



THE 2019 UNIVERSITY PERFORMANCE AND ACCOUNTABILITY REPORT

UNIVERSITY OF MINNESOTA

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Crookston Duluth Morris Rochester Twin Cities



2019 University Performance and Accountability Report

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University Overview

Five Strong Campuses, One Strong State

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

The system comprises five distinct campuses: the Twin Cities campus, where the University originated; the Duluth campus, which joined the University System in 1947; the Morris campus, which joined in 1960; the Crookston campus, which joined in 1966; and the Rochester campus, founded in 2006.

Each campus has unique strengths, enriched by its surrounding communities, and all are focused on meeting the needs of students and the state. Collectively, the University of Minnesota System is one of the most comprehensive in the nation, with offerings to meet the interests of every student and the changing needs of our society.

The University is the state's economic and intellectual engine. As a globally engaged research institution and one of only 65 members of the prestigious Association of American Universities, it serves as a magnet for talented people, a hub for collaboration, and a powerful catalyst for growth and innovation—a place where ideas 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 and teaching 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 list of current regents in Appendix A). The president, executive vice president and provost, and vice presidents serve as the senior leaders of the University System 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 chancellors (see list of senior leaders in Appendix B).

Accreditation

All campuses of the University of Minnesota are accredited by the Higher Learning Commission. The Twin Cities campus has been accredited continuously since 1913. The Duluth campus has been accredited since 1968, and the Morris and Crookston campuses were first accredited in 1970 and 1971. Since its establishment in 2006, the Rochester campus has operated under the Twin Cities campus accreditation. Each campus is accredited to offer the bachelor's degree; the Duluth campus is accredited to offer the master's degree and the Doctor of Education (Ed.D.) degree; and the Twin Cities campus is accredited to grant master's, doctoral, and professional degrees.

Enrollment

Total enrollment at the University's campuses for fall 2019 was 67,024. Sixty-six percent of registered students were undergraduates. Non-degree-seeking students represented nine percent of total enrollment. In 2018–19, the University granted 10,872 bachelor's degrees, 3,618 master's degrees, and 1,778 doctoral and professional degrees (Ph.D., M.D., D.V.M., D.D.S., Pharm.D., J.D.).



Crookston Campus at a Glance

The University of Minnesota Crookston is known for its focus on experiential learning and faculty-student mentorship. The campus is also one of the nation's pioneers in online and distance education.

Founded

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

Campus Leadership

Mary Holz-Clause, Chancellor

Departments

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

Degrees/Majors Offered

34 undergraduate degree programs; 16 online majors;
2 academic programs offered in China

Student Enrollment (Fall 2019)

Undergraduate	1,839	(66%)
Non-degree	929	(35%)
Total	2,768	

Employees (Fall 2019)

Direct Academic Providers	124	(41%)
Higher Education Mission Support	61	(20%)
Intercollegiate Athletics	27	(9%)
Facilities-Related Jobs	24	(8%)
Organizational Support	65	(21%)
University Leadership	4	(1%)
Total Employees	305	

Degrees Awarded (2018–19)

Bachelor's	407
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Campus Physical Size (2019)

Number of Buildings	41
Assignable Square Feet	482,191

Budget Expenditures (FY2019)

\$42 million

Comparison Group Institutions

For planning and assessment benchmarking, Crookston has identified the following eleven institutions similar in academic program mix, enrollment and student profile, and located in a relatively rural setting.

	TYPE			SIZE	STUDENTS		
	Institutional Control	City Size	Highest Degree Offered	Total Enrollment ¹	Percent Degree-seeking Undergrads ²	Percent Full-time ³	Percent In-state ⁴
Indiana U.–Kokomo	Public	Small	Master's	3,029	91%	81%	99%
Lake Superior State U.	Public	Small	Doctoral	1,963	97%	89%	90%
Northern State U.	Public	Small	Master's	3,611	41%	84%	66%
Northwest Missouri State U.	Public	Small	Master's	6,338	80%	94%	64%
Northwestern Oklahoma State U.	Public	Small	Master's	2,097	83%	76%	62%
Southwest Minnesota State U.	Public	Small	Master's	7,154	30%	78%	73%
SUNY Col. of A&T at Cobleskill	Public	Small	Bachelor's	2,291	99%	96%	94%
U. of Tennessee–Martin	Public	Small	Master's	6,772	82%	89%	90%
U. of Minnesota–Crookston	Public	Small	Bachelor's	2,834	63%	63%	66%
U. of Pittsburgh–Johnstown	Public	Small	Bachelor's	2,784	100%	98%	94%
U. of Wisconsin–Platteville	Public	Small	Master's	8,548	88%	90%	78%
U. of Wisconsin–River Falls	Public	Small	Master's	6,105	90%	90%	46%

¹Fall 2017 enrollment. Total Enrollment includes non-degree-seeking students.

²Fall 2017 percentage of total enrollment composed of degree-seeking undergraduate students.

³Fall 2017 percentage of degree-seeking undergraduate students who are enrolled full time.

⁴Fall 2016 percentage of first-time students who are state residents; residency is required reporting biennially in even years.

Source: Integrated Postsecondary Data System



Duluth Campus at a Glance

The University of Minnesota Duluth is a highly ranked medium-sized regional university with a strong emphasis on the environment and sustainability, and a global reputation for natural resources and freshwater research.

Founded

1895—State 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
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

91 undergraduate degree programs; 25 graduate programs; participates in two all-University doctoral programs

Student Enrollment (Fall 2019)

Undergraduate	8,841	(81%)
Graduate	626	(6%)
Professional*	356	(3%)
Non-degree	1,035	(10%)
Total	10,858	

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

Employees (Fall 2019)

Direct Academic Providers	678	(36%)
Fellows, Trainees, and Students in Academic Jobs	225	(12%)
Higher Education Mission Support	257	(14%)
Intercollegiate Athletics	49	(3%)
Facilities-Related Jobs	149	(8%)
Organizational Support	446	(24%)
University Leadership	68	(4%)
Total Employees	1,873	

Degrees Awarded (2018–19)

Bachelor's	2,026	(90%)
Master's	230	(10%)
Doctoral	0	
Total	2,256	

Campus Physical Size (2019)

Number of Buildings	82
Assignable Square Feet	1,919,477

Budget Expenditures (FY2018)

\$273 million

Comparison Group Institutions

The Duluth campus revised its peer list in recent years to include the following eleven higher education institutions, identified based on their similar academic programs, enrollment, degrees awarded, research activities, and their Carnegie Classification as Master's Medium Programs.

	TYPE			SIZE	STUDENTS		
	Institutional Control	City Size	Highest Degree Offered	Total Enrollment ¹	Percent Degree-seeking Undergrads ²	Percent Full-time ³	Percent In-state ⁴
CA Poly. State U.–San Luis Obispo	Public	Small	Master's	22,370	95%	96%	83%
Col. of Charleston	Public	Mid-size	Post-Master's Certificate	10,863	88%	94%	58%
Minnesota State U.–Mankato	Public	Small	Doctorate	14,712	81%	89%	83%
South Dakota State U.	Public	Small	Doctorate	12,516	78%	87%	50%
Southern Illinois U.–Edwardsville	Public	Mid-size	Doctorate	13,796	82%	84%	85%
U. of Mass.–Dartmouth	Public	Mid-size	Doctorate	8,406	78%	88%	93%
U. of Michigan–Dearborn	Public	Mid-size	Doctorate	9,330	75%	73%	96%
U. of Minnesota–Duluth	Public	Mid-size	Doctorate	11,168	82%	95%	85%
U. of North Carolina–Charlotte	Public	Large	Doctorate	29,317	81%	87%	92%
U. of Northern Iowa	Public	Mid-size	Doctorate	11,861	83%	92%	91%
Western Michigan U.	Public	Mid-size	Doctorate	22,869	77%	85%	85%
Western Washington U.	Public	Mid-size	Post-Master's Certificate	15,915	93%	92%	83%

¹Fall 2017 enrollment. Total Enrollment includes non-degree-seeking students.

²Fall 2017 percentage of total enrollment composed of degree-seeking undergraduate students.

³Fall 2017 percentage of degree-seeking undergraduate students who are enrolled full time.

⁴Fall 2016 percentage of first-time students who are state residents; residency is required reporting biennially in even years.

Source: Integrated Postsecondary Data System



Morris Campus at a Glance

The University of Minnesota Morris is a public liberal arts college where students work closely with faculty and mentors to shape an education that prepares them for challenging graduate programs, productive careers, and deep civic engagement.

Founded

1910—University of Minnesota West Central School of Agriculture
1960—University of Minnesota Morris

Campus Leadership

Michelle Behr, Chancellor

Divisions

Education Division
Humanities Division
Science and Mathematics Division
Social Sciences Division

Degrees/Majors Offered

34 undergraduate degree programs; 9 pre-professional programs

Student Enrollment (Fall 2019)

Undergraduate	1,400	(93%)
Non-degree	99	(7%)
Total	1,499	

Employees (Fall 2019)

Direct Academic Providers	156	(38%)
Fellows, Trainees, and Students in Academic Jobs	1	(<1%)
Higher Education Mission Support	74	(18%)
Intercollegiate Athletics	24	(6%)
Facilities-Related Jobs	45	(11%)
Organizational Support	101	(24%)
University Leadership	12	(3%)
Total Employees	413	

Degrees Awarded (2018–19)

Bachelor's	325
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Campus Physical Size (2019)

Number of Buildings	36
Assignable Square Feet	599,491

Budget Expenditures (FY2019)

\$57 million

Comparison Group Institutions

The Morris campus has identified the following 15 higher education institutions as its comparison group. These comparable and aspirational peer institutions come closest to aligning with the Morris campus's distinctive identity as a public liberal arts college.

	TYPE			SIZE	STUDENTS		
	Institutional Control	City Size	Highest Degree Offered	Total Enrollment ¹	Percent Degree-seeking Undergrads ²	Percent Full-time ³	Percent In-state ⁴
Albion Col.	Private	Small	Bachelor's	1,568	99%	100%	75%
Coe Col.	Private	Small	Bachelor's	1,394	97%	99%	38%
Concordia Col.-Moorhead	Private	Mid-Size	Master's	2,059	96%	100%	67%
DePauw U.*	Private	Small	Bachelor's	2,158	99%	100%	34%
Gustavus Adolphus Col.*	Private	Small	Bachelor's	2,181	99%	99%	75%
Kalamazoo Col.*	Private	Mid-Size	Bachelor's	1,436	99%	99%	61%
Lycoming Col.	Private	Mid-Size	Bachelor's	1,217	98%	100%	50%
Macalester Col.*	Private	Large	Bachelor's	2,136	99%	98%	14%
Mass. Col. of Liberal Arts	Public	Small	Master's	1,588	86%	88%	66%
St. Mary's Col. of Maryland	Public	Small	Master's	1,573	97%	98%	93%
St. Olaf Col.*	Private	Small	Bachelor's	3,035	99%	100%	42%
SUNY at Purchase Col.	Public	Small	Master's	4,167	95%	93%	81%
U. of Virginia's Col. at Wise	Public	Small	Bachelor's	2,095	60%	95%	92%
U. of Maine-Farmington	Public	Small	Master's	2,080	84%	96%	82%
U. of Minnesota-Morris	Public	Small	Bachelor's	1,627	96%	96%	84%
U. of N.C.-Asheville	Public	Large	Master's	3,852	91%	92%	85%

*Aspirational peer institutions

¹Fall 2017 enrollment. Total Enrollment includes non-degree-seeking students.

