to provide guidance in hiring, rewarding, and retaining staff and, when possible, to reallocate resources to address salary compression.

To enhance national and international recruitment, the Morris campus implemented a campus-wide integrated marketing plan in 2007, making investments in marketing, branding, and development areas. Using a combination of funds allocated directly to Morris through the University's compact process, reallocation internally, and stimulus dollars, the Morris campus added staff for success in this area. Morris hired a director of communications (2005), a communications assistant in University Relations (2007), and a graphic designer and part-time writer in 2010 (using stimulus funds). Results of this branding and marketing work include increased enrollment and a record-breaking year in philanthropic efforts for fiscal year 2013, with more than $2.27 million raised.
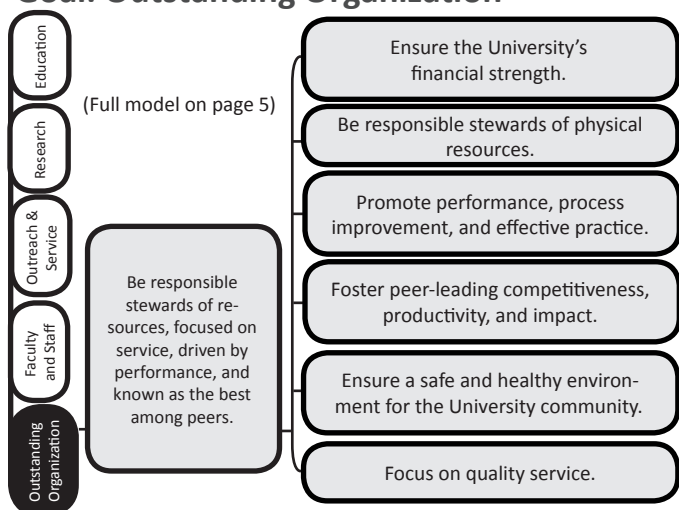
Table 5-7. Average faculty compensation (in thousands of dollars) sorted by ranked combined compensation, Morris campus and comparison group institutions, fall 2012

	Full Prof		Associate Prof.		Assistant Prof.		Combined Ave.	
	Comp	Rank	Comp	Rank	Comp	Rank	Comp	Rank
Ramapo Col. of New Jersey	$170.00	1	$134.30	1	$108.60	1	$136.20	1
Carleton Col.	$157.10	2	$117.50	2	$96.10	2	$131.50	2
Macalester Col.	$149.80	3	$113.20	3	$92.60	3	$114.60	3
St. Olaf Col.	$127.20	5	$92.80	7	$77.50	9	$100.50	4
St. Mary's Col. of Maryland	$114.60	9	$93.00	6	$82.30	5	$96.30	5
U. of Minnesota - Morris	**$118.0**	**6**	**$99.30**	**4**	**$88.40**	**4**	**$96.00**	**6**
Saint John's U.	$118.50	4	$99.10	5	$77.8	8	$94.50	7
Col. of Saint Benedict	$111.20	7	$83.10	10	$78.40	7	$92.40	8
U. of Mary Washington	$106.70	8	$90.10	8	$79.40	6	$89.50	9
Hamline U.	$105.60	10	$80.30	11	$67.60	12	$85.40	10
Gustavus Adolphus Col.	$103.00	11	$84.30	9	$70.30	10	$83.50	11
Concordia Col. - Moorhead	$96.70	12	$79.50	12	$68.50	11	$79.60	12
U. of N.C. - Asheville	not available		not available		not available		not available	
U. of Maine - Farmington	not available		not available		not available		not available	

Table 5-8. Average faculty salary (in thousands of dollars) sorted by ranked combined salary, Morris campus and comparison group institutions, fall 2012

	Full Prof		Associate Prof.		Assistant Prof.		Combined Ave.	
	Salary	Rank	Salary	Rank	Salary	Rank	Salary	Rank
Carleton Col.	$119.70	1	$87.40	2	$72.60	2	$99.60	1
Ramapo Col. of New Jersey	$117.00	2	$92.40	1	$74.70	1	$93.70	2
Macalester Col.	$113.30	3	$86.40	3	$70.30	3	$86.90	3
St. Olaf Col.	$95.40	4	$73.50	4	$58.70	8	$75.20	4
St. Mary's Col. of Maryland	$92.30	5	$67.90	7	$60.00	5	$74.10	5
Saint John's U.	$88.40	6	$71.10	5	$59.90	6	$71.70	6
Col. of Saint Benedict	$87.30	7	$70.80	6	$60.40	4	$71.20	7
Hamline U.	$84.90	8	$64.10	8	$53.30	9	$68.00	8
U. of Mary Washington	$81.80	9	$62.10	11	$59.50	7	$67.70	9
Gustavus Adolphus Col.	$77.70	10	$63.70	9	$53.30	10	$63.10	10
Concordia Col. - Moorhead	$77.30	11	$62.60	10	$53.20	11	$62.90	11
U. of Minnesota - Morris	**$76.80**	**12**	**$61.30**	**12**	**$52.90**	**12**	**$58.80**	**12**
U. of Maine - Farmington	$71.70	13	$56.20	13	$49.80	13	$57.80	13
U. of N.C. - Asheville	not available		not available		not available		not available	

Source: American Association of University Professors Fall 2012 (FY 2013) Survey

Goal: Outstanding Organization

Education

Research

Outreach & Service

Faculty and Staff

Outstanding Organization

(Full model on page 5)

Be responsible stewards of resources, focused on service, driven by performance, and known as the best among peers.

Ensure the University's financial strength.

Be responsible stewards of physical resources.

Promote performance, process improvement, and effective practice.

Foster peer-leading competitiveness, productivity, and impact.

Ensure a safe and healthy environment for the University community.

Focus on quality service.

The campus continues to receive national recognition for academic excellence, overall value, and sustainability including:

- Named to the *U.S. News and World Report* Top 10 Public Liberal Arts Colleges list and included in the top tier of the National Liberal Arts Colleges.

- Featured in the Fiske Guide to Colleges 2013 based on academic quality, student body, social life, financial aid, campus setting, housing, food, and extra-curricular activities.

- Included in the *Forbes* magazine 2013 "America's Top Colleges" list—overall—and one of the "Best in the Midwest" based on post-graduate success, student satisfaction, debt, four-year graduation rate, and competitive awards.

- The only Minnesota school named in the 2013-14 Pubic Colleges of Distinction, based on engaged students, great teaching, vibrant communities, and successful outcomes.

- One of the Kiplinger's Personal Finance 100 Best Values in Public Colleges for 2013.

- Featured in *The Princeton Review's* "Guide to 322 Green Colleges" 2013 edition.

- One of only 31 institutions to achieve an Association for the Advancement of Sustainability in Higher Education (AASHE) Sustainability Tracking Assessment and Rating System (STARS) gold certification.

- Named again in 2013 by the Sierra Club as one of the "Cool Schools" in the nation—at #38, Morris

has the highest ranking of the three Minnesota schools named.

- *Winds of Change 2013*, a publication of the American Indian Science and Engineering Society, named Morris one of the top 200 institutions in the nation in support of American Indian students.

- Named a 2013 Military Friendly School by G.I. Jobs magazine.

- Recognized in *The Washington Monthly's* national ranking of liberal arts colleges highlighting colleges whose students, faculty, and alumni provide "contributions to public good." Three categories in the ranking include social mobility (recruiting and graduating low-income students), research (cutting-edge scholarship and the number of alumni who earn doctorates), and service to community and country.

- In June 2013, Morris was rated by the Midwestern Higher Education Coalition as the most effective and most efficient public baccalaureate school in the state.

As part of its goal of enhancing private and nontraditional revenue, in 2012-13 the Morris campus:

- Extended national travel visit sites for philanthropic work and donor engagement;

- Set an all-time record in philanthropic giving;

- Awarded a record number of donor-funded scholarships;

- Collaborated on new STARS scholarship tracking system;

- Created a new online alumni network—Morris Connect—to connect current students with Morris alumni; and

- Expanded summer camps, conferences, and facility rentals that advance Morris's reputation, student recruitment, and revenues.

The Morris campus is fiscally and environmentally responsible.

Resource allocation review: Two years ago, the Morris campus undertook an extensive review of spending by program. The review included every program on campus, academic and student support as well as every office and administrative unit. The review involved a

cross section of campus members, including students, and has resulted in a rank ordering of programs in terms of their institutional priority. The review will conclude this fall with decisions regarding future investment or disinvestment forthcoming from this process.

University-wide collaboration: The organizational structure of the campus continues to evolve to leverage the unique attributes of a small campus within a larger world-class university. Morris is leveraging resources of the University of Minnesota system for selected curricular and co-curricular programs, e.g., partnership with the Global Programs and Strategy Alliance; partnership with School of Nursing for "guaranteed" slots for Morris students in the Master's of Nursing program—the first cohort, all who applied, were successful and admitted to the program this summer; and exploration of the feasibility of offering a cohort program in Morris focused on rural and American Indian nursing needs. In addition, the Morris campus's bookstore operations are managed centrally and the campus IT, library, and finance operations are centrally supported. Campus dining facilities including the Dining Hall, Turtle Mountain Café, and new Higbies Coffee Shop were upgraded in 2010-12 using capital investment funds provided in the dining services contract by Sodexo as part of the system-wide dining services RFP. The campus has also developed strong and interactive relationships with other University organizations within the west central area of the state, in particular its partnership with the West Central Research and Outreach Center.

Through its nationally recognized work in renewable energy and sustainability, the Morris campus has made great strides in becoming a model community, demonstrating local solutions with global value. The campus has established the infrastructure to significantly reduce the campus carbon footprint in under a decade as campus heating and cooling have moved from natural gas and the electric grid to onsite renewable generation with two wind turbines and a biomass gasification plant. Carbon emissions have dropped impressively for a campus with one million square feet of building infrastructure and 1,800 students. In 2013, wind-supplied power will provide an estimated 70 percent of the annual campus electrical energy needs.

In an effort to align strategic initiatives of visibility, outreach, and exceptional campus community experience, the Morris campus has just completed construction of the Green Prairie Living and Learning Community, Morris's first new residence hall since 1971. The facility advances Morris's green initiatives, provides contemporary sustainable housing for 72 students, and will host summer visitors and researchers on campus in Morris's growing summer camps and conferences program in collaboration with Green Prairie Alliance partners. LEED Gold certification is anticipated.

Looking Ahead

The Morris campus's strategic plan, completed in 2006, continues to serve as an effective blueprint for the future. These strategic goals are critical to success:

- Continue efforts to grow student numbers, both degree-seeking and revenue-generating non-degree-seeking students.

- Continue to improve graduation rates.

- Narrow the gap between white students and students of color in graduation and retention rates.

- Address the faculty and staff salary issue.

- Align academic and co-curricular programs with recently articulated student learning outcomes.

- Continue to increase student engagement, especially in undergraduate research, service-learning, and study abroad.

