2014 University Plan, Performance, and Accountability Report

UNIVERSITY OF MINNESOTA
Driven to Discover℠

2014 University Plan,
Performance, and
Accountability Report

Table of Contents

Introduction

"To benefit the people of the state, the nation, and the world"

University Mission

The University of Minnesota, founded in the belief that all people are enriched by understanding, is dedicated to the advancement of learning and the search for truth; the sharing of this knowledge through education for a diverse community; and to the application of this knowledge to benefit the people of the state, the nation, and the world.

—University mission

This mission, carried out on multiple campuses and throughout the state, is threefold:

Providing an extraordinary education that generates knowledge, understanding, and creativity. We seek to develop students who become leading scientists and teachers, engineers and artists, health and business professionals and who contribute to their communities at every level.

Conducting breakthrough research that moves us forward. Our researchers improve our understanding of the world and how we work and live.

Partnering with communities to advance research, share knowledge, and provide students with powerful academic experiences that address the challenges of a diverse and changing world.

To support this mission effectively, the University is committed to:

Employing world-class faculty and staff who are innovative, energetic, and dedicated to the highest standards of excellence.

Stewarding an outstanding organization that is responsible with resources, dedicated to measuring and improving performance, and aligned to support the University's core functions of teaching, research, and outreach.

University Overview

The University of Minnesota, founded in 1851, seven years before the territory of Minnesota became a state, is Minnesota's flagship and land-grant university and one of its most important assets, as well as a powerful resource for the region, the nation, and the world.

The University is composed of five campuses with distinct roles, each campus contributing to the University's mission: the Twin Cities campus, where the University originated; the Duluth campus, which joined the University in 1947; the Morris campus, which became a system campus in 1960; the Crookston campus, added in 1966; and the Rochester campus, which was designated a system campus in 2006. The University is the state's only research university, and the Twin Cities campus is among the nation's most comprehensive institutions—one of only four campuses that have agricultural programs as well as an academic health center with a major medical school.

The University is the state's economic and intellectual engine. As a top research institution and one of only 62 members of the prestigious Association of America Universities, 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 Minnesota's 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.

Governance and Leadership

The University is governed by a Board of Regents elected by the Minnesota Legislature (See discussion on page 3 and list of current Regents in Appendix B). The president and vice presidents serve as the senior leaders of the University and the Twin Cities campus, which avoids the added administrative cost of a separate "system" office. Direct leadership for the remaining campuses is provided by four campus chancellors (See list of senior leaders in Appendix C).

Accreditation

All campuses of the University of Minnesota operate with the accreditation of the Higher Learning Commission of the North Central Association of Colleges and Schools. The Twin Cities campus has been accredited continuously 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 and Twin Cities campuses are accredited jointly. Each campus is accredited to offer the bachelor's degree; the Twin Cities and Duluth campuses are accredited to offer the master's degree; and the Twin Cities campus is accredited to grant doctoral and professional degrees (See accreditation discussion on page 5).

Enrollment

Total enrollment at the University's campuses for fall 2014 was 67,477. Sixty-four percent of registered students were undergraduates. Non-degree-seeking students represented nearly ten percent of total enrollment. In 2013–14, the University granted 10,514 bachelor degrees, 3,474 master's degrees, 962 doctoral degrees, and 834 traditional professional degrees (M.D., D.V.M., D.D.S., Pharm.D., J.D., L.L.M.).

An Accountable University

"...[The regents shall] make a report annually, to the Legislature... exhibiting the state and progress of the University... and such other information as they may deem proper, or may from time to time be required of them."

—University charter, 1851 Territorial Laws, Chapter 3, Section 16

Since the University's inception over 160 years ago, public and University leaders have established and continuously reaffirmed a principle of accountability. Accountability for an institution as important and complex as the University of Minnesota, however, has myriad forms and interpretations. For some, accountability requires a discussion about the University's ability to address its mission. For others, accountability may necessitate a precise accounting of revenue and expenditures, an assurance of efficient and competent management of institutional resources, or records and institutional data about students and performance. Yet others may argue that accountability is best met by examining leadership and its ability to employ strategies that advance a vision. Still others understand accountability in terms of return on investment and so look for evidence of direct impacts to the State of Minnesota and it citizens.

The University's leaders take seriously this responsibility to be accountable, in all of the ways mentioned above. Among the participants engaged in the University's accountability relationships are its Board of Regents, senior leaders and internal units, faculty, state and federal authorities, citizen and nonprofit organizations, accreditation associations, and multiple media organizations.

University of Minnesota Board of Regents

Chapter 3 of Minnesota's 1851 Territorial Laws established the University of Minnesota and specified that "[t]he government of this University shall be vested in a board of twelve regents, who shall be elected by the Legislature." Later sections delineate specific powers to "enact laws for the government of the University"; "regulate the course of Instruction" and confer degrees and diplomas; regulate and prescribe tuition and fees; and select, manage, and control all University lands.

These twelve regents—eight of whom are elected to represent Minnesota's eight congressional districts and four who are elected at large—represent the interests and needs of the state and the citizens of Minnesota and, on their behalf, hold the University's senior leadership and administration accountable. The Board's fundamental accountability documents are the University Plan, Performance, and Accountability Report (www.academic.umn.edu/accountability); the University Operating Budget (www.budget.umn.edu/document.htm); and the University Capital Budget (www.cppm.umn.edu/master_planning.html).

Other accountability activities at this level include the president's report to the Regents at each of their regular board meetings, as well as monthly, quarterly, and annually mandated reports to the Board on topics such as student admissions and progress, faculty promotion and tenure, tuition rates, the independent auditors' report, real estate transactions, gifts, asset management, 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. Such reports and presentations are archived on the Board of Regents website.

Major, University-level Accountability Activities

Senior leaders engage in reporting, communications, and other activities that address the University's accountability responsibility. Select examples include:

- The President's annual State of the University address.
- Studies such as the University's Economic Impact study (impact.umn.edu), which showed that the University creates $8.6 billion in total economic impact annually.
- Annual Report of University research activity (www.research.umn.edu/news/reports.html)
- Annual accounting of student services fee allocations (www.studentservicesfees.umn.edu).
- Public Engagement reports (www.engagement. umn.edu/our-impact/reports)
- Institutional success and demographic data managed by the Office of Institutional Research (www.oir.umn.edu)
- Annual Report on Real Estate (www.uservices. umn.edu/assets/pdf/RealEstate_2014.pdf)
- Annual Report on Sustainability (www.uservices. umn.edu/assets/pdf/Sustainability_2014.pdf)
- Energy Management and Utilities update (www.uservices.umn.edu/assets/pdf/ EnergyMgmtUtilities_2014.pdf)
- Facilities Condition and Utilization update (www. uservices.umn.edu/assets/pdf/FCA_2014.pdf)
- Capital Planning and Project Management Semi-Annual Report (www.uservices.umn.edu/assets/ pdf/CPPM_2014.pdf)
- 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.

Office and Program Reports

In addition to the major reports prepared at the institution level by senior leaders for the Board of Regents and other audiences, other offices and programs across the University produce reports or other accountability communications for an array of stakeholders. These include reporting done by University research centers, such as the Center for Urban and Regional Affairs on the Twin Cities campus (www.cura.umn.edu/publications/reporter) or the Precambrian Research Center on the Duluth campus (www.d.umn.edu/prc/annualreports); key administrative or student services areas, such as Orientation and First-Year Programs (www.ofyp. umn.edu/more/annual-reports); and annual reports to donors, such as that provided by the College of Biological Sciences (www.cbs.umn.edu/connect/ donors/annual-report-donors).

Government and Other External Organization Requirements

The University provides a number of annual or biannual reports to the Minnesota legislature and other organizations, including:

- Biennial Report to the Minnesota State Legislature, which showed that the University had exceeded all performance measures set forth by the Minnesota Legislature for fiscal year 2014;
- Postsecondary Planning: A joint report to the Minnesota Legislature by the Minnesota State Colleges and Universities and University of Minnesota;
- Compliance reports to such agencies as the U.S. Department of Education, National Science Foundation, National Institutes of Health, U.S. Department of Agriculture, National Collegiate Athletic Association, 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.

Institutional and Program Accreditation

One tool that holds the University accountable for academic quality is accreditation. Accreditation is the process of assuring and advancing the quality of higher education institutions' campuses, departments, and programs through reviews by outside agencies. Two types of accreditation, with varied breadth, apply to the University.

The first type of accreditation reviews an entire higher education institution and its programs for quality. Each University of Minnesota campus operates with full accreditation at the institutional level by the Higher Learning Commission of the North Central Association of Colleges and Schools.

The second type of accreditation involves evaluations by a specialized accrediting body associated with a national professional organization or with a specific discipline. At the University, over 200 academic programs are accredited by bodies such as the American Bar Association, Accreditation Board for Engineering and Technology, National Association of Schools of Music, National Council for Accreditation of Teacher Education, and Accreditation Council for Graduate Medical Education.

Media and the General Public

Media organizations, such as the *Minnesota Daily*, *Pioneer Press*, *Star Tribune*, and Minnesota Public Radio, play an important role in holding the University accountable. The Minnesota Data Practices Act is a set of laws designed to ensure that the media and members of the general public have access to public records of government bodies at all levels in Minnesota. This access positions other parties to engage the University, to raise questions, and to verify information.

The University Plan, Performance, and Accountability Report

As noted earlier, Board of Regents operations policy identifies this report as one of three fundamental accountability and planning documents. It reports on the University's effectiveness in fulfilling its mission, while the operating and capital budgets report on the University's fiscal management.

Specifically, the University Plan, Performance, and Accountability Report:

• articulates the mission and vision of the University;

• identifies critical issues and challenges confronting the University;

• illustrates and analyzes longitudinal trends in key areas;

• provides a means for comparisons with peer institutions; and

• identifies areas for continued work.

The pages that follow align and connect to the mission of the University. Chapter 3 describes some of the planning underway at each campus to ensure future success and excellence. Chapters 4, 5, and 6 discuss the University's effectiveness in fulfilling the fundamental land-grant mission of teaching, research, and outreach. Chapters 7 and 8 address the University's effectiveness in supporting that mission by employing world-class faculty and staff and stewarding an outstanding organization.

Planning for Success

Each of the University's campuses has a distinctive history and strategy for contributing to the University's mission and vision in the way that best serves its students, the region, and the state. Together, the Twin Cities, Crookston, Duluth, Morris, and Rochester campuses contain a rich variety of academic departments and degree programs, all of them essential components of the University system.

The strengths of each campus complement one another and contribute to meeting the educational and workforce needs of the state. The following sections summarize how each campus is planning for success in achieving the University's mission summarized on page 1. Links to comprehensive campus strategic planning documents are listed in Appendix A.

Crookston

Duluth

Morris

Twin Cities

Rochester
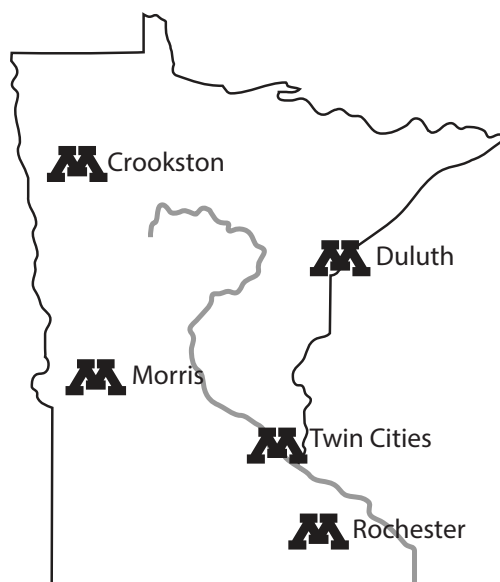
Twin Cities Campus

Founded

1851

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
Humphrey School of Public Affairs
Law School
Medical School
School of Dentistry
School of Nursing
School of Public Health

Degrees/Majors Offered

149 undergraduate degree programs; 171 master's degree
programs; 100 doctoral degree programs; and 5 professional
programs in law, dentistry, medicine, pharmacy, and
veterinary medicine

Student Enrollment (Fall 2014)

Undergraduate	30,135	(59%)
Graduate	12,711	(25%)
Professional	3,733	(7%)
Non-degree	4,568	(9%)
Total	**51,147**	

Employees (Fall 2014)

Direct Academic Providers	5,491	(24%)
Fellows, Trainees, and Students in Academic Jobs	5,847	(26%)
Higher Education Mission Support	3,516	(15%)
Intercollegiate Athletics	99	(<1%)
Facilities-Related Jobs	1,219	(5%)
Organizational Support	5,768	(25%)
Leadership	989	(4%)
Total Employees	**22,929**	

Degrees Awarded (2013–14)

Bachelor's	7,594	(60%)
Master's	3,269	(26%)
Doctoral & Professional	1,794	(14%)
Total	**12,657**	

Campus Physical Size (2013)

Minneapolis

Number of Buildings	162
Assignable Square Feet	10,938,740

St. Paul

Number of Buildings	99
Assignable Square Feet	2,509,299

Budget Expenditures (2013–14)

$3.0 billion

Planning at the University of Minnesota Twin Cities

In fall 2014, the Board of Regents adopted a new strategic plan for the Twin Cities campus. The plan was developed with broad input over many months by a 30-member workgroup and extended teams of faculty, staff, and students. It will be a framework for programmatic and operational decision making over the next decade, guiding strategies to achieve new excellence and impact in research, teaching, and outreach.

The plan builds directly on the strengths of the Twin Cities campus as Minnesota's globally engaged research university and one of only a few major land-grant research institutions situated in a major metropolitan area. It recognizes the special opportunities and responsibilities the campus has to bring its resources more powerfully to bear on "grand challenges"—the most pressing and complex challenges of our state and world.

The plan's four supporting goals aim to reinvigorate programs and activities for the benefit of students and the state. The plan does not prescribe new directions for all aspects of colleges, programs, and disciplines, but suggests strategies to enhance the quality and impact of research, teaching, and outreach based on a range of special opportunities and strengths.

Those goals are:

- **Combining exceptional research and curricular strengths of the Twin Cities campus more broadly and deeply to address "Grand Challenges"**—through more ambitious and innovative collaborations across disciplines as well as through new learning and career pathways that prepare students to be leaders, innovators, and global citizens.
- **Recruiting and retaining field-shaping researchers and teachers**—to advance excellence in research, outreach and engagement and to provide world-class educational experiences for graduate, professional, and undergraduate students.
- **Expanding campus-community collaborations to leverage the unique location of the campus in a vibrant metropolitan area and state**—to work with many industry and community partners to tackle big challenges and to provide engaged learning opportunities to students.
- **Promoting excellence and rejecting complacency at all levels of the institution**—to ensure that all policies and practices support a culture of achievement that will produce the best research, teaching, and engagement in fulfillment of the University's mission.

Implementation of the plan is underway and will continue through 2015 and beyond, with goals incorporated into academic planning by the Provost and deans. The goals of the plan will be connected in a variety of ways with academic and administrative units across campus and with the plans of the Crookston, Duluth, Morris, and Rochester campuses. University leaders will engage both campus and external stakeholders in discussing progress toward goals and in refining the framework as a dynamic roadmap for the future.

To jump-start institutional transformation, three initial grand challenge topics have been identified as examples of strong efforts already underway that harness University expertise across many fields of knowledge:

- Ensuring sustainable, healthy, secure food;
- Advancing industry while conserving the environment and addressing climate change; and
- Building vibrant communities that enhance human potential and collective well-being in a diverse and changing society.

The plan recommends a set of criteria for the evaluation and selection of additional grand challenges that will be embraced as institutional priorities. A collaborative process for selection will be developed as part of implementation strategies.

The plan's emphasis on ambition, innovation, and impact reflects the dual role of the University of Minnesota Twin Cities as both Minnesota's land-grant university, dedicated to serving the public good, and its designated flagship research institution, charged with positioning Minnesota at the forefront of emerging knowledge and educating the highly skilled workers, professionals, and leaders of the state.

Comparison Group Institutions

To assist with campus planning and assessing success, the Twin Cities campus has identified ten public research universities for primary comparison. While these institutions are among the most similar in size and complexity to the Twin Cities campus and the best available for comparison, the institutions have significant differences that should be noted.

Table 3-1 shows the variance among the eleven schools across type, scope, size, and students. It is 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.

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

Institution	TYPE			SCOPE Institution Includes:				SIZE Enrollment (9)		Faculty (10)	R&D (11)	STUDENTS	
	Land Grant	City Size (2)	State Pop. (3)	Agricult. College	Law School	Med. School	Hospital	Under-grad.	Grad. & Prof.			Top-10 HSR (12)	Percent in-state (13)
Ohio State U.–Columbus	●	Large	11.5	●	●	●	●	56,387 — 41,877	13,329	2,726	$767	54%	88%
Penn. State U.–University Park	●	Small	12.7	●	○(4)	○(5)	○(5)	45,783 — 38,547	6,591	1,763	$780	41%	70%
U. of California–Berkeley	●(1)	Mid-size	37.3		●			35,899 — 25,774	10,125	1,373	$730	98%	89%
U. of California–Los Angeles	●(1)	Large	37.3		●	●	●	41,341 — 27,938	13,400	1,776	$1,010	97%	94%
U. of Florida–Gainesville	●	Mid-size	18.8	●	●	●	○(6)	49,913 — 31,023	17,137	2,913	$697	77%	97%
U. of Illinois–Urbana-Champaign	●	Small	12.8	●	●	●	○(7)	44,520 — 31,260	12,239	1,837	$584	54%	91%
U. of Michigan–Ann Arbor		Mid-size	9.9		●	●	●	43,426 — 27,774	15,447	2,808	$1323	84%*	66%
U. of Minnesota–Twin Cities	●	**Large**	**5.3**	●	●	●	○(6)	**51,853 — 30,375**	**17,384**	**2,533**	**$826**	**44%**	**74%**
U. of Texas–Austin		Large	25.1		●	○(8)	○(8)	51,112 — 39,215	12,231	1,956	$622	72%	95%
U. of Washington–Seattle		Large	6.7		●	●	●	42,568 — 27,118	13,635	1,109	$1,149	92%*	87%
U. of Wisconsin–Madison	●	Mid-size	5.7	●	●	●	●	42,820 — 29,118	11,957	2,071	$1,170	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 2012. 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.

Duluth Campus

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
Labovitz School of Business and Economics
School of Fine Arts
Swenson College of Science and Engineering

Academic Partnerships

College of Pharmacy
Medical School

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 2014)

Undergraduate	9,120	(82%)
Graduate	715	(6%)
Professional*	355	(3%)
Non-degree	903	(8%)
Total	**11,093**	

*Granted by Twin Cities campus, delivered at Duluth campus.

Employees (Fall 2014)

Direct Academic Providers	675	(35%)
Fellows, Trainees, and Students in Academic Jobs	234	(12%)
Higher Education Mission Support	258	(13%)
Intercollegiate Athletics	35	(2%)
Facilities-Related Jobs	149	(8%)
Organizational Support	495	(26%)
University Leadership	82	(4%)
Total Employees	**1,928**	

Degrees Awarded (2013–14)

Bachelor's	2,047	(91%)
Master's	205	(9%)
Doctoral	2	(0.1%)
Total	**2,254**	

Campus Physical Size (2013)

Number of Buildings	81
Assignable Square Feet	1,894,875

Budget Expenditures (2013–14)

$219.6 million

Planning at the University of Minnesota Duluth

The University of Minnesota Duluth (UMD) conducted a systematic 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 is the product of an inclusive, collaborative process involving the entire campus as well as Duluth community leaders. An ongoing Strategic Planning and Budget Committee has been established as part of a new governance structure to advise the Chancellor on campus strategic planning and budget matters. The committee provides a channel for campus constituencies to provide input into the strategic planning and budget processes and provide advice, analysis, and assessment throughout the process.

The plan articulates six goals to focus campus efforts for the next several years. The following three examples highlight a process and initiatives that exemplify UMD's strengths.

Program Prioritization

UMD conducted a program prioritization exercise during fall semester of 2013. This initiative provided a comprehensive review of programs, courses, and services that the UMD campus delivers in relation to how each aligns with the mission and how each positions UMD for growth. The goal of the program prioritization initiative is to manage and allocate campus financial resources to meet the needs of UMD students and surrounding community.

This initiative was timely given lower state funding, a decline in new student enrollment in fiscal year 2013, a challenging economy, and a shrinking Minnesota high school student population. Criteria were developed collaboratively in alignment with UMD's strategic plan—with an additional focus on financial sustainability—and programs were evaluated with respect to quality, demand, costs, revenue, productivity, and other key factors.

Data collected through the prioritization exercise will be used for resource allocation, program improvement, and as benchmarks for future decision making. Continued prioritization efforts will allow the campus

to balance tight resources, ensure quality degree programs, and keep the focus on its core mission.

Natural Resources Research

UMD serves the region and state as a leader in natural resources research. The Natural Resources and Research Institute (NRRI) provides applied research in natural resource areas to develop products, processes, and services of value to northern Minnesota and the state. It also conducts research on natural resources to provide the tools, knowledge, and experiential training required for sound short- and long-term environmental and economic decisions.

NRRI employs about 150 scientists, engineers, and business specialists and relies primarily on grants and contracts to accomplish its program objectives, which focus on three prime areas: minerals, forest products, and water and the environment.

During its 30 years of operation, NRRI has become a prominent research and outreach arm of UMD, respected by industry and agency partners state-wide and around the world for model research, innovation, and outreach. The Institute collaborates with its partners (including industry, government, universities, tribes, agencies, and communities) in fostering a sustainable, more diversified economy and a healthy environment.

In addition, the focus on freshwater research education and outcomes continues to be a priority of the Swenson College of Science and Engineering, Center for Water and the Environment, Large Lakes Observatory, and the Minnesota Sea Grant. The Minnesota Sea Grant facilitates 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 to enhance Lake Superior and Minnesota's inland aquatic resources and economies.

Native American Education

UMD has a longstanding commitment to Native American education and has numerous programs supporting this priority, including Ojibwe language revitalization, an undergraduate degree program in American Indian Studies, the American Indian Project

in the Department of Social Work, and extensive programming in education, where UMD has become a leader in alternative teacher education models to serve Native American populations. Recent additions include an Ed.D. cohort with an indigenous focus and the Master of Tribal Administration and Governance (MTAG), which graduated its first cohort of students in Spring 2013. MTAG is a hybrid program that meets on weekends and online, and was developed in full collaboration and consultation with the American Indian tribes across Minnesota and Wisconsin. The MTAG program is the only graduate degree program in the United States that trains current and potential American Indian tribal leaders 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.

Comparison Group Institutions

For purposes of planning and assessment, the Duluth campus revised its peer list in recent years to include eleven higher education institutions as the primary group for comparison. These institutions are listed in Table 3-2 and were identified based on their similar academic programs, enrollment, degrees awarded, research activities, and their Carnegie Classification as Master's Medium Programs.

Table 3-2. 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	18,679	95%	95%	89%
Col. of Charleston	Public	Mid-size	Post-Master's Certificate	11,723	90%	86%	39%
Minnesota State U.–Mankato	Public	Small	Doctorate	15,441	87%	79%	83%
South Dakota State U.	Public	Small	Doctorate	12,583	88%	72%	61%
Southern Illinois U.–Edwardsville	Public	Mid-size	Doctorate	14,055	81%	77%	92%
U. of Mass.–Dartmouth	Public	Mid-size	Doctorate	9,210	82%	78%	96%
U. of Michigan–Dearborn	Public	Large	Doctorate	8,790	83%	58%	99%
U. of Minnesota–Duluth	**Public**	**Large**	**Doctorate**	**11,491**	**90%**	**86%**	**87%**
U. of North Carolina–Charlotte	Public	Large	Doctorate	26,232	81%	76%	88%
U. of Northern Iowa	Public	Mid-size	Doctorate	12,273	87%	84%	92%
Western Michigan U.	Public	Mid-size	Doctorate	24,598	79%	71%	92%
Western Washington U.	Public	Mid-size	Post-Master's Certificate	14,833	94%	90%	82%

Source: Integrated Postsecondary Education Data System (IPEDS)
Student data reflect Fall 2012 enrollment

Morris Campus

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 2014)

Undergraduate	1,803	(95%)
Non-degree	96	(5%)
Total	**1,899**	

Employees (Fall 2014)

Direct Academic Providers	164	(38%)
Fellows, Trainees, and Students in Academic Jobs	2	(<1%)
Higher Education Mission Support	29	(7%)
Intercollegiate Athletics	21	(5%)
Facilities-Related Jobs	46	(11%)
Organizational Support	143	(33%)
University Leadership	28	(6%)
Total Employees	**433**	

Degrees Awarded (2013–14)

Bachelor's	372

Campus Physical Size (2013)

Number of Buildings	36
Assignable Square Feet	599,432

Budget Expenditures (2013–14)

$47.2 million

Planning at the University of Minnesota Morris

The Morris campus's strategic plan was approved through its governance system in 2007, and has served as a guiding framework for campus initiatives since then. Recent reviews completed independently by the campus planning committee and leadership team show that Morris has made progress toward or completed nearly two thirds of the 84 specific items included in the original plan. Select strategic accomplishments are described in the following sections.

Academic Center for Enrichment

The Morris campus established a center for academic enrichment to promote undergraduate research, study abroad, an "honors" experience, and national student scholarships. In the past several years, three Morris students have been named Truman scholars and two have been named Udall scholars. Nearly half of Morris students participate in faculty-mentored undergraduate research or artistic production by the time they graduate and 46 percent have studied abroad.

Enrollment Goals

The Morris campus has continued to increase and support its numbers of international students (now 9 percent of the student population) and students of color (now 26 percent of the student population).

National Profile

The Morris campus has elevated its national profile as a public liberal arts college as evidenced by national rankings and by its receipt of several prestigious foundation grants—a Howard Hughes Medical Institute Grant to promote the success of students in biology and a Margaret A. Cargill foundation grant to develop a leadership program with an emphasis on sustainability. Two summer bridge programs support the success of international students (STELLAR program) and Morris's twenty-year-old Gateway program supports the success of entering students from underrepresented groups.

In addition, the Morris campus has become a national leader in sustainability, a model community for renewable energy and sustainable living. The campus anticipates achieving the goal of carbon neutrality by

2020, primarily through the on-site generation of heat and power. On average, 60% of campus electricity comes from wind; the combined heating and cooling system uses local biomass to heat and cool the campus and puts money back into the local economy.

A new array of solar panels, funded through the Made in Minnesota program and installed in fall 2014, will provide half of the electricity for the Morris campus's new residence hall, the Green Prairie Community. Morris students have led in the development of a recycling program and a cold weather composting program. All these initiatives provide a demonstration and research platform for faculty and for students in line with the Morris campus's liberal arts mission.

Community Engagement

The campus engages its local communities in a variety of ways, including through the Center for Small Towns and the offices of community engagement and sustainability.

Plan for Future Success

With these accomplishments in mind, the Morris campus plan for future success includes facilities renovation; enhanced efforts related to the retention and graduation of a diverse student population; "translation" of the liberal arts into meaningful work experiences; continued attention to the support of faculty; creative uses of eLearning and technology to enhance and expand the liberal arts, face-to-face mission; expansion of the living and learning laboratory in the region; and realization of the campus's role in contributing to a resilient community in the town of Morris.

