



Academic & Student Affairs Committee

February 2016

February 11, 2016

8:00 a.m. - 10:00 a.m.

East Committee Room, McNamara Alumni Center

ASA - FEB 2016

1. Progress Card Metrics for Minnesota Students

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2. Medical School Update

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BOARD OF REGENTS DOCKET ITEM SUMMARY

Academic & Student Affairs

February 11, 2016

AGENDA ITEM: Progress Card Metrics for Minnesota Students

Review **Review + Action** **Action** **Discussion**

This is a report required by Board policy.

PRESENTERS: Karen Hanson, Senior Vice President for Academic Affairs and Provost
Lincoln Kallsen, Director of Institutional Analysis

PURPOSE & KEY POINTS

The purpose of this item is to review options for a University progress card measure that reflects the University’s success in serving Minnesota students.

At its October meeting, the Board discussed two options:

1. The percent of Minnesota high school graduates enrolling at the University of Minnesota as freshmen.
2. The percent of Minnesota high school graduates that elect to attend college in Minnesota and enroll at the University as freshmen.

While individual Regents expressed support for one of these options, there was also discussion around being inclusive of transfer students in examination of serving Minnesota, and that the percentage of University students who are Minnesota high school graduates be considered.

At the February meeting, the committee will review the original two options, plus a third:

3. The percent of University undergraduate students who are Minnesota high school graduates.

BACKGROUND INFORMATION

This is the last progress card measure remaining for Board approval.

At a work session in May 2015, the Board discussed a University progress card framework to drive performance. At its July 2015 retreat, the Board discussed goals and measures. The administration clarified metrics and set goals, which were brought to the full Board in September 2015 for review and October 2015 for action.

**University of Minnesota Board of Regents
Academic and Student Affairs Committee
February 11, 2016**

Potential progress card measures for Serving Minnesota Students

1) The percent of Minnesota high school graduates enrolling at the University of Minnesota as freshmen.

The percentage of all Minnesota public high school students receiving a diploma and enrolling the following fall on a University of Minnesota campus.

This measure is sensitive to increases and decreases in the number of high school graduates over time, while still ensuring that the University is accountable for serving Minnesotans in the important area of undergraduate education. Would monitor the University's accessibility, especially in years when the number of high school graduates is increasing, and would encourage the University to continue to work with the K-12 system statewide to assure high school graduates are both admissible and attracted to a University campus even as the demographics Minnesota high school graduates change.

2) The percent of Minnesota high school graduates that elect to attend college in Minnesota and enroll at the University as freshmen.

This measure differs from the percent of MN high school graduates attending the University of Minnesota in that it restricts the analysis only to those students electing to go to college and choosing to stay in Minnesota. About 40% of Minnesota high school graduates either elect to attend a post-secondary institution outside of Minnesota, or do not go to any college immediately after high school. Those high school graduates are not included in this metric.

This measure acknowledges that there are always some high school graduates that wish to leave the state for their post-secondary education, regardless of the choices and quality of in-state options. This measure more directly monitors the overall accessibility to the University for Minnesotans that wish to stay in the state, and encourages the University to provide attractive options and admit worthy Minnesotans, and not rely on either the MnSCU system or private four-year universities to educate Minnesotans that would benefit from a University of Minnesota education. It also encourages the University to continue to be an increasingly attractive option to those students that are initially pre-disposed to considering out-of-state options.

3) The percentage of currently enrolled University students who are Minnesota high school graduates.

This measure would be the percentage of the entire undergraduate class at the University with Minnesota as their home location at entrance to the University. The strengths of this measure include that this definition is inclusive of all enrolled undergraduate students, and thus would include transfer students. It also implicitly measures and monitors retention of Minnesota students, not just the recruitment of those students. The primary weaknesses of this measure compared to the two above is that it is not as intuitive that any particular percentage or change in proportion is inherently better or worse, and this measure is not as responsive to changes in University strategy or performance—this would be more of a lagging indicator than the first two options.

Board of Regents: Academic & Student Affairs Committee

Progress Card Metrics for Minnesota Students February 11, 2016

Karen Hanson

Senior Vice President for Academic Affairs and Provost

Lincoln Kallsen

Director, Institutional Analysis



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Remaining Progress Card Measure: Serving Minnesota Students

		2011	2012	2013	2014	Goal
Serving Minnesota Students	Percent of Minnesota high school graduates enrolling at the University as freshmen	10%	10.1%	10.5%	10.6%	Maintain historical access
OR		2011	2012	2013	2014	Goal
Serving Minnesota Students	Percent of Minnesota high school graduates that elect to attend college in Minnesota and enroll at the University as freshmen	13.7%	13.9%	16.2%	16.7%	Maintain historical access