²Fall 2017 percentage of total enrollment composed of degree-seeking undergraduate students.

³Fall 2017 percentage of degree-seeking undergraduate students who are enrolled full time.

⁴Fall 2016 percentage of first-time students who are state residents; residency is required reporting biennially in even years.

Source: Integrated Postsecondary Data System



Rochester Campus at a Glance

The innovative University of Minnesota Rochester is inspiring transformation in higher education through research-based practice that has closed the educational attainment gap. Graduates are empowered to meet Minnesota's growing healthcare workforce demands.

Founded

2006

Campus Leadership

Lori J. Carrell, Chancellor

Campus Academic Programs

Health Professions

Health Sciences (six career pathways)

Biomedical Informatics and Computational Biology (BICB)

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

Educational Collaborations

College of Science and Engineering, UMTC

Labovitz School of Business and Economics, UMD

Mayo Clinic School of Health Sciences

BICB Partnerships

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

Student Enrollment (Fall 2019)

Undergraduate	554	(68%)
Partnerships, Graduate & Professional		
BICB ¹	107	(13%)
Occupational Therapy ²	46	(6%)
Partnership, Undergraduate		
Nursing ²	88	(11%)
Non-degree	18	(2%)
Total	813	

Employees (Fall 2019)

Direct Academic Providers	37	(39%)
Fellows, Trainees, and Students in Academic Jobs	5	(5%)
Higher Education Mission Support	26	(27%)
Organizational Support	21	(22%)
University Leadership	7	(7%)
Total Employees	96	

Degrees Granted (2018–19)

B.S. (Health Sciences)	56	(54%)
B.S. (Health Professions)	28	(27%)
M.S. and Ph.D. (Biomedical Informatics and Computational Biology) ²	19	(19%)
Total	103	

Campus Physical Size (2019)³

Number of Buildings	4
Assignable Square Feet	146,934
Land for Future Campus	3.1 acres

Budget Expenditures (FY2019)

\$21 million

¹Rochester-administrated UMTC program.

²Rochester-based instruction, UMTC students.

³All buildings are leased.



Twin Cities Campus at a Glance

The University of Minnesota Twin Cities is the flagship campus and one of five university campuses in the nation with schools of engineering, medicine, veterinary medicine, law, and agriculture all on one campus.

Founded
1851

Leadership
Joan T.A. Gabel, President
Karen Hanson, Executive Vice President and Provost

Colleges and Schools
Carlson School of Management
Center for Allied Health Programs
College of Biological Sciences
College of Continuing and Professional Studies
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
151 undergraduate degree programs; 184 master's degree programs; 107 doctoral degree programs

Student Enrollment (Fall 2019)

Undergraduate	31,367	(61%)
Graduate	11,993	(23%)
Professional	3,858	(8%)
Non-degree	4,002	(8%)
Total	51,220	

Employees (Fall 2019)

Direct Academic Providers	7,178	(29%)
Fellows, Trainees, and Students in Academic Jobs	6,328	(26%)
Higher Education Mission Support	4,056	(17%)
Intercollegiate Athletics	148	(1%)
Facilities-related Jobs	1,248	(5%)
Organizational Support	4,733	(19%)
Leadership	817	(3%)
Total Employees	24,515	

Degrees Awarded (2018-19)

Bachelor's	8,030	(61%)
Master's	3,388	(26%)
Doctoral and Professional	1,748	(13%)
Total	13,166	

Campus Physical Size (2019)

<i>Minneapolis</i>	
Number of Buildings	164
Assignable Square Feet	12,135,589
<i>St. Paul</i>	
Number of Buildings	101
Assignable Square Feet	2,583,984

Budget Expenditures (FY2019)
\$3.5 billion

Comparison Group Institutions

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. The below table shows the variance among the ten schools across type, scope, size, and students.

Notably, the Twin Cities campus comparison group includes the very best public research universities in the United States. In using this peer group as a benchmark, the campus intentionally measures itself against the highest standards in the nation.

	TYPE			SCOPE				SIZE				STUDENTS	
Institution	Land Grant	City Size (2)	State Pop. (3)	Institution Includes:				Enrollment (9)		Faculty (10)	R&D (11)	ACT 25 th -75 th Percentiles (12)	Percent in-state (13)
				Agricult. College	Law School	Med. School	Hospital	Under-grad.	Grad. & Prof.				
Ohio State U.-Columbus	●	Large	11.5	●	●	●	●	59,837 44,853	13,891	2,455	\$875	26.4-31.3	67%
Penn. State U.-University Park	●	Small	12.7	●	O(4)	O(5)	O(5)	47,119 40,553	6,284	1,744	\$909	24.2-29.0	53%
U. of California-Berkeley	●(1)	Mid-size	37.3		●			41,891 30,574	11,317	1,372	\$797	29.3-34.6	76%
U. of California-Los Angeles	●(1)	Large	37.3		●	●	●	44,027 30,994	13,025	1,750	\$1,318	26.3-33.0	75%
U. of Florida-Gainesville	●	Mid-size	18.8	●	●	●	O(6)	52,669 33,655	17,422	2,010	\$865	26.5-31.0	83%
U. of Illinois-Urbana-Champaign	●	Small	12.8	●	●	●	O(7)	48,216 32,884	14,261	1,762	\$653	26.6-32.2	74%
U. of Michigan-Ann Arbor		Mid-size	9.9		●	●	●	46,002 29,550	16,181	2,790	\$1,601	29.0-33.2	52%
U. of Minnesota-Twin Cities	●	Large	5.3	●	●	●	O(6)	51,848 31,535	16,415	2,171	\$955	26.0-31.2	64%
U. of Texas-Austin		Large	25.1		●	O(8)	O(8)	51,525 39,965	11,033	1,840	\$680	25.5-32.0	88%
U. of Washington-Seattle		Large	6.7		●	●	●	46,166 30,295	14,835	1,617	\$1,414	24.7-31.3	68%
U. of Wisconsin-Madison	●	Mid-size	5.7	●	●	●	●	42,977 29,930	11,619	1,924	\$1,206	26.8-31.2	57%

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 2017 enrollment. Total enrollment includes non-degree-seeking students; undergraduate enrollment includes only degree-seeking students. Integrated Postsecondary Data System.

10 Fall 2017 full-time instructional faculty that are tenured/tenure track. Integrated Postsecondary Education Data System.

11 Fiscal year 2018 higher education R&D expenditures in millions.

National Science Foundation, Higher Education Research Survey.

12 Fall 2017 ACT test scores of first-time degree-seeking students; SAT scores were converted to ACT scores using the College Board ACT and SAT Concordance. Integrated Postsecondary Education Data System.

13 Fall 2016 percentage of first-time undergraduates who are state residents; residency is required reporting in even years. Integrated Postsecondary Education Data System.

Student Success

Meeting all students where they are and maximizing their skills, potential, and well-being in a rapidly changing world.

Undergraduate Education

The University strives to maintain access to its undergraduate degree programs—for Minnesota resident students, for students from a range of economic backgrounds, for students of color, for first-generation students, and others—and to provide a quality education while keeping student costs down. For example:

- The total amount of gift aid provided to undergraduates systemwide has increased, while the percentage of students who graduate with student debt has decreased. For those who do borrow, the median loan debt amounts have also decreased.
- The University Promise (or “U Promise”) Scholarship helps more than 13,260 low- and middle-income Minnesota undergraduates systemwide.

Each campus provides an outstanding student experience and prepares students to succeed in their future careers. Over the past decade, graduation rates on all campuses have been stable or improved (see pages 17–18 for detailed graduation rate information).

Key Points from the Crookston Campus

- Crookston regained the top ranking in the 2019 *U.S. News and World Report* “Midwest Top Public Regional Colleges” category.
- The campus serves as an access point to the University in the northwest region of the state, and offers programs known for experiential learning and a focus on career readiness.
- Crookston serves the greatest proportion of Pell-eligible students and students from greater Minnesota among all University campuses: in fall 2019, Minnesota residents comprised 63 percent of on-campus, degree-seeking students; 49 percent of on-campus students are from greater Minnesota and 13 percent from the seven-county Twin Cities metro area.

- The Crookston campus is one of just 40 institutions in the country recognized as a “FirstForward” institution for its work with first-generation college students.
- Crookston’s online programs serve adult learners returning to college to complete degrees. Nearly 70 percent of Crookston online students are Minnesota residents.
- Dual enrollment agreements with Red Lake Nation College and Northland Community and Technical College provide opportunities for students in the Crookston region to earn four-year degrees.
- The placement rate for Crookston’s pre-vet students into veterinarian programs is four times greater than the national average, and the healthcare management program is one of just two online programs that is nationally accredited.
- The Crookston equine science program has seen significant growth over the last two years, thanks in part to more students attracted to the hands-on, “learning by doing” that is characteristic of that program. The program enrolled 76 students this fall compared to 43 students two years ago.
- Crookston’s 16:1 student-to-faculty ratio allows students access and opportunity to be involved in faculty-student research and creative works projects. Ninety percent of on-campus classes have 25 or fewer students. The largest class is 59 students, and the average class size is 14. Online classes average 21 students per class.

Key Points from the Duluth Campus

- Over 85 percent of Duluth’s undergraduate students are from Minnesota, with about 60 percent from the Twin Cities metro area and 40 percent from greater Minnesota.
- In 2018, 33 percent of students in the entering class were first-generation college students.