- Continue to strengthen financial modeling practices.

- Continue to expand the base of philanthropic support by communicating Morris's vision, increasing alumni participation and annual giving, and pursuing transformational gifts.

- Expand the base of partnerships and collaborations within the University system and with other higher education institutions.

- Capitalize on the renewable energy infrastructure available in the west central Minnesota region by developing and offering a variety of credit- and non-credit-bearing opportunities for current and prospective students, adult learners, elementary and high school age students, alumni, high school teachers, and the interested public.

6: UNIVERSITY OF MINNESOTA CROOKSTON CAMPUS

The University of Minnesota, Crookston opened its doors to students in fall of 1966 on the foundation of the Northwest School of Agriculture. Crookston provides its unique contribution to the University of Minnesota System through applied, career-oriented degree programs that combine theory, practice, and experimentation in a technologically rich environment. The Crookston campus strives to be distinctive and at the same time firmly aligned with the University's core purposes: providing access to world-renowned teaching and research, and serving as a regional hub for research, outreach, and collaboration

benefiting northwestern Minnesota. The campus vision includes technology applications in higher education; innovation, entrepreneurism, and regional sustainability; leadership development; and global and diverse cultural experiences. Crookston delivers a personal and nurturing applied educational experience. Its graduates are well known for their career readiness, their leadership and communication skills, and their high level of technological expertise. Graduates go on to secure quality careers or, increasingly, gain admission to graduate and professional programs.

Crookston Campus at a Glance

Founded	**Employees (Fall 2012)**	
1905 – Northwest School of Agriculture	Direct Academic Providers	91 (33%)
1966 – University of Minnesota, Crookston	Higher Education Mission Support	39 (14%)
	Intercollegiate Athletics	21 (8%)
Campus Leadership	Facilities-Related Jobs	26 (9%)
Fred E. Wood, Chancellor	Organizational Support	73 (27%)
	University Leadership	24 (9%)
Departments	**Total Employees**	**274**
Agriculture and Natural Resources	**Degrees Awarded (2011-12)**	
Business		
Liberal Arts and Education	Associate	4 (1%)
Math, Science and Technology	Bachelor's	314 (99%)
	Total	**318**
Degrees/Majors Offered (Fall 2012)		
29 undergraduate degree programs; 10 online majors, 2 academic programs offered in China	**Campus Physical Size (2012)**	
	Number of Buildings	39
	Assignable Square Feet	439,570
Student Enrollment (Fall 2012)	**Budget Expenditures (2012-13)**	
Undergraduate 1,802 (65%)	$35 million	
Non-degree 962 (35%)		
Total 2,764		

Comparison Group Institutions

The Crookston campus historically has identified nine higher education institutions as the primary group for comparison. The comparison institutions were identified based on their similarities in academic programs, enrollment, rural setting, and other key characteristics. These institutions are listed in Table 6-1, with the variance among them shown. The institutions, however, have significant differences in undergraduate size, degrees offered, and other factors

that need to be considered in review of the data. Most notable for the Crookston campus is the inclusion in enrollment data of students in Crookston's College in the High School (CIHS) program. These 1,031 high school students (distinct students enrolled in the CIHS program in fall 2012 and spring 2013) are considered non-degree students but in the national data set are included as part-time students in the total enrollment number. This report includes comparison group data where possible.

Table 6-1. Comparison group institutions, Crookston campus

	TYPE			SIZE	STUDENTS		
	Institutional Control	City Size	Highest Degree Offered	Total Enrollment	Percent Undergrad.	Percent Full-time	Percent In-state
Bemidji State U.	Public	Small	Master's	5,368	93%	71%	89%
Dakota State U.	Public	Small	Doctoral	3,075	92%	44%	83%
Delaware Valley College	Private	Small	Master's	2,253	88%	81%	0%
Northern State U.	Public	Small	Master's	3,205	90%	60%	75%
U. of Maine - Farmington	Public	Small	Master's	2,310	98%	91%	82%
U. of Minnesota - Crookston	**Public**	**Small**	**Bachelor's**	**2,653**	**100%**	**52%**	**60%**
U. of Minnesota - Morris	Public	Small	Bachelor's	1,932	100%	93%	87%
U. of Pittsburgh - Johnstown	Public	Small	Bachelor's	2,957	100%	95%	98%
U. of Wisconsin - River Falls	Public	Small	Master's	6,803	93%	88%	49%
U. of Wisconsin - Stout	Public	Small	Master's	9,350	89%	81%	64%

Source: Integrated Postsecondary Education Data System
*Note: Student data are from Fall 2011 data collection period, except the in-state student cohort is from Fall 2010.

The Crookston campus has experienced five consecutive years of record enrollment. In fall 2012, Crookston enrolled 1,802 degree-seeking undergraduate students (1328 full-time, 474 part-time) representing 43 states and territories and 17 countries (Figure 6-A). Undergraduate student enrollment has increased approximately 70 percent since 2005. Over 90 percent of non-degree seeking students are part of the CIHS program, which serves more than 40 school districts across northern Minnesota. As of fall 2012, the campus offered 29 undergraduate majors, 18 minors, and 39 concentrations, including relatively new programs in criminal justice, environmental sciences, marketing, and software engineering.

The Crookston campus continues to be an important access point for students to the University of Minnesota system. For fall 2012, 645 degree-seeking students, nearly 36 percent of all Crookston students, were identified as first-generation college students. Additionally, with over 700 online degree-seeking students, many of whom are working professionals who cannot take part in a traditional classroom experience, the Crookston campus provides access in a way befitting a modern land-grant institution.

During 2012–13, the Crookston campus awarded more than $3.7 million in institutional aid, approximately half of which went to students from families with adjusted gross income of less than $50,000 per year. The Crookston campus continues to use the marketing theme "Small Campus. Big Degree" to highlight the benefits of studying in a small, friendly, close-knit,

nurturing campus environment while earning a degree from the University of Minnesota. Over the last five years, the size of the campus and the type of academic programs available consistently have been cited as the top two reasons for choosing the Crookston campus, according to a survey of new entering students completed each fall. In the fall 2012 survey, 73 percent of new student respondents indicated Crookston was their first-choice college.

Goal: Extraordinary Education

(Full model on page 5)
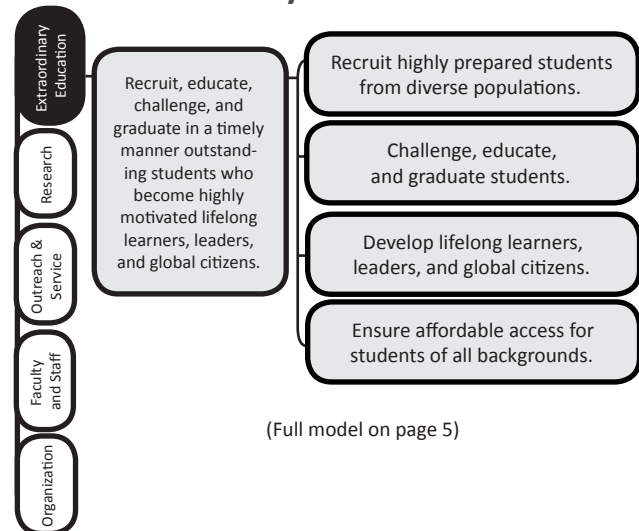
A commitment to experiential learning differentiates the Crookston campus from its comparison institutions and provides a distinct advantage to students. Crookston students gain valuable real-world experience to complement curricular learning opportunities.

Figure 6-A. Fall Enrollment, Crookston campus, 2002-12
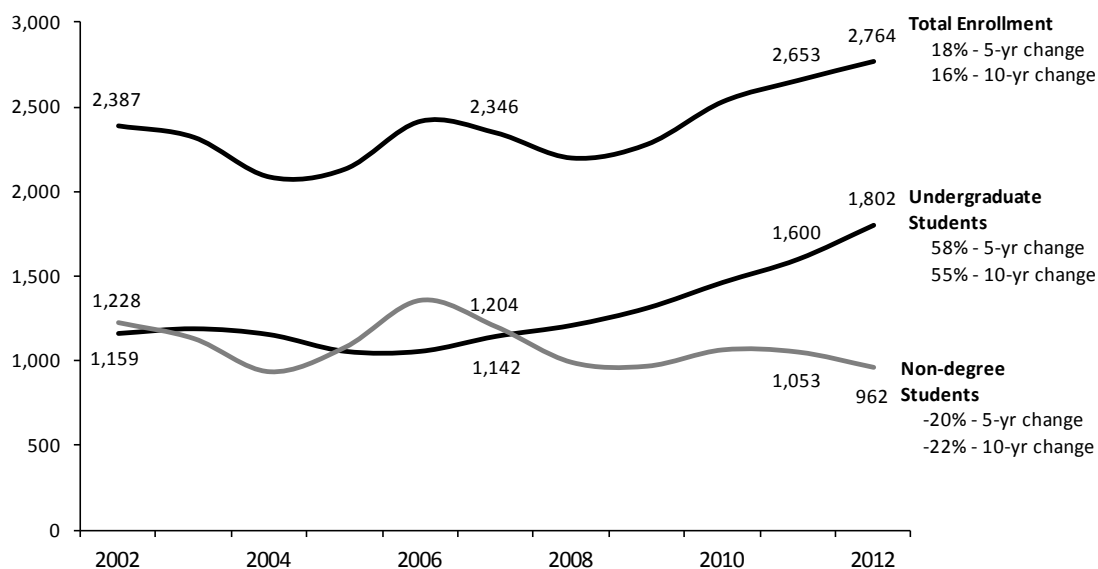
Source: Office of Institutional Research, University of Minnesota

6: Crookston Campus

Required internships are another advantage and provide students with additional real-world experience and networking opportunities. Student engagement programs are strong and have a high profile within the local community and region. An increasing campus-wide emphasis on undergraduate research is consistent with the experiential learning focus and the University's research mission. It also helps prepare students for graduate and professional school.

The Crookston campus is widely known for producing excellent graduates in many areas of agriculture and natural resources, as well as information technology and other selected programs. Crookston's degree program in business management, its largest enrolling undergraduate program, continues to grow in enrollment and reputation, particularly the online program. The second largest enrolling major, natural resources, continues to be a flagship program with excellent placement rates for graduates and state-level accolades for its students. Among other honors, Crookston campus students majoring in natural resources have earned the Student Conservationist Award from the Minnesota Chapter of The Wildlife Society ten times in the last 16 years and have earned the Student Conservationist and Scholarship Award from the Minnesota Chapter of the Soil and Water Conservation Society nine times in the past eleven years.

Animal science and equine science round out the largest enrolling degree programs—both majors having a pre-veterinary science emphasis. Since 2011, ten graduates of the Crookston campus have been accepted to veterinary schools across North America. Additionally, Crookston agriculture students involved in the National Association of Colleges and Teachers of Agriculture 2013 Judging Conference won top honors in the four-year college division, as they have 15 times in the past 20 years while competing with institutions from Iowa State to Purdue University to Texas A&M.