Option 1: Percent of Minnesota high school graduates enrolling at the University as freshmen

2011	2012	2013	2014
10.0%	10.1%	10.5%	10.6%

- Sensitive to increases and decreases in the total number of high school graduates over time
- Monitors the University's accessibility, especially in years where the high school graduating classes increase or shift demographically



Option 2: Percent of Minnesota high school graduates that elect to attend college in Minnesota and enroll at the University as freshmen

2011	2012	2013	2014
13.7%	13.9%	16.2%	16.7%

- Recognizes that there are some high school graduates that will always wish to leave the state, regardless of post-secondary option
- Becomes more of a “Minnesota market-share” measure?
- More complex than the first option



Option 3: Percent of currently enrolled undergraduates from Minnesota

2011	2012	2013	2014
73.2%	72.5%	71.9%	71.4%

- Measure is inclusive to all enrolled undergraduate students, including transfer students
- Implicitly monitors retention of Minnesota students, not just recruitment
- More of a lagging indicator than other options
- Changes in the metric not as intuitive to interpret



Discussion & Proposal to Full Board

- Option 1: Percent of Minnesota high school graduates enrolling at the University as freshmen
- Option 2: Percent of Minnesota high school graduates that elect to attend college in Minnesota and enroll at the University as freshmen
- Option 3: Percent of currently enrolled undergraduates from Minnesota





BOARD OF REGENTS DOCKET ITEM SUMMARY

Academic & Student Affairs

February 11, 2016

AGENDA ITEM: Medical School Update

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTER: Brooks Jackson, Dean of the Medical School/Vice President for the Health Sciences

PURPOSE & KEY POINTS

The Medical School completed a strategic plan in June 2013. The plan sets out a vision “to be a world-class Medical School, advancing health at the forefront of learning and discovery.” The strategic intent of the plan is to promote a culture that demands and rewards excellence.

Jackson has implemented a set of metrics to measure progress in meeting this vision in the areas of scholarship, research, finances, clinical work, philanthropy, and diversity. He has launched several programs to enable faculty to meet these goals and to reward success.

The Medical School has made significant progress in reducing student costs and improving student diversity. Jackson has launched searches for new, funded faculty and department heads, and reinvested in research supports and mentoring for current faculty. The school is also poised for major improvements clinically with the opening of the Clinics and Surgery Center.

BACKGROUND INFORMATION

The Special Committee on Academic Medicine heard a progress report on the Medical School strategic plan on May 7, 2015.

Medical School Strategic Plan: Progress Report

Brooks Jackson, M.D., M.B.A.

Dean of the Medical School

Vice President for Health Sciences

Academic and Student Affairs Committee

February 2016



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Medical School Strategic Plan

- **Primary Goal:**

Developing and sustaining a world-class Medical School and an academic health system that ranks in the top decile nationally

- **How We Get There:**

Fostering a culture of excellence in research, education and clinical care

- **Six Key Areas of Focus**

- Scholarship
- Research
- Education
- Clinical Care
- Financial Sustainability
- Diversity



Goal 1: Enhancing Scholarship

Culture change – Renewed emphasis:

- Key driver of national reputation
- Provides a platform for excellence
 - Attracting top students
 - Retaining and recruiting top faculty
 - National awards and honors
 - Securing NIH and other funding



Scholarship: Raising the Bar

- **Goals**

- Increase percentage of faculty who publish annually in peer reviewed publications.
- Set clear expectations for scholarship.
- Align incentives for faculty and Department Heads around scholarship.

- **Progress**

- For FY 15 Departments and Department Heads were measured on a clear set of metrics including faculty publications.
- 16 of 25 departments received new investment based on their overall success.
- 12 new faculty were added to the Wall of Scholarship in 2015.



Faculty Support

- New tool – Manifold – to track faculty publications
 - Developed by the Health Sciences Library
 - Data will be available this spring
- Visiting each department to learn about successes and concerns.
- Faculty share scholarship goals but some, particularly clinical faculty, need more support to achieve them.
- Dean's office investment in Master Mentoring Program
 - A carefully selected group of successful senior faculty to serve as mentors directly to faculty and to provide advice to departments on establishing, refining and evaluating mentoring programs.



Wall of Scholarship



- 2nd Floor of the Phillips-Wangensteen Building
- First or last author papers with 1000+ citations
- 25 current faculty members represented
- Room for more!!