- More than half of Duluth undergraduates received a University scholarship in fiscal year 2018. Forty-one percent of students qualified for the Promise Scholarship; the campus offered 277 Best in Class scholarships to students who ranked either first or second in their high school class.
- Through a collaborative process with the Department of American Indian Studies, the Campus Climate Leadership Team, Campus Climate Change Team, and participants at the 2019 Summit on Equity, Race, & Ethnicity, the campus crafted a Land Acknowledgement that was endorsed by the Minnesota Indian Affairs Council on June 4, 2019 (www.d.umn.edu/about-umd/campus-history/land).
- The campus serves the state and the nation as a leader in freshwater research, supported by its position at the headwaters of one vast freshwater system, the Laurentian Great Lakes, and near the headwaters of part of another, the Mississippi River.
- Between 150 and 200 Duluth students participate each year in the Undergraduate Research Opportunity Program, and several departments have nationally recognized summer undergraduate research programs, the newest being the BURST program (Biological Undergraduate Research in Science and Technology).
- Recent surveys of Duluth graduates show that 96 percent of respondents were employed or in graduate/professional school one year after graduation; 90 percent indicate their employment is related or somewhat related to their major; and 84 percent reported accepting employment in Minnesota.
- In fall 2019, nearly 75 percent of Morris students are from Minnesota; about a third are from the Twin Cities metropolitan area.
- Thirty-four percent of Morris 2019 new first-year students will be the first generation of their family to graduate with a four-year baccalaureate degree.
- In fall 2019, over 30 percent of Morris students received Pell Grants. In fall 2018, 85 percent of Morris students received financial aid.
- With an average class size of 17 and a student/faculty ratio of 13:1, Morris students are taught by a faculty with the University's highest percentage of Horace T. Morse award winners for excellence in undergraduate education.
- Ninety-seven percent of Morris graduates who responded to a survey in 2018 indicated that they were employed or in graduate/professional school one year after graduation.
- In 2019, two Morris students were awarded student Fulbright awards and one student was awarded a Boren scholarship for language study in Mozambique.

Key Points from the Morris Campus

- Morris offers the same rigorous and engaging academic and social experience as the Upper Midwest's many excellent private liberal arts colleges, but at a fraction of the price.
- The Morris campus has been ranked as a top public liberal arts college by *U.S. News and World Report* for 21 consecutive years.
- American Indian students comprise 24 percent of the Morris campus degree-seeking student population—the highest percentage at a four-year, non-tribal institution in the Upper Midwest. Overall, American Indian students, students of color, and international students comprise over 40 percent of the Morris student body.

Key Points from the Rochester Campus

- All Rochester undergraduate students complete a series of courses designed to support student success, professional exploration, and other developmental outcomes.
- All students engage in community-based learning, after which they propose, enact, and present an individualized capstone project tailored to their emerging interests and aligned with a specific health career pathway. This individualized capstone approach allows for ongoing adaptation as workforce demand in the health industry changes rapidly.
- With a highly diverse student body, the Rochester campus has no achievement gap to date: students of color on the Rochester campus succeed at the same or greater rates than their peers. Faculty are investigating the combination of practices that are driving this success, and results of faculty research are informing revisions of student outcomes, an assessment plan, and the campus approach to optimizing distinctive sets of high-impact practices.
- Each student at Rochester is guided by a success coach, with student learning and development outcomes assessed in both curricular and co-curricular endeavors.

- The Rochester campus is also focused on promoting an environment of health and well-being, important to the integrity of a health-focused campus located in a health-focused city. To support students, the campus has hired a licensed psychologist to provide student counseling, intervention, crisis response, training, and education on the issues of mental health, while health and well-being are emphasized in all aspects of campus life.
- Of the students who have graduated in the first seven classes, more than 90 percent have “finished in four,” a commitment central to the Rochester approach to undergraduate education.

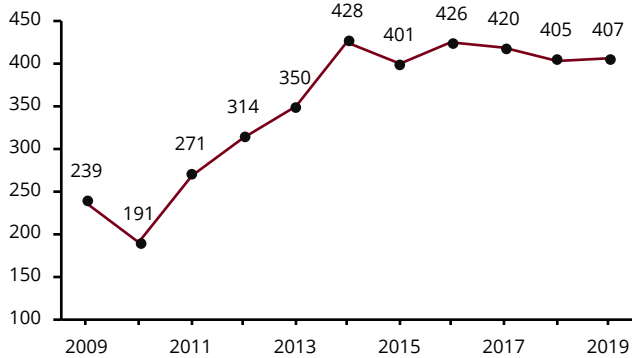
Key Points from the Twin Cities Campus

- Graduation rates for new freshmen, transfer students, and student-athletes continue to rise.
 - The campus has achieved the largest increase in four-year graduation rates over the past 20 years of any doctoral-granting institution in the country—public, private, or for-profit (up 47.5 percentage points, over eight percentage points ahead of the second-largest gain, at Ohio State).
 - The most recent four-year graduation rate is the second highest among Big Ten Academic Alliance public institutions (70.9 percent IPEDS rate, trailing only Michigan).
 - Increases in graduation rates span all levels of preparation. New freshmen in 2014 (graduating in 2018) with ACT test scores between 22 and 24 graduated at higher rates than 2004 new freshmen (graduating in 2008) with ACT test scores of 34 or higher (65.5 percent for students entering in 2014 with 22–24 ACT scores, versus 64.8 percent for those entering in 2004 with ACT scores of 34–36).
- Over the last ten years, the first-year retention gap between students of color and white students has been reduced from 6 percent to less than 1 percent, the four-year graduation gap has been reduced from 21 percent to 12 percent, and the six-year graduation gap has been reduced from 14 percent to 5 percent.
- The Twin Cities campus enrolled more Minnesota freshmen in fall 2019 than at any time in the last 29 years (4,130 students, up 71 percent since 1991).
 - The percentage of Minnesota resident public high school graduates who enrolled at the Twin Cities campus in fall 2018 was the third highest it has been in the last 28 years (6.54 percent compared to 5.20 percent in 1991, and a peak of 6.64 percent in 2017).
 - The percentage of Greater Minnesota high school graduates enrolling at the Twin Cities campus is near its highest rate over the last 28 years and has increased by more than 1.7 times over that period (3.43 percent in 2018 compared to 1.98 percent in 1991, peaking at 3.70 percent in 2016).
- The average ACT composite scores for the incoming Twin Cities class have improved significantly over the past 10 years, from 26.2 to 28.3 (out of a maximum score of 36). The 25th percentile is 26.0 and the 75th percentile is 31.2, meaning half of the current incoming class scored between those two numbers.
- The Twin Cities campus has the third-lowest three-year student loan default rate among Big Ten Academic Alliance public institutions (2 percent, trailing only Michigan and Wisconsin).
- Twin Cities undergraduates have the opportunity to enroll in Grand Challenge Curriculum courses, which bring a solution-driven, interdisciplinary approach to important global issues.

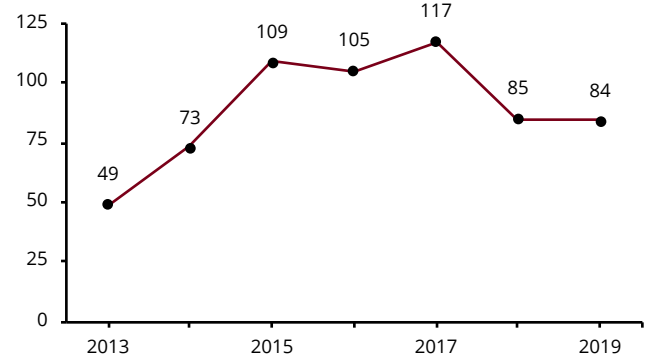
Key Undergraduate Education Data by Campus

Undergraduate degrees awarded, 2009–2019

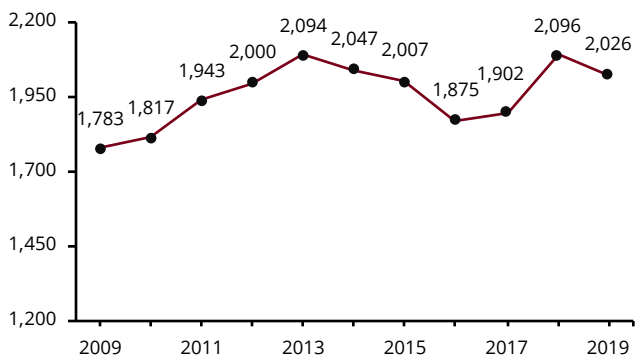
Crookston campus



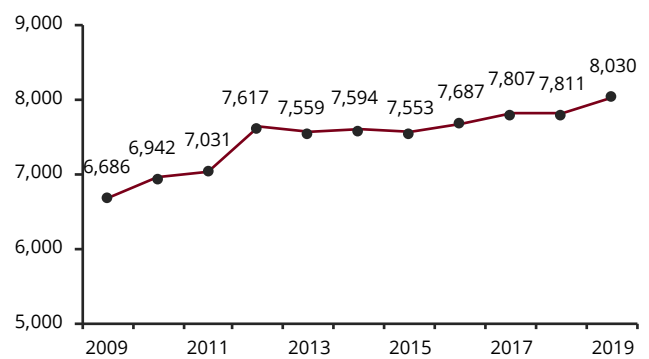
Rochester campus



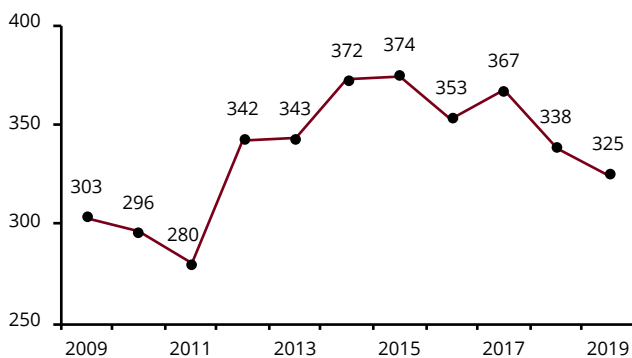
Duluth campus



Twin Cities campus



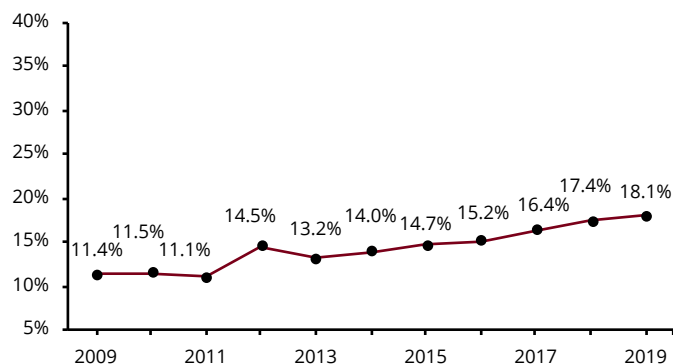
Morris campus



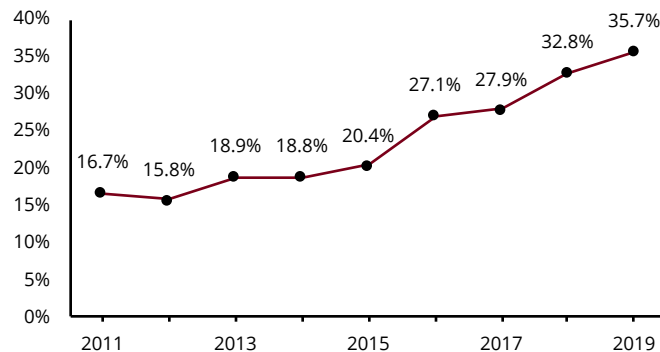
Source: Office of Institutional Research, University of Minnesota