The Crookston campus offers ten of its 29 degrees entirely online as well as on campus. Since 2006, online enrollment has grown by nearly 600 percent; on-campus enrollment has grown by 17 percent. Maintaining the University's commitment to exceptional quality—with the same curriculum and faculty as classroom courses—online programs provide access and flexible options for students, most of whom

are working adults constrained by career, family, or location. Crookston has established processes—including careful department review, faculty training, and mentoring—to ensure that online offerings are of high quality and reflect best practices in online teaching and learning, with faculty training and mentoring. Online credit hours grew by 36 percent in the last year and the campus delivered approximately 15,000 credits online in 2012–13.

Utilizing its expertise in online learning and support of online students, the Crookston campus serves all campuses, colleges, and units of the University as the Digital Campus Calling Center. The center, operated through the Center for Adult Learning, is the gateway to online course offerings, degrees, and non-credit classes across the entire University system.
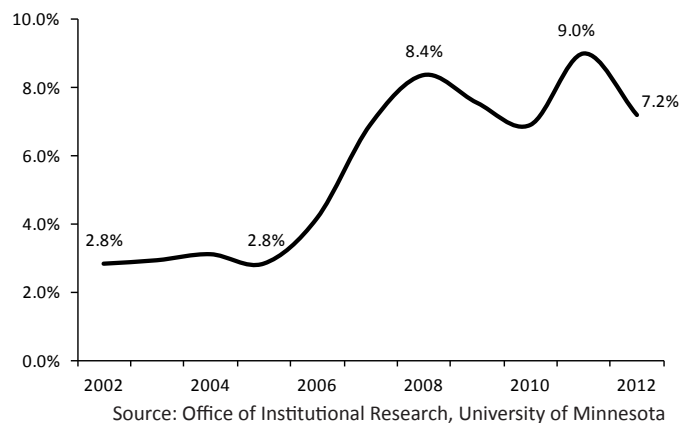
Diversity and Internationalization

The Crookston campus has a strong commitment to preparing students to work in a global economy, recognizing that graduates' success depends on their ability to understand and work with diverse groups from many parts of the world. An ongoing campus-wide commitment to diversity has led to a steady and significant increase in student diversity as compared with ten and even five years ago. In fall 2012, 14.5 percent of the undergraduate student body was made up of students of color (Figure 6-B). This is the highest percentage in that demographic in the history of the campus and is quite significant given the location of the campus in rural northwestern Minnesota.

Figure 6-B. Percent undergraduate students of color by fall term, Crookston campus, 2002-12
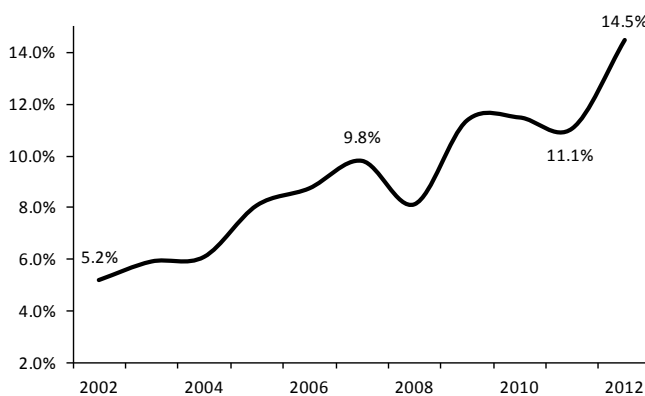
Source: Office of Institutional Research, University of Minnesota

Figure 6-C. Percent undergraduate international students by fall term, Crookston campus, 2002-12

Source: Office of Institutional Research, University of Minnesota

The increase in the number of international students on campus is also notable (Figure 6-C). Consistent with the system-wide commitment to comprehensively internationalize the University of Minnesota, the Crookston campus has aggressively directed resources, curricular offerings, and community advantages to recruit talented international students to campus. Crookston's current international enrollment comprises approximately 7 percent of the total degree-seeking undergraduate student population and roughly 12 percent of all residential students. Historically, the largest concentrations of international students have come from Korea and China, with goals to increase the proportion from other countries. In all, enrolled international students represented 17 countries in the fall of 2012. International students as a whole do extremely well—both academically and as campus leaders. Two graduating senior international students on the Crookston campus were presented with the prestigious University of Minnesota Scholarly Excellence in Equity and Diversity (SEED) Award in fall 2012.

The Crookston campus has established a campus-wide Diversity Council to advise administration, the Office of Diversity Programs, and the Office of International Programs on campus-wide support for diversity and inclusion. The council was fully implemented in fall 2012 by the new director of diversity and multicultural programs and other campus administrators.

Academic departments strive for diversity among their faculty as evidenced by current faculty representation from Canada, China, Egypt, Germany, Mali, Russia, and South Africa. Faculty are actively engaged in internationalizing the campus, including faculty-

led student groups traveling to Brazil, China, India, New Zealand, Norway, and France. Collaborative agreements with the French agriculture schools ESITPA of Rouen and VetAgroSup of Clermont Ferrand continue to expand options. Over the past decade the Crookston campus and Zhejiang Economic and Trade Polytechnic (ZJETP) in China have collaborated on student exchange, faculty exchange, curriculum construction, and joint programs. More than 50 students from ZJETP have attended Crookston in the software engineering, business management, and agricultural business programs. In late 2012, the Crookston campus received a $100,000 grant from the U.S. Department of State to fund a collaborative effort with ZJETP to establish an American Cultural Center in China. The purpose of the center, to be located on the campus of ZJETP in Hangzhou, Zhejiang province, is to cultivate greater understanding between the United States and China. One of the unique aspects of the American Cultural Center at ZJETP will be the construction of a 3-D immersive visualization lab similar to the one located on the Crookston campus.

Support for the study of Chinese language and culture on the Crookston campus was enhanced in 2012 by the opening of a satellite office of the University of Minnesota's Confucius Institute, a collaborative initiative between the University of Minnesota, the Hanban/Confucius Institute Headquarters, and Capital Normal University in Beijing. In spring 2013 an assistant director was appointed to further develop Crookston programs.

Continuing an upward trend, the Crookston campus in the past year saw its highest first-year retention rate, 77.1 percent (Figure 6-D). With a high percentage of first-generation college students (nearly 36 percent) and a relatively narrow spectrum of majors, increasing first-year retention is an ongoing challenge. Strategies to increase retention rates include increasing emphasis on faculty advising, maintaining a student experience and parent programs coordinator, hiring a director of diversity and multicultural programs, requiring conditionally admitted students to complete a transitional general education course in their first semester, maintaining a peer connections mentoring program, refining the conditional admission program for "at risk" students with heavy emphasis on advising and support services, and encouraging all students to use the services of the Academic Assistance Center.

6: Crookston Campus

The strategies for boosting retention rates also increase graduation rates. Figure 6-E illustrates the significant upward trends in four-, five-, and six-year graduation rates for all students. In 2010 and 2011 the Crookston campus met and surpassed the 50 percent goal for five-year graduation rates. Although the 2007 cohort fell short in that metric last year, the campus continues to make progress in both the four- and six-year goals set for 2011–14 graduates.

Undergraduate Experience

Responses by students graduating in 2012 to a survey of the National Survey of Student Engagement (NSSE) showed a high rate of satisfaction with the Crookston educational experience. High percentages of both first-year students (88 percent) and seniors (87 percent) rated their entire educational experience either good or excellent. Notably, a significantly higher percentage of

Figure 6-D. First-, second-, and third-year retention rates for first-time, full-time undergraduate students, Crookston campus, 2001-11 cohorts
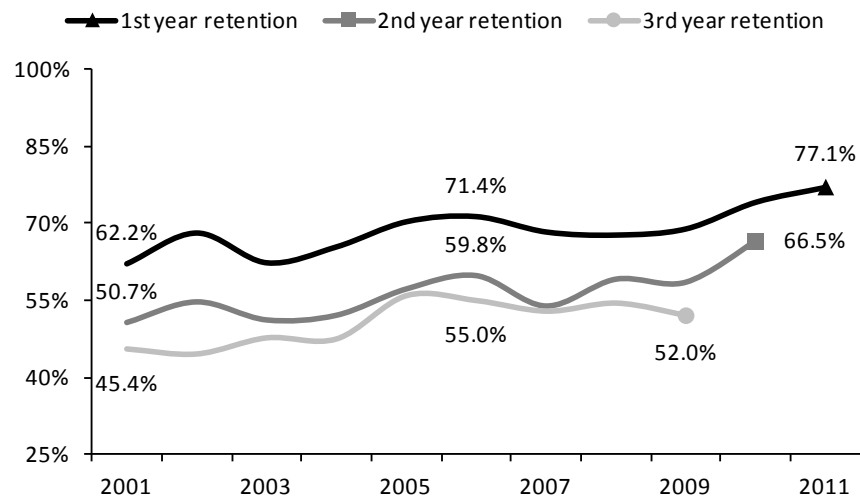
Source: Office of Institutional Research, University of Minnesota

Figure 6-E. Four-, five-, and six-year graduation rates of first-time, full-time undergraduate students, Crookston campus, classes matriculating in 1998-2008
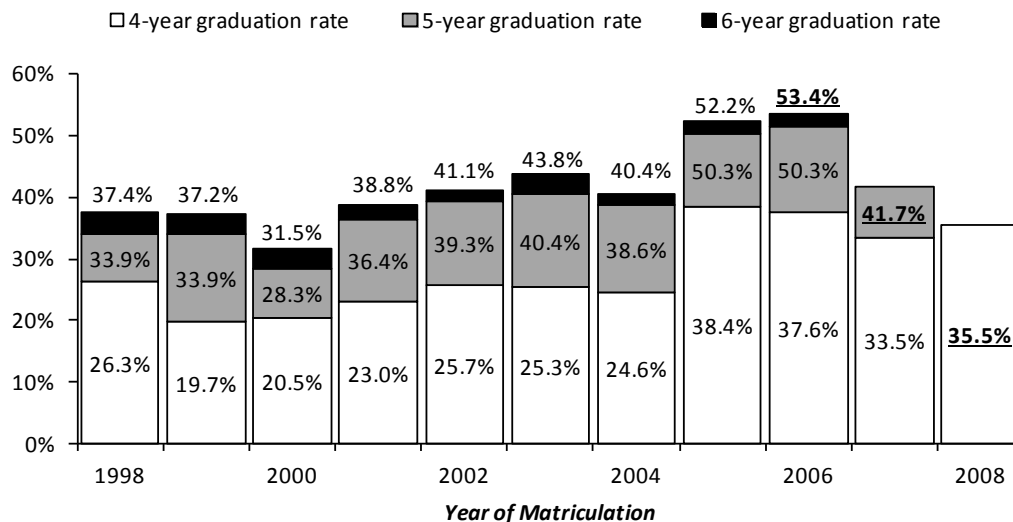
*Rates include graduates who transferred to another University of Minnesota campus. Graduation rates reported to the national database (IPEDS) includes only students who matriculated at and graduated from the same campus. As a result, the rates presented in the figure above are slightly higher than those reported to IPEDS.