Facilities Renovation

Historic buildings: The Morris campus is listed as a district on the national historic registry. Two historic campus buildings have been renovated in recent years to provide welcoming and functional learning, research, and interaction spaces for campus members. One of these buildings has achieved LEED gold status. Yet a number of historically significant buildings, constructed during the late nineteenth and early twentieth century, are inaccessible for anyone with mobility issues. The Morris campus has crafted a plan that combines campus resources, Higher

Education Asset Preservation and Replacement funds, and repair and renovation funds to begin incremental modifications to these buildings.

Learning commons: The campus plan includes a renovation of the library to provide a learning commons—a center that provides research, technological, and academic support for students in an environment that supports collaboration and the use of personal mobile devices.

Wellness Center: The Morris campus's physical education center was built in the 1970s, when, before Title IX, only men's sports were in emphasized. The facility is not able to house the many female athletes who now participate in NCAA Division III sports programs. The campus plan includes facilities renovation that will repurpose the building with a focus on wellness and student success for all.

Retention

The Morris campus's value proposition is strong, supported by its place in the market alongside much more expensive private liberal arts colleges and by the advantages found in being part of the University of Minnesota system. Recruiting and retaining new students and moving them toward graduation are among the campus's highest priorities. In the past two years, the campus has secured private foundation funds to address student success and retention issues for those who have traditionally been underrepresented in higher education, but there is more to be accomplished.

Translating the liberal arts: The Morris campus is exploring an initiative that would better connect liberal arts and career goals beginning with registration and continuing through commencement. The aim of this program is to assist students in "translating" the liberal arts into meaningful workforce goals and further study in graduate and professional schools.

Retaining a diverse student population: Although the retention and graduation gap between students of color and white students is in fact smaller than the national average on the Morris campus, there is still work to be done. To respond to this need, the campus is preparing a grant to be submitted in spring 2015 under the federal TRIO Student Support Services program.

Faculty Recruitment

Morris campus faculty salaries have remained below their peer group averages for a number of years. Although funds have been reallocated in the past three years to address this issue, achieving competitive faculty salaries remains a campus priority. In addition, the Morris campus has reached a level of programmatic maturity that would permit the establishment of endowed professorships or chairs, particularly in signature areas and/or in areas where there are large numbers of student majors—e.g., American Indian Studies; STEM fields; Economics. The campus's case statement for philanthropic support is expected to identify some of these opportunities.

ELearning

The Morris campus is piloting a number of initiatives that use technology and eLearning to expand and enhance the campus's face-to-face liberal arts mission and expects to continue this focus into the future. For example, in cooperation with the McPhail Institute in the Twin Cities, individual instrumental music instructors are conducting some of their lessons from the McPhail studios. This allows the Morris campus to retain highly qualified faculty for music lesson instruction without requiring dangerous winter travel.

Using interactive technology, the education program is enlisting the support of Minnesota teachers of the year as mentors in a seminar setting for its prospective teachers. And the Morris campus is part of a faculty collaboration supported by the TEAGLE Foundation whose purpose is the creation of online courses in American Indian studies for campuses with a significant number of Native American students. The grant supports both the creation of these courses and also the presence of on campus faculty mentors to enhance the online experience.

Expanding the Living/Learning Laboratory

Outdoor classroom: West central Minnesota provides a rich laboratory for finding solutions to a number of "grand challenges" that face not only the region but also the nation. From invasive species to the impact of climate change to sustainable agriculture, the size and location of the Morris campus positions it as a resource for addressing these issues. The Morris campus envisions the creation of an outdoor

classroom, and a recent gift of land provides a springboard for a number of initiatives.

Resilient communities: In the spirit of fostering the creation of resilient communities, the campus has begun conversations with community leaders and private investors to explore ways in which the Morris community might develop as a demonstration platform and model in much the same way that the campus has. Under consideration currently is a partnership with the Morris Area Schools to expand the campus

composting initiative and a community-based, investor-owned project that would create a solar garden.

Comparison Group Institutions

For its planning purposes the Morris campus has identified 15 higher education institutions as its comparison group (Table 3-3). These schools come closest to aligning with the Morris campus' distinctive identity as a public liberal arts college.

Table 3-3. 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
Albion Col.	Private	Small	Bachelor's	1,382	100%	98%	-
Coe Col.	Private	Small	Bachelor's	1,364	100%	95%	-
Concordia Col.–Moorhead	Private	Mid-Size	Master's	2,598	99%	97%	-
DePauw U.	Private	Small	Bachelor's	2,336	100%	99%	-
Gustavus Adolphus Col.	Private	Small	Bachelor's	2,526	100%	98%	-
Kalamazoo Col.	Private	Mid-Size	Bachelor's	1,379	100%	99%	-
Lycoming Col.	Private	Mid-Size	Bachelor's	1,354	100%	99%	-
Macalester Col.	Private	Large	Bachelor's	2,070	100%	98%	-
Mass. Col. of Liberal Arts	Public	Small	Master's	1,600	89%	81%	75%
St. Mary's Col. of Maryland	Public	Small	Master's	1,901	98%	97%	85%
St. Olaf Col.	Private	Small	Bachelor's	3,176	100%	98%	-
SUNY at Purchase Col.	Public	Small	Master's	4,128	97%	90%	80%
U. of Virginia's Col. at Wise	Public	Small	Bachelor's	2,420	100%	63%	94%
U. of Maine–Farmington	Public	Small	Master's	2,028	93%	87%	82%
U. of Minnesota–Morris	**Public**	**Small**	**Bachelor's**	**1,896**	**100%**	**93%**	**88%**
U. of N.C.–Asheville	Public	Large	Master's	3,693	98%	81%	86%

Source: Integrated Postsecondary Education Data System (IPEDS)
Student data reflect Fall 2012 enrollment

Crookston Campus

Founded

1905—Northwest School of Agriculture
1966—University of Minnesota Crookston

Campus Leadership

Fred E. Wood, Chancellor

Departments

Agriculture and Natural Resources
Business
Liberal Arts and Education
Math, Science and Technology

Degrees/Majors Offered

29 undergraduate degree programs; 13 online majors, 2 academic programs offered in China

Student Enrollment (Fall 2014)

Undergraduate	1,876	(66%)
Non-degree	974	(34%)
Total	**2,850**	

Employees (Fall 2014)

Direct Academic Providers	94	(33%)
Higher Education Mission Support	36	(13%)
Intercollegiate Athletics	28	(10%)
Facilities-Related Jobs	28	(10%)
Organizational Support	72	(26%)
University Leadership	23	(8%)
Total Employees	**281**	

Degrees Awarded (2013–14)

Bachelor's	428

Campus Physical Size (2013)

Number of Buildings	39
Assignable Square Feet	442,100

Budget Expenditures (2013–14)

$31 million

Planning at the University of Minnesota Crookston

The University of Minnesota Crookston is integral to the University's statewide land-grant mission. The college provides its unique contribution through applied, career-oriented learning programs that combine theory, practice, and experimentation in a technologically rich environment. UMC connects its teaching, research, and outreach to serve the public good. (campus mission adopted by the Board of Regents, May 2007)

The Crookston campus serves as the face of the University in northwest Minnesota and is an important regional asset and hub of activity. The campus leverages its own resources with those of the Northwest Research and Outreach Center, Extension, the State Economic Development Administration Center, local business and industry, and the community to serve the region as well as the entire state. It also serves as a regional economic driver with a significant economic impact of up to $50 million.

Crookston is distinctive within the University system for hands-on experiential learning, a focus on teaching and technology, online learning, direct career preparation including required internships, and exceptional niche programs. It contributes to the University's excellence with a small campus environment and online in ways that afford students personalized attention and "face time" with faculty and staff; multiple options for student leadership and engagement through undergraduate research, clubs, activities, and NCAA Division II athletics; and a supportive learning environment where all students, including first-generation, less prepared, and at-risk students, can realize their potential and thrive.

An extension of the modern land-grant mission, online learning continues to be a strategic part of academic programming, and the Crookston campus serves as an eLearning leader within the University system. The campus also maintains a strong commitment to offering a top-notch, robust experience for both residential and commuter students. A major focus of strategic planning is to achieve a strong critical mass of students on campus while also growing online enrollment.

Crookston is also an oasis of diversity in the region, enrolling students who come to campus from more than 20 countries and 40 states. For fall 2014, enrollment of domestic degree-seeking students of color is 13% of on-campus enrollment, and international students account for 7% of on-campus degree-seeking enrollment. This affords the campus and community opportunities for multicultural interaction and exchange.

The Crookston campus's two major sources of revenue are tuition and state support. Given current levels of state support and a desire to limit tuition increases, the only options for increasing revenue are enrollment growth, additional grant funding, and greater philanthropic support. While the campus exhibits extraordinarily lean operations, campus units continue to explore ways to gain efficiencies. Recruiting and retention efforts need to be increasingly effective, highly targeted, and sustained from matriculation to graduation. This is a heightened challenge because the number of Minnesota high school graduates is projected to remain relatively low for the next several years. Additionally, recruitment strategies for online students will need to be equally targeted and effective in an increasingly competitive market.

Campus Strategic Planning

In late 2013 and into 2014 the Crookston campus initiated a new round of strategic planning. The Strategic Planning Leadership Team drafted three key documents (Future Business Model, Institutional Identity Statement, Strategy Screen) and recruited faculty and staff to three strategic work group initiatives: the Strategic Enrollment Management Committee, the Strategic Philanthropic Engagement and Regional Support Team, and the Strategic Institutional Excellence Team. The campus has also broadened the strategic discussion and participation across campus through the Faculty Assembly, Campus Assembly, the Crookston Student Association, and other venues such as open forums. Ultimately, the initiatives from these groups will be incorporated into the work of existing campus units.

Strategic Enrollment Management Committee (SEMC)

The SEMC addresses the major challenge of how to achieve and maintain a critical mass of students on

campus while also growing online enrollment. Major priorities include the development of a campus-wide strategic recruitment and retention plan for one-, three-, and five-year enrollment targets for both on-campus and online students. SEMC also will establish enrollment strategies and tactics to meet both short-term and long-term enrollment goals and will guide action plans for key issues such as advising, students of color, transfer students, and online students. New recruitment materials have been developed, new student orientation programs are being enhanced for transfer students, and a pilot mentoring program for new student athletes has been established. All units within Student Affairs are developing more effective and efficient ways to ensure that online students have access to similar service and support as on-campus students.

Strategic Philanthropic Engagement and Regional Support (SPERS) Team

The major goal of SPERS is to enhance and leverage support for the Crookston campus by engaging various internal and external constituencies, including current students and their families, alumni, faculty, staff, business and industry, community members, and donors to nurture a culture of philanthropy and pride. Priority action items include outreach to alumni—of both on-campus and online programs—and asking them to serve as advocates to support the recruitment and retention of prospective and current students; the development and promotion of greater connections to campus history, donor gifts, and the legacy of alumni; working with regional youth organizations such as 4-H to promote the campus and its programs; and increased sharing of the positive impact the campus has on the community, region, and state.

Strategic Institutional Excellence Team (SIET)

The priority goal of SIET is to establish the Crookston campus as a premier resource for rural economic development. With the Center for Rural Entrepreneurial Studies as well as the Economic Development Administration Center for the state of Minnesota located on campus, the campus already has significant resources upon which to build. Both of these organizations utilize University faculty, staff, and students as well as Extension professionals, and the educational experience of Crookston students

is enhanced by engaging them in projects and research studies related to economic development and entrepreneurship. Additionally, the Crookston campus is preparing to bring the Small Business Development Center for Northwest Minnesota to campus in early 2016. Key to this outcome will be the hiring of an individual to research, coordinate, organize, and lead these efforts under the umbrella of the planned Center for Rural Economic Development. Work is being done to identify grant resources to help fund this position.

Aligning and Coordinating with the Twin Cities Campus Strategic Plan

The strategic initiatives from SPERS and SIET align well with strategic planning efforts on the Twin Cities campus since they focus on engaging various communities in the region and leveraging support for the University system and the Crookston campus. The planned Center for Rural Economic Development will involve regional partners to stimulate and grow the entrepreneurial culture and economic vitality of northwest Minnesota and the state. Additional opportunities for aligning and coordinating with the Twin Cities campus strategic plan reside in the grand challenges and the other focus areas. With a planning approach that addresses opportunities and challenges as they arise, the Crookston campus's next big questions may well be: How will the Crookston campus help the University of Minnesota system respond to the world's grand challenges? How can the Crookston campus recruit and retain the very best educators? How will the campus strive for excellence and reject complacency? The Crookston campus's Strategic Planning Leadership Team will consider these questions as part of its ongoing work over the academic year.

Comparison Group Institutions

The Crookston campus has identified nine higher education institutions as the primary comparison group for planning and assessment. 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 3-4, with the variance among them shown.

Table 3-4. 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	5,027	95%	71%	89%
Dakota State U.	Public	Small	Doctoral	3,110	92%	40%	69%
Delaware Valley Col.	Private	Small	Master's	2,205	88%	83%	-
Northern State U.	Public	Small	Master's	3,449	86%	47%	78%
U. of Maine–Farmington	Public	Small	Master's	2,179	93%	87%	82%
U. of Minnesota–Crookston	**Public**	**Small**	**Bachelor's**	**2,764**	**100%**	**50%**	**67%**
U. of Minnesota–Morris	Public	Small	Bachelor's	1,896	100%	93%	88%
U. of Pittsburgh–Johnstown	Public	Small	Bachelor's	2,932	100%	96%	94%
U. of Wisconsin–River Falls	Public	Small	Master's	6,443	94%	88%	43%
U. of Wisconsin–Stout	Public	Small	Master's	9,283	89%	77%	65%

Source: Integrated Postsecondary Education Data System (IPEDS)
Student data reflect Fall 2012 enrollment,

Rochester Campus

Founded

2006

Campus Leadership

Stephen Lehmkuhle, Chancellor

Campus Academic Programs

Health Professions
Health Sciences
Biomedical Informatics and Computational Biology

Degrees/Majors Offered

1 baccalaureate degree offered in 2 academic programs
1 master's degree offered in 1 academic program
1 doctoral degree available in 1 academic program

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

Biomedical Informatics and Computational Biology Partnerships

UMTC, Hormel Institute, Mayo Clinic, IBM, Cray Inc.,
National Marrow Donor Program, Brain Sciences Center

Student Enrollment (Fall 2014)

Undergraduate	469	(87%)
Non-degree	15	(3%)
Graduate[1]	58	(10%)
Total	**542**	

Employees (Fall 2014)

Direct Academic Providers	44	(35%)
Fellows, Trainees, and Students in Academic Jobs	5	(5%)
Higher Education Mission Support	14	(13%)
Organizational Support	35	(32%)
University Leadership	11	(10%)
Total Employees	**109**	

Degrees Granted (2013–2014)

B.S. (Health Science)	49
B.S. (Health Professions)	24
M.S. (Biomedical Informatics and Computational Biology)[1]	3

Campus Physical Size (2013)[2]

Number of Buildings	3
Assignable Square Feet	154,638
Land for Future Campus	2.65 acres

Budget Expenditures (2013–14)

$15.0 million

[1] An all-University graduate degree granted by the Twin Cities campus with the administrative home on the Rochester campus.
[2] All buildings are leased.

21

Planning at the University of Minnesota Rochester

Rapid changes in demographics and technology are driving paradigm shifts in higher education, transforming how knowledge is created and disseminated, changing the profile and the ways of knowing, and redefining learning. Educators must prepare students for jobs that do not yet exist and that will continue to transform, to solve problems as yet unknown, and use technologies not yet invented.

Although there is much ambiguity about the future impact of these paradigm shifts on higher education, the Rochester campus has designed its programs, shaped the profile of its faculty and staff, and met its space needs in new and innovative ways. As a new campus, many of the innovations were driven by opportunities to explore different approaches to learning, such as developing an integrated curriculum by an interdisciplinary faculty housed in a single academic unit, or by connecting our students with existing assets in the community, such as establishing a partnership with the local YMCA to provide student recreational services.

The Rochester campus now enters its next phase of growth and development. Its principle strategy will be to build on the innovations of the past seven years. The emerging academic plan, entitled UMR 2.0: Optimizing Distinctiveness, will articulate a set of actions to optimize strengths and adapt to the paradigm shifts underway in higher education. The plan has six core areas of distinctiveness, described in the following sections.

Customizing Undergraduate Health Education

The Rochester campus has developed a curricular structure that blends a prescribed, cohort-based set of lower-division courses that focus on foundational development skills. The flexible upper-division course structure culminates in a capstone experience, which enables the student, with the approval of the faculty, to design a learning experience tailored to achieve his or her career aspirations.

Individualized Care, Attention, and Guidance

The Rochester campus has designed a unique advising and coaching relationship between a student and a student success coach who remains in place for the duration of the program. The campus has also deployed a new staffing model that allows for ubiquitous access to personalized attention and individualized instructional support both inside and outside of the classroom.

Ongoing Research on Learning

The Rochester campus faculty are committed to conducting learning research that will continue to shape the curriculum and student experiences to achieve student learning and development outcomes.

Connected Curricular Experiences

The major focus of the Rochester campus learning model is on concept-based learning achieved through connections across courses in the curriculum, in addition to the disciplinary-based knowledge learned in individual courses.

Collaborative Culture

The connected curricular experiences are the product of collaboration by faculty and staff. The collaborative culture extends beyond the classroom and the walls of Rochester campus to include the community.

Community Immersion

The Rochester campus is integrated into the community. The community connections deepen the learning and development of students as well as provide the physical space to teach, house, recreate, and provide health services for those students. These programmatic and service-based relationships achieved by deep community connections will be further optimized through building a "community campus" (see Envision UMR: A Campus Master Plan for the Next Chapter of Growth at www.cppm. umn.edu/assets/pdf/umr_master_plan2014.pdf). The campus master plan outlines a phased approach to further embed the campus into the community, in alignment with the city and Destination Medical Community plans for downtown development. This increases the density, proximity, and interactivity with community-based partners, thereby stimulating more programmatic collaboration and more efficient use of shared spaces.

Education

Providing an extraordinary education that generates knowledge, understanding, and creativity. We seek to develop students who become leading scientists and teachers, engineers and artists, health and business professionals and who contribute to their communities at every level.

Undergraduate, Graduate, and Professional Education

The University is committed to being accessible to a wide range of populations, attracting outstanding students, offering a great education, and graduating students prepared for success.

The University has been able to show increasing success with each of these priorities over the years. What may be just as important, however, is explaining why University leaders identify these areas as priorities. Why, for example, does the University provide financial aid support to low-income and middle-income families? Why is it important that more and more high-ability students are choosing to enroll at the University instead of leaving the state? Why is it important that the four-, five-, and six-year undergraduate graduation rates are significantly higher on every campus than they were ten years ago?

The answer is that success on each of these fronts is evidence of success toward achieving the University's mission.

An eduation at the University of Minnesota prepares students to be leaders, innovators, and global citizens. It is therefore crucial that students who have the ability to benefit from the University's opportunities have access to the University.

The better the student learning experience, the better chance these students will have to succeed. Higher graduation rates are important because they demonstrate that more students have been empowered to make the contributions to society that the University's mission envisions.

The following discussions of the undergraduate, graduate, and professional programs demonstrate the importance the University and its campuses place on providing an extraordinary education.

Undergraduate Education

TWIN CITIES CAMPUS

The University's commitment to the success of undergraduate students begins with outreach to prospective students and extends through recruitment, enrollment, retention, academic support, career services, graduation, and beyond. The University attracts outstanding undergraduate students, is accessible to diverse students with a range of backgrounds, and provides a world-class educational experience. Our graduates are positioned to be productive employees, thoughtful citizens, and creative leaders in solving the challenges of the 21st century.

The foundational principles for developing enrollment targets for new first-year and new transfer students on the Twin Cities campus include the following:

- 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.

- Remain affordable to a broad cross-section of students.

- Incorporate ethnic, social, economic, and geographic diversity.

- 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.

Maintaining Access to the Twin Cities Campus

The University maintains a strong commitment to access to its degree programs—for Minnesota resident students, for students from various economic backgrounds, for students of color, and for first-generation students. Strategies to ensure access include targeted recruitment; holistic, need-blind review for admissions; and linking tuition strategies with financial aid strategies and enrollment targets.

Financially Accessible

As a public institution, the University supports access for qualified students. Review of applicants for undergraduate admissions is need-blind, meaning that a student's ability to pay is not a factor in determining admissibility. The University funds and administers a comprehensive financial aid program targeted to degree-seeking students and tailored to each student's circumstances, including merit-based aid to attract and support high-achieving students and need-based aid to maintain access for many talented students who otherwise would not be able to attend the University.

Total financial support to Twin Cities undergraduate degree-seeking students over the past two years is summarized in Table 4-1. The decrease in the total amount of loans over that period is notable, as is the shift of the proportion of total aid to include more gift aid and less loan aid.

One measure of accessibility is the percentage of students who are low-income, defined as federal Pell Grant recipients. In 2013–14, 24 percent of all degree-seeking students enrolled on the Twin Cities campus were Pell recipients. Looking at specific groups of students: Minnesota resident students, 29 percent; freshmen, 21 percent; new transfer students, 29 percent. Those percentages have been relatively

Table 4-1. Total financial support to Twin Cities campus undergraduate degree-seeking students, 2012–13 and 2013–14

Aid Category	Aid Year 2012–13	% of total	Aid Year 2013–14	% of total
Gift Aid (scholarships, waivers)	$136,325,366	40%	$144,209,891	43%
Student Employment (including Work Study)	$26,098,619	8%	$26,117,835	8%
Loans (student and parent loans)	$176,171,962	52%	$168,267,646	49%
Total	$338,595,946	100%	$338,595,372	100%

Source: Office of Institutional Research, University of Minnesota

stable over the past five years. Another measure is the percentage of first-generation college students, defined as neither parent having completed a college degree. In 2013–14, 29 percent of all degree-seeking students on the Twin Cities campus were first-generation. Looking at specific groups of students: Minnesota resident students, 32 percent; new freshmen, 24 percent; new transfer students, 40 percent.

To assist Twin Cities campus students and their parents with managing the costs of college, the University has increased its resources and educational programming on financial literacy, including the "Live Like a Student Now So You Don't Have to Later" campaign. This program was recognized by the President and First Lady at the College Opportunity Summit held in Washington, D.C. in January 2014.

Welcome Week for new students 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.

Even before the recent media attention to student debt loads, the University was tracking student debt and developing strategies to help students. As shown in Table 4-2, trends over the past five years are moving in the right direction; the proportion of graduates with no debt is increasing, and the average amount of loan debt for those who have debt is stable.

Accessible to Transfer Students

Educating transfer students is an important part of the University's service to the State of Minnesota, and particularly important for the Twin Cities campus, as the flagship campus, which offers many undergraduate majors not offered elsewhere in the state. Of the 8,685 new students enrolling on the Twin Cities campus in 2013–14, 5,552 were freshmen and 3,133 (36 percent) were transfer students from outside the University. Over 40 percent of these new transfer students are coming to the Twin Cities campus from Minnesota State Colleges and Universities System institutions.

Transfer students add to the diversity of the Twin Cities campus. When compared to those who enter as freshmen, transfer students show higher proportions of first-generation students, African-American students, international students, and older-than-traditional-college-age students. The University focuses on admitting transfer students who can be successful in completing a degree program, and considers students for transfer admission once these students have a record of success in one or more years of college courses that are transferable to the University. Transfer student graduation rates have been going up, just as they have been for students admitted as freshmen. Of the 7,594 undergraduate degrees awarded on the Twin Cities campus in 2013–14, 37 percent were awarded to students who had transferred to the campus.

Accessible to Diverse Students

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

Over 700 veterans are now enrolled on the Twin Cities campus as degree-seeking undergraduates. The University Veterans Services Office assists these students with admissions processes; transitioning from military life to the role of a student; certifying,

Table 4-2. Student debt trends, Twin Cities campus, 2010–2014

Bachelor's Degree Recipients	2010–11	2011–12	2011–12	2012–13	2013–14
% of Bachelor's Degree Recipients with no student debt	36%	34%	36%	38%	39%
Average loan debt for those with debt	$26,348	$27,086	$27,578	$27,158	$26,406
Median loan debt for those with debt	$23,503	$24,337	$24,646	$24,594	$24,433

Source: Office of Institutional Research, University of Minnesota

applying, and qualifying for veterans benefits; processing military leaves for those called to active duty; and connecting with other campus opportunities and resources.

From fall 2013 to fall 2014, the number of undergraduates of color on the Twin Cities campus increased from 5,740 to 5,920 (from 19 percent to 19.6 percent), and the number of international students increased from 2,642 to 2,787 (from 9 percent to 9.2 percent). For fall 2014, the percentage of undergraduate students from Minnesota was 66.2 percent. Students from 50 states and 89 countries were among the 30,135 undergraduates.

While the percentage of Minnesota students has been relatively consistent, there have been some shifts in the geographic origin of other U.S. students. The percentage of students from reciprocity states (Wisconsin, North Dakota, and South Dakota) has gone down, while the percentage from other states and outside the U.S. has increased. The increases in the numbers of students from other regions of the United States and from other countries reflects the University's commitment to enhancing the campus community through the inclusion of young people from differing countries, backgrounds, religions, and experiences.

Attracting Outstanding Students to the Twin Cities Campus

High-ability students increasingly seek to attend the University of Minnesota Twin Cities, as evidenced by the growing numbers of applications and the student preparation metrics of the incoming freshman class. Applications for admission have more than doubled over the past decade, from 20,532 prospective students

seeking admission for fall 2005 to 44,761 for fall 2014. During that same time period, the average ACT for the new freshman class has improved significantly, from 25.1 to 27.9.

The large increase in numbers of applicants to the Twin Cities campus can be attributed to a growing awareness by prospective students and their families of the many improvements in undergraduate education on the Twin Cities campus. The academic preparedness and ability of our first-year students and the diversity among those students enrich the classroom experience and the campus social environment. Enhanced national recruitment efforts have helped to offset the declining numbers of Minnesota high school graduates, increase the geographic diversity of the student body, and to bring workforce talent into the state of Minnesota. The fall 2014 freshman class includes students from 45 states and 41 countries.

The campus-wide University Honors Program, which started in the fall of 2008, provides an enriched learning environment, challenging honors courses, individualized advising, and a close-knit community of scholars. These high-achieving students have chosen to attend the Twin Cities campus over some of the nation's most selective institutions. The 2,200 students in our Honors Program are a community of high-achieving students who benefit from a challenging, interdisciplinary approach, with rigorous honors courses and co-curricular experiences that draw on the expertise of our faculty and staff across the comprehensive range of disciplines on our campus. The profile of the 559 new fall 2014 Honors students showed an average ACT of 32.3 and average high school rank of 96.9 percent.

Offering a Great Student Experience on the Twin Cities Campus

The Twin Cities undergraduate educational experience is special because of its unique position in the world of public higher education:

- As the state's only research university and one of the very best research universities in the nation.
- As the state's public land-grant university.
- Located in the state capital, which provides many opportunities for internships with state agencies.
- Situated in a vibrant metropolitan area, with remarkably beautiful parks, lakes, and rivers; a lively social and cultural environment; and many Fortune 500 companies.