Percent undergraduate students of color by fall term, 2009–2019

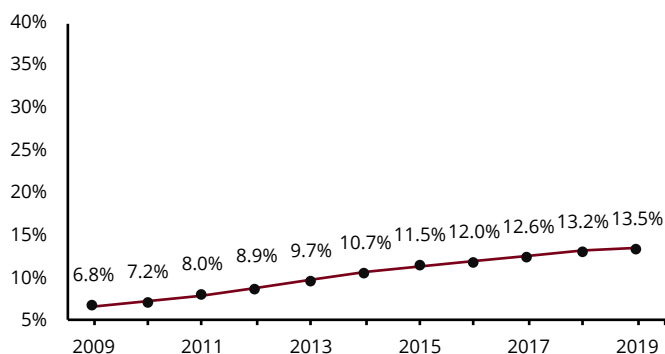
Crookston campus



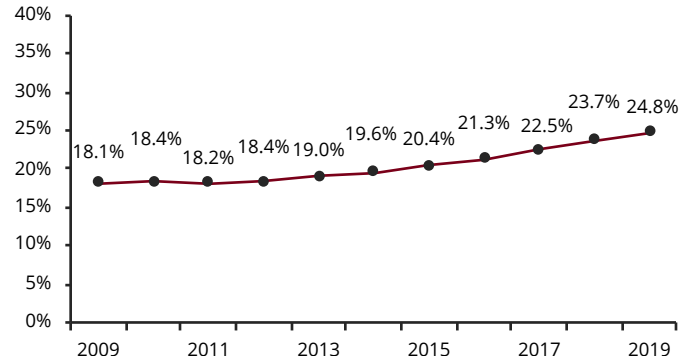
Rochester campus



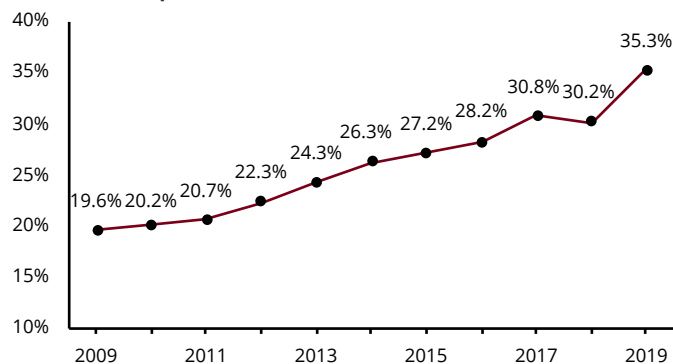
Duluth campus



Twin Cities campus

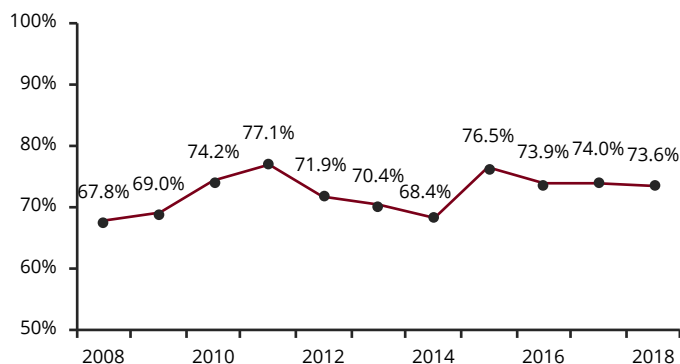


Morris campus

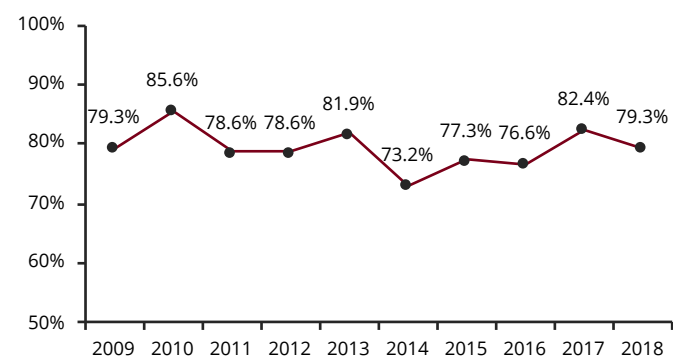


First-year retention rates of first-time, full-time undergraduate students, classes matriculating in 2008–2018

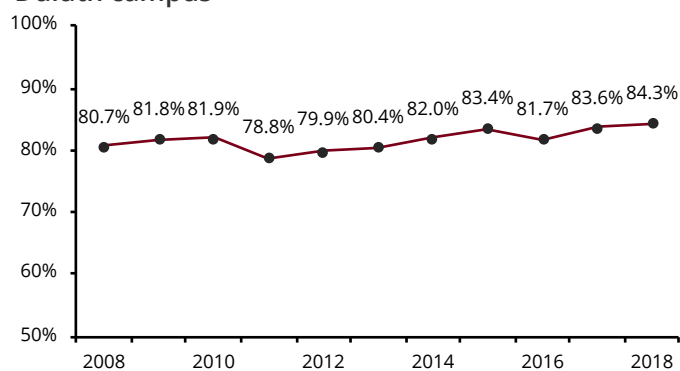
Crookston campus



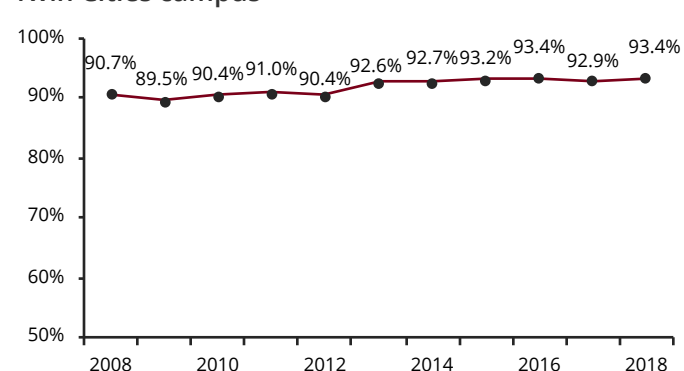
Rochester campus



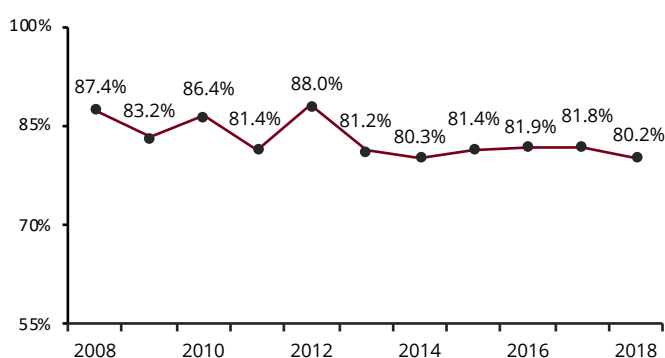
Duluth campus



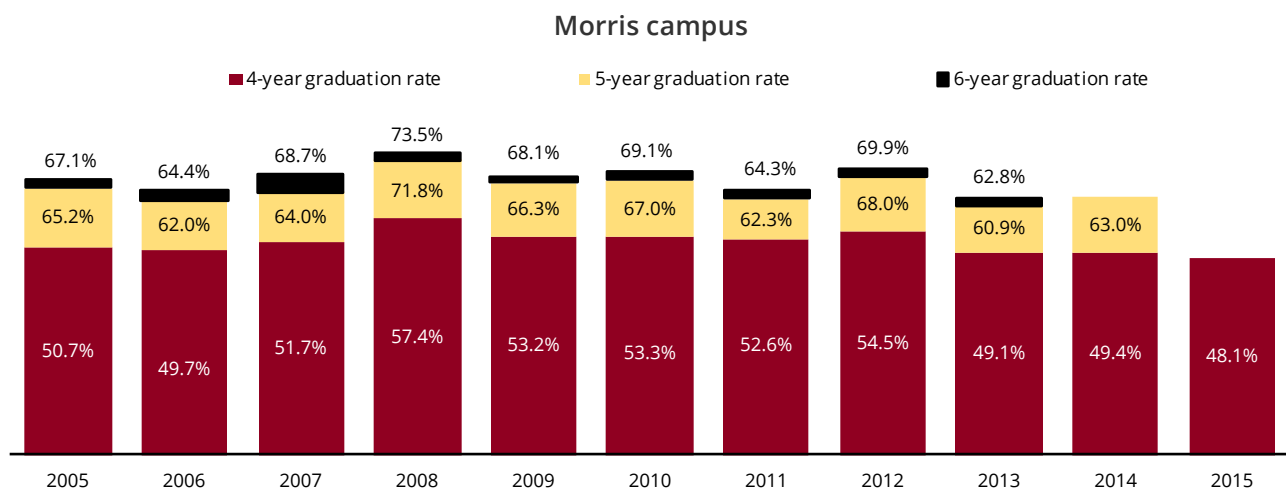
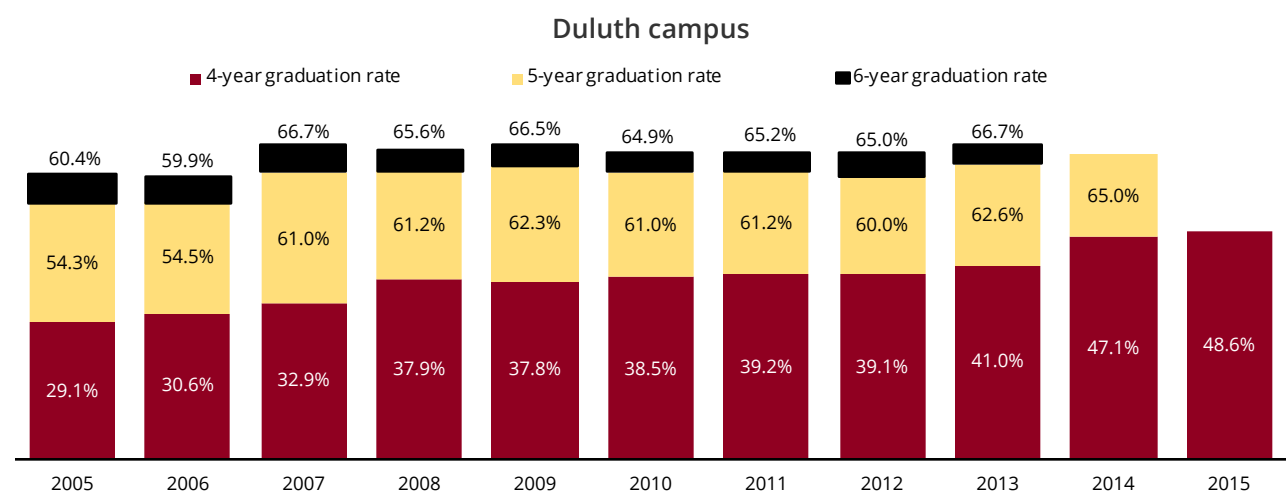
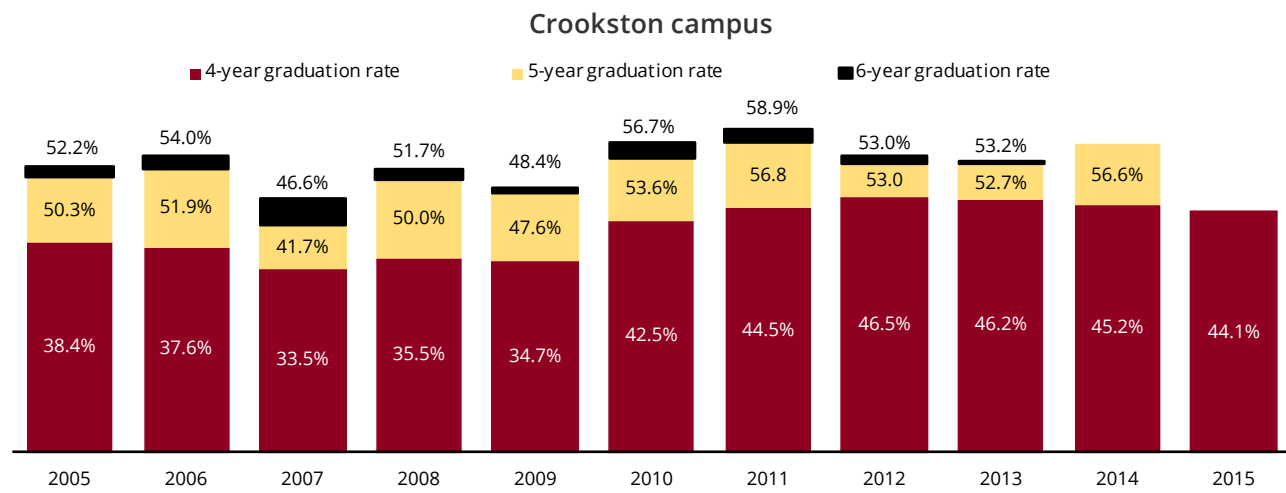
Twin Cities campus