Source: Office of Institutional Research, University of Minnesota

seniors (41 percent) than first-year students (28 percent) rated the experience as excellent, which reflects well on Crookston's faculty-student mentorship as students work more closely with faculty as they move toward graduation.

Students benefit from unique learning opportunities such as those afforded by Crookston's federally funded immersive visualization and informatics lab suite. Opened in 2010 as one of only two such facilities in the Upper Midwest, the suite came fully online in early 2013 with the opening of the Undergraduate Collaborative Learning and Experiential Applied Research (UCLEAR) Lab, featuring interactive computer surface computing touch tables with PixelSense technology, and the Undergraduate Comprehensive Learning and Simultaneous Showing (UCLASS) Classroom, featuring multiple projection and data display options. These two new leading edge labs, along with the Crookston Immersive Science and Engineering Experiential (ISEE) Visualization Lab devoted to 3-D simulations, offer powerful technology to students and faculty, with applications across many disciplines including software engineering, physical and biological sciences, business and marketing, agriculture and natural resources, and homeland security. This suite of labs also opens the door to collaboration with U-Spatial on the Twin Cities campus as well as units across the University system.

In fall 2013, the Crookston campus will offer a new bachelor's degree program in elementary education, with a licensure program approved by the Minnesota Board of Teaching (MBOT). The new program, which meets MBOT's 54 educational standards, will be offered alongside Crookston's board-approved licensure program in early childhood education. Preparing graduates to earn a teacher's license that enables them to teach in schools from kindergarten through sixth grade is a significant addition to the educational programs of the Crookston campus.

Goal: Breakthrough Research
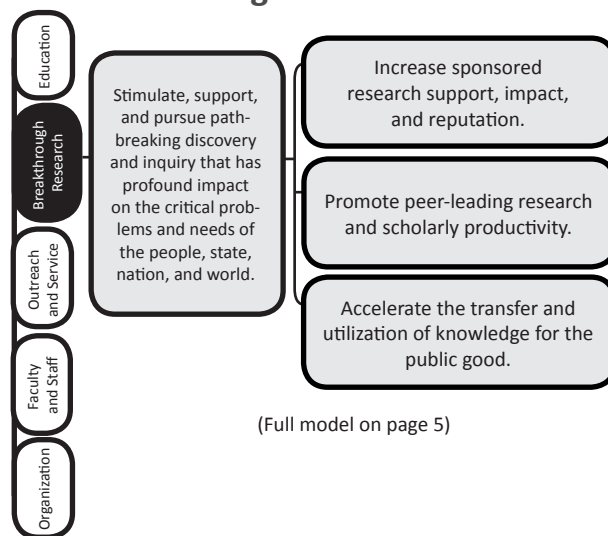
(Full model on page 5)

Crookston campus faculty continue to increase their research activity, including research on alternative fuels; alternative feeds for livestock; prairie ecosystems; low-maintenance athletic turf; threatened song birds; greenhouse gases; wetland plant restoration; anti-microbial properties of plants; computer simulation involving software engineering, artificial intelligence, and geo-computation techniques; quality management and online education; the role of eBooks in education; strategies for effective public speaking; student-athlete career development measures; and several statewide entrepreneurship projects. Increased financial support and dedicated space for individual, interdisciplinary, and collaborative faculty research continues to be a campus priority, as does community and regional outreach (Table 6-2).

Table 6-2. External grants and contracts, in thousands of dollars, Crookston campus, 2006-12

	Proposals	Proposal Amount	Awards	Award Amount	Sponsored Expenditures
2006	9	$1,177	4	$1,539	$1,022
2007	8	$1,412	5	$698	$984
2008	7	$1,279	6	$403	$625
2009	10	$666	7	$892	$839
2010	21	$6,043	14	$802	$797
2011	17	$4,582	12	$1,263	$569
2012	9	$1,631	7	$390	$643

Source: Business Affairs Office, University of Minnesota - Crookston

Crookston continues to showcase faculty research within the larger campus community during research presentation sessions each semester. Students completing undergraduate research projects also present at these sessions. Such programs are an increasingly important part of the Crookston student experience and illustrate the growth and evolution of the campus. The enhanced research focus parallels growing student interest in advanced study: on the annual survey of newly entering students completed in 2012, 19 percent of respondents indicated they had plans to pursue a master's degree and 24 percent indicated plans to pursue a professional or doctoral degree—compared with a roughly ten percent response respectively in 2006.

Goal: Dynamic Outreach and Service

(Full model on page 5)
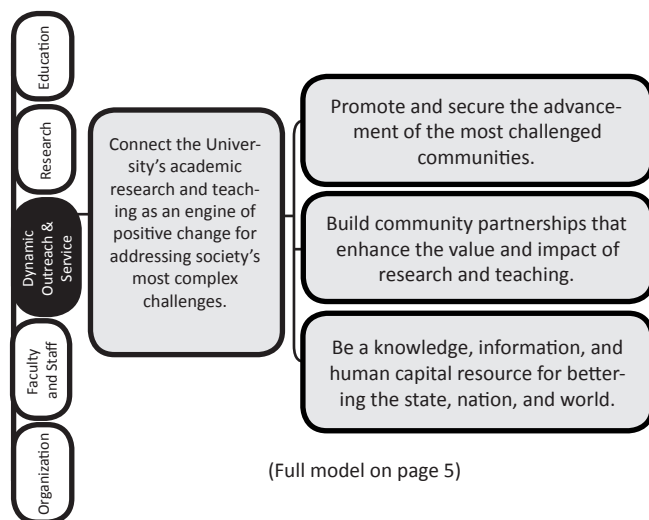
The Crookston campus's commitment to its local, regional, and statewide community is exemplified in its wide range of outreach and service initiatives.

For five years, Crookston has served as the U.S. Department of Commerce's designated Economic Development Administration (EDA) Center for the State of Minnesota, with an initial three-year grant in 2008 renewed for five years in 2011. Together with University of Minnesota Extension, the EDA Center focuses on three priority areas:

1. Advancing entrepreneurship in rural Minnesota;
2. Cultivating a highly skilled rural workforce through the advancement of digital literacy and the adoption of digital technologies; and
3. Providing technical assistance to local, regional and tribal economic development agencies in economically distressed regions of Minnesota.

In 2012–13 fiscal year, the EDA Center worked on technical assistance projects related to business incubation, determining factors of successful businesses, growing Willmar-area minority businesses, identifying local produce market potential within healthcare facilities, enhancing Kandiyohi County business broadband, and strengthening the IDEA Competition, a regional entrepreneur support program. The EDA Center also assessed the impact of the Minnesota Intelligent Rural Communities Project.

The **Center for Rural Entrepreneurial Studies** (CRES), established on the Crookston campus in 2011 through federal appropriations and administered through the U.S Department of Education, connects faculty and students with entrepreneurs and small businesses to share expertise in business management, marketing, and technology. In one major 2012–13 project, students in a brand management class developed and presented branding recommendations to a regional entrepreneur. CRES also brought two national-level successful entrepreneurs to campus as speakers in 2012 and 2013 and hosted its inaugural Entrepreneur and Small Business Exchange, open to the public, in May 2013.

The Center for Sustainability provides a campus focal point for sustainability initiatives and related discussions and is a conduit for University-wide sustainability initiatives. The director, who has a joint appointment with the Northwest Research and Outreach Center (NWROC), represents Crookston on the system's Sustainability Committee, coordinates the Crookston Students for Sustainable Development organization, and guides two or three student sustainability assistants annually.

Student sustainability efforts are supported by the "Green Fee" of the Crookston Student Association and in 2012–13 included initiatives such as refillable water bottles, partial funding of a hydration station to refill water containers, partial support of sustainability speakers, and a modest grants program. The center has been engaged with the local community by leading a "CommUniversity Trail" initiative and chairing a sustainability development effort as part of the Crookston In-Motion community planning initiative.

The center collaborates with the University's Northwest Regional Sustainable Development Partnership on projects such as a solar applications feasibility study through the Clean Energy Resource Teams, guest speakers, and seminars. Working with NWROC, the director of the center also is evaluating the use of cattails as a possible bioenergy resource. Many partners are involved in this study, including the Minnesota DNR, U.S. Fish and Wildlife Service, the Red River Basin Commission, and the International Sustainable Development Institute.

In 2013, Crookston was for the fifth time named to the President's Higher Education Community Service by the Corporation for National and Community Service. Students in 2012 tallied 39,481 hours of service through academic service-learning courses, club and individual community service, and community-based work study including the America Reads Program, community service internships, and AmeriCorps. Crookston added an AmeriCorps VISTA volunteer appointment to further enhance community service and service-learning efforts.
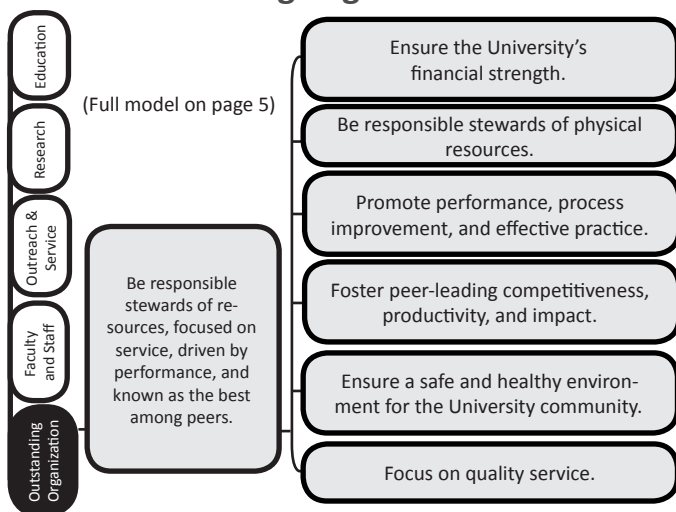
Goal: World-Class Faculty and Staff

(Full model on page 5)
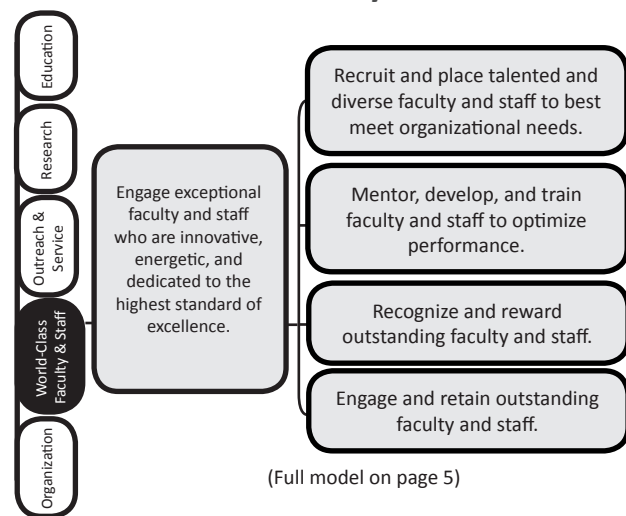
Newly hired faculty and staff continue to expand the credentials, expertise, and capacity for teaching, research, and service at the Crookston campus. Increasingly, Crookston's faculty and staff either possess or are actively working toward terminal degrees, and new hires have experience in obtaining grant funding and in conducting and publishing research. These investments strengthen academic programs, provide students greater learning opportunities including undergraduate research, and advance the overall goal of the University to become a top public research university.