The University leverages these attributes to provide undergraduates with a world-class learning environment and student experience. The University is one of the most comprehensive in the world, offering 149 baccalaureate degree programs in a wide range of areas: astrophysics, child psychology, American Indian studies, entrepreneurial management, biomedical engineering, neuroscience, and music performance, to name just a few. Many students take even greater advantage of this breadth of opportunity by double-majoring or by completing a minor. The 131 minors offered include traditional disciplinary areas such as art history, biology, and mathematics, as well as emerging and interdisciplinary areas such as sustainability studies, product design, family violence prevention, and international agriculture.

The University has agreed upon campus-wide undergraduate student learning outcomes that expect, 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.

Articulated learning outcomes are important as 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. These learning outcomes are embedded within the liberal education courses, as well as the courses students take in their major and minor fields.

Twin Cities undergraduate teaching facilities have been improved with state-of-the-art classrooms, including the Science Teaching and Student Services Building, which has more than a dozen high-tech, active-learning classrooms. Residence hall facilities and programming have been recently enhanced as well. Housing and Residential Life opened the new 17th Avenue Residence Hall, increasing the on-campus housing capacity by 600 beds. A new Residential Curriculum Model was launched in all residence halls and apartment communities, based on five elements of well-being: career, social, financial, physical, and community, and reflecting the University's ongoing commitment to student engagement, retention, graduation, and success.

Preparing Twin Cities Campus Graduates for Success

The University is committed to providing students with a distinctive, world-class liberal education and rigorous coursework in a field of study. Initiatives concerned with the student experience are focused on enriching students' knowledge, skills, and abilities and equipping them for the challenges of the future in a diverse, changing, global society. 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.

Retention and Graduation Rates

The Twin Cities campus has made significant progress over the last decade in improving undergraduate graduation rates. Retaining students after their first year is the first step toward timely graduation. Figure 4-A and Figure 4-B show the most recent results, with rates at their highest levels ever, including first-year retention now at 92.6 percent. As a result of this progress, the Twin Cities campus rates are competitive with comparable institutions. Table 4-3 ranks the graduation rates of the Twin Cities campus' comparision group institutions (which includes the most selective public research universities in the country), as well as the other public Big Ten Conference universities. While the table lists graduation rates for classes matriculating in 2008 (the most recent data available for comparison), the most recent Twin Cities campus rates (displayed in parentheses) suggest that the campus will rank even better when data for those classes become available for comparision.

Retention rates for students of color have improved significantly, and for the fall 2013 entering class, are comparable to those for other students. Retention rates for low-income students (Figure 4-C) have also improved significantly, and are now above 90 percent.

Degrees Conferred

The Twin Cities campus has increased by more than 25 percent the number of undergraduate degrees awarded over the past decade, from 6,043 in 2003–04 to 7,594 in 2013–14 (Figure 4-D). While it is important to track the total number of degrees conferred, in terms of contributing to the state's educated work force, additional factors also need to be taken into account. Accordingly, the Twin Cities campus is

Figure 4-A. First-year retention rates of first-time, full-time undergraduate students, Twin Cities campus, classes matriculating in 2003–2013

Source: Office of Institutional Research, University of Minnesota

Figure 4-B. Four-, five-, and six-year graduation rates of first-time, full-time undergraduate students, Twin Cities campus, classes matriculating in 2000–2010

Year of Matriculation
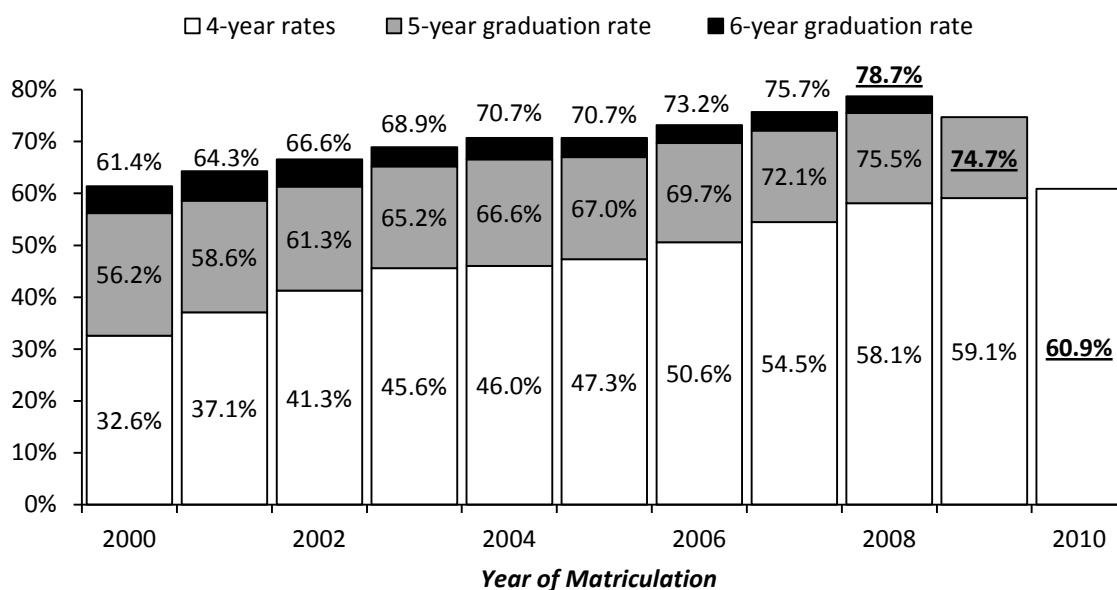
*Rates include graduates who transferred to another University of Minnesota campus. Graduation rates displayed in Table 4-3 are those reported to the national database (IPEDS), which counts only students who matriculated at and graduated from the same campus. As a result, the rates presented in the figure above differ slightly than those displayed in Table 4-3.
Source: Office of Institutional Research, University of Minnesota

focusing on producing degrees that reflect a balance of external demand, capacity, and resources.

In response to changes in student interest and state and national employment needs, the Twin Cities campus is now awarding substantially more degrees in science, technology, engineering, and math (STEM) fields. From 2003–04 to 2013–14, the number of STEM degrees increased by 54 percent, from 1,938 to 2,983. STEM degrees awarded includes all baccalaureate degrees in several broad categories as defined by the Department of Education. These STEM fields include agriculture, natural resources, engineering, computer sciences, biological sciences, physical sciences, mathematics, and health professions.

Figure 4-C. New freshman retention by Pell status, Twin Cities campus, 2001–2013
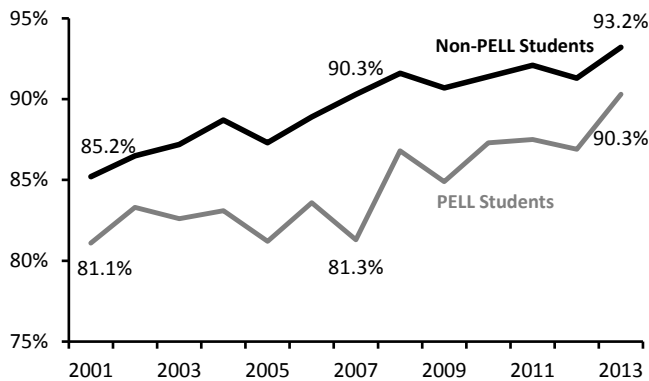
Source: Office of Institutional Research, University of Minnesota

Figure 4-D. Undergraduate degrees awarded, Twin Cities campus, 2003–2004, 2013–2014
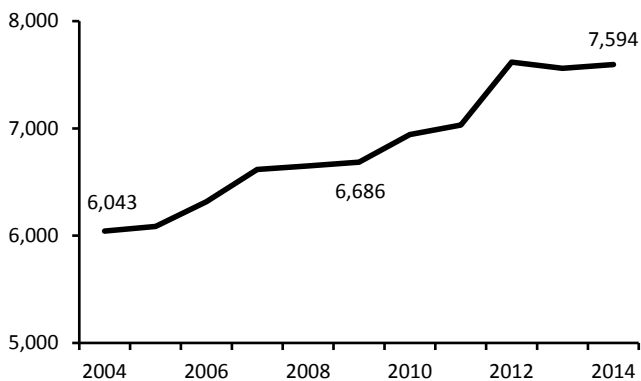
Source: Office of Institutional Research, University of Minnesota

Table 4-3. Retention (class matriculating in 2012) and graduation (class matriculating in 2008) rates sorted by four-year graduation rate, Twin Cities campus comparison group and Big Ten Conference institutions

	1st-year Retention Rate	4-year Graduation Rate
*U. of Michigan – Ann Arbor	97%	76%
*U. of California – Los Angeles	96%	72%
*U. of California – Berkeley	97%	72%
*U. of Illinois – Urbana-Champaign	93%	69%
*U. of Florida – Gainesville	96%	67%
U. of Maryland – College Park	95%	67%
*Penn. State U. – Univ. Park	92%	66%
*Ohio State U. – Columbus	92%	61%
Indiana U. – Bloomington	90%	60%
U. of Minnesota – Twin Cities	**90% (93%)[2]**	**58% (61%)[3]**
*U. of Washington – Seattle [1]	92%	58%
Rutgers, State U. of New Jersey – New Brunswick	91%	57%
*U. of Wisconsin – Madison	95%	56%
Michigan State U. – East Lansing	91%	54%
*U. of Texas – Austin	94%	52%
U. of Iowa – Iowa City	86%	48%
Purdue U. – West Lafayette	91%	46%
U. of Nebraska – Lincoln	84%	33%

Source: Association of American Universities Data Exchange
*Comparison Group Institutions
[1] 2007 data from Institutional Common Data Sets reporting IPEDS rates
[2] Most recent UM–TC 1st-year retention rate (class matriculating in 2013)
[3] Most recent UM–TC four-year graduation rate (class matriculating in 2010)

DULUTH CAMPUS

Maintaining Access to the Duluth Campus

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. Scholarships are offered to Minnesota students who rank either first or second in their high school class. The University of Minnesota Promise Scholarship guarantees a multi-year scholarship for Minnesota resident undergraduates with a family income of up to $100,000. UMD offers multiple financial aid strategies, such as scholarships, work study, and loans. Funding has increased significantly for financial aid to help students manage the cost of their education (Table 4-4).

In spring 2013, UMD was listed as one of the most affordable Minnesota colleges by The College Database, a website dedicated to providing accurate and valuable college and career information. To be included in this list, schools must have an annual tuition rate below $20,000 and have new graduates who earn 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 post-secondary schools.

Table 4-4. Student aid trends, degree-seeking undergraduates, Duluth campus, 2003, 2008, 2013

	2003	2008	2013
Gift Aid	$16.6m	$24.2m	$38.4m
Employment	$3.5m	$4.1m	$4.5m
Loans	$25.7m	$53.7.m	$67.8m
Total Student Aid	$48.9.m	$85m	$112.7m
% of Students Receiving Gift Aid	48%	48%	64%
% of Students Receiving Loans	56%	62%	66%

Source: Office of Institutional Research, University of Minnesota

Diversity

UMD has a commitment to equity and diversity and has placed a high priority on creating an environment that is welcoming and respectful. 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 that advance cultural diversity and social justice; and including progress on diversity initiatives as an explicit part of performance reviews of campus leadership.

UMD offers a wide variety of majors, minors and graduate programs that align with cultural competency and diversity education. Majors: American Indian Studies, Cultural Entrepreneurship, French Studies, Hispanic Studies, 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's Multicultural Living Community began in fall 2011. This opportunity is open to incoming freshman 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.

Last year, UMD added a cabinet-level leadership position (Faculty Fellow) to facilitate campus climate training and development for faculty, staff, administration, and students. The development of internal capacity for ongoing training included the completion of four cohorts (72 faulty, staff, and administrators) in an intensive off-campus Intercultural Leadership Development initiative.

Another four cohorts are planned for 2014–15. Internal capacity was also developed to provide the Equity and Diversity Certificate for staff and faculty at Duluth, a system-wide certificate program that will be offered at UMD by UMD trainers. In addition to serving on the Chancellor's Cabinet, the Faculty Fellow also serves as co-chair of the Campus Climate Change process (CCT). The CCT continued into its fourth year with 18 unit change teams working on incorporating values of diversity, equity, and inclusion in every aspect of the institution.

The Duluth campus 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 that provides a 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 the percentage of underrepresented students, as shown in Figure 4-E.

Figure 4-E. Percent undergraduate students of color by fall term, Duluth campus, 2004–2014

Source: Office of Institutional Research, University of Minnesota
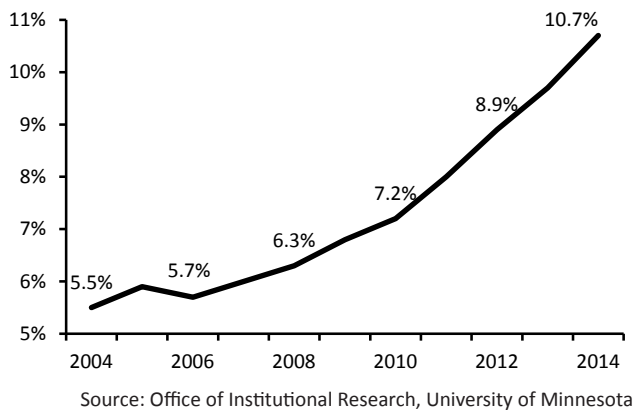
Transfer Student Initiatives

The Duluth campus is committed to increasing transfer student recruitment and academic success and has made a concerted effort over the past year to become a more "transfer-friendly" institution, including:

- Hosting meetings with community college representatives from the Northeast Higher Education District and with professional advisors from community colleges in northern Minnesota to gather feedback to address transfer student needs.

- Joining 179 schools nationwide to participate in the beta testing of new Transferology software for prospective students and families.

- Partnering with Lake Superior College (LSC) on Link, an experimental liaison initiative whereby UMD and LSC provide an education pathway for interested LSC students to complete their baccalaureate degree through UMD.

- In fall 2014, launching the Connect initiative, a campus-wide, credit-based peer-mentoring program that will pair current transfer students with incoming transfer students to help smooth the transition to UMD. A comprehensive and systematic monitoring of this group is being developed to better understand and respond to transfer student needs.

- The Community College Partnerships Advisory Council: recommends changes and strategies for strengthening relationships between UMD and its primary feeder community colleges and takes action to improve the quality of the transfer experience for students.

- Conducting an internal assessment of transfer student programs and services to support UMD's readiness for increased transfer student enrollment. Resulting recommendations are currently under review.

- Identifying roadblocks to timely transfer credit evaluation processes and, in collaboration with UMD governance committees, implementing solutions.

- Implementing the Arches Program, a collaboration started in Fall 2013 between UMD and LSC that prepares students for the rigors of college-level coursework. Arches provides select applicants who

were denied admission to UMD the opportunity to meet standards for admission within just a semester or two by completing specific courses and program requirements offered by LSC. Ninety percent of fall 2013 participants enrolled as full-time UMD students in spring 2014.

Attracting Outstanding Students to the Duluth Campus

Enrollment Management

UMD is in its fourth year of a strategic enrollment management (SEM) process. In fall 2013, the SEM Council, which is responsible for recommending enrollment goals and monitoring progress in achieving those goals, moved from being an ad hoc council to become a campus governance subcommittee of the Committee for Strategic Planning and Budget. Through SEM, UMD has established ongoing processes for analyzing internal and external enrollment data, establishing and monitoring enrollment goals, and identifying action steps required to meet those goals.

The Office of Undergraduate Admission continues to employ new tools and strategies to increase the number of qualified applicants. A new Admissions website was launched in September 2014, and over the last year, Admissions successfully implemented a new customer relationship management tool, resulting in improved coordination of prospective student contacts.

This includes a refined prospective student communication plan that reduces marketing expenses related to design, print, and postage, and actively employs a social media presence to engage and assist prospective and incoming students.

Table 4-5 shows that these efforts have resulted in the number of new high school students entering UMD rising over the last ten years.

Offering a Great Student Experience on the Duluth Campus

Internationalization

UMD, along with eight other institutions from across the nation, participated in the American Council on Education's (ACE) 2012–14 Internationalization Laboratory Cohort. A fourteen-member Internationalization Leadership Team (ILT) conducted a review of current international activities at UMD, identified campus goals and student learning outcomes related to internationalization, and develop a systematic plan for comprehensive internationalization at UMD.

Building on that review, the ILT completed the following tasks during 2013–14:

- During fall 2013, organized working groups to develop visions, goals, and action steps in areas critical to internationalization;
- sent two representatives to the cohort meeting in Washington, DC in October 2014;
- identified student learning outcomes and campus goals related to internationalization;
- developed a systematic plan that included a vision and mission statement for internationalization;
- identified action steps to achieve each of the six identified campus goals;

Education

Table 4-5. Fall enrollment, Duluth campus, 2004, 2009, 2011–13

	2004	2009	2011	2012	2013	Percent Change 2009 to 2013	Percent Change 2004 to 2013
Undergraduate	8,850	9,422	9,782	9,452	9,239	-1.9	4.4%
Graduate	661	769	765	753	781	1.6%	18.2%
Non-degree	643	1,130	904	932	874	-3.3%	35.9%
Total	10,154	11,321	11,451	11,137	10,894	-3.8%	7.3%

Source: Office of Institutional Research, University of Minnesota

- held three campus forums to obtain ideas and feedback related to goals and the plan for internationalization;

- hosted a site visit for ACE representatives in February 2014;

- developed a final report for campus internationalization in March 2014;

- transmitted the plan and initial ideas for implementing the plan to the Executive Vice Chancellor for Academic Affairs and the Chancellor in April 2014.

Selected recommendations and action steps are being implemented through the 2014–15 academic year.

Serving Veterans

In 2013–2014 189 UMD students received Veteran's Administration Educational Benefits and support from the Office of the Registrar staff (87 students are veterans, 59 are dependents of veterans, and 43 National Guard or Reserves). The Veteran's Club is a popular spot for gathering and is conveniently co-located with the Registrar staff. Three staff from community agencies are scheduled to be available to veterans on campus throughout the semester. UMD held a recognition event on Veteran's Day and

also hosted the 2013 Northeast Regional meeting of Veterans Administration benefits certifying officials and will do so again in 2014. Finally, UMD received recognition this year as a Military Friendly Campus.

Preparing Duluth Campus Graduates for Success

Retention and Graduation

UMD achieved its five- and six-year enrollment goals set by the Board of Regents (Figure 4-F and Figure 4-G). Improvements in graduation rates have

Figure 4-F. First-year retention rates of first-time, full-time undergraduate students, Duluth campus, classes matriculating in 2003–2013
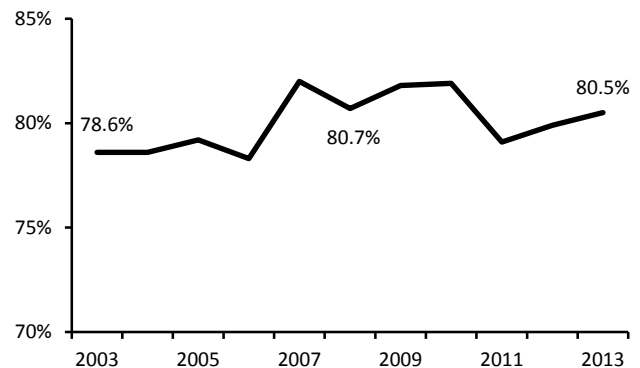
Source: Office of Institutional Research, University of Minnesota

Figure 4-G. Four-, five-, and six-year graduation rates of first-time, full-time undergraduate students, Duluth campus, classes matriculating in 2000–2010
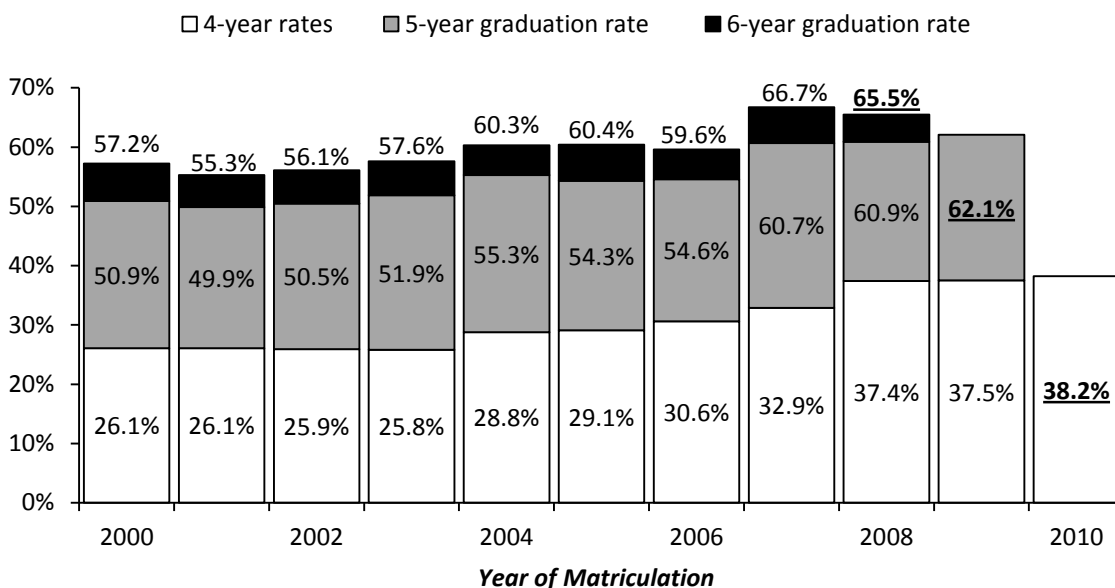
*Rates include graduates who transferred to another University of Minnesota campus. Graduation rates displayed in Table 4-6 are those reported to the national database (IPEDS), which counts only students who matriculated at and graduated from the same campus. As a result, the rates presented in the figure above differ slightly than those displayed in Table 4-7.

Source: Office of Institutional Research, University of Minnesota

been achieved through a concerted effort to engage students in planning their degree progress using tools such as the Academic Progress Auditing System, the Graduation Planner, and the 30-60-90 Student Success Roadmap, which emphasizes credit goals and success-oriented activities on the path to timely graduation. During fall 2013, 68.4 percent of undergraduates were enrolled in 15 or more credits, a key benchmark of the Roadmap. This compares to 52.3 percent in 2006. Table 4-6 shows how the Duluth campus compares to its peer group institutions, using rates for the class matriculating in 2007, the most current data available.

Figure 4-H. Undergraduate degrees awarded, Duluth campus, 2004–2014

Source: Office of Institutional Research, University of Minnesota

Table 4-6. Six-year graduation rates (class matriculating in 2007), Duluth campus and comparison group institutions

	6-year Graduation Rate	Institutional Rank
CA Poly. State U.–San Luis Obispo	70%	1
Western Washington U.	69%	2
U. of Northern Iowa	66%	3
Col. of Charleston	64%	4
U. of Minnesota–Duluth	**59%**	**5**
South Dakota State U.	57%	6
Western Michigan U.	55%	7
U. of N.C.–Charlotte	54%	8
U. of Michigan–Dearborn	52%	9
Southern Illinois U.–Edwardsville	50%	10
Minnesota State U.–Mankato	49%	11
U. of Mass.–Dartmouth	49%	11
Comparison Group Average	59%	-

See footnote on Figure 4-G.
Source: Integrated Postsecondary Education Data System (IPEDS)

Improved graduation rates coupled with larger entering classes in 2008, 2009, and 2010 have led to a record number of undergraduate degrees being conferred. As Figure 4-H shows, UMD awarded 34.1 percent more degrees in 2012–13 than in 2003–2004.

Assessment of Student Learning

Assessment at UMD is the ongoing, systematic process of collecting, analyzing, and using information about student learning to inform decisions about how to improve learning. It involves collecting student-learning data, from academic and co-curricular programs across campus, as evidence of achievement of the nine institutional student-learning outcomes (SLOs). UMD programs have completed the third year of student learning data collection for program decision making and improvement.

The peer review rubric measures program assessment activities along six domains at four levels (developing, approaching, at standard, and exceeds). The following reports (Table 4-7) the results of the most recent review sessions compared to benchmarks set in 2011.

Table 4-7. Percentage of reports at standard or higher, Duluth campus

	Learning Outcomes	Alignment of Measure	Results	Meaningful Involvement	Use of Analysis	UMD SLO
2013	43%	62%	60%	22%	43%	73%
2012	22%	44%	57%	22%	33%	51%
2011	13%	33%	40%	10%	23%	30%

- Domain 1—Learning Outcomes Statements: A 30 percentage point increase in programs considered at standard.

- Domain 2—Alignment of measure to outcome: A 29 percentage point increase in programs considered at standard.

- Domain 3—Assessment Results: A 20 percentage point increase in programs considered at standard.

- Domain 4—Meaningful/Faculty/Staff/Student Involvement: A 12 percentage point increase in programs considered at standard.

- Domain 5—Use of Analysis: A 20 percentage point increase in programs considered at standard.

- Domain 6—Connection to UMD SLOs: A 43 percentage point increase in programs considered at standard.

Programs are expected to report on all program outcomes within a three-year period. 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. Results of student learning data collection and analysis are intended to inform programmatic decision making and improvement—these follow-up actions are also included in the annual reports.

Education

MORRIS CAMPUS

Designated the only public liberal arts college in the state by the Council of Public Liberal Arts Colleges, the University of Minnesota Morris occupies a distinctive place in the landscape of higher education and within the University system. With its focus on undergraduates in a residential, human-sized and community-based setting, it resembles the many private liberal arts colleges that permeate the upper Midwest.

The campus mission unfolds within the context of the land-grant charge of the University of Minnesota system: the Morris campus provides a rigorous undergraduate liberal arts education, preparing its students to be global citizens who value and pursue intellectual growth, civic engagement, intercultural competence, and environmental stewardship. As a public land-grant institution, the Morris campus is a center for education, culture, and research for the region, nation, and world. The campus is committed to outstanding teaching, dynamic learning, innovative faculty and student scholarship and creative activity, and public outreach. The residential academic setting fosters collaboration, diversity, and a deep sense of community.

On the Morris campus, classes are taught almost exclusively by full-time faculty members, 98 percent of whom have earned terminal degrees in their fields. Morris campus faculty members are talented instructors and active in the production of scholarly and artistic works. In the past four years, the more than 100 Morris campus faculty members have authored 25 books and produced 400 refereed journal articles, including some with students as coauthors.

Young as an institution of higher education—the first college class entered in 1960—the Morris campus was founded by community members in the region who advocated for a public liberal arts college on the Minnesota prairie. Preceded by two boarding schools—an American Indian Boarding School and an agricultural boarding high school—the campus has a long history of serving the region, finding innovative solutions to complex problems, and providing access to students who would otherwise go unserved.

Maintaining Access to the Morris Campus

Enrollment Strategy

The Morris campus's enrollment strategy develops within the context of its 2007 strategic plan, with specific goals set to increase racial and ethnic diversity and to increase the number of international students. In addition, the campus enrollment strategy aims at recruiting and retaining a talented group of undergraduates—ACT average for entering students has remained stable at 25 for at least ten years.

Accessible to Minnesotans

The Morris campus is accessible to Minnesota students, many from traditionally underserved backgrounds. Over 80 percent of Morris students are from Minnesota; about a third are from the Twin Cities metropolitan area. The campus continues to serve students from Stevens County and the immediate region at approximately the same percentage as it always has—however there are fewer students in west central Minnesota than there were when the Morris campus opened in 1960.