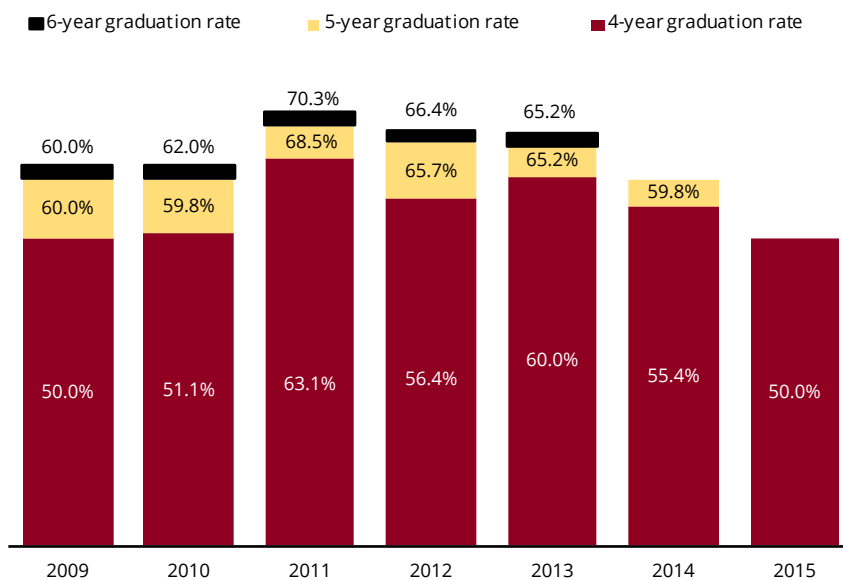
Morris campus



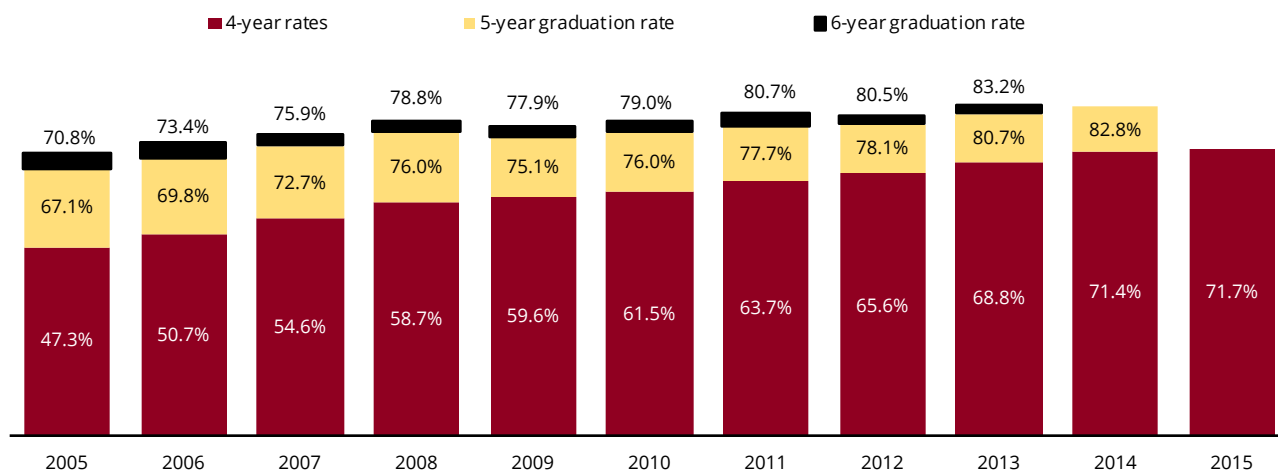
Four-, five-, and six-year graduation rates* of first-time, full-time undergraduate students, classes matriculating in 2005–2015



Rochester campus



Twin Cities campus



Source: Office of Institutional Research, University of Minnesota
 *Rates include graduates who transferred to another University of Minnesota campus. Graduation rates displayed in peer comparison tables 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 these figures differ slightly than those displayed in the following tables.

Graduation rates: campuses and comparison group institutions

Crookston campus, class matriculating in 2011

	6-year Graduation Rate	Rank
U. of Minnesota–Crookston	54%	1
U. of Wisconsin–Platteville	54%	1
U. of Wisconsin–River Falls	54%	1
U. of Pittsburgh–Johnstown	53%	4
SUNY Col. of A&T at Cobleskill	51%	5
Northern State U.	50%	6
Southwest Minnesota State U.	50%	6
U. of Tennessee–Martin	50%	6
Northwest Missouri State U.	49%	9
Lake Superior State U.	42%	10
Indiana U.–Kokomo	39%	11
Northwestern Oklahoma State U.	26%	12
Comparison Group Average	48%	-

Source: Integrated Postsecondary Education Data System (IPEDS)

Duluth campus, class matriculating in 2011

	6-year Graduation Rate	Rank
CA Poly. State U.–San Luis Obispo	80%	1
Col. of Charleston	69%	2
Western Washington U.	69%	2
U. of Northern Iowa	65%	4
U. of Minnesota–Duluth	59%	5
U. of N.C.–Charlotte	57%	6
South Dakota State U.	54%	7
U. of Michigan–Dearborn	54%	7
Western Michigan U.	53%	9
Minnesota State U.–Mankato	50%	10
U. of Mass.–Dartmouth	48%	11
Southern Illinois U.–Edwardsville	47%	12
Comparison Group Average	59%	-

Source: Integrated Postsecondary Education Data System (IPEDS)

Morris campus, class matriculating in 2011

	6-year Graduation Rate	Institutional Control	Rank
Concordia Col.-Moorhead	73%	Private	1
St. Mary's Col. of Maryland	73%	Public	1
Lycoming Col.	72%	Private	3
Albion Col.	71%	Private	4
Coe Col.	67%	Private	5
U. of Minnesota-Morris	64%	Public	6
SUNY at Purchase Col.	62%	Public	7
U. of N.C.-Asheville	62%	Public	7
U. of Maine-Farmington	56%	Public	9
Mass. Col. of Liberal Arts	53%	Public	10
U. of Virginia's Col. at Wise	41%	Public	11
Comparable Group Average	63%	-	-
Aspirational Peer Average*	85%	Private	-

Source: Integrated Postsecondary Education Data System (IPEDS)

*Aspirational peer institutions: Macalester College (88%), St. Olaf College (88%), DePauw University (85%), Gustavus Adolphus College (81%), Kalamazoo College (81%)

Twin Cities campus, retention (class matriculating in 2017) and graduation (class matriculating in 2012) rates sorted by four-year graduation rate

	1st-year Retention Rate	4-year Graduation Rate
*U. of Michigan – Ann Arbor	97.3%	79.0%
*U. of California – Los Angeles	97.0%	76.7%
*U. of California – Berkeley	97.0%	74.6%
U. of Maryland – College Park	95.2%	70.3%
*U. of Illinois – Urbana-Champaign	92.8%	69.8%
*U. of Florida – Gainesville	97.0%	68.4%
*U. of Washington – Seattle	93.8%	66.5%
*Penn. State U. – Univ. Park	93.1%	66.4%
U. of Minnesota – Twin Cities	93.0%	65.5% (71.6%)¹
Indiana U. — Bloomington	91.3%	64.0%
*U. of Wisconsin – Madison	95.3%	62.0%
Rutgers, State U. of New Jersey – New Brunswick	94.0%	61.3%
*U. of Texas – Austin	94.6%	60.9%
*Ohio State U. – Columbus	94.2%	58.9%
Purdue U. – West Lafayette	92.0%	55.8%
U. of Iowa – Iowa City	86.6%	53.0%
Michigan State U. – East Lansing	91.3%	43.1%
U. of Nebraska – Lincoln	82.8%	40.6%

Source: Common Data Set

*Comparison Group Institutions

¹ Most recent UMTC four-year graduation rate (class matriculating in 2015)

Graduate and Professional Education

Graduate education and postdoctoral training are fundamental to the University's research, teaching, and outreach mission. Training and graduating young scholars who are prepared to be leaders is the mark of a great research university—and preparing future leaders is crucial not only for academia, but also for industry, government, and the private sector.