Crookston faculty in 2012–13 earned honors from organizations including the Minnesota Chapter of The Wildlife Society, the Society of Aviation and Flight Education, and Minnesota Campus Compact. Additionally, a Crookston faculty member was awarded the Horace T. Morse-University of Minnesota Alumni Association Award for Outstanding Contributions to Undergraduate Education. Five current Crookston faculty have now earned that award.

6: Crookston Campus

Goal: Outstanding Organization

(Full model on page 5)

Education

Research

Outreach & Service

Faculty and Staff

Outstanding Organization

Be responsible stewards of resources, focused on service, driven by performance, and known as the best among peers.

Ensure the University's financial strength.

Be responsible stewards of physical resources.

Promote performance, process improvement, and effective practice.

Foster peer-leading competitiveness, productivity, and impact.

Ensure a safe and healthy environment for the University community.

Focus on quality service.

As an outstanding organization and a responsible steward of resources, the Crookston campus is focused on service, driven by performance, explores collaboration (both internal and external), and is recognized among peers. Major highlights in this arena include strategic planning, quality improvement, technical innovations, and partnerships.

Over the past year, Crookston has been the recipient of a number of national accolades. Crookston earned inclusion among the top quartile of 247 higher education institutions in the second edition of U.S. News & World Report's Top Online Education Program Rankings. The Crookston campus and its more traditional on-campus programs were ranked by U.S. News & World Report among the top two in the category "Top Public Regional Colleges," marking Crookston's 15th consecutive year among the top four listed in that category. The Crookston campus also was listed among the Princeton Review's "Best Colleges in the Midwest" for a sixth year.

In 2010 the Crookston campus received approval from the Higher Learning Commission to move from the PEAQ (Program to Evaluate and Advance Quality) accreditation process to the **AQIP (Academic Quality Improvement Program)** accreditation process. AQIP is based on continued quality improvement processes and focuses on developing action projects to improve quality. Implementation of AQIP began in 2011 with three action projects focused on student retention and success, improving academic advising, and course quality assurance. Projects completed in the 2012–13 academic year included integrating and assessing

student achievement of Crookston core competencies, studying on-campus transfer student persistence and satisfaction, and revising the program review process. New action projects for 2013–14 academic year include implementation of new program review procedures, international student success and satisfaction, and online student retention, graduation, and satisfaction.

The **2015 Campus Action Plan**, resulting from a yearlong strategic planning process in 2010, was finalized in early 2012 (www3.crk.umn.edu/chancellors-office/strategic). Campus administration organized seven strategic positioning work groups comprising faculty, staff, and students. Work is ongoing and focused on athletics, curriculum, international programs, online programs, student services, technology, and sustainability and energy. Some of the work in these areas has been applied to AQIP projects.

Established in 2011, the **Regional Systemwide Council** continues to meet regularly to identify potential efficiencies and collaborations and to strengthen communication among the Crookston campus, the Northwest Research and Outreach Center, Crookston Regional Extension, the Northwest Regional Sustainable Development Partnership, and the Northwest Area Health Education Center. All units are located either on campus or in Crookston. This collaboration has been cited as an example that could be modeled in other areas of the University. The work of this council has already resulted in collaborative community enrichment projects, sharing of expertise in teaching and service, joint programming, and financial efficiencies.

Looking Ahead

Moving forward requires strong leadership, consistency in message and action, and long-term commitment to core values. Significant progress and growth have occurred on the Crookston campus since 2005, and broad dialogue continues to be a priority to ensure a shared expectation for continued growth and improvement. As the system's most important and visible presence in the region, the Crookston campus resolves to be an economic engine for northwest Minnesota. The Crookston campus continues to work to strengthen its presence as the regional hub of activity for creative talent of students, educators, and scientists, entrepreneurs and business builders, social service

providers, community leaders, and all citizens.

Over the past few years, new degree programs have been launched including biology, communication, criminal justice, environmental sciences, health sciences, marketing, quality management, pre-veterinary tracks in animal and equine science, and software engineering. Most recently, new programs in elementary education and finance have been approved in the 2012–13 academic year. This expanded array of degree programs has helped attract and retain more students, and additional new majors will be explored. The Crookston campus is committed to ensuring these new programs are mission-driven, meet demonstrable student and employer demand, leverage existing strengths and capacities, and are based on solid cost-benefit estimates.

Capital Investment Priorities

Several priorities regarding facilities and space utilization on the Crookston campus have been developed and refined over the past few years and await capital investment:

Wellness center (currently listed on the six-year University of Minnesota Capital Plan)

- Plays a critical role in student success, health and physical activity, and overall student experience

- Addresses shortage of adequate fitness/recreational facilities related to increase on-campus enrollment

- Provides an important recruitment and retention tool for both non-athletes and student-athletes

- Assists in improving the competitiveness of inter-collegiate athletic teams

- Enhances wellness education/training opportunities for the campus and serves as a community asset

- Allows faculty and staff to engage in wellness activities and opportunities

Admissions space

- Current space does not meet code: low ceilings, lack of windows, issues with ventilation

- The present space does not provide an easy-to-find, welcoming environment for prospective students and parents

- Without improved space, recruitment and enrollment goals are threatened

Utilities

- Conversion of 1940s-era Heating Plant from coal to an alternative fuel source to comply with pending EPA standards; this increases reliability of the primary fuel source and attains greater energy efficiency

- Upgrade of campus electrical system (last upgraded in 1980) to meet significantly expanded demands and to provide electrical backup

Laboratory, research, and classroom space

- New faculty hires are constrained by lack of appropriate and adequate lab/research space; this also becomes an obstacle when recruiting prospective high-quality faculty

- Lab/research space also supports the student experience through undergraduate research projects

- Traditional classrooms need modernizing to maintain Crookston's technological mission

Refined Core Priorities for 2015 and Beyond

Strategic planning over the past three years has focused on the University's aspirations for extraordinary education, breakthrough research, dynamic outreach and service, world-class faculty and staff, and outstanding organization. Crookston's core priorities were refined in 2011:

- To provide students an outstanding academic experience,

- To engage students in an exemplary co-curricular experience and,

- To promote engagement and collaboration among students, faculty, staff, and the community, region, state, and beyond.

These core priorities will serve as a guide as Chancellor Fred Wood begins his second year and works with newly hired Vice Chancellor for Academic Affairs Barbara Keinath on implementation of the 2015 Campus Action Plan and other priorities.

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Priorities for 2013–14

- Ensure the financial viability of the campus during a challenging period of declining state support by the development of a sustainable financial model through careful expenditure and increased revenues.

- Continue advocacy and planning for a wellness and recreation center to enhance enrollment, retention, and the overall student experience.

- Support the transition of Crookston's new vice chancellor for academic affairs.

- Working with the entire campus community, build on discussions from an administrative retreat held in July 2013 that focused on admissions and enrollment management and resulted in three priority work areas:

  1) Strategically grow the number of on-campus and online students attending Crookston.

  2) Retain and graduate an increasing number of current students and further explore the critical role academic advising plays in retention and graduation rates.

  3) Building on existing strengths of faculty and with attention to emerging national career needs, expand the breadth of academic degree programs Crookston offers, both on-campus and online.

- Review the present athletics program and determine options for the future.

- Explore campus options for improved space for the Office of Admissions as well as additional dedicated space for faculty and students to conduct undergraduate-focused research.

- Continue implementation of the 2015 Campus Action Plan.

- Continue to explore and expand the relationship with the New Century Learning Consortium in support of online learning.

- Continue to explore collaborative opportunities and strengthen relationships with the NWROC, Extension, Regional Sustainable Development Partnerships, and Area Health Education Centers.

- Support the goals of the president of the University of Minnesota and the system as a whole.

7: UNIVERSITY OF MINNESOTA ROCHESTER CAMPUS

The University of Minnesota, Rochester is the newest campus of the University of Minnesota. Founded in 2006, the Rochester campus leverages the University's world-class research capacity to build academic and research programs aligned with southeastern Minnesota's strengths in health sciences, biosciences, engineering, and technology. The niche-based campus offers distinctive educational programs in a personalized and technology-enhanced environment and serves as a conduit and catalyst for cost-effective collaborations with IBM, Mayo Clinic, and other partners to meet regional academic, professio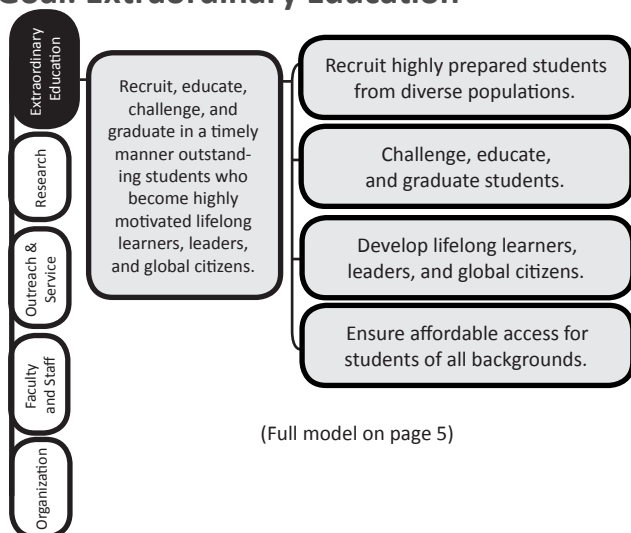nal, and economic needs. Rochester's health sciences and biosciences programs prepare students for a broad spectrum of current and emerging careers, ranging from patient care to pure and applied research. Emphasizing rigorous coursework, community-engaged learning, and research opportunities, Rochester's programs challenge students to find connections among disciplines, deepen their knowledge and understanding, and take charge of their own learning and development. At the graduate level, Rochester's biomedical informatics graduate program is emerging as a facilitator for research collaborations across the state of Minnesota advancing knowledge in the field of biomedical research.