One indicator of family financial need is found in the number of Pell grant recipients on a campus: thirty-one percent of Morris students receive federal Pell grants, supporting students with high financial need. Overall 85 percent of students receive financial aid.

Accessibility and Racial Diversity

The Morris campus's strategic plan set a goal of 25 percent students of color, and this fall that goal was exceeded. Twenty-six percent of Morris students are students of color (Figure 4-I). In fall 2014, students of color comprised 31 percent of first year students. This percentage and the campus's record of success in serving these students positions the Morris campus particularly well to respond to the changing demographic trends in the region, the state, and the nation.

In fall 2014, 18 percent of Morris students are American Indian students, the highest percentage of Native students at a four-year, non-tribal institution in the upper Midwest.

Figure 4-I. Percent undergraduate students of color by fall term, Morris campus, 2005–13

Source: Office of Institutional Research, University of Minnesota
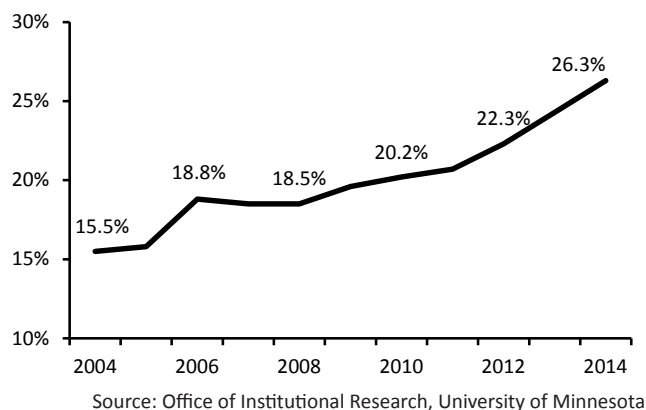
Accessibility and Underserved Students

Forty-two percent of the Morris campus's 2014 new first-year students will be the first generation of their family to graduate with a four-year baccalaureate degree, and approximately one third of Morris students overall are first generation. In 2014–15, two programs funded by the Great Lakes Guaranty Corporation provide academic coaching and support to students from traditionally underserved populations, including students of color, first generation, and low income students, to foster student success.

Access and Affordability

Eighty-five percent of Morris students receive need-based, merit, and/or donor-funded financial aid. The Morris campus offers three merit-based scholarships. An "achievement" scholarship is awarded to students who meet minimum standards. In addition, two scholarships are awarded based on previous academic achievement and performance at a campus competitive scholarship day; students who receive these scholarships enroll and persist at rates well above the Morris campus's average for admitted students.

In addition, a high number of Morris students (43 percent in 2013–14) benefit from UPromise Scholarships, and Morris campus gift dollars add to the financial support for students. In 2013–2014, over 400 students on the Morris campus received donor-funded scholarships, a number that has steadily increased.

In addition to the sources of financial support described above, the Morris campus offers a federally-mandated and state-statute–supported American Indian tuition waiver unique to the Morris campus

and tied to its history as an American Indian boarding school. The waiver—though posing a financial challenge for the campus—provides an attractive incentive to qualified Native students (admitted with the same requirements as all students) to enroll and to persist, with educational benefit for these students and for the campus as a whole.

To provide support to students, the Morris campus's financial aid office reorganized its services to become the lead office in UMM's "student one stop" with counselors who work one-on-one with students and their families to promote an understanding of financial aid—an especially important task given the high percentage of first-generation and high-need students the campus serves.

Attracting Outstanding Students to the Morris Campus

The Morris campus attracts talented, intelligent students who want to make a difference in the world. As noted above, the campus is selective, with an average ACT score of 25 for entering students. This number is noteworthy given the high percentage of Morris students from groups underrepresented in higher education.

Morris students have earned a reputation as smart and action-oriented, excelling within the classroom but also taking their learning out into the world. Morris students are responsible for a number of successful initiatives on campus, including the student-run recycling program; the composting initiative; the green revolving fund, and the weekend bus that transports students to and from the Twin Cities.

Morris students win national awards—including the American Indian Science and Engineering Society "best chapter" award and the Association for the Advancement of Sustainability in Higher Education student leadership award. In spring 2014, two Morris students earned recognition, one as a Truman Scholar and one as a Udall Scholar.

The Morris campus is nationally ranked by many national publications—including as a top ten public liberal arts college for the 16th year in a row by *US News and World Reports*; by the *Princeton Review* and Sierra Club; as a higher education best buy by *Forbes*;

and most recently by *Business Insider* as one of the 104 "smartest" public schools in the country.

Offering a Great Student Experience on the Morris Campus

The Morris campus offers a distinctive student experience, preparing students for success and producing outcomes that matter. With its undergraduate, residential, human-sized community focus, the campus offers a distinctive value proposition as a public "private," providing the same focused experience as the upper Midwest's many excellent private liberal arts colleges, but at half or a third the price, even factoring in typical financial aid packaging at the privates. The Morris campus's ongoing efforts to create a model sustainable community make it an exciting destination for young people poised to invent a new future.

With an average class size of 17 and a faculty/student ratio of 1:14, Morris students are taught exclusively by full-time faculty—a faculty with the University's highest percentage of Horace T. Morse award winners for excellence in undergraduate education. The most recent National Survey of Student Engagement data show nearly half of Morris students participate in faculty-mentored research and artistic production by the time they graduate. Morris students serve as teaching assistants, are peer mentors and tutors, and make presentions at professional conferences alongside their faculty mentors. These experiences serve as a springboard for work and post-baccalaureate education.

Morris students are advised by faculty members, not by professional advisors, with a new master advisors program adding greater support for students and faculty advisors.

The Morris campus has a robust service learning and engagement program, partnering with 40 area agencies and organizations to enrich student learning and meet community needs. Cadres of students conduct community-based research and statistical analysis of real world issues for communities in the region through the Center for Small Towns; other students engage in research that benefits corporate entities, such as the Schneider Trucking "Truckers and Turnover" projects.

Study abroad promotes not only the Morris campus's mission of providing an environment for the development of global citizenship, but also gives students experience and maturity that serves them well when they leave the institution. Forty-seven percent of Morris students have studied abroad by the time they graduate.

Preparing Morris Campus Graduates for Success

Ninety-six percent of Morris students who graduated in 2013 indicated that they were employed and/or in graduate or professional school one year after graduation; one third of Morris students proceed directly to graduate and professional school following graduation. Figure 4-J indicates that the total number of undergraduate degrees awarded is at its highest point in nearly ten years.

The Morris campus continues to work to improve graduation and retention rates. In the past five years, the first-year retention rate reached a high of 88 percent, with a five-year average of 84 percent (Figure 4-K).

Graduation rates continue to be high, with over 50 percent of students graduating in four years. The 2012 four-year graduation rate of 57 percent is the Morris campus's highest on record, a 17 percent increase since 1998. Five- and six-year rates are exceeding 70 percent (Figure 4-L). Table 4-8 shows how the Morris campus compares to its peer group institutions, using rates for the class matriculating in 2007, the most current data available.

The Morris campus has high graduation rates compared to its peers in the public sector and is working to reach the levels of its aspirational private college peers who serve a more elite population.

The Morris campus is implementing a series of initiatives to increase student persistence and success, expanding peer mentoring and academic alert programs, and introducing individualized academic success plans, and parallel major program planning.

Figure 4-J. Undergraduate degrees awarded, Morris campus, 2004–2014

400

350   350

303

300

250

2004   2006   2008   2010   2012   2014

372

Source: Office of Institutional Research, University of Minnesota
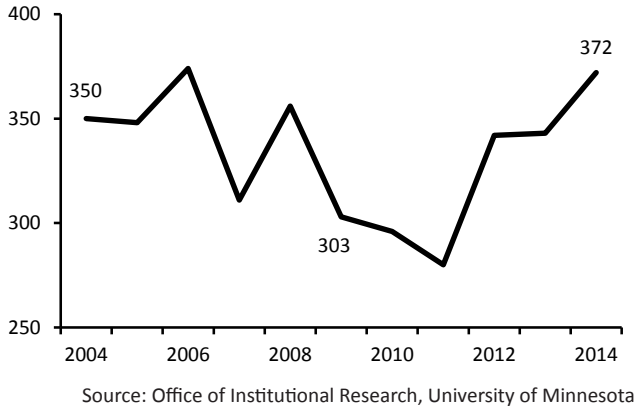
Figure 4-K. First-year retention rates of first-time, full-time undergraduate students, Morris campus, classes matriculating in 2003–2013

100%

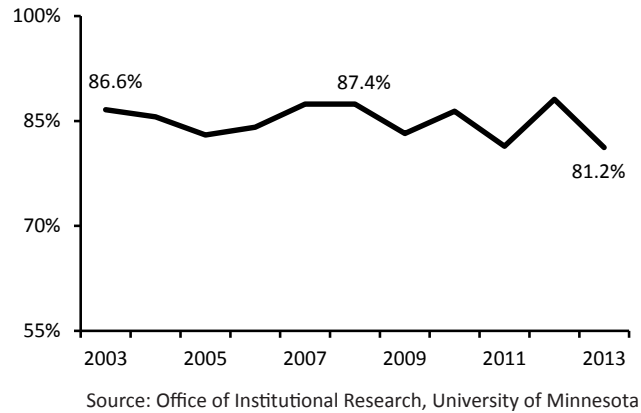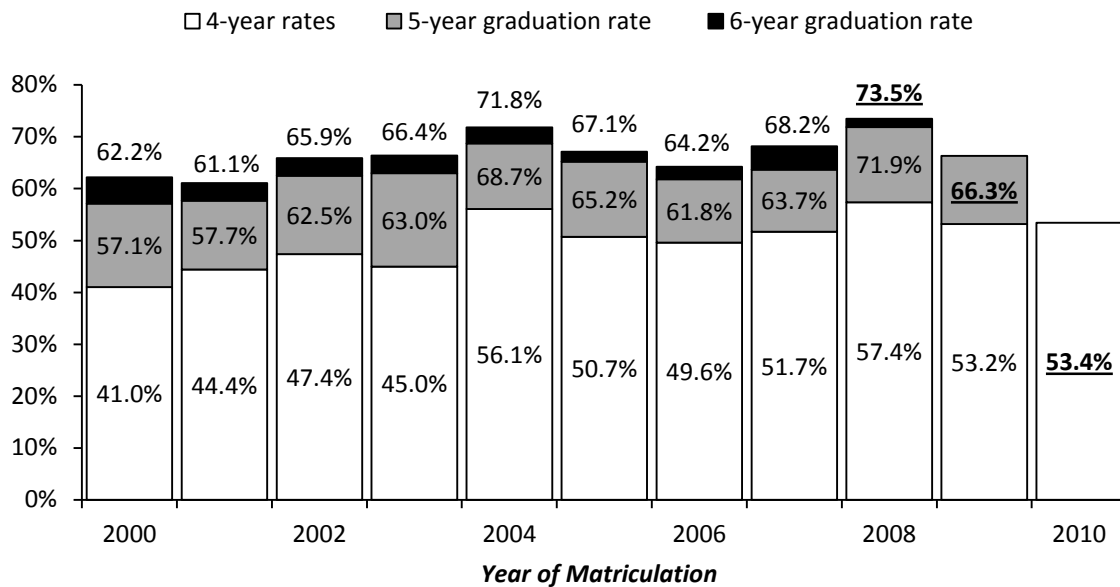86.6%   87.4%

85%

81.2%

70%

55%

2003   2005   2007   2009   2011   2013

Source: Office of Institutional Research, University of Minnesota

Figure 4-L. Four-, five-, and six-year graduation rates of first-time, full-time undergraduate students, Morris campus, classes matriculating in 2000–2010

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

80%

70%   62.2%   61.1%   65.9%   66.4%   71.8%   67.1%   64.2%   68.2%   **73.5%**

60%   57.1%   57.7%   62.5%   63.0%   68.7%   65.2%   61.8%   63.7%   71.9%   **66.3%**

50%

40%

30%   56.1%   50.7%   49.6%   51.7%   57.4%   53.2%   **53.4%**

20%   41.0%   44.4%   47.4%   45.0%

10%

0%

2000   2002   2004   2006   2008   2010

Year of Matriculation

*Rates include graduates who transferred to another University of Minnesota campus. Graduation rates displayed in Table 4-8 are those reported to the national database (IPEDS), which counts only students who matriculated at and graduated from the same campus. As a result, the rates presented in the figure above differ slightly than those displayed in Table 4-8.
Source: Office of Institutional Research, University of Minnesota

Table 4-8. Six-year graduation rates (class matriculating in 2007), Morris campus and comparison group institutions

	6-year Graduation Rate	Institutional Control	Institutional Rank
Macalester Col.	87%	Private	1
St. Olaf Col.	87%	Private	1
Gustavus Adolphus Col.	82%	Private	3
St. Mary's Col. of Maryland	79%	Public	4
DePauw U.	79%	Private	4
Kalamazoo Col.	77%	Private	6
Albion Col.	74%	Private	7
Concordia Col.–Moorhead	71%	Private	8
Coe Col.	67%	Private	9
Lycoming Col.	64%	Private	10
U. of Minnesota–Morris	**63%**	**Public**	**11**
SUNY at Purchase Col.	60%	Public	12
U. of N.C.–Asheville	60%	Public	12
Mass. Col. of Liberal Arts	57%	Public	14
U. of Maine–Farmington	55%	Public	15
U. of Virginia's Col. at Wise	43%	Public	16
Comparison Group Average	71%	-	-

See footnote on Figure 4-L
Source: Integrated Postsecondary Education Data System (IPEDS)

CROOKSTON CAMPUS

Maintaining Access to the Crookston Campus

The Crookston campus attracts a diverse group of high potential students—both traditional and non-traditional—from across the state, country, and globe. They typically choose Crookston because they seek a supportive small campus experience or a personalized online experience. The campus serves as an important access point to University of Minnesota programs for citizens living in northwest Minnesota. Accessibility is reflected in enrollment trends, and the Crookston campus has maintained an eight-year trend of enrollment growth, with fall semester 2014 setting an historic high of 1,876 undergraduate students.

As shown in Figure 4-M, of Crookston's on-campus degree-seeking students, 14 percent identify themselves as students of color, and, based on country of citizenship, Crookston's on-campus students include representation from 21 countries (fall 2014). Recruitment of these students is part of an intentional strategy that aligns with the Crookston campus's core values, which include diversity.

Figure 4-M. Percent undergraduate students of color by fall term, Crookston campus, 2005–13
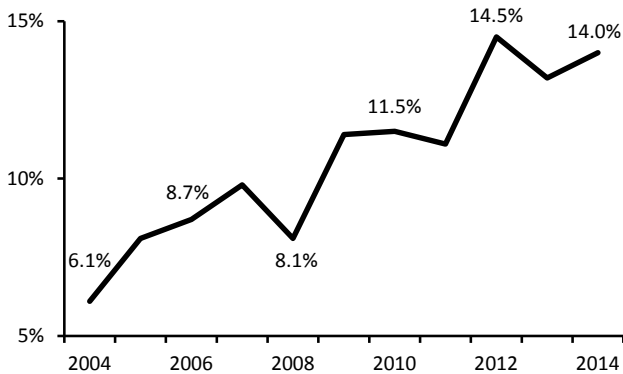
Source: Office of Institutional Research, University of Minnesota

For fall 2014, 42 percent of new high school graduates attending the Crookston campus are first-generation students. These students benefit from the campus's personalized focus on teaching and advising as well as its small class sizes and numerous leadership opportunities. Conditionally admitted and at-risk students—and essentially all students—also benefit from the Crookston campus's small classes and personalized and supportive environment.

Since it began offering baccalaureate degrees in 1993, the Crookston campus has drawn a steady number of transfer students who are seeking the prestige of a University of Minnesota degree. The graduation rate for these students is 62 percent. Due to historically strong relationships with two-year colleges, the Crookston campus has developed nearly 100 articulation agreements with 26 community and technical colleges across the Upper Midwest.

The Crookston campus currently offers 13 of its 29 majors fully online as well as on-campus, and 50 percent of total degree-seeking student enrollment is composed of online students (Figure 4-N). These online degree programs allow working professionals the opportunity to complete their bachelor's degree and advance within their career path when traditional programs don't meet their needs. Students attending online overwhelmingly fall into the non-traditional category. The average age of these students is 32, they are enrolled for an average of 9 credits, and are currently employed. Most have already completed a significant number of college credits (an average of 83 transfer credits). While the majority are Minnesota residents (68 percent), there is rich diversity among Crookston's online students, with 14 percent identifying as students of color and 22 countries represented (fall 2014).

In addition to degree-seeking students, the Crookston campus serves other non-traditional students. College in the High School (CIHS) and Post-Secondary Enrollment Option (PSEO) students are high school students earning college credit. They comprise 94 percent of Crookston's 974 (fall 2014) non-degree students. Through these programs, the Crookston campus helps make higher education accessible and more affordable for them and their families.

Attracting Outstanding Students to the Crookston Campus

The Crookston campus attracts outstanding students through its distinctive learning environments and academic programs. The Crookston campus's marketing theme "Small Campus. Big Degree." is

Figure 4-N. Total enrollment and online enrollment, Crookston campus, fall 2006–2014

☐ Total Degree Seeking Students
■ Student Seeking Degrees through Online Delivery

Year	Total Degree Seeking Students	Student Seeking Degrees through Online Delivery
2006	1056	21
2007	1142	93
2008	1207	149
2009	1310	262
2010	1462	355
2011	1600	471
2012	1802	678
2013	1813	818
2014	1876	935

Source: University of Minnesota Crookston
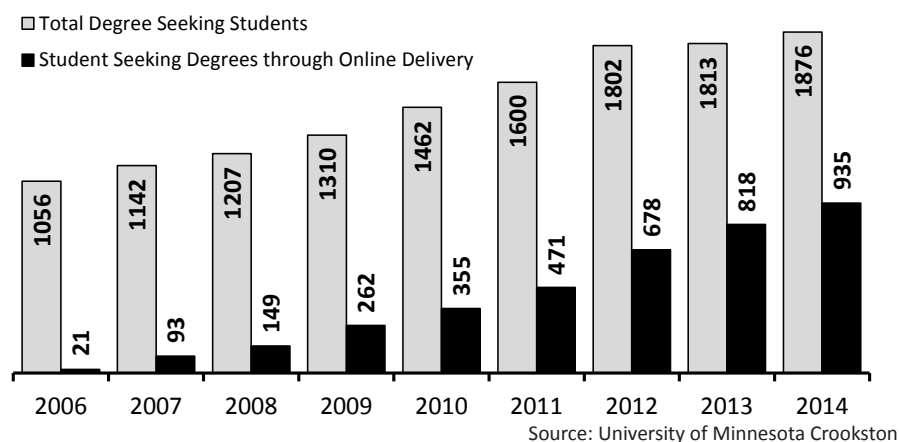
reinforced by the reasons students give for choosing to attend. Of the respondents to the new student survey in fall 2014, 85 percent indicated the size of campus was a reason for selecting the Crookston campus, 73 percent indicated that the Crookston campus was their first-choice college, and 63 percent indicated the type of academic programs available was a reason.

Distinctive majors attract excellent students. The Crookston campus offers several majors that are not found elsewhere in the University system, including agricultural systems management, agronomy, applied health, aviation, criminal justice, equine science, golf and turf management, horticulture, manufacturing management, quality management, and software engineering. The pre-veterinary option in animal science and equine science has been growing for many years, drawing students from across the United States. It has also developed a distinctive measure of quality: in just the past five years, 44 percent of Crookston graduates with a pre-vet emphasis have gone on to veterinary school. More recently, the campus's animal science major has developed an international reputation. Currently, 38 students from Brazil are taking courses through a one-year exchange offered by the Brazilian government, a program expected to continue for five years.

Technology is embedded throughout the curriculum. The Crookston campus's innovative and longstanding laptop initiative puts computers in the hands of all full-time, on-campus students. A pilot group of students is evaluating a tablet/laptop hybrid computer. A specialized informatics lab suite offers students the opportunity to work with emerging technologies. This lab is used by students from many different majors,

but it is especially important to software engineering students who use it to develop software and engage in research. And online coursework offers flexibility not just for online-only students but also for on-campus students with class schedule conflicts.

To ensure that academic programs remain high quality and up-to-date, the Crookston campus has implemented a revised, more robust program review process for its academic majors. Four majors are under review in 2014–15, the first year of this new process. The general education program is also being reviewed through 2015–16. During 2013–14, faculty refreshed program-level student learning outcomes in all programs, updated their assessment plans, and identified assessment activities for 2014–15. Historically, each major has a Program Improvement Advisory Committee (PIAC), which meets annually or biannually and includes employers, alumni, faculty from other institutions, and students. Faculty use feedback from these PIACs to ensure programs remain current with industry needs and trends.

The Crookston campus is working to expand educational options by utilizing existing programmatic strengths as well as existing faculty expertise to build on current offerings and offer an expanded array of majors. This will help drive additional enrollment through recruitment and retention, as new and current students will have more choices. In 2013–14 three new majors were added: elementary education, entrepreneurship, and finance. Three additional programs—English, international business, and agricultural education—are expected to come before the Board of Regents in 2014–15.

Offering a Great Student Experience on the Crookston Campus

Students receive outstanding support and have an enriching experience through small class sizes, strong advising, experiential learning, and opportunities for undergraduate research, among other factors.

The Crookston campus's small class sizes offer students personalized attention and greater access to faculty members for advising and mentorship. Presently, 86 percent of on-campus classes have 25 or fewer students. The largest class is 65 students, and the average class size is 17. Online classes, which average 23 students per class, still offer a very personalized educational experience.

Students continue to report high levels of satisfaction with academic advising. Recent National Survey of Student Engagement results indicate 54 percent of first-year respondents rate the quality of their interactions with their academic advisors as a 6 or 7 on a 7-point scale (1=poor to 7=excellent). Notably, 75 percent of senior respondents rate their Crookston experience as a 6 or 7, and the mean of 5.9 in this measure is significantly higher than peer institutions.

A longstanding hallmark of the Crookston campus is its focus on experiential learning. Students learn concepts and actively apply them through projects, simulations, field trips, site visits, community engagement and service learning projects, and interactions with professionals in the field. An internship experience is required. Most academic majors have a corresponding student club or organization. These contribute to the student experience by providing opportunities for student interaction, community engagement, and professional/career development. Many classes and student clubs also incorporate service projects working with the campus's Office of Community Engagement. In 2013–14 Crookston students volunteered a total of 11,113 hours of volunteer service.

NCAA Division II athletics provides student-athletes with balanced opportunities for academic excellence, leadership, and honing athletic skills. In 2013–14, 27 percent of Crookston's student-athletes earned Northern Sun Intercollegiate Conference All-Academic Team honors, recognizing 3.2 or higher GPAs. Students continue to cite Division II athletics as a reason they choose to attend the Crookston campus, and student-athletes comprise 25 percent of Crookston's on-campus enrollment.

While Crookston faculty members' primary focus is on teaching, most also conduct research and engage in scholarship, frequently involving students in that work. Faculty mentorship, along with role modeling, offers students excellent graduate school preparation. There is growing interest in and support for undergraduate research by faculty from all academic departments. In addition to Undergraduate Research Opportunities Program projects, 21 Crookston Student Research and Creative Works projects were funded in 2013–14 (up from 11 in 2012–2013). Nine Crookston students have submitted proposals to present their projects at the 2015 National Conference on Undergraduate Research. Two faculty members are working to integrate active, ongoing research into the undergraduate curriculum throughout all microbiology lab sections. Several faculty members also engage in the scholarship of pedagogy. This applied research, which is often based in the faculty member's discipline, contributes directly to Crookston students' learning experience while also spreading valuable pedagogical insights through publications and presentations.

In the area of internationalization of the curriculum, the Crookston campus works closely with various departments on the Twin Cities campus, including the Global Programs and Strategy Alliance and the Center for Teaching and Learning. Two biology faculty members will mentor faculty in the 2014–15 cohort of the University-wide Internationalizing Teaching and Learning Program. These same faculty members are currently seeking grant funding to internationalize the Crookston campus's entire biology program.

The Crookston campus has been recognized for its quality programs by such organizations as *U.S. News & World Report*, which not only ranked the campus as #1 in the category Top Public Regional Colleges–Midwest for 2014 and 2015, but also ranked Crookston online programs among the top quartile in the category Best Online Bachelor's Programs for 2014. The Midwest Higher Education Compact, in its 2014 report "The Effectiveness and Efficiency of

Postsecondary Institutions in Minnesota," gave the Crookston campus an effectiveness rating of "Very High." And the campus was listed among the top four colleges in Minnesota (and the top public college) for campus safety by StateUniversity.com in 2013.

The Crookston campus received $10 million in funding in the Minnesota Legislature's 2014 bonding bill for the $15 million Wellness Center. Scheduled to be completed by fall 2016, the facility will aid in recruitment and retention efforts, offer on-campus students an important space to develop wellness habits, and supplement the existing living-learning environment in many ways. A new major in exercise science and wellness that will take advantage of the facility as a learning laboratory is under development.

Preparing Crookston Campus Graduates for Success

The Crookston campus continues to improve retention and graduation rates, and students are positioned to be successful and productive employees and citizens. Over the 2013–14 academic year, 428 students graduated, the largest number in campus history (Figure 4-O). This was due to increasing enrollment trends and work to improve retention and graduation rates that began prior to 2006. These efforts continue to be reexamined and refined.

There is a national and state interest in meeting workforce needs in science, technology, engineering, and math (STEM). In fall 2014, 66 percent of Crookston's on-campus and 25 percent of online students were enrolled in STEM-related majors, such

as agriculture, natural resources, environmental sciences, software engineering, information technology, and biological and health sciences.

Work to improve graduation rates began before the 2006 strategic planning efforts established goals to improve the campus's four-, five-, and six-year graduation rates to 40, 50, and 55 percent. The campus met the goal of 50 percent of those entering in fall 2008 graduating in five years. Recent trends indicate rates are up significantly from the entering classes of 2000–2004. The first-year retention rate is higher than it was ten years ago (Figure 4-P), while the four-year graduation rate of the entering class of 2010 more than doubled that of the entering class of 2000 (Figure 4-Q). Table 4-9 shows how the Crookston campus compares to its peer group institutions, using rates for the class matriculating in 2007, the most current data available. The most recent rates suggest that the campus will rank better when data for those classes become available for comparision.

Building on work by the 2006 strategic planning Retention Committee, a new Strategic Enrollment Management Committee (SEMC) has been charged with achieving and maintaining a critical mass of students on campus while also growing online enrollment. SEMC involves all campus units, and a major goal of the 2014–15 academic year is for all units to develop plans that contribute to recruitment and retention efforts. SEMC will also develop a campus-wide strategic recruitment and retention plan for one-year, three-year, and five-year enrollment targets for both on-campus and online students and work to refine enrollment strategies and tactics.