Outstanding graduate students also facilitate faculty's scholarly productivity and are excellent teachers and mentors to undergraduate students.

Professional degree programs attract students seeking practice-based jobs outside the typical academic or research environment. Recruiting, training, and graduating students who will become teachers, policy makers, counselors, social workers, physicians, and other professionals to serve communities is a priority for the University and the state.

These graduates are leaders and innovators in the legal profession, health professions, business and nonprofit communities, and every branch of government at both the state and national levels.

The University offers 131 graduate degree programs and 93 professional degree programs on the Twin Cities, Duluth, and Rochester campuses. The 16,940 graduate students and professional students enrolled in these programs comprise 25 percent of the University's total student body.

Key Points about Graduate Education

- The Creating Inclusive Cohorts Training Grant Program provides selected graduate programs with multiple recruiting fellowships for students from underrepresented communities. During 2018–2019, seven programs were awarded a total of 25 fellowships.
- In 2019, 25 graduate students of color and students from underrepresented backgrounds took part in the seven-week Summer Institute, designed to help create a welcoming and inclusive climate on campus. Past participants of the institute now serve as peer mentors for current participants.
- The 2019 Welcome & Resource Fair introduced more than 1,000 students to a range of University resources and service units, including One Stop Student Services, Boynton Health, and the Office of Student Finance and more than 45 other exhibitors.

- Seventy-nine percent of those who have completed the online orientation called GEAR 1 (Graduate Education Resources for the First Year) say they would recommend the resource to other new graduate students. A beta version of GEAR+ (Graduate Education Resources Beyond the First Year) was launched in 2019.
- In November 2019, the third annual University-wide "Three Minute Thesis" competition was held. The competition challenges students to communicate the significance of their projects in just three minutes without the use of props or industry jargon. The exercise develops academic and research communication skills and develops students' capacity to quickly explain their research in language appropriate to a non-specialist audience. The winner will represent the University in the Midwest Association of Graduate Schools' regional competition in spring 2020.

Key Points about Professional Education

- The University of Minnesota educates a large portion of the professional workforce in the region, enrolling approximately 9,800 students in the fall of 2019.
- With more than 250 professional degree programs and certificates, the University is the state's primary source for many professional industries.
- Respondents to a recent survey of professional programs reported an 85 percent or greater job placement rate within a year or less of graduation, with more than 70 percent placed in Minnesota.
- The University granted 208 law-related degrees (LL.M. and J.D.), 254 Master of Education teaching degrees, and 469 M.B.A. degrees in 2018–2019.
- In collaboration with affiliated health systems, the University trains over 1,200 pharmacy, medical, and dental primary care and specialty residents each year.
- The Medical School has a network of more than 12,000 accomplished living alumni, with nearly 7,000 living and still working in Minnesota.
- The College of Education and Human Development prepares the largest number of K–12 teachers in Minnesota (approximately 200 teachers across 20 licensure areas per year).

Key Graduate and Professional Education Data

Funding for graduate assistants, fellows, and trainees based on expenditures, fiscal years 2015–2019

	FY15	FY16	FY17	FY18	FY19	5-year change
O&M	\$83,807,619	\$85,717,270	\$90,191,713	\$92,742,528	\$96,441,364	+15.1%
Sponsored	\$57,063,613	\$60,004,779	\$62,755,976	\$62,883,759	\$65,849,240	+15.4%
Other	\$25,554,690	\$27,402,672	\$27,596,134	\$28,393,459	\$27,690,142	+8.4%
Total	\$166,425,921	\$173,124,721	\$180,543,823	\$184,019,746	\$189,980,746	+14.2%

Source: Graduate School, University of Minnesota

Enrollment in graduate degree programs by ethnicity, University of Minnesota, 2008–2018

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	10-year change
Am. Indian	66	60	68	71	76	73	76	85	94	101	112	+69.7%
Asian	453	448	449	465	456	441	411	398	410	424	433	-4.5%
Black	195	181	181	159	161	151	149	156	173	187	203	+4.1%
Hawaiian-Pac. Islander	3	2	6	5	8	7	10	8	6	8	7	+133.3%
Hispanic	186	187	182	185	179	181	192	204	218	230	243	+30.6%
Total	903	878	886	885	880	853	838	851	901	950	998	+10.5%

Source: Graduate School, University of Minnesota

Racial and ethnic diversity of students enrolled in health professional programs, 2009–2019

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	10-year change
Am. Indian	63	74	67	62	59	56	73	108	68	79	86	+37%
Asian	270	300	296	338	343	365	405	387	459	495	490	+81%
Black	270	300	296	338	343	365	405	387	459	495	490	+41%
Hawaiian-Pac. Islander	2	4	6	6	4	3	3	5	12	11	10	+400%
Hispanic	83	91	74	69	71	90	110	109	128	138	141	+70%
Total	594	644	602	616	635	685	772	801	888	971	975	+64%

Source: Office of Institutional Research, University of Minnesota

Fall 2019 enrollment and degrees awarded in select professional programs, 2018–2019

Program	Campus	Enrollment Fall 2019	Degrees Awarded 2018–19
Accountancy (M.Acc.)	Twin Cities	61	49
Architecture (M. Arch.)	Twin Cities	94	32
Business Administration (M.B.A.)	Twin Cities, Duluth	1,037	473
Business Analytics (M.S.)	Twin Cities	149	101
Business Taxation (M.B.T.)	Twin Cities	78	30
Community Health Promotion (M.P.H.)	Twin Cities	70	26
Curriculum and Instruction (M.Ed.)	Twin Cities	58	47
Dentistry (D.D.S.)	Twin Cities	469	122
Doctor of Nursing Practice (D.N.P.)	Twin Cities	421	102
Early Childhood Education (M.Ed.)	Twin Cities	26	25
Epidemiology (M.P.H.)	Twin Cities	88	42
Financial Mathematics (M.F.M.)	Twin Cities	45	38
Health Care Administration (M.H.A.)	Twin Cities	123	60
Human Resources and Industrial Relations (M.A.)	Twin Cities	149	73
Integrated Behavioral Health (M.P.S.)	Twin Cities	106	17
Law (J.D.)	Twin Cities	665	159
Master of Nursing (M.N.)	Twin Cities	124	63
Maternal and Child Health (M.P.H.)	Twin Cities	73	34
Medicine (M.D.)	Twin Cities, Duluth	973	229
Occupational Therapy (M.O.T.)	Twin Cities, Rochester	99	46
Pharmacy (Pharm.D.)	Twin Cities, Duluth	423	160
Physical Therapy (D.P.T.)	Twin Cities	152	55
Public Affairs (M.P.A.)	Twin Cities	69	41
Public Health Administration and Policy (M.P.H.)	Twin Cities	126	48
Public Health Practice (M.P.H.)	Twin Cities	71	56
Public Policy (M.P.P.)	Twin Cities	158	88
Social Work (M.S.W.)	Twin Cities, Duluth	304	169
Software Engineering (M.S.S.E.)	Twin Cities	38	30
Teaching (M.Ed.)	Twin Cities	347	254
Tribal Administration and Government (MTAG)	Duluth	30	9
Urban and Regional Planning (M.U.R.P.)	Twin Cities	67	36
Veterinary Medicine (D.V.M.)	Twin Cities	413	99
Youth Development Leadership (M.Ed.)	Twin Cities	39	23

Source: Office of Institutional Research, University of Minnesota

Discovery, Innovation, and Impact

Channeling curiosity and investing in discovery to cultivate possibility, find innovative solutions, and elevate Minnesota and society as a whole.

Conducting research is fundamental to the University's mission and is a key driver of innovation and economic growth in the state. The University's world-class faculty are known for life-changing inventions such as the pacemaker, the retractable seat belt, the HIV drug Ziagen, cancer therapies, biodegradable plastics, and technologies that advance agricultural production.

In the past 10 years, the University has seen record growth in the number of new technology licenses, research agreements, and invention disclosures. In addition, more than 150 startup companies have been launched based on University research.

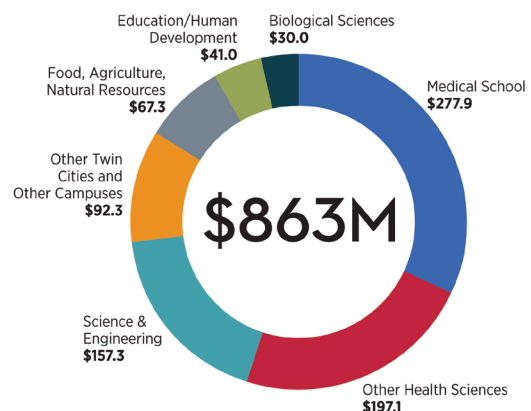
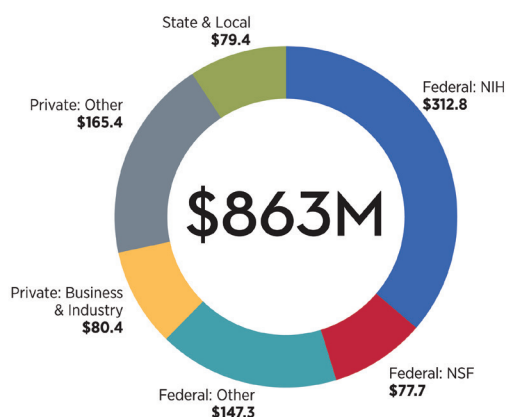
As the state's only research university, the University prepares students to be innovators by training them in the practices of research and discovery. The students create new knowledge from their work, present their findings, and contribute to the scholarly record. At the University of Minnesota, research is embedded in the curriculum.

Key Points about University Research

- University faculty and staff were granted \$863 million in externally sponsored research awards in fiscal year 2019, up 8.8 percent from the previous year (see figures below).
- The Twin Cities campus ranks in the top 10 among U.S. public universities in research spending, with expenditures increasing three percent for a total of \$955 million in fiscal year 2018 (see table on following page). For all campuses together, research expenditures were \$982 million.
- Nearly \$100 million in state funding has been allocated to MnDRIVE in its first five years, supporting over 400 interconnected research projects involving more than 1,200 researchers and leading to more than 300 new technologies disclosed.
- MnDRIVE-supported researchers leveraged an additional \$360 million from federal agencies like the National Institutes of Health, NASA, and the Department of Energy; industry leaders like 3M,

Awards by source (left) and recipient (right), fiscal year 2019

Federal awards comprised 62 percent of the research portfolio, with the University's medical and health sciences research receiving 55 percent of awards. "Other Health Sciences" represents the Office of Academic and Clinical Affairs (\$67.7M); Public Health (\$65.6M); and Dentistry, Nursing, Pharmacy, and Veterinary Medicine (\$63.8M).