Rochester Campus at a Glance

Founded	**Student Enrollment (Fall 2012)**
2006	Undergraduate 385 (82%)
	Non-degree 29 (6%)
Campus Leadership	Graduate* 53 (12%)
Stephen Lehmkuhle, Chancellor	**Total** **467**

Founded

2006

Campus Leadership

Stephen Lehmkuhle, Chancellor

Campus Academic Programs

Health Professions
Health Sciences
Biomedical Informatics and Computational Biology*

Degrees/Majors Offered

2 undergraduate degree programs
1 master's degree
1 doctoral degree
Non-credit continuing education programs

Academic Partnerships

Labovitz School of Business and Economics, UMD
Clinical Laboratory Sciences, UMTC
College of Education and Human Development, UMTC
School of Nursing, UMTC
Occupational Therapy, UMTC
School of Public Health, UMTC

Educational Collaborations

College of Science and Engineering, UMTC
Mayo School of Health Sciences

BICB Partnerships

UMTC, Hormel Institute, Mayo Clinic, IBM, Cray Inc.,
National Marrow Donor Program, Brain Sciences Center

Student Enrollment (Fall 2012)

Undergraduate	385	(82%)
Non-degree	29	(6%)
Graduate*	53	(12%)
Total	**467**	

Employees (Fall 2012)

Direct Academic Providers	40	(34%)
Fellows, Trainees, and Students in Academic Jobs	18	(15%)
Higher Education Mission Support	46	(39%)
Organizational Support	5	(4%)
University Leadership	10	(8%)
Total Employees	**119**	

Degrees Granted (2012-2013)

B.S. (Health Science)	36
B.S. (Health Professions)	14
M.S. (Biomedical Informatics and Computational Biology)*	4
Ph.D. (Biomedical Informatics and Computational Biology)*	1

Campus Physical Size (2012)

Number of Buildings	3 (all space is leased)
Assignable Square Feet	154,638

Budget Expenditures (2012-13)

$15.3 million

*An all-University graduate degree granted by the Twin Cities campus with the administrative home on the Rochester campus.

Goal: Extraordinary Education

Extraordinary Education | Research | Outreach & Service | Faculty and Staff | Organization

Recruit, educate, challenge, and graduate in a timely manner outstanding students who become highly motivated lifelong learners, leaders, and global citizens.

- Recruit highly prepared students from diverse populations.
- Challenge, educate, and graduate students.
- Develop lifelong learners, leaders, and global citizens.
- Ensure affordable access for students of all backgrounds.

(Full model on page 5)

The Rochester campus started its first program in fall 2008, the M.S. and Ph.D. in biomedical informatics and computational biology. In fall 2009, it introduced its first undergraduate program, the B.S. in health sciences, and in fall 2011, added a second undergraduate program, the B.S. in health professions. The programmatic structures support diverse career paths in high-demand areas where future job growth is expected.

The **Biomedical Informatics and Computational Biology (BICB)** graduate program is an all-University, interdisciplinary graduate program that meets statewide and national needs in a rapidly growing discipline. Drawing on the resources and strengths of the University of Minnesota, Twin Cities; the Hormel Institute; Mayo Clinic; IBM; Cray Inc.; the National Marrow Donor Program; and the Brain Sciences Center, the program is unique in the country and a model of multi-institutional collaboration. The BICB program creates interdisciplinary research opportunities for students and faculty across the University of Minnesota and at partner institutions. It attracts a wide range of students with clinical, industry, or academic backgrounds to study in M.S. or Ph.D. programs and take part in world-class research opportunities. The graduate program is flexible to meet the needs of students who are full-time employees and seek to develop expertise in the informatics area. Furthermore, the program embeds entrepreneurship into the curriculum.

The **Bachelor of Science in Health Sciences (BSHS)** deploys a common curriculum designed by faculty with disciplinary expertise across the physical and life/health sciences, humanities, social sciences, and mathematical sciences. The structure of the curriculum along with an affordable high-touch, high-tech learning experience is intended to generate a high four-year graduation rate. Faculty who teach in the BSHS program are in a single academic unit to facilitate integration across disciplines and to further relevant research and scholarship, while also reducing administrative overhead costs. The program leverages community resources to enhance learning through meaningful health sciences experiences.

The **Bachelor of Science in Health Professions (BSHP)** is an educational collaboration between Rochester and Mayo School of Health Sciences. This junior-admitting program prepares students to become certified health professionals in the fields of echocardiography, radiography, respiratory care, and sonography. Admission prerequisites common to all four tracks facilitate recruitment. Curriculum is competency-based and integrated using didactic, laboratory, simulation and clinical rotations. All clinical rotations are scheduled at the Mayo Clinic. The major draws Rochester students as well as transfer students from accredited two-year colleges, four-year colleges, and universities who seek the opportunity to learn directly from top practitioners.

Growing Academic Programs

Undergraduate Programs: The Rochester campus continues to grow the enrollments of academic programs. The BSHP program enrolled twelve students in fall 2011, enrolled 24 students in fall 2012, and admitted 43 students for fall 2013. Newly admitted BSHP students come primarily from Rochester and Minnesota State Colleges and Universities institutions. This program's target enrollment is approximately 100 students across the junior and senior years. New enrollments, including new transfer students, in the BSHS grew steadily from 57 in fall 2009 to 156 in fall 2012. The BSHS first-year class will be increased by approximately 25 students each year until the goal of 250 first-year and new transfer students per year is reached. The target enrollment in the BSHS across all four years is 750 to 800 students.

Rochester's undergraduate students are drawn primarily from the region. About 81 percent of the

Table 7-1. BSHS and BSHP student enrollment by home location, Rochester campus, fall 2009-12

	2009		2010		2011		2012	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Olmsted county	13	22.8%	20	14.2%	49	19.1%	67	18.7%
Six neighboring counties	12	21.1%	24	17.0%	37	14.4%	52	14.5%
Seven-county Metro Area	10	17.5%	41	29.1%	73	28.4%	109	30.4%
Other Minnesota	13	22.8%	29	20.6%	49	19.1%	85	23.7%
Wisconsin	7	12.3%	15	10.6%	23	8.9%	3	0.8%
Iowa	0	0.0%	5	3.5%	8	3.1%	14	3.9%
South Dakota	2	3.5%	4	2.8%	5	1.9%	7	2.0%
North Dakota	0	0.0%	1	0.7%	2	0.8%	3	0.8%
Other States	0	0.0%	2	1.4%	9	3.5%	16	4.5%
International	0	0.0%	0	0.0%	2	0.8%	2	0.6%
TOTAL	**57**		**141**		**257**		**358**	

Source: Office of Institutional Research, University of Minnesota

students come from Minnesota; an additional 14 percent come from Wisconsin, Iowa, North Dakota, and South Dakota. Table 7-1 shows enrollment by home location of undergraduate students in the BSHS and BSHP programs.

The Rochester campus strives to diversify its student body to reflect Minnesota's changing demographics. While 17 percent of Minnesota residents are from racial and ethnic minority communities, about 25 percent of its school population, and about 30 percent of its pre-school population, are from minority groups. Figure 7-A shows the percentage for fall 2009–12 of new first-year students of color enrolled in Rochester's undergraduate programs.

Figure 7-A. Percent first-time students of color, Rochester Campus, Fall 2009-2012
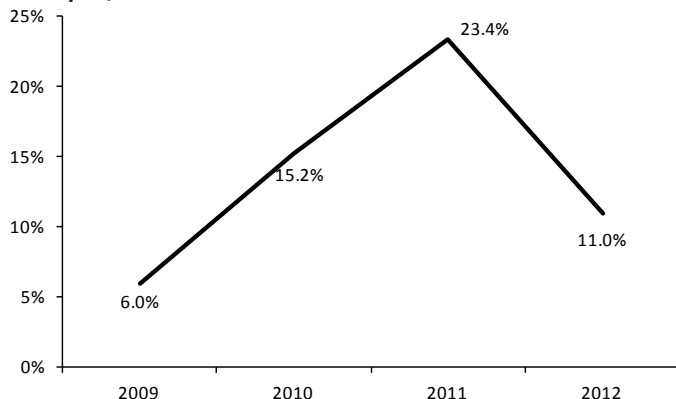
Source: Office of Institutional Research, University of Minnesota

Graduate Programs

Enrollment in the BICB graduate program has grown from six students in fall 2008 to 53 in fall 2012. In fall 2012, 62 percent of BICB students pursued M.S. degrees and the remaining 38 percent Ph.D. degrees. The enrollment in the BICB graduate program is expected to stabilize at about 60 students over the next two or three years. Table 7-2 shows the enrollment in the BICB program together with demographic data.

About 60 percent of BICB graduate students work full time in the workplace. Many of the students come from partner organizations, as well as from other industries in the Twin Cities. Students aim to build their skill sets in a rapidly growing area of expertise to advance in their current workplace. This predominance of working adults in the program is reflected in the age distribution of the graduate students. While only 34 percent of graduate students at the University of Minnesota are ages 31 or above, 64 percent of graduate students in the BICB graduate program are ages 31 or above. To meet the targeted career aspirations of students, the program is designed with flexible requirements that promote the personalized education that is a critical component of Rochester's mission.

Table 7-2. Enrollment in the BICB graduate program, Rochester campus, fall 2008-12

	2008		2009		2010		2011		2012	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total Enrolled	6		16		29		45		53	
Masters	3	50%	7	44%	16	55%	26	58%	33	62%
Doctoral	3	50%	8	50%	13	45%	19	42%	20	38%
Female	2	33%	6	38%	11	38%	12	27%	38	72%
Male	3	50%	10	63%	18	62%	33	73%	15	28%
International	3	50%	4	25%	7	24%	12	27%	15	28%
Minority	1	17%	5	31%	9	31%	14	31%	14	26%
Part-time (<6 cr)	3	50%	9	56%	15	52%	23	51%	31	58%
Full-time	3	50%	7	44%	14	48%	22	49%	22	42%

Source: Office of Institutional Research, University of Minnesota

Finish in Four

The BSHS curriculum is intentionally designed to promote a high four-year graduation rate. A common curriculum in the first two years combined with integrated career advising encourages students to explore a wide variety of careers without the need to adjust their planned course of study. Each BSHS student develops a fourth-year capstone experience during the sophomore and junior year that targets their career aspirations. Capstone experiences are reviewed and approved by a faculty committee by the end of the junior year. They range from study abroad to research experiences at Rochester and with community partners, to minors and certificates, such as health informatics or cytotechnology. Over 70 percent of BSHS students take at least 15 credits to stay on track for four-year graduation (Table 7-3).

Table 7-3. Percent of enrollment by credit load of degree-seeking undergraduate students, Rochester campus, Spring 2010-13

	2010	2011	2012	2013
Zero	0%	0%	0.4%	0%
Fewer than 6	0%	0%	0.4%	0.6%
6 - 11	0%	0%	1.2%	3.4%
12 - 14	10.2%	6.4%	15.7%	23.9%
15 or more	89.8%	93.6%	82.3%	72.2%

Source: Office of Institutional Research, University of Minnesota

Retention of first-year students continues to increase as the curriculum stabilizes. Because Rochester has only two degree programs, a four-year degree program (BSHS) and a two-year junior admitting program (BSHP), Rochester expects entering BSHS students to either switch from the BSHS to the BSHP program or transfer to other colleges if their career aspirations become incompatible with the focus of the BSHS or BSHP. Given these variables, Rochester sets the first-year retention rate at 80 percent and subsequent retention rates (as a percentage of first-year student enrollment) at 70 percent for sophomores and 60 percent for juniors. Already the third cohort of students exceeded the first-year retention goal (see Figure 7-2). While the second-year retention rates remain below the goal, the first cohort exceeded the third-year retention goal (see Figure 7-B).