Figure 4-O. Undergraduate degrees awarded, Crookston campus, 2004–2014

Source: Office of Institutional Research, University of Minnesota

Figure 4-P. First-year retention rates of first-time, full-time undergraduate students, Crookston campus, classes matriculating in 2003–2013

Source: Office of Institutional Research, University of Minnesota

45
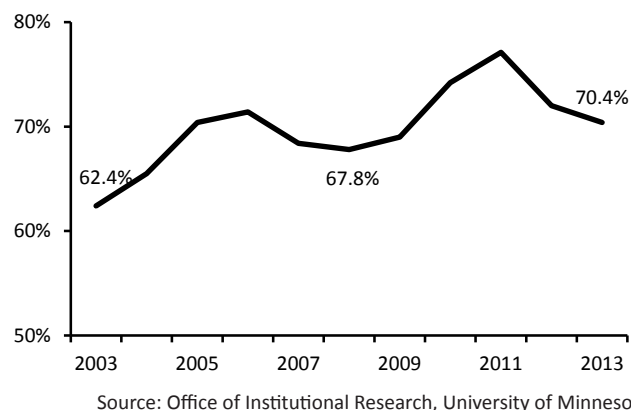
Figure 4-Q. Four-, five-, and six-year graduation rates of first-time, full-time undergraduate students, Crookston campus, classes matriculating in 2000–2010

☐ 4-year rates ☐ 5-year graduation rate ■ 6-year graduation rate
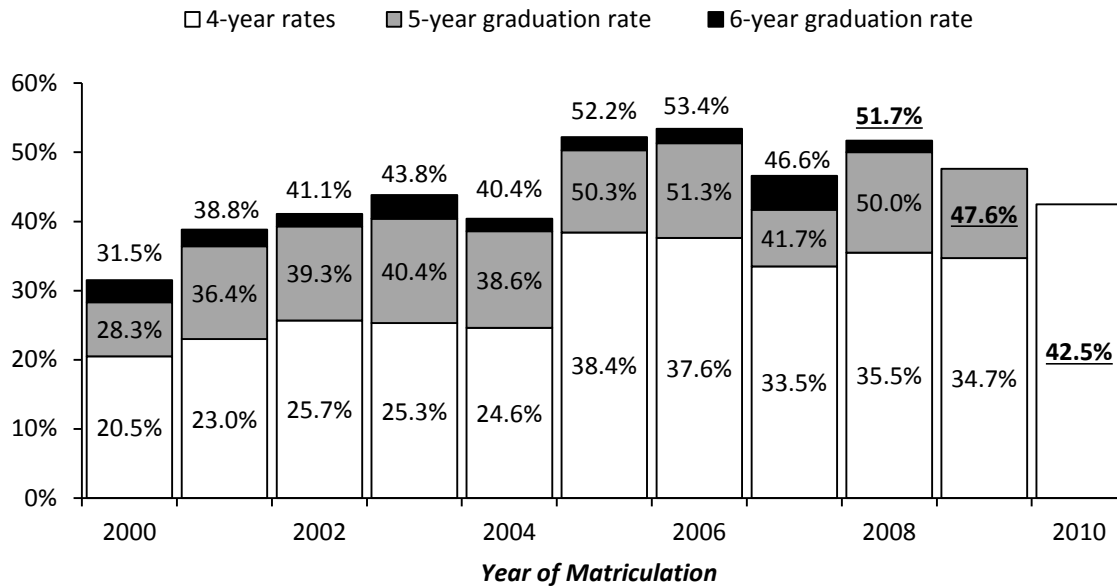
*Rates include graduates who transferred to another University of Minnesota campus. Graduation rates displayed in Table 4-9 are those reported to the national database (IPEDS), which counts only students who matriculated at and graduated from the same campus. As a result, the rates presented in the figure above differ slightly than those displayed in Table 4-9.

Source: Office of Institutional Research, University of Minnesota

Table 4-9. Six-year graduation rates (class matriculating in 2007), Crookston campus and comparison group institutions

	6-year Graduation Rate	Institutional Rank
U. of Minnesota–Morris	63%	1
Delaware Valley Col.	57%	2
U. of Maine - Farmington	55%	3
U. of Pittsburgh–Johnstown	55%	4
U. of Wisconsin–Stout	54%	5
Northern State U.	54%	5
U. of Wisconsin–River Falls	51%	7
Dakota State U.	50%	8
Bemidji State U.	48%	9
U. of Minnesota–Crookston	**44%**	**10**
Comparison Group Average	54%	-

See footnote on Figure 4-Q
Source: Integrated Postsecondary Education Data System (IPEDS)

ROCHESTER CAMPUS

The University of Minnesota Rochester is distinctive in its approach to undergraduate education. With a health sciences focus, students explore the wide array of healthcare career pathways while completing an innovative, integrated common core in their first two years. This interdisciplinary, integrated coursework includes mathematics, physics, chemistry, biology, Spanish, literature, philosophy, writing, and history. Students progress through this integrated coursework toward defined learning and development outcomes.

Offering a Great Student Experience on the Rochester Campus

Extraordinary Core Curriculum and Research-Fueled Instruction

Pedagogical decisions are made through a collective process, based on teaching and learning research:

- Flipped classrooms are the norm.
- Rigor begins on day one. For example, first-year students start with Organic Chemistry in a unique model supported by UMR learning research.
- Relevance and efficiency are standard, as liberal education objectives are contextualized in the health sciences.
- Academic support is personal and available in the Just Ask center staffed by teaching and subject-matter specialists.
- Relationships are central. Student development support is personal and available with the unique Student Success coaching model.
- Collaborative teaching teams enhance student learning and development.
- Writing instruction is integrated in the curriculum and supported by writing specialists.
- Collaborative and active learning are routine.
- Community-based learning is valued and thus required.
- Grand challenges of 21st-century healthcare frame student learning and development in and out of the classroom.

- Intentionality and coordination in the design and assessment of the curriculum further enhances student learning as faculty commit to "our curriculum" rather than "my course."

Extraordinary Customization

As students emerge from their foundational learning and development having participated in intentional career pathway exploration, a customized learning experience occurs in their junior and senior years. During this culminating portion of their undergraduate experience, all students engage deeply in community-based learning after which they determine, propose, enact, and present a capstone experience tailored to their emerging interests. Nearly half of our students study away during their capstone experiences. Though most complete a Bachelor of Science in Health Sciences, other students at this level may apply for and complete our Bachelor of Science in Health Professions (BSHP) in sonography, echocardiography, radiography, or respiratory care.

Extraordinary Expectations for Success and Evidence-Driven Decisions

This distinctive undergraduate educational journey is guided by a success coach, with student learning and development outcomes assessed in both curricular and co-curricular endeavors. Results of research on learning with students will soon be used to optimize identified arenas of distinctiveness.

Maintaining Access to the Rochester Campus

Given the Rochester campus's commitment to student success through personalized academic and life coaching, the rigor of the Rochester campus is accessible to a wider-range of students than many health sciences programs.

The campus recruits, values, and remains accessible to students with interest and aptitude in the health sciences, including:

- in-state and out-of-state students
- low- and middle-income students
- students of color

- first-generation students
- international students
- transfer students

The required student development courses support the accessibility of our curriculum to both transfer and traditional students. The path for transfer students who wish to enter the Health Professions program has recently been enhanced, with a transfer coordinator serving their specific needs. Retention rates (as shown in Figure 4-R) are one indication of this accessibility and academic support. The Rochester campus is committed to inclusivity, striving to become a diversity pipeline for healthcare workforce development needs.

As depicted in Figure 4-S, UMR is moving steadily toward our goal: a percentage of undergraduate students of color equal to or higher than the percentage of people of color in the general population of Minnesota.

Preparing Rochester Campus Graduates for Success

Two classes of students have now graduated from Rochester. Figure 4-T indicates those graduate numbers, with increases expected each year. Of the

Figure 4-R. First-year retention rates of first-time, full-time undergraduate students, Rochester campus, classes matriculating in 2003–2013
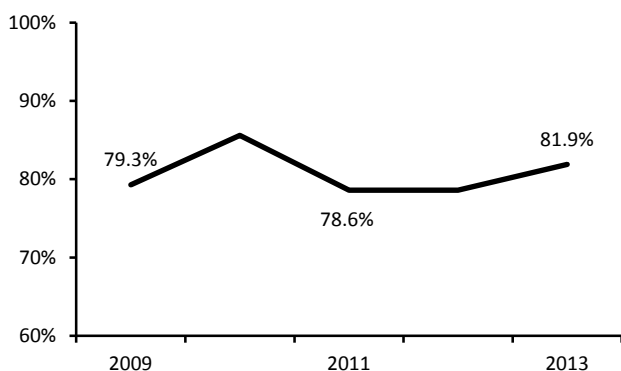
Source: Office of Institutional Research, University of Minnesota

Figure 4-S. Percent undergraduate students of color by fall term, Rochester campus, 2005–13
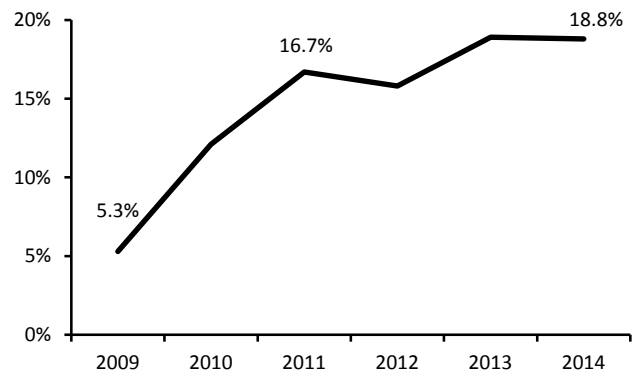
Source: Office of Institutional Research, University of Minnesota

students who have graduated in our first two classes, nearly all have "finished in four," an initiative and commitment that is core to the Rochester approach to undergraduate education (see Figure 4-U).

Alumni of the Bachelor of Science in Health Sciences are moving into incredibly diverse experiences following graduation, including but not limited to:

- Medical School
- Health Care Administration
- Health Care Policy
- Veterinary School
- Varied Ph.D. Programs
- Health Care Research
- Law School
- Health Care Technology
- Pharmacy School
- Physician Assistant School
- Public Health Education
- Dental School
- Naturopathic Medicine
- Sports Medicine
- Medical Lab Science

One hundred percent of Bachelor of Science in Health Professions graduates passed their exams and are employed in their chosen fields of echocardiography, radiography, respiratory care, and sonography.

Figure 4-T. Undergraduate degrees awarded, Rochester campus, 2013–2014
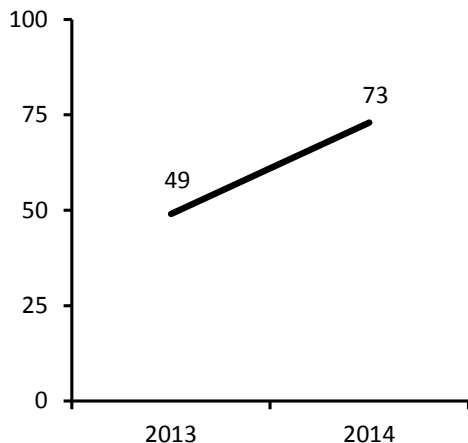
Figure 4-U. Four- and five-year graduation rates of first-time, full-time undergraduate students, Rochester campus, classes matriculating in 2009–2010
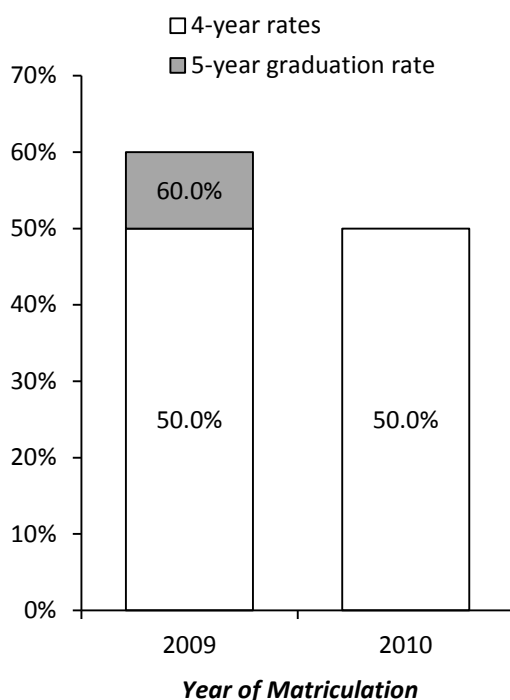
Year of Matriculation

*Rates include graduates who transferred to another University of Minnesota campus.

Extraordinary Future UMR 2.0

Having established a nationally distinctive undergraduate health sciences program in the campus's first seven years, the Rochester campus will now work to remain agile, effective, and innovative in addressing the ever-evolving 21st century needs in higher education and healthcare. For example:

- to further serve student learning and development, the campus will explore additional avenues for partnerships that serve community-based learning and customized capstones;

- to further the individualized care of students, the Rochester campus will document, assess, enhance, and share its Student Success Coach model;

- to further students' academic achievement while addressing the challenges of higher education, the Rochester campus will document, assess, enhance, and share its Collaborative and Integrated Teaching model; and

- to share the Rochester campus story nationally and continue to grow, the campus will invite dialogue with other higher education innovators.

Education

Graduate Education

The strength of graduate education across the University system is a foundational element of the University's three-fold mission. From attracting and retaining world-class faculty to tackling society's grand challenges, graduate programs and their students play a crucial role in achieving the University's strategic goals.

Graduate students teach, conduct research, generate new knowledge, and participate in community engagement efforts every day. Faculty members cite advising and working with high-quality, motivated graduate students as key reasons for joining and staying at the University of Minnesota. Undergraduate students learn from and are often inspired by experiences with graduate students in the classroom, on research teams, and through advising. Postbaccalaureate graduates from the Twin Cities, Duluth, and Rochester campuses pursue a wide variety of academic and non-academic positions, with many of them becoming leaders, performing field-shaping work, and making enormously positive contributions to the state of Minnesota and around the world.

The primary responsibility of the Graduate School is to ensure the quality of the graduate education enterprise. The Graduate School and colleges, along with faculty and staff across the system, promote academic excellence by:

- recruiting highly prepared and diverse students,
- supporting academic program review and assessment,
- graduating students for success, and
- providing an outstanding graduate student experience.

Recruiting Highly Prepared and Diverse Students

Graduate students form the core of each graduate program. Strong cohorts are built on the reputation of the academic program and the University, but also on comprehensive recruitment efforts, a user-friendly and responsive admission process, and competitive financial packages.

Graduate student recruitment is predominantly the responsibility of the colleges, while the Graduate School and the Office for Diversity in Graduate Education (ODGE) serve as coordinators and collaborators. The Graduate School maintains the central admission system that serves approximately 90 percent of all postbaccalaureate degree programs delivered on the Twin Cities, Duluth, and Rochester campuses. Improvements to the admissions system in recent years include the conversion to a paperless application process that permits immediate access to electronic applications; a streamlined change-of-status module to allow for more efficient readmission and change-of-degree objective; addition of a constituent relationship management system to support recruitment efforts and communication with prospective students; and the implementation of "AppReview," designed to make the electronic review of applications by faculty more efficient and secure. The result is that the Graduate School is able to serve more programs and process more applications (Table 4-10) without increasing administrative expenses.

The University recognizes the value of building a diverse student population and an inclusive environment. This diversity enables a variety of perspectives to enhance the learning experience for all students. Programs, colleges, ODGE, and the Graduate School work together to recruit

Table 4-10. Number of new applications processed by the central graduate admission system, University of Minnesota, 2008–2014

	2008–09	2009–10	2010–11	2011–12	2012–13	2013–14
Doctoral	7,576	6,780	7,727	7,821	7,975	7,546
Master's	6,758	6,410	7,403	8,303	8,966	9,160
Certificate	110	92	110	87	87	120
Total	14,444	13,282	15,240	16,211	17,028	16,826

Source: Graduate School, University of Minnesota :

underrepresented students. While enrollment of American Indian students has increased in part because of new programs such as the Master's of Tribal Administration and Governance on the Duluth campus, the decline in African American student enrollment is an urgent issue (Figure 4-V and Figure 4-W). Effective fiscal year 2015, there will be an 11 percent increase in funding for the Diversity of Views and Experiences (DOVE) Fellowship intended for incoming graduate students (U.S. citizens or permanent residents) from underrepresented groups. The Graduate School concentrated its training grant commitments to emphasize additional traineeship slots aimed at underrepresented pre-doctoral students. The Campus Wide Recruitment Council includes 35 members who meet several times a year to share ideas and best practices in recruiting strategies, with an emphasis on underrepresented groups.

In spring 2014, the University subscribed to the GRE Search Service that identifies GRE test takers who are domestic underrepresented students along with their graduate degree interests. Through this service, the University is able to obtain a list of prospective students who are U.S. citizens and are either Hispanic/Latino, American Indian, Asian, Black, Native Hawaiian, or other Pacific Islander. This allows individual programs to create customized communications for prospective applicants, and to initiate and monitor contact automatically.

The University's ability to offer competitive financial packages for doctoral students plays a critical role in recruiting high-caliber, high-potential students. After the Graduate School recruitment fellowship fund was decentralized to the colleges, some college and faculty leaders have encountered challenges in making multi-year offers and accepting the risk in making more offers than there are available funds.

The Graduate School is developing a new model for the administration of existing recruitment fellowship funds. Discussions will continue in the coming year with a focus on identifying ways to encourage colleges to offer fellowship packages with competitive stipend levels and benefits.

Supporting Academic Program Review and Assessment

Regular review and assessment is necessary to understand how well the University is building, maintaining, and improving graduate programs in an ever-changing higher education environment. The Quality Metrics Allocation Plan, implemented in 2011, includes a set of nationally recognized student-based measures that are applicable to all disciplines, including time to degree, completion rate, attrition pattern, and placement record. These quality measures are then taken into account in distributing funding to the colleges. Individual graduate programs (Ph.D., M.S., M.A., and M.F.A degrees) are invited to submit comments on these data, document the ways they compare to similar programs across the country, and indicate programmatic elements not readily measured, such as achievements and awards of their students and graduates. Following the review of program metrics and narratives, academic leadership from the Twin Cities and Duluth campuses meet to discuss strengths and weaknesses of their programs in order to inform planning.

In addition, the Graduate School and the College of Education and Human Development have collaborated to pilot and promote the Graduate Review and Improvement Process (GRIP) project. More than 20 graduate programs have engaged in GRIP, which places evaluation in the hands of faculty and students, with a student-centered and action-oriented approach

Figure 4-V. Doctoral enrollment by race/ethnicity, University of Minnesota, 2008–2013
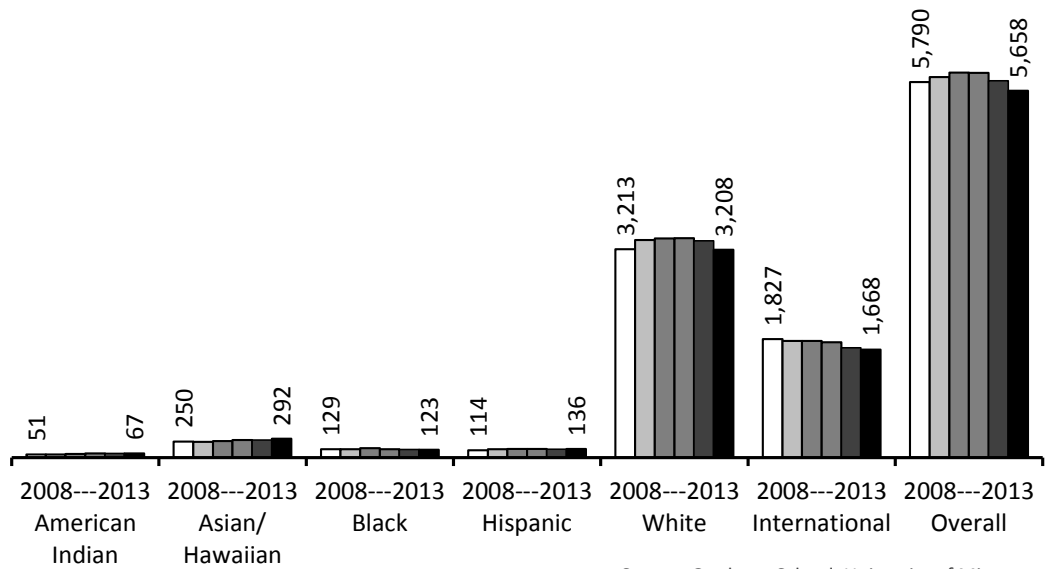
Source: Graduate School, University of Minnesota

Figure 4-W. Master's enrollment by race/ethnicity, University of Minnesota, 2008–2013
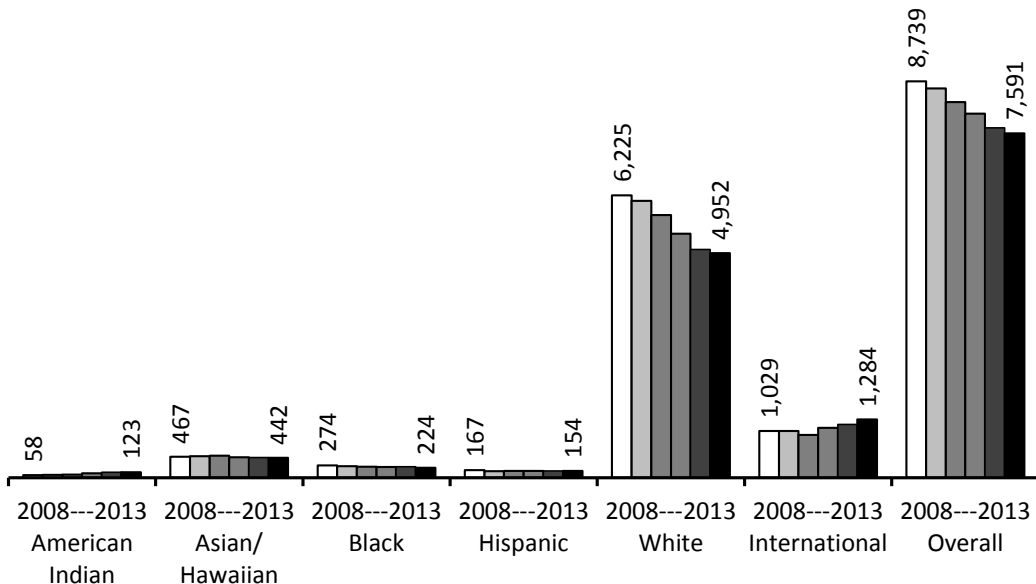
Source: Graduate School, University of Minnesota

that provides a holistic program review. The goal is to capture the distinctive measures of quality in different disciplines and encourage improvement.

Efforts to articulate graduate student learning goals began in fall 2012. In 2013–14, ten pilot programs on the Twin Cities, Duluth, and Rochester campuses successfully identified goals and developed strategies to achieve them. Several broad common goals in graduate education include expert knowledge, research skills, and communication abilities. The next step in this assessment effort will be to measure

program outcomes. The Graduate School has created guidelines, templates, and resources to assist all graduate programs across the system in establishing learning goals. Approximately 70 directors of graduate studies attended two workshops on student learning goals in spring 2014. Additional workshops are planned, and there is an expectation that Twin Cities campus graduate programs will have learning goals documented by the end of 2014.

Tracking Career Placement

Historically, career trajectory and achievements of graduates have been strong and visible indicators of academic program quality. However, accurately tracking alumni and maintaining a database of current and comprehensive placement information is a challenge shared by many institutions across the country. Some University programs maintain a relatively complete record of their graduates' initial job placement and some colleges have attempted to gather similar information for all of their programs. The narratives submitted as part of the Quality Metrics Allocation Plan revealed that both the level of job placement tracking and the completeness of this information over time vary greatly across the programs. The Graduate School is beginning a pilot project to track job placement for Ph.D. graduates and develop a data-gathering template and process that will be efficient and useful.

The University has long provided career development services for graduate students and post-doctoral associates, including workshops on resume building, effective interviewing skills, and academic and non-academic job search processes, and one-on-one consultation. Demand often exceeds capacity, and more resources must be found to meet graduate students' needs as they face an ever-changing job market. The Graduate School works collaboratively with staff and faculty across the University on a series of programming and services in response to those identified needs.

Graduating Students for Success

Effective retention strategies are as important as recruitment. Relatively low postbaccalaureate degree completion, especially at the doctoral level, is a national problem. The University invests heavily in graduate students, and when they depart without a degree it wastes resources of both the institution and the students (Figure 4-X). Studies show that academic and professional development opportunities offered by the University help students progress more successfully through the milestones of their studies and better prepare them for careers after graduation.

In 2013, the Graduate School organized a new student orientation for all graduate students on the Twin Cities campus. Most programs provide local orientation for new students, and now this campus-wide event helps students navigate the whole University. Orientation also offers sessions on conflict resolution, wellness, financial decision-making, online academic identity development, working well with an academic advisor, and creating a multi-year academic and professional strategy.

Figure 4-X. Six-year and Eight-year roctoral (Ph.D., Ed.D., D.M.A.) completion rates, University of Minnesota, 2003–2008

Year of Matriculation
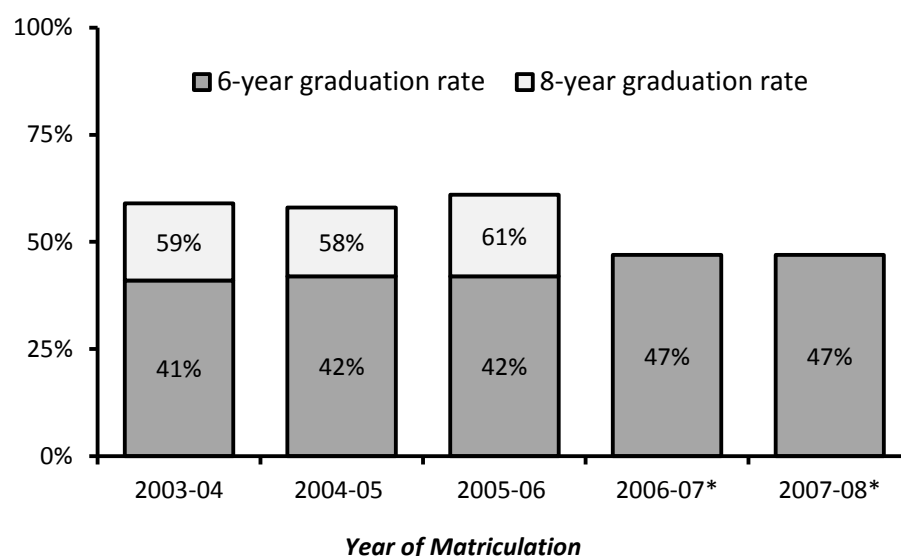
*8-year completion data not yet available
Source: Graduate School, University of Minnesota

Beyond orienting new students, the University offers a variety of programs and forms of support for students at different stages of their studies. The Thesis Research Travel Grant, Interdisciplinary Doctoral Fellowship, Bridging Funds, and Doctoral Dissertation Fellowship (DDF) are types of funding support that enable students to dedicate full-time effort to research and thus encourage more timely degree completion (Figure 4-Y). The Graduate School has also offered workshops to help students prepare external fellowship applications for the National Science Foundation, the Fulbright, and other prestigious research awards. Student success rates have improved in these competitions (Table 4-11).