Dollar amounts represented in millions

Boston Scientific, the Midwest Dairy Association, and Pepsico; and organizations like the Parkinson's Foundation.

- The Minnesota Innovation Partnerships (MN-IP) program, designed to streamline University-industry partnerships, has led to 419 agreements with 233 unique companies since its inception.
- University innovations brought in \$333 million in technology commercialization revenues to the University over 10 years.

- The University was awarded 187 patents last year, up from 136 awarded in 2015.
- The University launched a record 19 startup companies and five existing University startups were acquired in fiscal year 2019.

For more about the impact of University research, see research.umn.edu/research-statistics.

Top 20 institutions reporting largest research and development expenditures, fiscal years 2017 and 2018

		2017		2018		Percent Change
		Total ¹	Public Rank	Total ¹	Public Rank	
1	Johns Hopkins U. ²	\$2,562		\$2,620		2%
2	U. of Michigan–Ann Arbor	\$1,530	1	\$1,601	1	4%
3	U. of California–San Francisco	\$1,409	2	\$1,596	2	12%
4	U. Pennsylvania	\$1,374		\$1,442		5%
5	U. of Washington–Seattle	\$1,348	3	\$1,414	3	5%
6	U. of California–Los Angeles	\$1,077	7	\$1,318	4	18%
7	U. of California–San Diego	\$1,134	5	\$1,265	5	10%
8	U. of Wisconsin–Madison	\$1,193	4	\$1,206	6	1%
9	Duke U.	\$1,127		\$1,168		3%
10	Stanford U.	\$1,110		\$1,158		4%
11	Harvard U.	\$1,123		\$1,139		1%
12	U. of North Carolina–Chapel Hill	\$1,102	6	\$1,136	7	3%
13	Cornell U.	\$985		\$1,072		8%
14	U. of Pittsburgh	\$940	8	\$1,007	8	7%
15	Yale U.	\$951		\$990		4%
16	Massachusetts Inst. of Technology	\$952		\$964		1%
17	U. of Minnesota–Twin Cities	\$922	9	\$955	9	3%
18	Columbia U.	\$893		\$948		6%
19	U. Texas M.D. Anderson Cancer Ctr.	\$852		\$930	10	8%
20	Texas A&M	\$905	10	\$922	11	2%

¹dollars in millions

²Johns Hopkins University includes Applied Physics Laboratory, with \$1,521,443 thousand in total R&D expenditures in FY 2018
Source: National Science Foundation, National Center for Science and Engineering Statistics, Higher Education Research and Development Survey

Outreach, Service, and Engagement

Faculty, staff, and students working in and with Minnesota communities.

The University's mission includes partnering with communities across Minnesota and around the world to advance research, share knowledge, and provide students with an engaged academic experience. This strategy centers on directly linking the academic and scholarly work of faculty, students, and units to critical societal issues in Minnesota and beyond.

There are several terms that have distinct meanings that define the various purposes, goals, and nature of the University's partnerships with external entities.

"Outreach and Public Service" is a component of the University's three-part mission, and is a key component of our role as a land-grant university. Extension, Research and Outreach Centers, libraries, and museums are among many units that help fulfill the University's outreach and public service mission by connecting and applying University resources for the direct benefit of external communities and the broader public good. "Public Engagement" is a strategy for integrating community partnerships into the University's academic priorities. Public engagement is achieved by integrating community engagement into research projects, academic courses, and other academic, scholarly activities that are based on mutually beneficial, reciprocal community-University partnerships.

External and University Relations activities communicate the value and importance of the University's work to key stakeholders in the state and beyond, including the legislature, business leaders, the media, alumni, general public, and others.

Select examples in the Twin Cities area

- The Resilient Communities Project (RCP) provides graduate, professional, and undergraduate students with publicly engaged research and learning opportunities through course-based projects with local government partners in Minnesota. During the 2018–2019 academic year, RCP partnered with

Scott and Ramsey Counties on 28 locally identified projects to advance community resiliency, matching them with 43 courses across 25 departments and 10 colleges at the Twin Cities campus, and offering nearly 300 students community-engaged learning opportunities.

- The Robert J. Jones Urban Research and Outreach-Engagement Center (UROC) hosted the first-ever business summit focused on the nuts and bolts of employee hiring and retention in North Minneapolis. The summit featured a panel of area employers who have overcome talent recruitment and retention barriers by working with UROC's Northside Job Creation Team.
- The Masonic Cancer Center partnered with Centro Tyrone Guzman in South Minneapolis to offer a weekly summer program for youth, women, and aging individuals. The tailored programs taught participants about cancer-fighting foods and cancer prevention.

Select examples in Greater Minnesota

- Eighteen Dentistry students spent a portion of their summers working in rural Minnesota communities through the Minnesota Collaborative Rural Health Project program, which aims to expand access to care in underserved rural Minnesota communities. In addition, the School of Dentistry has a strong commitment to serving Greater Minnesota through clinical sites in Cass Lake, Cloquet, Cook, Hibbing, Ogema, Red Lake, and Willmar.
- The Morris campus, in collaboration with the City of Morris, the West Central Research and Outreach Center, Stevens County, Morris Area Schools, and several community partners developed a new strategic plan, which advances shared sustainability aspirations in the community for energy conservation, clean energy, waste management, and resilience education. The Morris Model Team,

with support from West Central Initiative, unveiled the plan to a crowd of 100 people at a community meeting and electric car show in June 2019.

- Rochester students teamed up with Med City Beat, an independent news source, to use stories to document the role that the Rochester community plays in the care of the nearly three million patients and visitors who come to the city of Rochester each year. The project interviewed people including restaurant waiters, police officers, religious leaders, airport employees, and volunteers of nonprofits that provide services to patients and families.
- Opioid use in Minnesota has reached epidemic levels. A new program that includes faculty from Extension and the College of Pharmacy, as well as community partners in four northern Minnesota counties and tribal nations, is working to increase the capacity of residents in those areas to address the crisis at a local level. The program began in 2018–19 and has involved 2,500 participants in 163 focus groups and interviews and 49 training events.
- Crookston hosted the second annual Farm to Table Dinner to celebrate Northern Minnesota-grown and raised foods. The campus also hosted local participants in the Crookston Park and Recreation's Club Kid program every Thursday morning this summer.
- Duluth's Natural Resources Research Institute (NRRI) has been a longtime partner of social enterprises in Minneapolis and Bemidji that provide job skills, safety training, and a paycheck to workers who dismantle old buildings to save valuable materials for recycling and resale. NRRI is now partnering with St. Louis County on a pilot project to deconstruct tax-forfeited properties. Compared to demolition, deconstruction of a building can divert more than 85 percent of the materials harvested and offset 103 tons of carbon dioxide per house on average.

Select statewide examples

- The University's Institute on the Environment brings together hundreds of faculty, students, and staff to help guarantee solutions to environmental challenges, including clean drinking water for all Minnesotans and more severe weather events affecting the state, through collaborative research,

interdisciplinary courses, and events and activities of shared learning.

- The College Readiness Consortium launched Youth Central (youthcentral.umn.edu), a new website highlighting hundreds University-based of activities designed to enlighten minds and fulfill curiosity of youth throughout the state. The customer-friendly site also includes information for University program directors on safety and compliance issues.
- The Mapping Prejudice Project (mappingprejudice.org), supported by the University of Minnesota Libraries, uses an interactive map to show how racially restricted property deed covenants within Hennepin County have shaped the county's landscape and growth. The project was prominently featured in the Twin Cities Public Television production "Jim Crow of the North," a documentary exploring the progression of racist policies and practices within Minnesota history.
- Grow North is a resource and connection hub for Minnesota's food and agriculture entrepreneurs. The initiative enables entrepreneurs to grow and scale businesses faster to put Minnesota on the map as a key leader in innovation. The initiative is co-led by community and University leadership. To date, the initiative has featured more than 100 entrepreneurs at more than 50 events with over 6,000 attendees.

These selected examples represent only a small portion of the communities and regions with which the University partners and the issues it addresses through publicly engaged research, teaching, and outreach. For a more complete list visit engagement.umn.edu.

Faculty, Staff, Finance, and Operations

Stewarding resources that promote access, efficiency, transparency, and collaboration through meaningful partnerships with the state, students, families and partners.

Outstanding faculty and staff are the key to achieving the University's mission of teaching, research, and public service. Careful fiscal and operational stewardship maximizes the resources available to deliver on that mission.

With more than 25,000 employees throughout Minnesota, the University is the state's fifth-largest employer, generating more than \$8.6 billion a year in economic activity to the state of Minnesota—including supporting more than 77,000 jobs and providing more than \$470 million in state taxes.

Another "return on investment" for Minnesota lies in the excellence of University graduates, who bring their skills and expertise to every employer and community: University alumni have started more than 10,000 companies in Minnesota, employing 500,000 and generating revenue of \$100 billion.

The University takes seriously its responsibility to steward the investments made in it by generations of students and their families, as well as state lawmakers, citizens, and donors.

Key Points about Faculty and Staff

- During the 2018–19 academic year, University faculty received several major external awards, including:
 - Daniel Voytas (Genetics, Cell Biology, and Development) and Marlene Zuk (Ecology, Evolution, and Behavior) were elected to the National Academy of Sciences.
 - Frank Bates (Chemical Engineering and Materials Science) was named a fellow of the National Academy of Inventors.
 - Priscilla Gibson (Social Work) and Paul Vaaler (Law) received Fulbright awards.

- This year marked the third time since 2015 that *Forbes* recognized the University as one of America's Best Large Employers. In addition, in 2018, the University was recognized as one of America's Best Employers for Diversity and in 2019 received the Seven Seals Award from the Minnesota Chapter of the Employer Support of the Guard and Reserve.
- Seventy-eight percent of staff and 63 percent of faculty participated in the most recent Employee Engagement survey, for an overall participation rate of 74 percent, a new high. Engagement results continue to show levels of faculty and staff commitment and dedication that exceed the levels of many top-performing private companies.
- The University Wellbeing Program—designed to increase the health, fitness, emotional, and general wellbeing of faculty and staff on all campuses—outperforms other universities and large employers.
- The annual Community Fund Drive, an employee-run campaign to raise funds for local nonprofit organizations, has raised more than \$24 million for worthy causes in Minnesota since 1995. Employees contributed \$1.2 million in 2019.