A key factor in the increasing retention rates—in addition to the stabilization of the curriculum and targeted recruitment of prospective students—is a model utilizing student success coaches to provide academic and developmental advising to each BSHS student. Students remain with coaches throughout their academic career and are required to communicate frequently with coaches every semester. Coaches also meet regularly with faculty to discuss student progress. The success coaches and faculty deploy appropriate support resources to help students meet goals.

Figure 7-B. First-, second-, and third-year retention rates for first-time, full-time undergraduate students, Rochester campus, 2009-11 cohorts
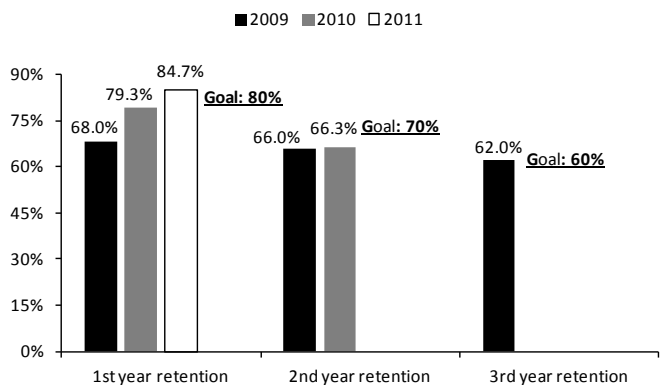
Source: Office of Institutional Research, University of Minnesota

Community Engagement

The campus's location in the heart of downtown Rochester—next to a major health care center and other community organizations—offers a wide variety of community experiences to students. Rochester is building an "arc of community engagement" to fully build on this unique setting. Students begin this arc with volunteer and work study experiences, followed by structured interactions with health care professionals as part of the BSHS curriculum. A newly designed Community Collaboratory course engages students in projects within the community. During the 2012-13 academic year in the BSHS program, community professionals contributed to the learning environment in multiple ways: 28 professionals served on health sciences career panels or as guest speakers; 24 professionals participated in mock interviews; more than 20 community organizations hosted onsite learning experiences; and eight community leaders advised students through the Community Collaboratory course. In total, students learned from more than 120 community professionals during the year. Rochester will continue to expand its interactions with the community in accordance with its mission to serve as a conduit and catalyst for leveraging intellectual and economic resources in southeastern Minnesota.

Building Partnerships

As responsible stewards of resources for the region and state, the Rochester campus has developed sustainable educational partnerships that leverage the assets of the community and University of Minnesota system.

The University of Minnesota and Mayo Clinic have a formal agreement to promote academic collaboration between the two institutions that will nurture and sustain educational initiatives. A Memorandum of Understanding was signed in 2008 and renewed in 2011 by the president of the University and the CEO of Mayo to plan and implement effective collaborative education programs to serve the needs of the region and state of Minnesota. Following the 2008 agreement, the Education Collaboration Committee was established to serve as the approval body for educational proposals, with committee members from Mayo Clinic; the University of Minnesota, Twin Cities; and the University of Minnesota, Rochester. Processes were established to facilitate new collaborations and to review existing ones.
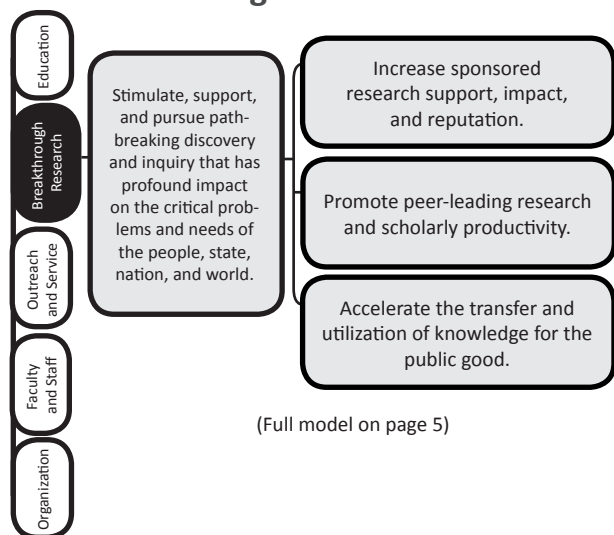
The Rochester campus continues to make available to the Rochester community six academic programs from the Twin Cities and Duluth campuses. These programs range from undergraduate programs to graduate certificates and master's degrees:

- Business administration
- Healthcare administration
- Clinical laboratory sciences
- Nursing
- Occupational therapy
- Public health

In addition, the University of Minnesota's Department of Organizational Leadership, Policy and Development offers on the Rochester campus courses for various licensure programs.

The Rochester campus fosters research collaborations among the partners in the biomedical informatics and computational biology graduate program. Faculty members on the Rochester campus also pursue research in their areas of expertise, including NIH-sponsored projects.

Goal: Breakthrough Research

Education

Breakthrough Research

Outreach and Service

Faculty and Staff

Organization

Stimulate, support, and pursue path-breaking discovery and inquiry that has profound impact on the critical problems and needs of the people, state, nation, and world.

Increase sponsored research support, impact, and reputation.

Promote peer-leading research and scholarly productivity.

Accelerate the transfer and utilization of knowledge for the public good.

(Full model on page 5)

Research on Learning

The Rochester campus continues to develop a research focus on scholarship of teaching and learning. The Center for Learning Innovation (CLI) is the academic home of faculty who teach in the BSHS and whose primary research area is learning and assessment. Rochester is building infrastructure to enable data-driven research on learning through investments in iSEAL (intelligent System for Education, Assessment, and Learning), a curriculum development system enabling collection of longitudinal data on student learning as the basis for CLI faculty research.

Research on learning is still in the early stages. To support the development of CLI's collaborative research, Rochester has worked closely with the Twin Cities campus and systemwide offices—including the Center for Teaching and Learning, Organizational Effectiveness, University Libraries, General Counsel, and the Office of Information Technology—to deliver professional development opportunities to the Rochester campus. Early successes include an OIT Faculty Fellowship to Rochester faculty to integrate technology-enhanced learning in the curriculum, and a pilot grant from the University of Minnesota Medical School to develop a community-initiated research collaboration on Cancer Prevention for Black Women (Project HEAR).

Undergraduate Research

Developing the research skills of undergraduate students is an important aspect of the BSHS. Students are exposed to research during the first year and participate in a research symposium by the end of that year, where they present posters or presentations on an interdisciplinary research topic. In addition, Rochester faculty provide independent study and research opportunities to BSHS undergraduate students. The number of students participating in research or independent study is steadily increasing (Table 7-4).

Table 7-4. Number of students participating in Independent Study or Independent Research, Rochester campus, 2009-13

	2009-10	2010-11	2011-12	2011-13
Independent Study	3	5	22	23
Independent Research	0	12	27	47
Internship	0	0	3	8

Source: University of Minnesota - Rochester

Research continues to be an important component of the capstone experience for seniors, in particular for those who plan to go on to graduate or professional study. About 32 percent of seniors pursued research or directed study with Rochester faculty and another 43 percent found research and internship opportunities either in the Rochester community or internationally.

Research in Biomedical Informatics and Computational Biology

The Biomedical Informatics and Computational Biology (BICB) research and academic programs were established in 2007 as a result of legislative funding and driven by the recommendations of the Minnesota governor's appointed Rochester Higher Education Development Committee. The program was approved by the Board of Regents in 2008.

The major objectives are:

- Establish world-class academic and research pro-grams at the University of Minnesota, Rochester.

- Leverage the University of Minnesota's academic and research capabilities in partnership with IBM, Mayo Clinic, Hormel Institute, Cray Inc., and other industry leaders.

- Build academic and research programs that complement southeastern Minnesota's existing leadership roles in health sciences, biosciences, engineering, and technology.

- Create academic and research programs that provide applications to economic activities via innovation, translational research, and clinical experiences.

Initial investments of $2.8 million in the BICB research and academic programs catalyzed collaborations among faculty and scientists from the University of Minnesota, Mayo Clinic, and IBM, and were focused on seed grants ($1.8 million) and traineeships ($1 million). This initial investment funded nine seed grants and 15 traineeships and generated over $6.5 million in research funding, including NSF career grants and non-federal funding, and 57 publications. An IBM grant led to the MSI-UMR-BICB Computational Laboratory. One of the trainees received an IBM graduate fellowship in three consecutive competitions.

The Rochester campus, the administrative home of the BICB program, continues to invest in the graduate program through commitments to fund six fellowships per year for Ph.D. students. The current investment in BICB fellowships holds steady at about $250,000 to support six first- and second-year Ph.D. graduate students each year. This allows Rochester to attract a small and highly competitive group of incoming Ph.D. students each year, as demonstrated by this year's award of a competitive National Science Foundation graduate research fellowship to a BICB Ph.D. graduate student.

Goal: Dynamic Outreach and Service
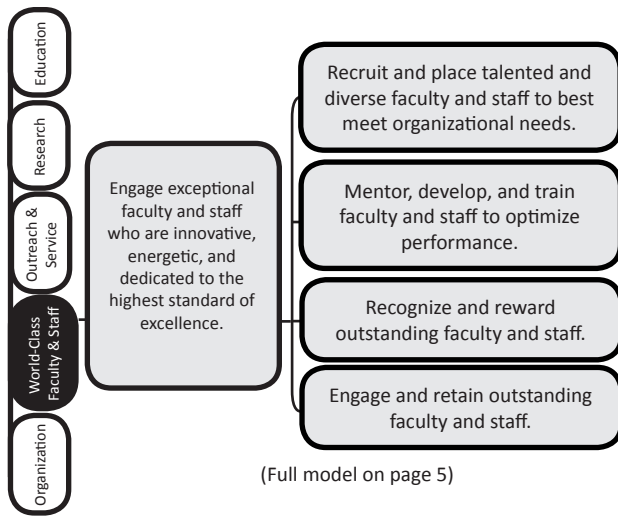

(Full model on page 5)
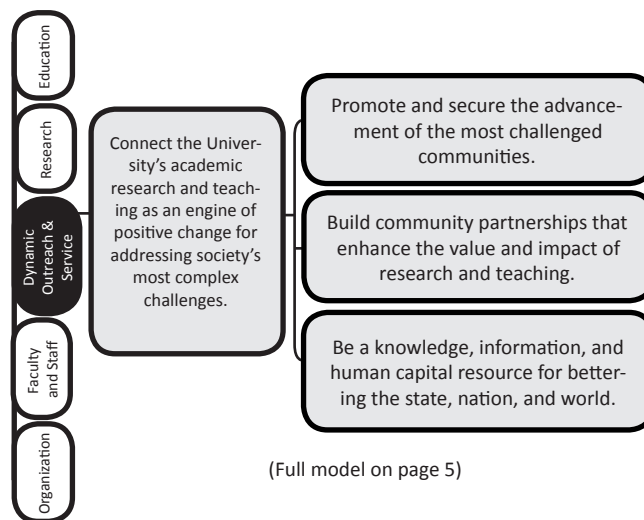
UMR Connects

The Rochester campus engages the community and visitors in a weekly speaker series, UMR CONNECTS. It supports the University's overall mission of public engagement and outreach by fostering connections among the University, its students, and those who live in or visit the community.