The annual Doctoral Research Showcase in the spring and monthly Doctoral Dissertation Seminars enable fellowship recipients to present their research findings in various formats to a broad audience. For example, in conjunction with the grand opening of Northrop in April 2014, students were invited to attend and participate in the Graduate Revels event that combined the Doctoral Research Showcase with live shows and research demonstrations by graduate students, panel discussions, guided tours of Northrop, a photo contest display, and an opportunity to learn about post-doctoral options. This event attracted over 500

Table 4-11. Number of National Science Foundation Fellows and Fulbright Scholars, 2006–2015

	NSF Fellows	Fulbright Scholars
2006–07	36	4
2007–08	34	7
2008–09	28	8
2009–10	33	5
2010–11	48	9
2011–12	67	4
2012–13	86	6
2013–14	92	3
2014–15	93	5

Source: Graduate School, University of Minnesota

participants and brought attention to the exciting work that graduate students do on a daily basis.

Outstanding student advising is an important student success factor according to both internal and national studies. To promote a culture of excellence in graduate student advising, a collaborative group including the Academic Civility Work Group, the Student

Figure 4-Y. Impact of Doctoral Dissertation Fellowships (DDF) on median time to degree (in years) for Ph.D. degrees awarded, University of Minnesota, 2001–2013
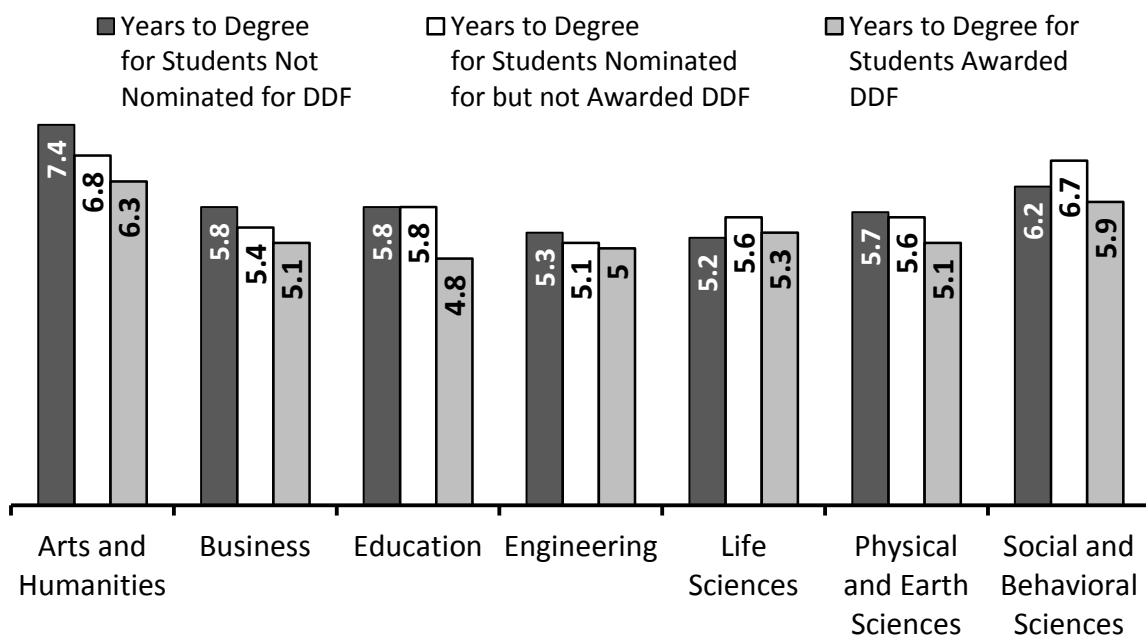
Source: Graduate School, University of Minnesota

Conflict Resolution Center, and the Graduate School created graduate and professional student advising information and resources for students and faculty. These include best practices, guidelines, and tips on dealing with difficult behavior, preparing for difficult conversations, and counseling a student out of a program. To underscore the importance of quality advising, the Graduate and Professional Student Association (GAPSA), in partnership with the Student Conflict Resolution Center, the Provost's Office, and the Graduate School, created the Outstanding Adviser Award to acknowledge and raise the profile of excellent advising among graduate and professional faculty. Nominations were made by students and winners were recognized at a reception in fall 2014.

Providing an Outstanding Graduate Student Experience

As the University continues to promote operational excellence, the Graduate School prioritizes its work plan and resources to reduce administrative costs and increase efficiencies. Services, programming, and initiatives are consistent with the vision, mission, and values of the Graduate School and the University.

System-wide initiatives include the revival of the orientation for directors of graduate studies (DGSs) and the formation of the graduate research associate deans (GrAD) group. In spring 2014, following several years of hiatus, the Graduate School organized an orientation event for DGSs. Its purpose was to highlight functions, services, and resources provided by the Graduate School, share upcoming changes and new initiatives, and reconnect with faculty who have primary responsibilities in graduate education. In fall 2014, orientation sessions for new DGSs were held on the Twin Cities and Duluth campuses.

Recognizing that a close collaboration with the colleges is vital to advancing the graduate education enterprise, the GrAD group was formed in fall 2013 and has been meeting almost monthly. The meetings create a forum for discussion and enable the Graduate School to partner in initiatives such as the Quality Metrics Allocation Plan, the development of graduate student learning goals, and graduate eLearning.

Professional Education

Providing Quality Health Education

Health professions 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 the 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 4-12). The University, in collaboration with its affiliated health systems, also trains over 1,200 dental, medical, and pharmacy primary care and specialty residents each year.

Table 4-12. Fall 2013 enrollment and degrees awarded in health professional programs, all campuses

Program	UMN School	Degree Awarded	Campus	Fall 2013 Enrollment	Degrees Awarded 2013
Dental Hygiene	School of Dentistry	B.S.	Twin Cities	46	19
		M.D.H.	Twin Cities	12	3
Dental Surgery		D.D.S.	Twin Cities	413	107
Dental Therapy		B.S.D.T & M.D.T	Twin Cities	6	9
Medicine	Medical School	M.D.	Duluth, Twin Cities	969	220
Mortuary Science		B.S.	Twin Cities	50	33
Physical Therapy		D.P.T.	Twin Cities	149	45
Nursing	School of Nursing	B.S.N.	Rochester, Twin Cities	395	123
		M.N.	Twin Cities	127	62
		D.N.P.	Twin Cities	327	109
Pharmacy	College of Pharmacy	PharmD.	Duluth, Twin Cities	429	168
Public Health	School of Public Health	M.P.H.	Twin Cities	417	160
Healthcare Admin.		M.H.A.	Twin Cities	160	73
Occupational Therapy	Center for Allied Health Programs	M.O.T.	Rochester, Twin Cities	94	51
Medical Lab Sciences		B.S.	Rochester, Twin Cities	111	49
Veterinary Medicine	College of Veterinary Medicine	D.V.M.	Twin Cities	399	93
Total				**4,104**	**1,324**

Enrollments in most health professions programs have remained stable over the past five year period, with significant increases occurring in the School of Nursing, School of Public Health, and the College of Veterinary Medicine (Figure 4-Z). Enrollment gains in the School of Nursing are due to growth in the Master of Nursing program and the establishment and growth of the Doctor of Nursing practice (DNP) program. The School of Public Health enrollment gains come from growth in the Master of Health Care Administration program. The College of Veterinary Medicine enrollment gains are due to planned incremental class size increases.

Admission to the health professions programs remains competitive, with the Twin Cities campus Medical School showing the greatest number of applications (n=3,716). (Table 4-13).

In 2013, the University of Minnesota granted 1,324 health professions degrees, up from 1,276 in 2012 (Table 4-12).

Academic Health Center colleges and schools train:

- nearly 80 percent of the state's dentists;
- more than half of the state's advance practice nurses and nursing faculty;
- two thirds of the state's pharmacists; and

- 70 percent of the state's medical school graduates.

Within our clinics and hospital sites, Academic Health Center (AHC) health professionals see more than one million patients each year. In addition, each of the schools and colleges has community outreach programs aimed at serving underserved populations throughout the state:

- The College of Pharmacy ensures all students serve a clinical rotation in a rural community.
- The School of Dentistry has established outreach sites throughout the state, including a mobile dental clinic, in partnership with UCare, that brings much needed dental services to communities across the state.
- The College of Veterinary Medicine has confronted a national shortage of food animal veterinarians with innovative programs such as VetFast, which speeds the process of training veterinarians for high priority needs.
- The Doctor of Nursing Practice program is the largest in Minnesota and has expanded to help meet the state's growing health care needs.
- More than 1,800 medical students and residents, and 1,000 faculty from the Medical School provide care at urban and rural hospitals and clinics across Minnesota.

Figure 4-Z. Enrollment trends in health professional programs, all campuses 2009–2013
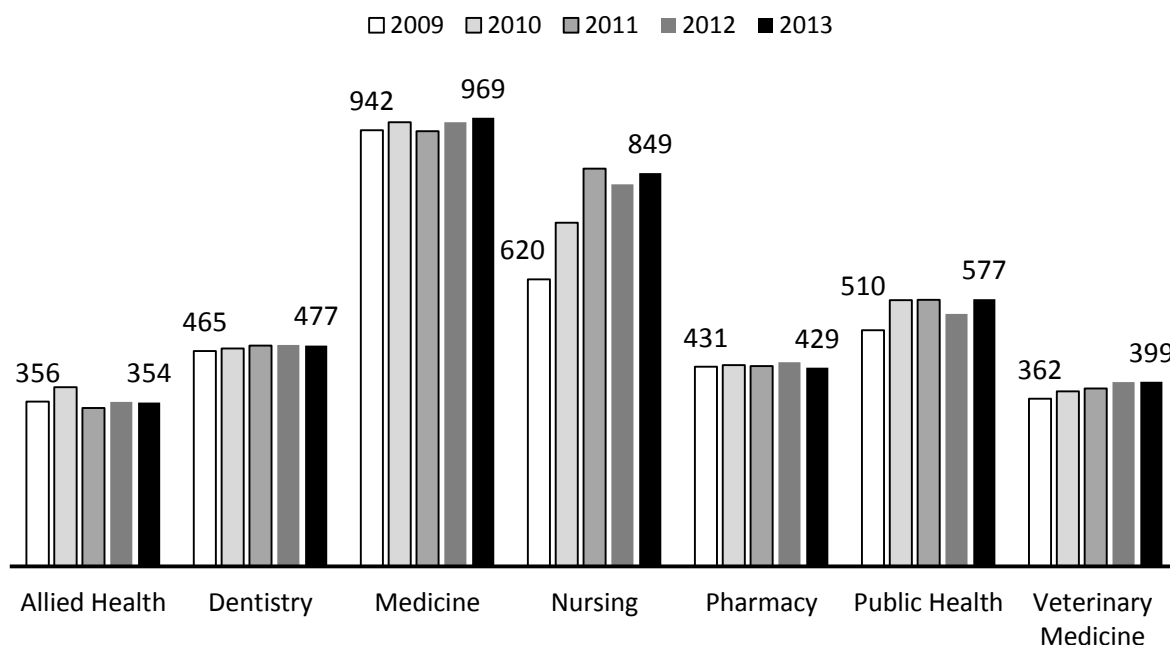
Source: Office of Institutional Research, University of Minnesota

Table 4-13. Fall 2013 enrollment in health professional degree programs, all campuses

Program	Applications	Offers	Enrolled
Dental Therapy M.D.T	10	6	6
Dental Hygiene B.S.	98	13	11
Dentistry D.D.S.	1,198	183	98
Medicine-Duluth	1,567	98	60
Medicine-Twin Cities	3,716	271	160
Medical Lab Science B.S.	227	58	54
Nursing, B.S.N.	718	161	146
Doctor of Nursing Practice	149	105	87
Master of Nursing	305	68	64
Master of Occupational Therapy	623	107	48
Pharm.D.	917	123	105
Master of Public Health	1,029	532	191
Veterinary Medicine D.V.M.	961	186	103
Total	**11,518**	**1,911**	**1,133**

Source: Office of Institutional Research, University of Minnesota:

Graduation rates in the health professions programs are very high. As indicated in Figure 4-AA, the graduation rates for all of the 2009 matriculating classes across the health programs exceed 85 percent.

Over 60 percent of the 2013 graduates of selected health professions programs reported the use of loans to finance their education (Table 4-14). Almost 75 percent of the students in doctoral training programs (DDS, DNP, MD, PharmD) supported their education through loans.

The health professions schools and programs strive to foster learning environments in which learners are trained to be professionals who value differences and demonstrate cultural competence to meet the needs of the populations served. Achievement of these goals requires active recruitment and retention of students, staff, and faculty from underrepresented groups and programs to increase diversity in the health care workforce. Racial ethnic together with gender distributions are illustrated in Table 4-15 and Figure 4-BB (respectively).

In 2013, 49.5 percent of the Medical Laboratory Sciences students (n=111) self-identified as multicultural. The Duluth campus of the Medical School is ranked second in the nation for enrolling and graduating American Indian students. Of the 849 students enrolled in the Twin Cities campus of the Medical School, 19.1 percent self identify as multicultural. The School of Dentistry programs (DDS, dental hygiene, and dental therapy) have 21.7 percent of students who self identify as multicultural. Twenty-one percent of the students enrolled in the PharmD program self identify as multicultural. Of the 522 students enrolled in the bachelor of science of nursing (BSN) and Master of Nursing (MN) programs in the School of Nursing, 100 (19.2 percent) self identify as multicultural. Twenty-seven percent of the students enrolled in the master of health care administration and master of public health programs self identify as multicultural.

The University's health sciences schools provide critical infrastructure for health care in Minnesota as a pipeline for workforce development. The programs

Figure 4-AA. Graduation rates for 2009 cohort

Bar chart values: Dental Hygiene (B.S.) 100, Dental Surgery (D.D.S.) 100, Medical Doctor (M.D.), Duluth 96.7, Medical Doctor (M.D.), Twin Cities 92.6, Nursing (B.S.N.) 93.7, Nursing Practice (D.N.P.) 87.7, Pharmacy (Pharm.D.) 95.5, Occupational Therapy (M.O.T.) 100, Veterinary Medicine (D.V.M.) 91.8
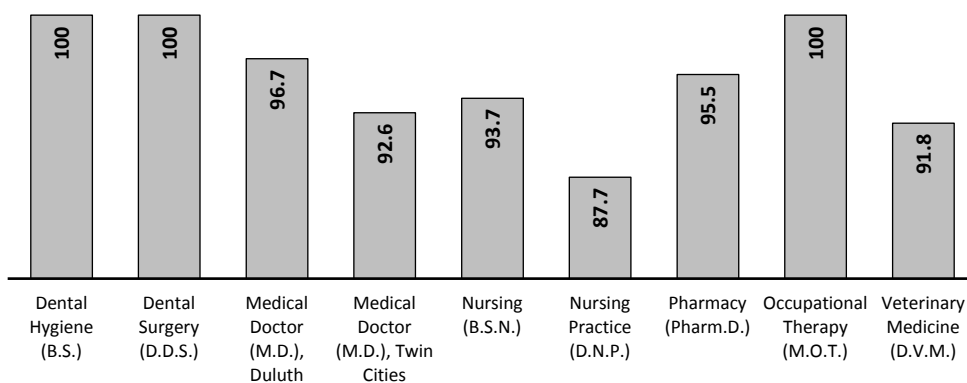
Table 4-14. Health professional student loans, all campuses, 2013

	Number of Graduates	% with Loans	Average Loans
Doctor of Dental Surgery (D.D.S.)	107	90.7	$206,134
Medical Doctor (M.D.)	220	90.9	$162,430
Doctor of Pharmacy (Pharm.D.)	168	89.9	$138,949
Master of Nursing (M.N.)	62	90.3	$45,410
Bachelor of Science in Dental Hygiene (B.S.)	19	63.2	$24,266
Doctor of Nursing Practice (D.N.P.)	109	74.3	$68,104
Bachelor of Science in Nursing (B.S.N.)	123	71.5	$33,161

Table 4-15. Racial and ethnic diversity of students enrolld in health professional programs, all campuses, 2009–2013

	2009	2010	2011	2012	2013
American Indian	1.6%	1.8%	1.5%	1.5%	1.4%
Asian/Pacific/ Hawaiian	7%	7.4%	7.2%	8%	8%
Black/African American	4.3%	4.1%	3.6%	3.3%	3.7%
Hispanic	2.2%	2.2%	1.8%	1.6%	1.7%
International	2.1%	2.3%	2.5%	2.8%	3.1%
White	78.5%	76.4%	73.6%	72%	70.8%
Unknown	4.3%	5.8%	9.8%	10.8%	11.3%

Figure 4-BB. Health professional students by gender, all campuses, 2009–13

Female/Male: 2009 66%/34%, 2010 67%/33%, 2011 68%/32%, 2012 69%/31%, 2013 68%/32%
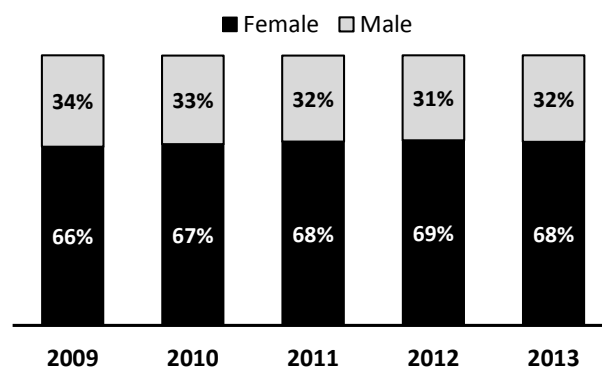
generate significant economic impact, helping improve the health of communities and developing new treatments and cures for major health issues.

- Workforce Development: AHC programs currently train nearly 70 percent of Minnesota's health care workforce in more than 1,500 clinical training partnerships across Minnesota. The AHC is home to the state's only pharmacy, dentistry, and veterinary medicine programs.

- Health Impact: Our health care providers deliver care for chronic and acute conditions in hospitals and clinics across Minnesota. University of Minnesota Physicians is the second largest integrated clinical practice in the Twin Cities. Last year, UMPhysicians and Fairview formed an integrated care system called University of Minnesota Health, making leading edge care available to more patients across the state.

- 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 oversees more than $400 million in research grants each year, accounting for over half of the University's entire research portfolio. The AHC's Clinical and Translational Science Institute, supported by a $51 million Clinical and Translational Science Award by the NIH, helps researchers bring their discoveries into practice and to improve human health.

As the home to the National Center for Interprofessional Practice and Education, the Academic Health Center continues to be a national leader in interprofessional education. The National Center, a unique public-private partnership created in October 2012, is charged to be an unbiased, neutral convener, well-positioned to leverage the resources, influence and expertise of many sectors, including government, the foundations, national associations, professional groups, health systems, educators and policy makers.

The National Center's goal is to provide the leadership, evidence, and resources needed to guide the nation on the use of interprofessional education and

collaborative practice (IPECP) as a way to enhance the experience of health care, improve population health, and reduce the overall cost of care (the "Triple Aim"). The primary focus of the National Center's work is the "Nexus"—the place where health professions education and health care delivery systems partner to meet the demands of transforming processes of care delivery and the challenges in educating and training the next generation of health professionals and how it can contribute to the Triple Aim.

There are three primary avenues through which the National Center is advancing this goal:

- Co-creating and evaluating IPECP models that reconnect education and collaborative practice in Nexus sites across the U.S. and show the impact of this work on the Triple Aim.

- Strengthening and increasing the availability of evidence about the effectiveness of IPECP in achieving the Triple Aim.

- Leading and facilitating the national dialogue among stakeholders in education and health care about the effectiveness of IPECP in achieving the Triple Aim.

Two years into its work, the National Center has established the Nexus Innovations Incubator Network composed of 15 Nexus Innovations Incubator locations in 11 states including Minnesota. These sites serve as the National Center's learning "laboratories," designed as a collaborative of higher education and health systems partners committed to advancing IPECP research and education together.

The Minnesota Nexus is a network of local partners including: Community University Health Care Center (CUHCC), Bethesda Family Medicine Clinic (practice site for the St. Joseph's Family Medicine Residency), Broadway Family Medicine Clinic (practice site for the North Memorial Family Medicine Residency), Phalen Village Family Medicine Clinic (practice site for the St. John's Family Medicine Residency), Smiley's Family Medicine Clinic (practice site for the University of Minnesota Medical Center Family Medicine Residency), University of Minnesota Physicians Women's Health Specialists Clinic at University of Minnesota Medical Center, Touchstone Mental Health and Wilder Child Guidance Clinic.

An essential component to the Network's success is The National Center Data Repository (NCDR), a first-in-the-nation data repository focused on IPECP outcomes. Network members collect data on their own projects and upload de-identified data to contribute to the national understanding of the Nexus on Triple Aim outcomes. The NCDR uses state-of-the-art analysis to test the effectiveness and return on investment of interprofessional models and leverages precious federal and state investment in the UMN information exchange.

As health care environments transform to achieve the goals of providing patient-centered care, improving community health outcomes, and reducing healthcare costs, it is important that the University of Minnesota health professions programs evolve to educate future professionals to work effectively in these transformed environments. To support these efforts, the 1Health initiative works to integrate interprofessional education across the AHC and other University health programs. The 1Health curriculum provides health professions students with opportunities to develop interprofessional competencies so they will be ready for the collaborative nature of the transforming workforce.

The 1Health initiatives are led by a team of interprofessional faculty representatives from across the AHC and AHC Office of Education staff. This team works closely with the Interprofessional Practice and Education (IPPE) Committee composed of faculty representatives from 20 University health professions programs to advance and support development of education and training opportunities for team-based and collaborative practice.

The 1Health curriculum consists of three sequential phases:

Phase I—Orientation: Students develop a foundational knowledge and awareness of roles and responsibilities of health professionals and basic concepts in teamwork though participation in the Foundations of Interprofessional Communication and Collaboration (FIPCC) course. Ten health professions programs have integrated the FIPCC course into their curricula and require student participation and provide faculty facilitators. Over 900 health professions students were enrolled in the FIPCC course in the

fall of 2013 and fall 2014 enrollment is at 1026, with 88 small groups of students meeting across the four campus locations (Minneapolis, St. Paul, Rochester, and Duluth).

Phase II—Necessary Skills: This phase, offered during the middle portion of the student's educational program, is designed to provide opportunities for skill development through the didactic curriculum in areas critical for collaborative practice including team communication, patient safety, and quality improvement while building on the competencies achieved in the FIPCC course.

Phase III—Expertise in Practice: This final phase, open to all University health professions students currently enrolled in clinical rotations, is designed to provide students an opportunity to apply the interprofessional skills and competencies required in a clinical practice or community setting. While on rotation, students observe and reflect on interactions among health professionals at the site and participate in site-specific interprofessional activities such as care planning, team huddles, or group discussions. Following the rotation, students meet for an in-person, facilitated discussion to share observations and reflections related to interprofessional collaborative care. During the 2014–15 academic year, over 500 students from Pharmacy, Nursing, Occupational Therapy, Social Work, and Medicine will participate in an interprofessional activity embedded within a required clinical rotation.

Providing Quality Legal Education

The University of Minnesota Law School offers an outstanding comprehensive legal education that prepares students to become skilled and ethical leaders in the legal profession.

Recruit Highly Prepared Students from Diverse Populations

In recent years, the Law School has recruited an increasingly qualified, talented, and diverse student body. Last year's entering class of 221 J.D. candidates had a median LSAT at the 90th percentile nationally and a median GPA of 3.79. The class was also among the most diverse in Law School history. Nineteen

percent of the students are of color, and another 12 percent come from other countries. The Law School has increased its LL.M. class from 50 to 66 students, bringing talented lawyers from around the world to Minnesota for a one-year master's program designed to introduce them to the U.S. legal system.

The Law School has pursued multiple strategies to enhance student recruitment. Students are more inclined to apply to highly ranked schools, and the Law School has maintained a top-20 *U.S. News and World Report* ranking. In addition, the Law School has expanded its efforts to recruit promising students through a combination of scholarships, fee waivers, admissions outreach efforts, and the development of web and print promotional materials.

The Law School has taken two other steps to improve diversity. Three 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 the Law School to recruit talented and diverse undergraduates. In addition, for the past five years, the Law School has sponsored the Minnesota Pre-Law Scholars (MPLS) Program, a comprehensive law school preparation program that is targeted to underrepresented Minnesota residents.

Applications to the Law School have declined roughly 32 percent in the last two years in keeping with national trends (though applications were at historic highs in the two years before that). Nonetheless, the University is on track to recruit another very talented class for next year, although the size of the class will be smaller than in the recent past.

Extraordinary Education

The Law School offers one of the most rigorous and comprehensive legal education programs in the country. Almost all J.D. candidates graduate in three years except for those earning joint degrees in other University programs. The Law School's innovations in its curriculum 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.

Recently launched initiatives to advance these goals include:

- First-year electives in international law, corporate law, procedural law, and perspectives on the law, bringing internationalism, business skills, and critical thinking about legal theory and legal systems 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, and engaging students with practitioners and judges;

- 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.

Affordability and Access

The Law School has sharply increased scholarship support for its students. Roughly 91 percent of last year's entering class received scholarships, with an average scholarship amount of $23,626. 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 to keep tuition increases to the lowest level feasible.

Research

The University of Minnesota Law School is rated among the top 20 law schools nationally in faculty productivity. From September 1, 2012 to September 1, 2013, law school faculty authored 15 books, 39 book chapters, and 40 law review articles. Two examples illustrate the depth and range of faculty scholarship. Professor Dale Carpenter's book *Flagrant Conduct:*

The Story of Lawrence v. Texas was named one of the 100 Notable Books of 2012 by *The New York Times Book Review* and was selected in 2013 as the winner in the LGBT nonfiction category at the 25th Lambda Literary Awards. Professor Myron Orfield, as Director of the Law School's Institute on Metropolitan Opportunity, has published a series of research reports on metropolitan governance issues that provide resources for policymakers and planning officials to address reform in the areas of land use, housing, and education.

Public Service Outreach

The Law School provides significant services to the community in a variety of ways. The Law Clinic program is one of the largest in the country with approximately one-half of Minnesota law students participating in one or more of the Law School's 26 clinics. Students in these clinics provide legal services to low income clients under the supervision of clinical faculty. With the generous support of the Robina Foundation, the Law School launched this past year the Center for New Americans which will collaborate with leading area law firms and nonprofit organizations to provide urgently needed legal services for diverse immigrant communities. The Law School also partners with the Minnesota Justice Foundation to sponsor a Law School Public Service Program. During the past school year, 174 law students were placed with legal service providers. These students provided 6,250 hours of pro bono legal services to 2,379 clients.

Research and Discovery

Conducting breakthrough research that moves us forward. Our researchers

improve our understanding of the world and how we work and live.

Introduction

As noted on page 1, the University research mission is to generate and preserve knowledge, understanding, and creativity by conducting high-quality research, scholarship, and artistic activity that benefit students, scholars, and communities across the state, the nation, and the world.

To help achieve this vision, the University has adopted a robust research strategic plan, Five Years Forward, to help develop new initiatives with partners across the University system. In alignment with the Twin Cities strategic plan and other campus plans, the research plan builds upon the University's many strengths and creates opportunities to bring researchers together in new ways to foster discoveries and make the world a better place.

The University's research and development expenditures rank among the most by U.S. research institutions (Table 5-1). Annually, the University spends over $800 million on research with an economic impact of $8.6 billion a year for the Minneapolis-St. Paul metro areas.

Enhancing Research Excellence

The University is focused on providing education that generates knowledge, understanding, and creativity. Students become leading scientists and teachers, engineers and artists, health and business professionals and faculty contribute to innovations and scholarship that improve human health and quality of life and advance our understanding of the world.