Goal 2: Enhancing Research

Medical School Sponsored Expenditures

	FY 2014 (in 000s)	FY 2015 (in 000s)	Increase (Decrease)
Total Sponsored Expense	183,561	176,840	(6,721)
Total Federal Expense	153,789	146,038	(7,751)
Total NIH Expense	137,461	131,533	(5,928)



Goal 2: Enhancing Research Excellence

- Medical Discovery Teams
 - Supported by State of Minnesota
 - Tackling key Minnesota Health issues:
 - Addiction
 - Biology of Aging
 - Optical Imaging and Brain Science
 - Rural/American Indian Health Disparities
 - Searches underway for top faculty leaders
- Cluster Hires
 - Medical School funded
 - Focus on Neuroscience and Cancer Genetics
- Research Renewal
 - Funding to allow current faculty to stabilize or reboot their research – 3 grants of \$100,000-\$150,000 awarded in research areas of cancer, ophthalmology, and pediatric neurodevelopment



Goal 2: Enhancing Research Excellence

- Dr. Marc Jenkins (Microbiology and Immunology) published in the journal Science.
- Drs. Jeff Miller (Medicine) and John Wagner (Pediatrics) have had National Cancer Institute program projects renewed.
- Regenerative Medicine Minnesota, an effort led by Dr. Jakub Tolar (Pediatrics) between the University and Mayo Clinic, has provided a total of \$6 million in research funding to date. Applications for a second year of funding for biobusiness development, educational programs, and clinical care improvement are currently being accepted.
- CTSI renewal application has been submitted.
- The Medical School is joining other AHC schools/colleges in developing an AHC-wide Aging Grand Challenge.



Goal 2: Enhancing Research Excellence

Dean's Distinguished Research Lectureship
(third annual event to honor achievements in research)



Drs. Demetri Yannopoulos, Brooks Jackson, Marc Jenkins



Goal 3: Enhancing Education

- Emphasis on Medical Educators
 - New associate dean for undergraduate medical education – Dr. Robert Englander (a national expert in competency- based Medical Education)
 - Education scholarship task force charged to define best practices in scholarship and support needed
 - Increased recognition for preceptors to improve education and our partnerships



Goal 3: Enhancing Education

- **Emphasis on Students**
 - New Health Education Facility
 - Enhance interprofessional education
 - Expanded simulation
 - Better experience
 - Increased funding and mentoring for student research
 - Expanding international experiences
 - New longitudinal clerkships at the VA
 - Additional experiences possible at HCMC and HealthPartners



Goal 3: Enhancing Education



Zayed Family Care Centre, Kampala, Uganda



Goal 3: Enhancing Education

- Tuition and Debt
 - Tuition freeze and reduced fees and health insurance
 - Overall cost to students is \$800 less than 2 years ago
 - Increased scholarship funds
 - From \$3.2 million in 2011 to \$4.8 million in 2015
 - Relative costs have fallen to 21st of 85 public medical schools compared to 4th most expensive in 2013
 - However, debt has grown from an average of \$147,000 to \$152,000 over last 2 years



Goal 4: Enhancing Clinical Care

You can't have a top-tier Medical School without a top-tier health system

You can't have a top-tier Health System without a top-tier Medical School



Goal 4: Enhancing Clinical Care

- Opening of new Clinics and Surgery Center



- Continued work toward full integration with Fairview



University of Minnesota Health Highlights

- Achieved and exceeded 2015 goal in reducing mortality and demonstrated significant reduction in hospital readmissions
- Achieved 89.4% Top Box score in Clinic Patient Satisfaction
- Five ranked children's specialties by U.S. News for the University of Minnesota Masonic Children's Hospital; the most of any Twin Cities hospital
- UMMC named a 2016 best hospital for obstetrics, bariatric surgery, stroke care and breast care, from the Women's Choice Awards for Excellence
- M Health Heart (cardiovascular service line) locations recognized as 2016 "Best Hospitals" according to the American Heart Association and U.S. News & World Report "Get with the Guidelines"



Goal 5: Financial Stability

- Medical School revenues have exceeded expenditures for the past 5 years by greater than \$20 million per year.
- We require approximately \$25 million per year for new investments in faculty hires, programs, capital, and research support.
- The Medical School has invested in new faculty, new mentoring for faculty and in reducing costs for students.
- In addition, our financial stability creates a sustainable path for new department head recruitments.
 - Over the past 2 years we have hired new heads in Medicine, Anesthesiology, Pharmacology and the Regional Dean in Duluth.
 - Currently recruiting for Neurosurgery and Psychiatry.