Since its launch in March 2011, more than 115 UMR CONNECTS sessions have been held reaching over 5,000 attendees from the local, regional, national, and international communities, with average attendance over the past year increasing from 35 to 49. Speakers have participated from the Duluth and Twin Cities campuses and the Mayo Clinic, joined by national and local experts. Past monthly themes have included Keeping Minnesota Strong, Celebrating National Military Month, Minnesota Authors, A Tribute to the 10th Anniversary of 9-11, Innovations for a Smarter Rochester, Patents & Innovative Research, Artfully Yours, Silent Spring: Fifty Years Later, Building Community through Music, Sports & Athletics, and Public Health. Planned themes include Spirituality and World Religion, International and World Affairs, Outer and Inner Spaces, and Life Stages.

Goal: World-Class Faculty and Staff

Education

Research

Outreach & Service

World-Class Faculty & Staff

Organization

Engage exceptional faculty and staff who are innovative, energetic, and dedicated to the highest standard of excellence.

Recruit and place talented and diverse faculty and staff to best meet organizational needs.

Mentor, develop, and train faculty and staff to optimize performance.

Recognize and reward outstanding faculty and staff.

Engage and retain outstanding faculty and staff.

(Full model on page 5)

People

The single-most important investment for a new campus is in people. Effective stewardship of educational programs and administrative support requires dedicated faculty and staff who are enthusiastic about implementing the mission of the institution. Rochester's effectiveness in establishing an innovative university over the past six years has been based in part on developing an environment where talented and motivated staff are given opportunities to participate actively in the Rochester campus's development.

The primary investment for the four-year undergraduate degree program has been in faculty and staff to deliver the curriculum and to provide student support. With 414 undergraduate students enrolled in fall 2012, the number of faculty and staff grew to ten tenure track faculty and 25 teaching faculty. During the initial growth phase, expenditures exceeded tuition revenues, as is expected when building a new campus. The ratio of enrolled student head count to employee head count (Figure 7-C) is increasing rapidly, indicating increasing efficiency as the curriculum and administrative processes stabilize.
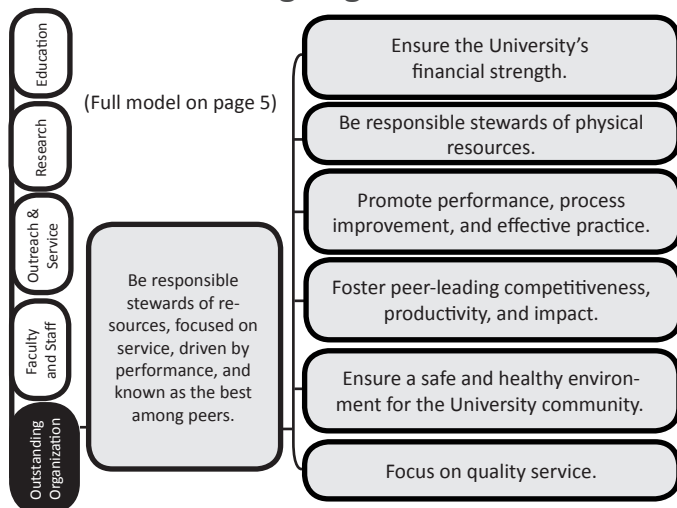
Faculty and staff work collaboratively to design, implement, and deliver the curriculum. In addition, five student success coaches serve as links between academic and student affairs. Their portfolio ranges from helping students navigate college to academic advising, fostering student engagement, and providing professional development opportunities. A capstone coordinator oversees each student's final year experience, while faculty and student success coaches work to ensure meaningful experiences on campus and in the community or abroad. These efforts contribute to each student's individual career and personal goals.

Figure 7-C. Ratio of the enrolled undergraduate student head count to employee head count, Rochester campus, FY 2010-13*

FY	Ratio
FY 2013	3.9
FY 2012	3.2
FY 2011	2.1
FY 2010	1.1
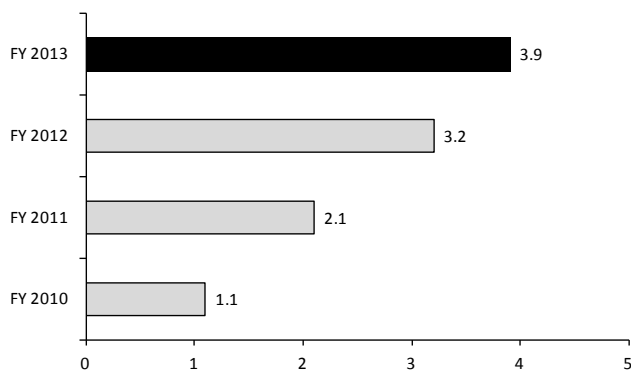
*This ratio (including graduate students) across all campuses is 3.9.
Source: University of Minnesota - Rochester

Goal: Outstanding Organization

(Full model on page 5)

Education

Research

Outreach & Service

Faculty and Staff

Outstanding Organization

Be responsible stewards of resources, focused on service, driven by performance, and known as the best among peers.

Ensure the University's financial strength.

Be responsible stewards of physical resources.

Promote performance, process improvement, and effective practice.

Foster peer-leading competitiveness, productivity, and impact.

Ensure a safe and healthy environment for the University community.

Focus on quality service.

Cost Pool Utilization

The Rochester campus has implemented a strategic plan to leverage University-wide central resources and to develop relationships and working agreements with system-wide and Twin Cities units whenever possible. Maintaining local responsibility for "front line" services and the ability to make decisions in the best interest of the campus achieves the twin goals of operational excellence and exceptional service. For example, Rochester has used the Twin Cities campus's Office of Student Finance to package and disperse financial aid for students. Other examples include collaborations with Academic Support Resources to develop best practices and processes for meeting student needs; with the Office of Disability Services to determine accommodations for students and employees with disabilities; and with the Office of Information Technology to provide technical capabilities. The Rochester campus continues to explore additional means for improving capacity and quality of service at Rochester while maximizing investments the University has made in people, processes, and resources.

Student Utilization of Community Resources

The Rochester campus has chosen to work with community partners to provide student services such a recreation and fitness, health services, and parking/transportation, rather than developing these

resources internally. Through careful management of the student services fee, the Rochester campus provides memberships to the Rochester Area Family YMCA to meet fitness and recreational needs through an intramural sports program. Student members have access to the same facilities and services as community members, but at a significantly reduced rate. The Rochester campus also provides an on-campus student health service staffed and managed by Olmsted Medical Center to meet basic health and wellness needs of all students. Through a partnership with Rochester Public Transit, the Rochester campus provides a student rate for semester bus passes. Partnerships with area restaurants provide 5-10 percent dining discounts for Rochester students. All of these partnerships provide needed services for students while also supporting local businesses and nonprofits in the community.

Rochester City Sales Tax

The community consistently reconfirms its strong advocacy and support of public higher education. In November 2012, the citizens of Rochester approved the extension of a half cent city sales tax that included an allocation of $14 million to the Rochester campus for capital growth and development. This brings the total community support for the Rochester campus to $25.3 million since its inception in December 2006.

Destination Medical Center

Legislative approval of the Destination Medical Center (DMC) proposal will advance innovative economic development initiatives aimed at securing Rochester as a globally competitive hub for health care and bioscience. The Rochester campus, higher education, and world-class research are key components of the DMC, which will build on the Rochester Downtown Master Plan previously developed jointly by the Rochester campus, the City of Rochester, Mayo Clinic, and other local entities. DMC investments by the community and private investors will support future infrastructure for the Rochester campus, which is involved in the discussions for these initiatives.

7: Rochester Campus

APPENDIX A:
KEY DATA SOURCES AND WEB LINKS

Key Data Sources

Association of American Universities	www.aau.edu
Association of Research Libraries	www.arl.org
Association of University Technology Managers	www.autm.net
Institute of International Education	www.iie.org
National Center for Education Statistics	nces.ed.gov/ipeds
National Institutes of Health	www.nih.gov
National Research Council	www.nationalacademies.org/nrc
National Science Foundation	www.nsf.gov
The Center for Measuring University Performance	www.mup.asu.edu

University of Minnesota Links

Twin Cities Campus	www.umn.edu
Duluth Campus	www.d.umn.edu
Morris Campus	www.mrs.umn.edu
Crookston Campus	www.crk.umn.edu
Rochester Campus	www.r.umn.edu
University of Minnesota Extension	www.extension.umn.edu
Research and Outreach Centers	
North Central Center at Grand Rapids	www.ncroc.cfans.umn.edu
Northwest Center at Crookston	www.nwroc.umn.edu
Southern Center at Waseca	www.sroc.cfans.umn.edu
Southwest Center at Lamberton	www.swroc.cfans.umn.edu
UMore Park at Rosemount	www.umorepark.umn.edu
West Central Center at Morris	www.wcroc.cfans.umn.edu
Academic Health Center	www.health.umn.edu
Board of Regents	www.regents.umn.edu
Controller's Office	www.controller.umn.edu
Global Programs & Strategy Alliance	www.global.umn.edu
Office for Equity and Diversity	www.diversity.umn.edu
Office for Public Engagement	www.engagement.umn.edu
Office for Student Affairs	www.osa.umn.edu
Office of Budget and Finance	www.budget.umn.edu

University of Minnesota Links, Continued

Office of Senior Vice President for Academic Affairs and Provost   www.academic.umn.edu/provost

Office of Institutional Research   www.oir.umn.edu

Office of Oversight, Analysis, and Reporting   www.research.umn.edu/reo/oversight

Office of Planning and Analysis   www.planning.umn.edu

Office of the President   www.umn.edu/president

Office of University Relations   www.umn.edu/urelate

Office of Vice President for Research   www.research.umn.edu

University Libraries   www.lib.umn.edu

University of Minnesota Alumni Association   www.minnesotaalumni.org

University of Minnesota Foundation   www.giving.umn.edu/foundation

APPENDIX B:
BOARD OF REGENTS

APPENDIX C: SENIOR LEADERSHIP

Eric W. Kaler	President
Karen Hanson	Senior Vice President for Academic Affairs and Provost
Kathryn F. Brown	Vice President for Human Resources
William Donohue	General Counsel
Aaron L. Friedman	Vice President for Health Sciences and Dean of Medical School
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