The University is therefore committed to enhancing research excellence by investing in research infrastructure and faculty, and by educating students for the industries of tomorrow.

Research Infrastructure Reinvestment

The Research Infrastructure Reinvestment awards are one way the University ensures it maintains robust, state-of-the-art equipment to support research and academic endeavors, even as federal funding for research stagnates nationwide. These improvements to research infrastructure support the University's talented researchers as they explore new ideas,

form interdisciplinary partnerships, and make groundbreaking discoveries.

The awards are investments designed to ensure the viability of existing, critical facilities and research support services on all campuses.

This past fiscal year, the program provided an initial $1.4 million investment, with a required one-to-one match from the supporting colleges or centers. A total of twelve awards were granted, amounting to nearly $3 million invested in projects that will benefit research in at least seven colleges and three centers across the University, representing a wide variety of needs and interests, from higher-quality imaging tools like X-rays and electron microscopes to digital fabrication equipment like 3D printers and laser cutters. Over the past five years, $30.2 million, including matching funds, have been invested through the Research Infrastructure Reinvestment Program.

Grant Match/Grant-in-Aid

The Grant-in-Aid of Research, Artistry and Scholarship Program provides grants to support scholarly and artistic activities of faculty and their graduate students to foster excellence throughout the University. Grant-in-Aid (GIA) projects represent the breadth and depth of University research in all disciplines and fields. While anyone can apply for GIA funding, it plays an especially important role by providing new professors and emerging researchers opportunities to pursue research and scholarship that may not yet have received external funding. In the past five years, $15 million has been awarded through the GIA program.

Research Opportunities for Students

An important part of the educational experience at the University is the opportunity for students at all levels on all five campuses to engage with outstanding research faculty, not just in the classroom, but also in new research and creative projects. Undergraduate students, for example, can learn critical skills through the Undergraduate Research Opportunities Program. Graduate and professional students work alongside faculty in the laboratory and in the creative studio and thus they play a critical role in generating new knowledge and creative works. Graduate students

Table 5-1. Top 15 institutions reporting largest research and development expenditures, 2011–12

		2012		2011		Percent Change 2011–12
		Total*	Public Rank	Total*	Public Rank	
1	Johns Hopkins U.	$2,145 million		$2,106 million		-2%
2	U. of Michigan–Ann Arbor	$1,279 million	1	$1,323 million	1	+3%
3	U. of Wisconsin–Madison	$1,149 million	3	$1,170 million	2	+5%
4	U. of Washington–Seattle	$1,112 million	2	$1,109 million	3	-4%
5	U. of California–San Diego	$1,009 million	4	$1,074 million	4	+6%
6	U. of California–San Francisco	$995 million	5	$1,032 million	5	+4%
7	Duke U.	$1,022 million		$1,009 million		-1%
8	U. of California–Los Angeles	$982 million	6	$1,003 million	6	+2%
9	Stanford U.	$908 million		$903 million		-1%
10	Columbia U.	$879 million		$889 million		+1%
11	U. of North Carolina–Chapel Hill	$869 million	8	$885 million	7	+2%
12	U. of Pittsburgh	$899 million	7	$867 million	8	-4%
13	U. of Pennsylvania	$886 million		$847 million		-5%
14	**U. of Minnesota–Twin Cities**	**$847 million**	**9**	**$826 million**	**9**	**-3%**
15	Massachusetts Inst. of Technology	$724 million		$824 million		+12%

become leaders, not just in research, but also in higher education, as they prepare to become future faculty around the world.

Risk Recalibration

On average, 42 percent of research time is spent on administrative functions. This is unfortunate, so to address this, the University has been seeking ways to increase operational efficiency and cut unnecessary administrative costs system-wide.

While work in this area is ongoing, in fiscal year 2014, the University achieved the following cost reductions through its continuing commitment to strategic risk management and reduction of administrative burden.

The total financial impact of these initiatives is nearly $9 million. Specific progress includes:

- Implementation of multiple initiatives related to regulatory inspections for animal research, reducing duplication of effort across units and resulting in a time savings of 686 hours.

- Streamlined Institutional Review Board processes to facilitate more collaborative agreements with other institutions.

- Initiation of several measures that streamline the technology licensing process and generate revenue for the University.

- Elimination of the Responsible Conduct of Research continuing education course requirement for faculty, resulting in 3,900 hours of total annual time savings.

- Reduction of administrative review and researcher certification for effort reporting by approximately 10,000 statements per year.

A pilot project aimed at reducing administrative burden from the ground up is also underway at the University of Minnesota Duluth and the Twin Cities campus College of Science and Engineering. The project will result in the development of a model to facilitate collaborative review of policies and procedures between faculty and staff and ultimately improve decision making related to risk recalibration and the reduction of administrative burden.

Accelerating the Transfer of Knowledge

The University is committed to engaging in dynamic outreach and service within communities. The University and its partners share knowledge and resources to address the grand challenges of a diverse and changing world.

To drive change and help address these challenges, the University must create opportunities for public-private partnerships that move information out of the ivory tower and into the communities where it can do the most good.

To this end, the Office for Technology Commercialization (OTC) has:

- Launched a University record 15 startups during fiscal year 2014. This is the fifth consecutive year of launching a record number of startups.
- Since the OTC-Venture Center was formed in 2006, University startups have raised in aggregate almost $110 million in investment capital.
- Since the OTC-Venture Center was formed in 2006, the University has launched 74 startups, with over 80 percent still active, and has developed a strong startup pipeline.

Additionally, three initiatives are accelerating innovation into the marketplace.

- Minnesota Innovation Partnerships (MN-IP) has led to more than 130 agreements with over 90 companies.

- Discovery Capital investment program provides seed funds for the most promising University technologies. Launched earlier this year, the program will offer $350,000 in seed funding that must be matched by an external partner. The program is expected to launch two to three deals each year.
- The University won a National Science Foundation grant that brought in $300,000 to enhance the entrepreneurial ecosystem at the University. This effort (called MIN-Corps) is a collaboration among the OTC, Holmes Center for Entrepreneurship within the Carlson School of Management, and the Technology Leadership Institute within the College of Science and Engineering.

Advancing Transdisciplinary Partnerships

The University advances transdisciplinary partnerships by encouraging collaboration between researchers and among disciplines in order to derive new concepts and approaches and to enable new ways of understanding.

Economic Development

In 2013, the University revamped its business relations office to streamline economic development activities and to advance partnerships with business and industry throughout the state. In the past year, the Office of University Economic Development (UED) has forged new relationships with Minnesota companies across all sectors and has developed strong partnerships with numerous business advocacy groups and state agencies, such as the Minnesota Department of Employment and Economic Development.

Companies are increasingly shifting away from pure philanthropy when engaging research universities and are seeking collaborations with academia to improve their competitive position and business operations. In response to this trend, the University Economic Development office and the University of Minnesota Foundation are formally partnering to facilitate more relationships that strengthen local and global companies while also benefiting the University.

The specific goals of the partnership, named the Corporate Engagement Workgroup, are:

- to make it easier for companies and economic development groups to connect with the University;
- to more effectively collaborate with companies on workforce and innovation; and
- to convene corporate and community partners around strategic initiatives.

The University expects more mutually beneficial relationships to emerge as a result of this new partnership.

Minnesota's Discovery, Research and InnoVation Economy (MnDRIVE)

MnDRIVE is a landmark partnership between the University of Minnesota and the state that aligns areas of University strength with the state's key and emerging industries to produce breakthrough research that addresses the state's and society's greatest challenges. In the first year, $34.5 million has been authorized for more than 120 MnDRIVE projects across four research areas, involving approximately 354 researchers in 70 departments, 20 colleges, and three campuses (Twin Cities, Duluth and Morris).

Highlights

- Hired 111 people, including 16 faculty, 46 graduate students and 22 staff and technicians.

- Awarded nearly $6 million in funding for twelve transdisciplinary research projects that involve 87 faculty in 50 departments and 16 colleges across three campuses. Projects are supported by 31 external partners, including Cargill, 3M, Medtronic, Polymet Mining, Great River Energy, Georgia Pacific, and four state agencies.
- Constructed a 4,300 square foot robotics lab to advance cutting edge robotics research.
- Submitted 21 patents and licenses based on MnDRIVE research and innovation.
- Leveraged $7.3 million in state, federal and private funding for 24 projects, including major funders such as Boston Scientific, National Science Foundation, and National Institutes of Health.
- Held 110 meetings, symposia, workshops, and conferences with more than 6,000 attendees ranging from researchers and students to industry partners and academic collaborators.

University of Minnesota Informatics Institute (UMII)

The UMII was formed in January 2014 to foster data-intensive research in agriculture, engineering, environment, health, humanities, and social sciences and is supported in part by MnDRIVE. In July, UMII awarded six faculty from across two campuses Transdisciplinary Faculty Fellowships to provide leadership in transdisciplinary collaborative projects that involve informatics.

Outreach, Service, and Engagement

Partnering with communities to advance research, share knowledge, and provide students with powerful academic experiences that address the challenges of a diverse and changing world.

Introduction

Publicly engaged research, teaching, and outreach initiatives enhance the University's capacity to produce research of significance, improve educational experiences of students, and be a knowledge source for the public good. The University leverages the special opportunities of each campus location and the full range of state and regional assets—communities, businesses, government and nonprofit partners, and cultural assets from performance groups to museums and libraries—with a spirit of reciprocity, guided by a commitment to engagement that ensures mutual benefit.

The University's Ten-Point Plan for Advancing and Institutionalizing Public Engagement focuses on deepening the use of community-engaged and community-partnered work to further the research and teaching goals of academic units, and to address some of the most complex and difficult issues in society. The following are some initiatives supported during the 2013–2014 academic year:

- The annual **President's Community-Engaged Scholar Award**, which recognizes one faculty or staff member annually for exemplary engaged scholarship. This year, the award was presented to Department of Medicine Professor Michele Allen, whose research has focused on how equitable research partnerships can improve translational science and who worked to incorporate diversity-focused student service-learning experiences into the medical school curriculum.
- The **Public Engagement Council**, a University-wide deliberative body, addressed eleven policy issues important to the advancement of public engagement.
- The **Engaged Scholar Workshops**, a three-part promotion and tenure series, assisted faculty involved in community-engaged research and teaching to effectively document engaged scholarship in promotion and tenure portfolios.
- The **Twin Cities Public Engagement Network** was launched as an opportunity for managers and directors of units that conduct publicly-engaged work to convene regularly, explore the range and scale of engagement work taking place across the campus, and offer campus administrators suggestions and feedback for furthering the University's public engagement agenda.
- Five **Issue Area Networks** have been created to build a unified, systems approach to public engagement by networking over 90 existing engaged research, teaching, and outreach units in the areas of diversity, equity, and inclusion; economic development; food; transportation; and youth and education.

Leading Nationally as an Engaged University

The Ten-Point Plan has been cited as a model for university-wide engagement by various national and international groups including The Research Universities for Civic Engagement and the Global University Network for Innovation. Other institutions, including Cornell University, University of Texas, University of North Carolina-Chapel Hill, and McMaster University, have used elements of the Ten-Point Plan as a guide for establishing their own university-wide public engagement agendas.

Several other indicators are shown in Table 6-1:

- The Twin Cities campus was one of six research universities to receive the Carnegie Foundation's Community Engagement Classification in 2006, and was singled out as an exemplar and a model for other applicants. The Twin Cities campus completed a renewal application this year and will learn of their classification status in December 2014.
- Among comparison group institutions, the Twin Cities campus ranks 8th (66th overall) in the number of students who go on to serve in the Peace Corps and 2nd (17th overall) in the percentage of work-study positions (34 percent) that are community-service focused. Additionally, the University ranks 6th (111th overall) in the hours of service contributed to communities.

Although a number of publications rank college and university contributions to the public good, there is skepticism about how well rankings can assess such contributions. Nonetheless, the rankings offer a glimpse into how external entities perceive societal 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 second to last among its comparison group (Table 6-2) and currently ranks 35 of 277 universities included in the assessment.

These rankings and numbers do not reconcile with other indicators that demonstrate the ways in which the University has assumed a leadership role both nationally and internationally to advance public engagement in higher education. Examples include:

- In 2014, the University was one of five U.S. institutions invited to participate in the State Department's United States-Pakistan Initiative in Higher Education on Civic Engagement. A University delegation traveled to Pakistan to help train faculty at various Pakistani universities about the University of Minnesota's Ten-Point Plan for Institutionalizing Public Engagement.

- The **Crookston** and **Duluth** campuses each received a listing on the 2013 President's Higher Education Community Service Honor Roll, which recognizes higher education institutions that achieve meaningful, measurable outcomes in the communities they serve.

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

Engaging Students in Powerful Academic Experiences

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

Table 6-1. Public engagement measures, Twin Cities campus and comparison group institutions, in alphabetical order, 2014

Institution	Received Community Engagement Classification	Member of TRUCEN	United States Peace Corp Rank	Percent of Community Service Work-Study	Community Service Hours Rank
Ohio State U.–Columbus	2008	No	63	24%	82
Penn. State U.–University Park	2008	No	85	24%	172
U. of California–Berkeley	X	Yes	26	19%	108
U. of California–Los Angeles	2006	Yes	25	20%	13
U. of Florida–Gainesville	X	No	32	8%	172
U. of Illinois–Urbana-Champaign	2008	No	68	24%	172
U. of Michigan–Ann Arbor	2008	Yes	22	13%	37
U. of Minnesota–Twin Cities	**2006**	**Yes**	**66**	**34%**	**111**
U. of Texas–Austin	X	Yes	76	36%	172
U. of Washington–Seattle	X	Yes	13	20%	172
U. of Wisconsin–Madison	2008	Yes	19	16%	94

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

Table 6-2. *Washington Monthly* Social Good national university rankings sorted by 2014 rankings, Twin Cities campus and comparison group institutions, 2010–14

Institution	2010	2011	2012	2013	2014
U. of California–Berkeley	2	3	5	5	3
U. of California–Los Angeles	3	2	6	10	5
U. of Washington–Seattle	16	23	8	13	7
U. of Michigan–Ann Arbor	7	10	13	12	13
U. of Wisconsin–Madison	23	29	18	15	17
Ohio State U.–Columbus	46	42	37	28	18
U. of Texas–Austin	5	19	23	18	20
U. of Florida–Gainesville	42	28	21	24	21
U. of Illinois–Urbana-Champaign	64	38	22	19	26
U. of Minnesota–Twin Cities	**43**	**45**	**28**	**56**	**35**
Penn. State U.–University Park	35	47	98	91	84

Source: Washington Monthly Annual Survey

Data from the 2013 Student Experience in the Research University survey indicate that 84 percent of undergraduate students surveyed considered opportunities to connect their academic work with community-based experiences important. Not only can public engagement activities support student learning and development outcomes; public engagement can also serve as a vehicle to recruit students to the University who are looking for these opportunities.

To address student demand, a growing number of service-learning opportunities have been offered to students across a greater number of disciplines at the Twin Cities campus (Figure 6-A).

Service-learning integrates community engagement experiences with students' academic coursework. During 2013–2014 on the Twin Cities campus, 3,933 undergraduates enrolled in service-learning activities offered in 206 academic courses through 63 departments. This is the largest number of departments and students participating in service-learning since tracking started in 2002 (Figure 6-B).

The **Community Engagement Scholars Program** is an opportunity for undergraduate students on the Twin Cities campus to immerse themselves in a rigorous community-based learning program. Through a cohort model, students take eight credits of service-learning coursework, participate in structured reflection sessions, volunteer for a minimum of 400 hours with a community organization, and complete a final capstone project in partnership with a community organization. Upon completion of the program, students receive official recognition at graduation and on their academic transcript. Today, the program includes 247 students.

In addition, many colleges and departments offer community-based learning experiences for students. Examples include the following:

- The **College of Food, Agricultural, and Natural Resource Sciences** (CFANS) has developed a college-wide curriculum that incorporates community-based learning experiences into student requirements for graduation and launched a multi-year initiative to enhance the intercultural competency of all CFANS undergraduates.

- The **Resilient Communities Project** (RCP) builds partnerships with one community per year to facilitate course-based projects that meet community-identified sustainability needs. During the 2013–2014 academic year, RCP partnered with the City of North St. Paul on 16 projects that engaged 35 courses across eleven colleges at the Twin Cities and Duluth campuses, and provided hands-on, applied research opportunities to more than 300 graduate and undergraduate students.

- Graduate students formed the **Cedar Humphrey Action for Neighborhood Collaborative Engagement**, which hosted monthly gatherings with Cedar Riverside neighborhood residents, organized a West Bank Flavor event to promote neighborhood businesses on campus, and conducted a community-based research project in partnership with the West Bank Community Coalition on empowering young adults.

- The **Center for Small Towns** (CST) received a two-year commitment of operating support from the Otto Bremer Foundation, which launched 50 projects in 18 distinct non-profit organizations and government agencies, spanning 35 Minnesota counties, and involving four Morris faculty and 48 Morris students.

- The 2014 **Acara Challenge** supported eleven teams of student entrepreneurs to develop innovative business solutions for environmental and social challenges.

- The **Mobile Dental Clinic** travels to communities throughout the state to serve primarily underserved populations. The mobile clinic provides preventative and primary dental care services through a dental-student rotation that prepares the future dentists of Minnesota.

- All **Rochester campus** Health Sciences students are required to complete a capstone experience, many of which involve community-based research, service, or work experiences.

- The **Interdisciplinary Center for the Study of Global Change**, with the **Humphrey School of Public Affairs,** offers students summer field experiences and capstone projects with local and international development organizations.

Figure 6-A. Number of departments offering service-learning courses, Twin Cities campus, 2009–2014

■ Departments Offering Service-Learning Courses
☐ Total Service-Learning Courses

Source: Community Service-Learning Center, University of Minnesota
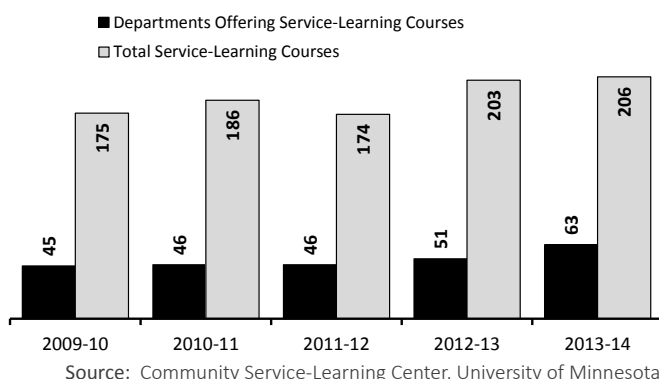
Figure 6-B. Number of students enrolled in service-learning courses, Twin Cities campus, 2009–2014
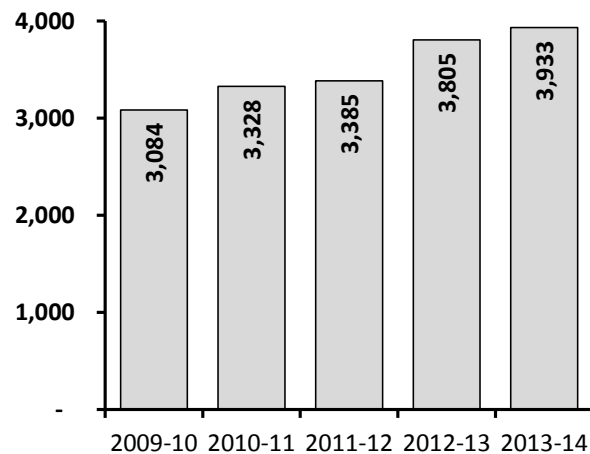
Source: Community Service-Learning Center, University of Minnesota

In addition, the University supports students' involvement in internships, clinical practica, and other community-based learning experiences in partnership with local and international businesses, health organizations, and governmental agencies.

Incorporating Community-Based Knowledge to Advance Research

Faculty and other investigators from all collegiate units and campuses conduct research in the public interest. The units that support community-engaged research initiatives work with individual faculty members, departments, and colleges to leverage funding, provide technical assistance, and develop quality partnerships with community-based constituents. Examples include the following:

Art

- The **School of Music**'s Community Engagement Leadership team funded eight faculty and graduate student research projects to bring high-quality music experiences to participants and audience members across the Twin Cities.

Economic Development

- **Humphrey School of Public Affair's** research evaluated Hennepin County's delinquent property tax enforcement and tax-forfeited land administration programs, and provided recommendations for county administration and policy makers.

- The **Center for Rural Design** pursued an effort to increase community capacity by enhancing rural citizens' access to digital geographic information and mapping tools. The project, Digital Towns, enhances economic development possibilities and builds social capital for rural communities.

Environment and Sustainability
- The **Law School**'s capstone class partnered with Hennepin County's Environmental Services Department to research strategies for expanding distribution of the energy produced by the County's waste-to-energy facility.
- Extension's **Regional Sustainable Development Partnerships (RSDP)** brought together greater Minnesota communities and University resources to drive sustainability in agriculture and local food systems, tourism, natural resources, and clean energy. RSDP supported more than 135 projects statewide, including a cold climate greenhouse guide, a tourism assessment project for small communities, an online local food college, and promotion of LED lighting in turkey barns.

Food
- A team of faculty from the **College of Food, Agricultural, and Natural Resource Sciences** and **Extension** partnered with the Minnesota Fruit and Vegetable Growers Association, local grocery stores, and a variety of locally-sourced restaurants to research year-round local food production in Minnesota.
- The **Healthy Food, Healthy Lives Institute** awarded $73,000 in spring 2014 to two faculty research teams to focus on food safety issues and the prevention of diet-related chronic disease and obesity.

Health
- The **Clinical and Translational Science Institute** awarded $300,000 to five community-University research projects that address important health issues identified by Minnesota communities. Funded projects focus on themes such as maternal health for diverse populations, chronic disease issues, mental and behavioral health for children exposed to violence, and managing hyperuricemia and gout in Hmong populations.

- The **Research for Indigenous Community Health Center** hosted a research-focused summit in 2014 on food, medicine, and other traditional sources of healing. The summit included traditional medicine workshops, indigenous chef presentations, and indigenous research projects to improve community-level wellness and prevention of disease.

Transportation
- **Access Across America: Transit 2014** examined job accessibility by mass transit in 46 of the 50 largest metropolitan areas in the United States. The most detailed such evaluation to date, the research allows for a direct comparison of transit accessibility in America's largest metropolitan areas.
- The **Center for Transportation Studies**' researchers partnered with Metro Transit to develop "super hybrid" buses. These unique buses use all-electric systems to power necessary accessories and have higher fuel efficiency and fewer emissions.

Youth and Education
- The **Institute of Child Development**'s Achievement Gap Community Symposium focused on the importance of early brain development in academic success and included research on the impact of poverty and trauma, toxic stress, and homelessness, as well as on the importance of a child's understanding of English prior to formal schooling.
- The **Center for Adolescent Nursing** has partnered with Minneapolis Public Schools to evaluate the outcomes of Lead Peace, a county-school-community service-learning program that engages high school students in experiential learning opportunities.
- Five professors from the **College of Education and Human Development** began a three-year collaborative project working in Burkina Faso, Chile, Malaysia, Mexico, Pakistan, Rwanda, South Africa, and Zimbabwe. They will study effective practices for building University-based social entrepreneurship programming that advances youth economic participation and development.

Partnering with Diverse Communities to Translate Research into Practice

While many of the University's community engagement initiatives advance research and teaching agendas, many also provide outreach and service to Minnesotans and populations around the globe.

Rural Communities

- In 2013, the mobile apps **"Hay Price Calculator"** and **"Healthy Horse"** were released. These apps—1,500 of which were purchased by the end of summer 2014—help horse owners make cost and health decisions for their animals.

- **4-H on Wheels** serves Somali and Hispanic youth in Willmar on site at their housing developments. In collaboration with United Way and Willmar County Education, this program serves more than 300 youth at six sites during the summer months.

Urban Communities

- The **Community University Health Care Center** provides medical, mental health, and dental services to 11,000 people annually. In addition, 300 health science students, residents, and fellows learn about providing services to low income and diverse patients. Supportive social services including legal services, assistance in enrolling in public health insurance programs, and programs related to domestic and sexual assault.

- The **Urban Research and Outreach-Engagement Center** partnered with the Institute on Domestic Violence in the African American Community and community leaders to address the issue of youth violence in north Minneapolis.

- The **University Northside Partnership** focuses on the community-identified issues of education, health and wellness, and community and economic development.

Industry Development

- Minnesota's agricultural industry is the second-largest segment of the state's economy, generating over $75 billion in economic activity each year. The 2014 farm bill expands the number of farm businesses eligible to participate, so some will be new to the program and all will face new choices about how they will manage risk. **Extension**, in collaboration with the U.S. Department of Agriculture's Farm Service Agency, is delivering education on the farm bill to producers, landlords, and agricultural professionals.

- The **Local Food Advisory Committee** brings together the Minnesota Institute for Sustainable Agriculture, Minnesota Department of Agriculture, Minnesota Department of Health, Extension faculty and staff, and representatives from eight other stakeholder groups, including four farmer organizations, to share information about the intersection of state regulations and local food systems and problem-solve in a non-adversarial setting.

K–12 Support

- The **College Readiness Consortium** worked with 100 middle and high schools across Minnesota, reaching 55,000 students, to implement Ramp-Up to Readiness, a school-wide program designed to prepare all students for post-secondary success.

- The **Healthy Youth Development-Prevention Research Center** hosts a week-long summer institute each year focusing on connecting community and scholars to the study of adolescent health issues. More than 60 individuals from the University and the community agencies gather to learn community-based best practices to create healthy communities for all youth.

- Working to reduce the achievement gap, the **Path to Reading Excellence in School Sites** (PRESS) helps schools establish systems and practices for all K–5 students to become capable readers. PRESS has been implemented in 23 schools in Minnesota and has facilitated workshops attended by nearly 500 educators statewide. Additionally, over 300 copies of the PRESS intervention and assessment manuals have been sold nationwide.

- Students visiting the **Cedar Creek Ecosystem Science Reserve** engage in a variety of activities ranging from tours of various ecosystems and research sites to investigations illuminating basic ecological concepts. Students are encouraged to actively "do science" and grapple with the complex concepts of ecology.

Operational Excellence:
Faculty and Staff

Employing world-class faculty and staff who are innovative, energetic, and dedicated to the highest standards of excellence.

Introduction

The University of Minnesota's success in achieving its mission and solving the grand challenges of a diverse and changing world can only be accomplished through its exceptional faculty and staff. With 25,680 employees system-wide, and with faculty and staff accounting for about 62 percent of the University's total spending, people are by far our most important resource. As a knowledge-based organization, our research and discoveries, teaching, community outreach, and public service depend on recruiting, retaining, and sustaining the highest caliber of talent.

The University is committed to providing its faculty and staff with market-based compensation, benefits, development opportunities, and a supportive work environment to foster employee engagement and well-being so they can achieve the mission of the University.

A Highly Engaged Faculty and Staff

Engagement sets great organizations apart by connecting employee dedication and commitment to collective excellence and well-being. University leadership identified employee engagement as a priority that can help the University attract, recruit, and retain top-quality talent and improve productivity.

Employee engagement profoundly shapes both the quality of the faculty and staff experience and workplace outcomes. It fosters collaboration and innovation along with resilience, well-being, and the ability to sustain a high level of performance. The overall goal of engagement at the University is to increase productivity, satisfaction, and the quality of service across all colleges, units, and campuses by developing effective workplace environments.