Key Points about Fiscal and Operational Stewardship

- The University reached its six-year goal of \$90 million in administrative cost reductions in fiscal year 2019.
- The University realized \$1.8 million in annual utility cost savings from the combined heat and power plant on the Twin Cities campus in fiscal year 2019, the plant's first full year of operation. The plant also reduces the University's carbon footprint and provides utility redundancy.

- The University has developed several enhanced tools to analyze and monitor financial activity and embarked on a two-year project to improve the internal tracking, attribution, and reporting of tuition revenue.
- The University strengthened Board of Regents' engagement in development of the annual operating budget, including regular meeting agenda items October through June that are designed to inform and gather input.
- Investments in the endowment produced almost \$125 million of additional value during fiscal 2019 and the performance was ranked in the upper quartile (85th percentile) of all of our peers nationally.
- The University has launched sixteen human resources workforce dashboards that enable leaders to make fact-based decisions through data-driven insights. These data are focused on people, job criteria, and compensation. Next up are predictive analytics related to employee turnover.
- Twin Cities campus room and board rates consistently rank near the bottom of the Big Ten (currently 12th out of 14), providing high-quality

facilities and programs that strive to limit impact on total cost of attendance.

- A creative financing package totaling \$43 million was developed to utilize internal reserves and endowment funds to purchase University Village Apartments, securing below-market rate housing for over 500 students.
- Eight million gallons of rainwater will be reused by University campuses in 2020 for air conditioning, toilets, and irrigation, saving money while mitigating the impacts of stormwater runoff on our state's lakes and rivers.
- Nearly half of the University's waste is processed in sustainable ways, through reuse, recycling, or composting. This 42 percent diversion rate limits the amount going to landfills or energy recovery facilities.
- Renegotiated water rates with the City of Saint Paul are expected to save the University \$50,000 annually.
- Because the University has effectively managed medical costs, UPlan costs have historically tracked below national employer trends.

For more on how the University responsibly manages its budget, see twin-cities.umn.edu/our-budget.

Appendix A:

Board of Regents

Honorable Kendall J. Powell, Chair

At-Large Representative

Elected in 2017

Term expires in 2023

Honorable Steven A. Sviggum, Vice Chair

Congressional District 2

Elected in 2011, 2017

Term expires in 2023

Honorable Thomas J. Anderson

Congressional District 7

Elected in 2015

Term expires in 2021

Honorable Richard B. Beeson

Congressional District 4

Elected in 2009, 2015

Term expires in 2021

Honorable Mary A. Davenport

At-Large Representative

Elected in 2019

Term expires in 2025

Honorable Kao Ly Ilean Her

At-Large Representative

Elected in 2019

Term expires in 2025

Honorable Michael D. Hsu

Congressional District 6

Elected in 2015

Term expires in 2021

Honorable Mike O. Kenyanya

At-Large Representative

Elected in 2019

Term expires in 2025

Honorable Janie S. Mayeron

Congressional District 5

Elected in 2019

Term expires in 2025

Honorable David J. McMillan

Congressional District 8

Elected in 2011, 2017

Term expires in 2023

Honorable Darrin M. Rosha

Congressional District 3

Elected in 1989, 2015, 2017

Term expires in 2023

Honorable Randy R. Simonson

Congressional District 1

Elected in 2018

Term expires in 2021

Brian Steeves

Executive Director and Corporate Secretary

600 McNamara Alumni Center

200 Oak Street S.E.

University of Minnesota

Minneapolis, MN 55455

Appendix B:

Senior Leadership

Joan T.A. Gabel	President
Karen Hanson	Executive Vice President and Provost
Mike Berthelsen	Vice President for University Services
Ken Horstman	Interim Vice President for Human Resources
Brian Burnett	Senior Vice President for Finance and Operations
Mark Coyle	Athletics Director
Michael Goh	Vice President for Equity and Diversity
Bernard Gulachek	Vice President and Chief Information Officer
Gail Klatt	Associate Vice President for Internal Audits
Matt Kramer	Vice President for University Relations
Boyd Kumher	Chief Compliance Officer
Chris Cramer	Vice President for Research
Lisa Lewis	President and CEO of the University of Minnesota Alumni Association
Doug Peterson	General Counsel
Kathleen Schmidlkofer	President and CEO of the University of Minnesota Foundation
Jakub Tolar	Dean of Medical School and Vice President for Clinical Affairs
Michelle Behr	Chancellor, University of Minnesota Morris
Lendley Black	Chancellor, University of Minnesota Duluth
Lori J. Carrell	Chancellor, University of Minnesota Rochester
Mary Holz-Clause	Chancellor, University of Minnesota Crookston

Appendix C:

University Progress Card

The University Progress Card drives performance and supports oversight of specific aspirational goals set by the Board of Regents and the administration. Gold measures represent data sources that are well understood and agreed upon, where there is the ability to set a quantifiable goal over a reasonable time period, and where the University can take action to influence the results. Maroon measures are important trends and indicators, but the goals may be directional in nature or the measure may only need to be monitored, and University action alone is not likely to significantly influence the measure.

Gold Measures

Entering Year	Campus	2012	2013	2014	2015	Goal/Year
4-year graduation rate	Crookston	46.5%	46.2%	45.2%	44.1%	45%/2017 cohort
	Duluth	38.9%	40.9%	46.6%	48.6%	45%/2017 cohort
	Morris	54.3%	48.9%	49.1%	48.1%	60%/2017 cohort
	Rochester	56.4%	60.0%	55.4%	50.0%	60%/2017 cohort
	Twin Cities	65.2%	68.4%	71.1%	71.7%	65%/2017 cohort
Entering Year		2010	2011	2012	2013	Goal/Year
6-year graduation rate	Crookston	56.7%	58.9%	53.0%	53.2%	60%/2015 cohort
	Duluth	64.7%	65.1%	64.9%	66.7%	68%/2015 cohort
	Morris	69.1%	64.1%	69.9%	62.8%	80%/2015 cohort
	Rochester	62.0%	69.4%	66.4%	65.2%	60%/2015 cohort
	Twin Cities	78.9%	80.6%	80.4%	83.2%	82%/2015 cohort
Entering Year		2012	2013	2014	2015	Goal/Year
4-year graduation rate of Pell-eligible students	System	47.4%	50.9%	53.6%	54.3%	54%/2017 cohort
		2016–17	2017–18	2018–19	2019–20	Goal
Freshman average ACT	Twin Cities	28.3	28.4	28.4	28.3	>28.0
		2014–15	2015–16	2016–17	2017–18	Goal/Year
Institutional gift aid	System	\$233M	\$246M	\$260M	\$267M	\$275M/2021
		FY2015	FY2016	FY2017	FY2018	Goal/Year
R&D expenditures	Twin Cities	\$881M	\$910M	\$922M	\$955M	\$900M/2021
		FY2015	FY2016	FY2017	FY2018	Goal/Year
Medical School ranking	Twin Cities/ Duluth	32	34	33	30	Top 20/2021
		2013	2014	2015	2016	Goal/Year
Faculty awards N and (Rank: Public Universities)	Twin Cities	32 (6th)	26 (8th)	35 (7th)	27 (7th)	35+ (Top 10)/2021
		2014	2015	2017	2019	Goal/Year
% Participation in Employee Engagement Survey	System	64%	67%	71%	74%	72%/2021
		FY2016	FY2017	FY2018	FY2019	Goal/Year
Op-Ex—continued progress on \$90M	System	\$57.8M	\$68.4M	\$79.1M	\$91.3M	\$90M/FY19

See z.umn.edu/progress-card for definitions of these measures.

Maroon Measures

Strategic Focus	Campus	Performance Drivers/Outcomes	2013	2014	2015	2016	Goal
Undergraduate Education	Twin Cities	Transfer student 3-year graduation rate	62.4%	64.6%	63.8%	60.9%	>65%
			2015-16	2016-17	2017-18	2018-19	Goal
Graduate Education	Twin Cities/ Duluth	Graduate and professional degrees awarded	5,184	5,372	5,236	5,366	>5,250
			2014-15	2015-16	2016-17	2017-18	Goal
Financial Accessibility	System	Median undergraduate debt at graduation	\$24,776	\$24,645	\$24,268	\$23,635	Grow no faster than CPI; correct for federal/state policy changes
			2014	2015	2017	2018	Goal
Inclusive Success	Twin Cities	Students of color with a favorable sense of belonging on campus (SERU survey)	58.9%	57.3%	52.3%	49.9%	Match non-SOC response (currently 63.1%)
			2015	2016	2017	2018	Goal
Serving Minnesota Students	System	Percent of incoming new (and all currently enrolled undergraduate) students who are Minnesota high school graduates	70.0% (71.0%)	70.6% (71.1%)	69.4% (70.6%)	71.3% (70.7%)	Maintain historical access
	System	Percent of Minnesota high school graduates that elect to attend college in Minnesota and enroll at the University as freshmen	16.6%	18.8%	19.6%	Pending OHE data release	Maintain historical access
			2016-17	2017-18	2018-19	2019-20	Goal
Health Sciences	Twin Cities/ Duluth/ Rochester	Enrollment in in-demand health science specialties (Nursing, Pharmacy, Dentistry)	2,072	2,075	2,163	2,202	>2,100
	Twin Cities/ Duluth/ Rochester	Total combined fall enrollment in Academic Health Center schools and AHC Center for Allied Health	6,316	6,176	6,567	6,609	>6,350
			2015-16	2016-17	2017-18	2018-19	Goal
Research	Twin Cities	National public research ranking	8	8	9	9	Maintain top 10
	System	MN-IP agreements	81	72	86	103	10% annual growth
			2014-15	2015-16	2016-17	2017-18	Goal
Land-Grant Mission	System	Public service expenditures	\$248M	\$258M	\$306M	\$285M	>\$245M
			2012-13	2013-14	2014-15	2015-18	Goal
Academic Excellence	Twin Cities	Citations per faculty member	126	124	133	no update	>125
				2000-05	2005-10	2010-15	Goal
	System	National scholarships awarded to students		31	52	75	>80 from 2015-2020
			FY2015	FY2016	FY2017	FY2018	Goal/Year
Operational Excellence	System	Spending on leadership & oversight vs. mission and mission support (%)	8.1%	8.3%	8.2%	8.7%	Decrease over time
	System	GSF in poor or critical condition (facility condition assessment)	8.32M	8.43M	8.50M	8.53M	Decrease over time
	System	Sustainability—metric tons of greenhouse gasses (2008 base level: 703,311)	589,279	571,595	584,033	474,742	50% reduction from 2008 levels by 2021 (351,656)
	System	Credit rating	Aa1	Aa1	Aa1	Aa1	Maintain per Board policy
			2005-08	2006-09	2007-10	2008-11	Goal
Athletics	Twin Cities	Graduation Success Rate (GSR)	88.2%	90.2%	91.9%	93.1%	Maintain recent gains