The University launched its employee engagement program in the fall of 2013 by surveying faculty and staff. The two critical domains of engagement measured by the survey are commitment and dedication and effective environment. The initiative was a significant undertaking: It encompassed all five campuses and more than 18,000 employees. Crucially, the University's survey was designed not just to measure employees' opinions or level of satisfaction but to yield actionable data to guide improvements at the local level.

In all, 11,037 faculty and staff members took the survey, resulting in a 57 percent response rate—the highest-ever participation in an employee survey. The study showed a high level of employee engagement (Figure 7-A and Figure 7-B). Overall, on the issue of commitment and dedication, 73 percent responded favorably, 16 percent neutrally, and just 12 percent unfavorably. Those results were comparable to or better than the norms for high-performing global companies.

Figure 7-A. Faculty and staff engagement responses about commitment and dedication, University of Minnesota, fall 2013

	■ Favorable	▨ Neutral	☐ Unfavorable
Faculty	73%	16%	12%
Staff	73%	16%	12%
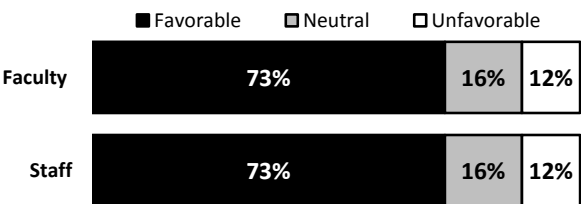
Numbers are rounded.
Source: 2013 University of Minnesota Employee Engagement Survey

Figure 7-B. Faculty and staff engagement responses about effective environment, University of Minnesota, fall 2013

	■ Favorable	▨ Neutral	☐ Unfavorable
Faculty	65%	17%	19%
Staff	63%	17%	20%
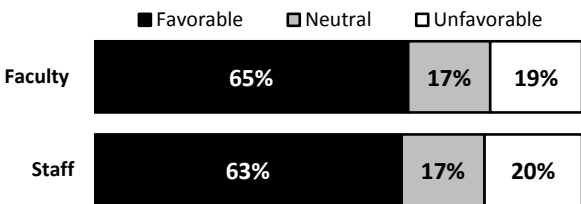
Numbers are rounded.
Source: 2013 University of Minnesota Employee Engagement Survey

The survey was only the beginning of the University's employee engagement efforts. College and unit leaders, in collaboration with human resource representatives, are responsible for sharing the survey results with their teams. Over 80 online action-planning toolkits and resources are available to leaders and teams as they develop plans to enhance employee engagement based on the specific opportunities identified by the survey. In addition, the University formed "communities of practice" to facilitate knowledge sharing and dissemination of best practices among human resource staff, managers, and supervisors.

The 2014 Employee Engagement survey was administered in fall 2014. Employee engagement efforts over the next year will offer more tools and support to mid-level leaders for improving engagement and will provide more avenues for sharing engagement ideas and practices across the University.

The Office of Human Resources is partnering with other units and sharing engagement data analysis to support the Twin Cities campus strategic plan efforts, including working with the Office of Equity and Diversity on diversity and inclusion efforts. The data are also being used to identify common leadership challenges and strengths.

The University's engagement program received the 2014 Midwest Region Excellence in Human Resource Best Practice Award from the College and University Professionals Association for Human Resources.

Faculty Satisfaction

In fall 2013 and winter 2014, the University participated in Harvard University's Collaborative on Academic Careers in Higher Education (COACHE) survey. The survey—which was administered on the Twin Cities campus and covered responses to questions about perceptions of tenure, institutional climate, culture and collegiality, institutional policies and practices, and global satisfaction—has produced benchmark data that will inform faculty development work aimed at fostering a culture of support and success.

The results of the survey include comparisons with other peer universities and thus provide a helpful data about faculty satisfaction levels at other institutions.

The University compares favorably in a number of areas, including those associated with promotion and tenure and facilities. Moreover, overall satisfaction is high (69 percent of faculty responded they would select the University of Minnesota again, peers 67 percent); the University compares well as a place of work (72 percent, peers 65.2 percent) and in terms of satisfaction with benefits (83 percent, peers 69.3 percent). The survey also provides valuable and actionable information about areas in which the University can improve, such as departmental climate and engagement.

An Employer of Choice

To attract and retain talented faculty and staff, the University must offer competitive salaries and benefits, along with clear paths for advancement. The University strives to maintain a compensation package that is competitive with peers and labor markets, as directed by the Board of Regents.

At the same time, compensation must be balanced with the University's overall need for cost containment and efficiency. The portion of the University's total budget spent on compensation has remained relatively stable (roughly 61 percent to 62 percent) since 2009.

The most recent report to the Board of Regents shows that salaries of senior leaders and faculty are on par or slightly below their peers at comparable colleges and universities. University salary increases have trended lower than the general market rate since 2007: 5.5 percent below the local Twin Cities market, 4 percent below other higher education institutions, and 6.2 percent below the national rate of increase.

Salary is one component of a total compensation package that also includes medical and dental benefits, disability and life insurance, flexible spending accounts, long-term care insurance, retirement, and wellness programs.

Comprehensive, Affordable, and Competitive Health Benefits

The University of Minnesota's self-insured health program, UPlan, provides a full complement of medical and dental benefits, along with short-term and long-term disability coverage.

Figure 7-C. Cumulative cost savings, University of Minnesota, 2006–2014
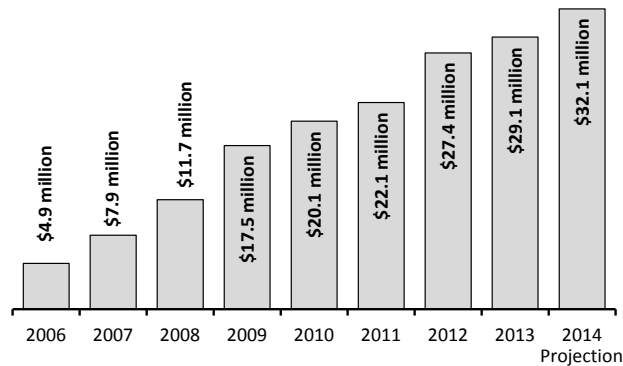
Source: Office of Human Resources, University of Minnesota

Through careful management, UPlan has saved $32 million in costs since 2006. Approximately 95 cents of every dollar goes to care, well above the Affordable Care Act's standard of 85 cents (Figure 7-C).

Of the University's total benefits costs, health benefits account for the greatest cost increases (rising from 21 percent to 24 percent in five years). Even so, the University is aggressive in managing its costs, and UPlan's projected 5.8 percent increase in 2014 is expected to be below the national trend of 7 percent and has been for five years. The University controls costs in several ways, including negotiating lower administrative fees and premiums with vendors, closely monitoring vendor performance, increasing the use of generic medications, and managing negotiations between providers and health plans (Figure 7-D).

The University has also been very assertive in creating new programs for controlling costs. In the last year,

for example, the U launched a new Accountable Care Organization plan—a low-cost, narrow-network, coordinated-care plan that emphasizes outcomes rather than fees for service. The ACO has already attracted more than 1,000 enrollees.

Strong Return on Investment for Wellness Program

For ten years, the University has offered an extensive Wellness Program to increase the health, fitness, and well-being of its faculty and staff. The program has been very well received by employees, and the University is continually looking for ways to enhance its offerings. By participating in University-sponsored wellness programs, employees can earn points that translate into savings on their insurance premiums. Wellness programs include health assessments, health coaching, fitness, and disease management. The University offers specific programs for tobacco cessation and for managing weight, chronic diseases, medication, stress, and much more. For 2015, the Wellness Program will increase the amount employees can save on premiums by engaging in healthy activity, and it has improved the online experience for managing personal health.

Emphasizing the health, well-being, and quality of life of our faculty and staff in turn leads them to be more fully engaged and positive about their jobs. As an important byproduct, it also significantly reduces the University's health insurance costs. The Wellness Program has been shown to return $1.63 to the University for every dollar invested.

Faculty & Staff

Figure 7-D. Aggregate health care trend, University of Minnesota, 2007–2014

Source: Office of Human Resources, University of Minnesota

79
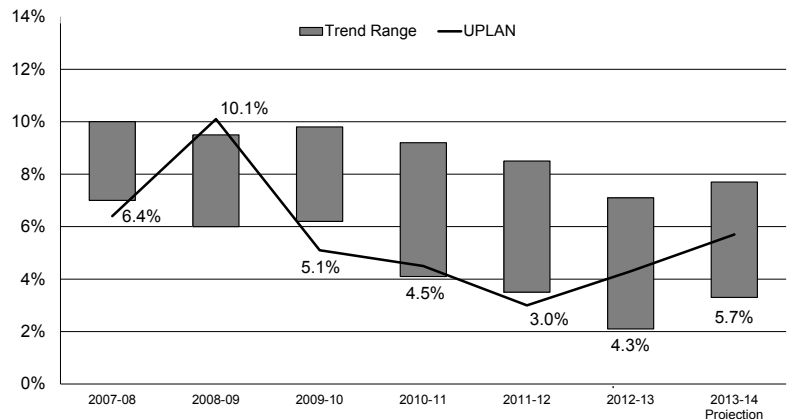
Faculty Development Initiatives

Professional development opportunities and support for faculty throughout their careers are essential to fostering a professoriate that is engaged, connected, thriving, and achieving. To that end, the University provides and encourages a number of programs and initiatives designed to ensure faculty and instructional staff have opportunities to learn, grow, and advance.

The Center for Educational Innovation (CEI) is a new system-wide center (consolidating the Center for Teaching and Learning and the Office of eLearning) that supports effective delivery of instruction across the spectrum of teaching modalities, from face-to-face to massively online courses (MOOCs), at all levels of University instruction. The Center has three high-level goals: 1) a coordinated service model to ensure that instructional support resources support institutional priorities; 2) alignment of academic technology investments and academic priorities; and 3) clarification of the University's strategy for curricular innovation. Center staff work with faculty and academic units to advance curricular innovation through centrally and locally funded initiatives, workshops, and consultations with faculty.

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, learning best practices for 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 leaders at this university, and others in the CIC,

for focused discussion on 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.

Employee Assistance Program

This counseling service provides confidential consultation and referrals, by phone or in-person, for any personal or work concern affecting well-being. In 2014, the number of sessions employees can request was doubled to eight a year—four for free and the remaining four, if needed, for a $15 copay. Also in 2014, the program became available to all benefits-eligible employees on all campuses. The consultations, by University partner the Sand Creek Group, are offered for issues related to work productivity and relationships, conflict resolution, mental health, substance abuse, family and personal relationships, and coping with stress.

New Financial Counseling Program

Financial well-being is another important factor in employee satisfaction and performance. Recently, the University began offering its employees and their families a new benefit, Financial Choice, which provides an array of confidential financial counseling services. The University contracted with LSS Financial Counseling, which has been providing financial counseling to University students for more than ten years. University employees and family members can receive up to six free sessions a year with a certified financial counselor, who can help create a budget, increase retirement savings, manage student loans, avoid identity theft, or set financial goals. LSS offers counseling at eleven locations around the state or by telephone and online.

Job Equity and Clear Career Paths

The University is nearing the end of a comprehensive redesign of its decades-old job classification system. Project goals are to:

- Attract and retain talented employees by
  - providing more clearly defined job titles and career paths;
  - ensuring compensation is competitive with the general job market;
  - creating equity among similar jobs across the University; and
- Streamline HR practices, replace outdated classifications, and create a more efficient system.

The study encompasses all Civil Service and Academic Professional and Administrative positions on all five campuses—about 10,500 employees.

To conduct the study, the University identified 18 broad job families, such as campus operations, information technology, and student services. For each job family, position descriptions were gathered and reviewed, and extensive analyses compared jobs to other universities and similar private-sector positions. From that information, the study established a clear job classification structure and salary ranges.

To date, the University has completed 14 of the 18 job families. The study is expected to be completed in early 2015.

A World-Class Faculty

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 continues 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 important external recognition for their scholarly pursuits.

In the fall of 2013, Lars Peter Hansen (who received his PhD in Economics at the University of Minnesota in 1978), and Robert J. Shiller (Faculty, Economics, 1972–1974) received the Nobel Prize in Economics for their work on empirical analyses of asset prices.

In the last five years (fall 2009–present), faculty members at the University have been recognized in many major academic award categories, including the prestigious American Academy of Arts and Sciences (four), Guggenheim Fellowships (four), the Institute of Medicine (seven), the National Academy of Engineering (three), and the National Academy of Sciences (three).

Operational Excellence: Organization

Stewarding an outstanding organization that is responsible with resources, dedicated to measuring and improving performance, and aligned to support the University's core missions of teaching, research, and outreach.

The University's mission is delivered through its people and its space. After people, the construction, operation, and maintenance of the University's campuses represents the next largest share of University spending. Exceptional faculty and staff are free to do their best work when the campus is safe, the facilities are optimized, and operational efficiencies maximize resources available for direct mission. Stewarding the investments made by generations of students and their families—as well as state lawmakers, citizens, and donors—is a responsibility University leaders take very seriously.

A Productive, Efficient Organization

Optimizing the University's Physical Assets

The University formed a capital strategy team to guide planning and vision for the future of capital assets system-wide. The team, consisting of senior leaders from across the institution, first updated the six-year capital plan to align mission priorities with physical asset needs and plans. Throughout the year, the team will refine the process by which mission priorities are aligned with short- and long-range facility decisions.

Complementing information about mission priorities are reliable data about the University's current space and how all 29 million-plus square feet are assigned, utilized, and functioning. What is the state of our campuses, what do we need to do to maintain the investments we've already made, and what can we afford going forward? The Facility Condition Assessment (FCA) expanded systemwide in 2012 and continues to be a valuable tool in helping the institution understand the condition of its built campuses and make strategic investment decisions. An executive committee, composed of senior leadership representation from across the system, is exploring an Enterprise Asset Management (EAM) solution to manage information on real estate, operations and maintenance, space management, capital projects, energy management, and strategic direction. This system-wide initiative would be a multi-year process yielding reliable data to support the institution's efforts related to space utilization, asset preservation, facility planning, and other strategic goals. The FCA would remain a key component of EAM.

University Services Realignment

University Services completed a strategic planning process that recommended actions in three specific goal areas: optimize the University's physical assets, ensure a safe University, and provide a memorable student experience. In support of these goals and the President's charge to operate as an enterprise, the organization underwent a realignment in May 2014. The most significant changes will provide a greater focus on system-wide health and safety and system-wide physical assets. Within University Services, administrative costs have been reduced through a realignment of management services functions and elimination of positions ranging from clerical to senior directors.

Smart Labs

Research laboratories are among the most energy intense and risk prone facilities at the University. They are also essential to the institution. The Smart Labs program is changing how the University designs and operates these facilities to lower energy costs, reduce risk, enhance safety, and provide facilities that better support research. In ten of the institution's largest facilities, Smart Labs retrofits are estimated to save as much as $5 million annually.

Energy Conservation

In 2009, University Services launched *It All Adds Up*, a comprehensive effort to engage the University community in campus sustainability. University Services is investing in energy conservation by tuning up building systems and replacing outdated building components with more efficient units. Five years after its inception the campaign is significantly reducing campus energy consumption. The program has avoided $7.6 million per year in energy costs, diverting an estimated 84,000 metric tons of CO_2 from entering the atmosphere.

eProcurement

In 2012, an outside consulting group conducted a comprehensive review of University Stores' operations. The President's Operational Excellence committee endorsed the consultant's recommendation to implement a robust eProcurement tool now known as U Market. The goal of the project was to implement clear, simple, and efficient supply chain processes for

the University including product/supply shopping, supply invoice processing and purchase reporting, one-stop assistance for customer support, and integrated distribution and materials management. U Market went live in July 2013, on time, under budget, and with the highest number of active suppliers of any higher ed implementation of the procurement tool. During the first year, 38 suppliers were part of U Market. Total spending through the new tool was approximately $32.4 million, 53 percent over the prior year. Purchase order volume increased an average of 40 percent, the number of electronic invoices that were processed increased 75 percent, and Procurement Card spending was reduced by over 50 percent compared to the previous year.

Research Safety Program

The Research Safety Program has audited all University research laboratories over the last year using a standard set of criteria, thereby creating a baseline for measuring ongoing performance and characterizing labs by relative risk. In the coming years this risk banding will be used to determine which labs are higher risk and require more frequent visits, versus lower risk labs which will be inspected less frequently. In addition, time spent by research staff on audits has been reduced by having both biological and chemical safety specialists inspect labs together.

The Research Safety Program worked with college leadership to establish a safety committee network aimed at facilitating continuous improvement and sharing best safety practices across the University. Biosafety staff have partnered with facilities management and the College of Veterinary Medicine to develop, pilot, and successfully roll out a biohazardous animal waste program on the Saint Paul Campus. The University will realize significant savings as a result of treating this waste locally instead of utilizing the services of a waste contractor.

Preparedness

Emergency preparedness continues to be a focus across the system. Exercises have taken place on the Twin Cities, Crookston, and Duluth campuses, with tabletop simulations on the Crookston, Morris, and Rochester campuses. The Department of Emergency

Management (DEM) applied for and received a nationwide competitive grant to write a system-wide all-hazards mitigation plan. An in-depth hazard identification and risk/vulnerability assessment is part of the planning activity and will include important stakeholders in the process. The goal is to develop a strong mitigation plan at each campus that will also lead to well defined projects appropriate for future federal funding opportunities.

Enterprise Systems Upgrade Program (ESUP)

ESUP is a multi-year, $83.5 million project that will upgrade the PeopleSoft human resources, student, financial, and portal systems across the institution. When the new system is implemented in early 2015, it will deliver more efficient business operations with reduced annual maintenance costs. Part of President Kaler's Operational Excellence initiative, ESUP focuses on creating a technical platform that simplifies, streamlines, and improves services across the institution. Among the benefits delivered through this project: real-time consolidated information, improved system efficiencies, and restructured and streamlined business processes. Specifically, key business processes for human resources and student functions are being restructured for the first time since 1998, and a new MyU portal featuring targeted information, resources, and functionality for students, faculty, and staff will debut in the coming year. The upgrade will allow for future enhancements and position the institution to leverage new and emerging technologies and devices. The upgrade is also necessary to maintain software vendor support and regulatory compliance and to perform mission-critical activities and day-to-day business functions.

Work+ Flexible Work Environment

Employee surveys have shown that a worker's physical environment is an important factor in employee satisfaction and efficiency. In the last year, the University's Office of Human Resources piloted a new approach to the traditional office environment. Called Work+, the project was developed to create a more efficient use of outdated office space that could better serve the needs of employees. The office renovation project provided employees with a holistically designed workplace with the flexibility and technology to support their individual work styles. It also saved

money by consolidating campus office space, lowering renovation costs, and improving energy efficiency. Human Resources staff was consolidated from five buildings to two, and square footage was reduced by 22 percent. The University is now extending the concept to other departments across the Twin Cities campus.

Ensuring a Safe University

Residential development in the neighborhoods immediately adjacent to the Minneapolis campus has had an impact on public safety in the community and on campus. The increase in near-campus living means that more of our students are arriving by bicycle or moped, with a correlating increase in modal conflict. On-campus crime continues to a decade-long decline; however, certain types of crimes in the Marcy-Holmes and Southeast Como neighborhoods of Minneapolis increased in the past year. The University took a lead role in assembling law enforcement agencies from across the metro area to crack down on these types of crime in the fall semester. The University was also an advocate for state legislation which was passed and now mandates a "kill switch" on all cellular phones sold in Minnesota. University police worked closely with the U.S. Department of Justice, Secret Service, and other agencies in an investigation and sting that broke up an organized crime ring trafficking stolen cell phones.

Across the Twin Cities campus, over $4 million has been invested in enhancing public safety. Lighting across campus has been upgraded, and the City of Minneapolis has installed additional lighting along University Avenue. Additional security cameras have been installed along some of the most highly travelled corridors. And 143 buildings have had automated access systems installed with some form of reduced or restricted public hours while access has been preserved for members of the campus community. The Gopher Chauffeur service has been expanded, as has late-night bus service between the Twin Cities campuses and into the Marcy-Holmes neighborhood. A new text messaging option expanded access to the security escort service for hearing impaired students, faculty, and staff.

Financial Effectiveness

The desired financial outcome for the University of Minnesota is support for the vision of the University through the generation and allocation of resources; the control of costs; and the conscientious management of tuition and fees. The University must meet current and future financial needs, while remaining financially solvent and viable. One measure of financial effectiveness is the set of ratios used by Moody's Investors Services for the purpose of assigning a debt rating to the University. These ratios, compared to Moody's Aa1 median, paint a picture of the University's financial health (Table 8-1).

Based on these ratios, and a variety of other financial considerations, such as the University's strength of management, the demand for University mission activities (instruction, research, and public service), and the predicted state support for the University,

Table 8-1. Moody's Investor Service ratios

1. Total Financial Resources to Direct Debt University 6/30/14 = 4.39 Median = 2.26	Measures the ability of the University to cover its direct obligations with all its financial resources: divide total financial resources (all net assets, except capital assets) by direct debt. The higher the ratio, the stronger the financial condition of the institution.
2. Expendable Financial Resources to Direct Debt University 6/30/14 = 3.10 Median = 1.74	Similar to the first ratio, but this one includes only "expendable" resources, those available for immediate expenditure, divided by direct debt. If expendable funds = long term debt, the ratio would be 1.0. Again, the higher the ratio, the stronger the financial condition of the institution.
3. Actual Debt Service to Operations University 6/30/14 = 2.96 Median = 3.2	Measures the debt service burden on the annual operating budget: debt service (principal plus interest) divided by total operating expenses. A high ratio indicates a greater burden on the budget, which could compromise the ability of the institution to meet its goal of supporting the vision of the University.
4. Expendable Financial Resources to Operations University 6/30/14 = .92 Median = .68	Measures the relative time the University could operate without new additional revenue: "expendable resources" divided by the total operating expenses for the year. A ratio of .5 would mean the institution could operate for six months without additional resources. The higher the ratio, the better the financial outlook.

Source: Office of Budget and Finance, University of Minnesota

Moody's has consistently assigned a debt rating of Aa1, one notch below AAA, the top rating possible.

A second measure of financial effectiveness is the ability of the University to produce an operating budget on an annual basis that appropriately balances planned expenditures within available resources, addresses the existing or emerging financial challenges in specific units, invests in priority initiatives, holds costs down for students, and is ultimately approved by the Board of Regents. The University has continued to achieve this goal by developing an annual budget process that holds all units accountable for the financial activities that occur within them, and yet allows leadership to make decisions that advance University priorities and address significant financial needs. The financial model requires transparency in decision making by academic leadership and a concentrated effort on 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. Under this model, the University has consistently produced a balanced budget while improving quality, growing revenues, and increasing the demand for its programs and services.

Financial/Budget Efficiency

In recent years, the global economic downturn resulted in budget challenges at the state level and for the University. From 2008 to 2012, the state appropriation to the University dropped by almost $140 million. This drop in revenue, coupled with the need to maintain quality and cover regular and unavoidable increases in operating costs, led the University to implement moderate tuition increases and extensive expense reductions and internal reallocation of resources. The budget process required every unit to review its operations and make decisions that would increase revenues where possible and reduce expenses throughout. Even with a slight uptick in state appropriations for the current biennium (an incremental $31 million in fiscal year 2014 and $14 million in fiscal year 2015), the University continued to increase efficiency; to produce more and better

outcomes with less waste and financial burden on students. Two bold efforts demonstrate this continued commitment:

- **Administrative Reductions:** Following discussions with the state legislature during the 2013 legislative session, President Kaler announced that he would meet and exceed their expectations for administrative reduction at the University. He committed the University to implementing $90 million of strategic reductions in administrative costs over a six-year period (fiscal years 2014–19). Through the annual budget process, every unit is asked to propose actions that will result in identifiable expense cuts to activities outside of direct mission (instruction, research, and public service). In fiscal year 2014, $15.6 million of such reductions were implemented, and the approved budget for fiscal year 2015 includes an additional planned reduction of $20.2 million. After two years, the University has achieved and specifically planned $35.8 million toward the $90 million goal.

- **Tuition Relief:** For the 2014–2015 biennium, the University's request to the state included a renewed partnership related to tuition. If the state would commit to supporting the University with an incremental increase in appropriations of $14.2 million both years of the biennium, the University would commit to holding the resident undergraduate tuition rate at current levels (equal to the 2012–13 academic year rate) for both years of the biennium. The proposal was successful: both the state and the University made and honored that commitment. In addition, the University's approved annual all-funds budget for both fiscal years 2014 and 2015 included historically low increases in other required fees and room & board costs. On all campuses in each year, the tuition and required fees increases for resident undergraduates were less than 1 percent; when factoring in the changes in room & board costs, the total increases were less than 2 percent.

APPENDIX A: KEY DATA SOURCES AND WEB LINKS

Key Data Sources

Association of American Universities Data Exchange	aaude.org
Association of American Universities	www.aau.edu
Association of Research Libraries	www.arl.org
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

University of Minnesota Links

Twin Cities Campus	www.umn.edu
Strategic Plan	strategic-planning.umn.edu
Duluth Campus	www.d.umn.edu
Strategic Plan	www.d.umn.edu/chancellor/planning
Morris Campus	www.morris.umn.edu
Strategic Plan	digitalcommons.morris.umn.edu/camp_doc/11
Crookston Campus	www.crk.umn.edu
Strategic Plan	www3.crk.umn.edu/chancellors-office/strategic
Rochester Campus	www.r.umn.edu
University of Minnesota Extension	www.extension.umn.edu
Research and Outreach Centers	
North Central Center at Grand Rapids	ncroc.cfans.umn.edu
Northwest Center at Crookston	www.nwroc.umn.edu
Southern Center at Waseca	sroc.cfans.umn.edu
Southwest Center at Lamberton	swroc.cfans.umn.edu
UMore Park at Rosemount	www.umorepark.umn.edu
Urban Research and Outreach-Engagement	uroc.umn.edu
West Central Center at Morris	wcroc.cfans.umn.edu

University of Minnesota Links, Continued

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	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
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 the President	www.umn.edu/president
Office of University Relations	university-relations.umn.edu
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
Brian Herman	Vice President for Research
Todd Iverson	Interim Special Assistant to the President for Government and Community Relations
Brooks Jackson	Vice President for Health Sciences and Dean of Medical School
Gail L. Klatt	Associate Vice President for Internal Audit
Richard Pfutzenreuter	Vice President and Chief Financial Officer
Amy Phenix	Chief of Staff to the President
Kathleen Schmidlkofer	President and CEO of the University of Minnesota Foundation
R. Scott Studham	Vice President and Chief Information Officer
Norwood Teague	Director of Intercollegiate Athletics
Pamela A. Wheelock	Vice President for University Services
Lendley Black	Chancellor, University of Minnesota Duluth
Jacqueline Johnson	Chancellor, University of Minnesota Morris
Stephen Lehmkuhle	Chancellor, University of Minnesota Rochester
Fred E. Wood	Chancellor, University of Minnesota Crookston

APPENDIX D:
Tables and Figures

5 Research and Discovery

6 Outreach, Service, and Engagement

7 Operational Excellence: Faculty and Staff

8 Operational Excellence: Organization