Goals 5: Financial Sustainability - Philanthropy

Medical School/M Health Production (Mid Year 12/31)

- FY-15 \$61.1 Million (\$25 Million from Mason's)
- FY-16 \$40 Million
- Scholarship: Joan L. Shapiro (\$7 Million)
- Programs/Facilities: Otto Bremer Trust (\$2.5 Million)
- Endowed Chair/Research: Mary Susan and Peter Vorbrich (\$5 Million bequest)



Health Sciences Education Facility



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Goal 6: Enhancing Student Diversity

- **Applications from Underrepresented in Medicine (UIM) students**
 - 2014-15: 23% increase in applications
 - 2015-16: 52% increase in applications
- **UIM Medical Students (Matriculated)**
 - Increased 77% from 2013-14
 - Increase has been sustained



Goal 6: Enhancing Student Diversity

- **Minnesota Future Doctors (MFD) Program:**
Preparing UIM Premedical Students in Minnesota for admission to Medical School. Recruited 16 new participants in 2015.
- **Joint Admissions Scholar Program**
Aimed at recruiting and retaining up to 10 Minnesota residents from diverse backgrounds into a 7-year accelerated program.
- **Graduate Medical Education**
Orthopaedic Surgery Residency Program serves as a model: Diversity is a key goal for every program, highest ratio of matched females in the country.
- **Duluth Campus**
Several successful programs to encourage and recruit Native American students into Medicine



Goal 6: Enhancing Student Diversity

Twin Cities Campus	2015	2014	2013	2012	2011	2010
Multicultural	62	53	41	41	35	38
Percentage of Class	36.5%	31%	24%	24%	21%	22%
Underrepresented In Medicine (UIM)	33	32	18	15	16	14
Percentage of Class	19%	19%	11%	9%	9%	8%
Duluth Campus	2015	2014	2013	2012	2011	2010
Multicultural	11	5	6	8	3	7
Percentage of Class	18%	8%	10%	13%	5%	12%
Underrepresented In Medicine (UIM)	9	5	5	8	3	7
Percentage of Class	15%	8%	8%	13%	5%	12%



Goal 6: Enhancing Faculty/Staff Diversity

- Faculty
 - Implicit bias training for department chairs and other leadership
 - Dean's Committee on Women in Leadership
 - Recommendations presented in October 2015
 - Office of Faculty Affairs – committee to implement recommendations
 - Search committee for Executive Vice Dean chaired by two female faculty
 - AHC Duluth Women's Mentoring Program
 - Promote a positive environment for career development of women faculty
 - Provide opportunities to learn new skills, exchange ideas and advice, network, and problem solve



Goal 6: Enhancing Faculty/Staff Diversity

- Faculty
 - Program in Health Disparities Research: Health Equity Leadership & Mentoring (HELM) Program
 - Foster career and leadership development for early stage faculty
 - Funded for second year in 2015-16
 - Department of Medicine established Vice Chair for Faculty Affairs and Diversity
 - Department of Pediatrics established Vice Chair for Faculty Development and Diversity



Conclusion

- Exciting Time for the Medical School
 - State investment in Medical Discovery Teams
 - Education and Learning Center proposal
 - Integration with Fairview will benefit
 - Funding
 - Research
 - Education
 - Philanthropy growth
 - Health Care Grand Challenge
 - New opportunities with increased federal NIH funding



Questions





BOARD OF REGENTS DOCKET ITEM SUMMARY

Academic & Student Affairs

February 11, 2016

AGENDA ITEM: K-12 Achievement Gap

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS: Michael Rodriguez, Professor, Educational Psychology, College of Education and Human Development, Co-director, Educational Equity Resource Center
Julie Sweitzer, Director, College Readiness Consortium, Educational Psychology, College of Education and Human Development, Co-director, Educational Equity Resource Center

PURPOSE & KEY POINTS

The purpose of this item is to share the range of research, programs, and partnerships at the University of Minnesota that are helping to reduce achievement gaps and increase educational equity in K-12 education. The presentation will focus on:

- Assessing and communicating the gaps
- Scope of educational equity issues beyond the K-12 classroom
- Creating networks of staff and faculty working with K-12 youth and educators
- Translating research to practice
- Developing a deeper understanding of school and community needs
- Enhancing collaborations
- Efforts at peer institutions

BACKGROUND INFORMATION

President Kaler has emphasized the importance of closing K-12 achievement gaps since his inauguration in 2011. Michael Rodriguez is the Campbell Leadership Chair in Education and Human Development. He advises the president on improving educational access and success, expanding University-wide collaboration, and supporting work to reduce achievement gaps. Julie Sweitzer leads the College Readiness Consortium, which seeks to increase the number and diversity of students who graduate high school with the knowledge, skills, and habits for success in postsecondary education. Rodriguez and Sweitzer created the Educational Equity Resource Center (www.gap.umn.edu) in 2015.

Research and Programs Supporting Educational Equity

Michael Rodriguez and Julie Sweitzer
Co-directors, Educational Equity Resource Center
February 11, 2016

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Words Matter

Achievement Gap:

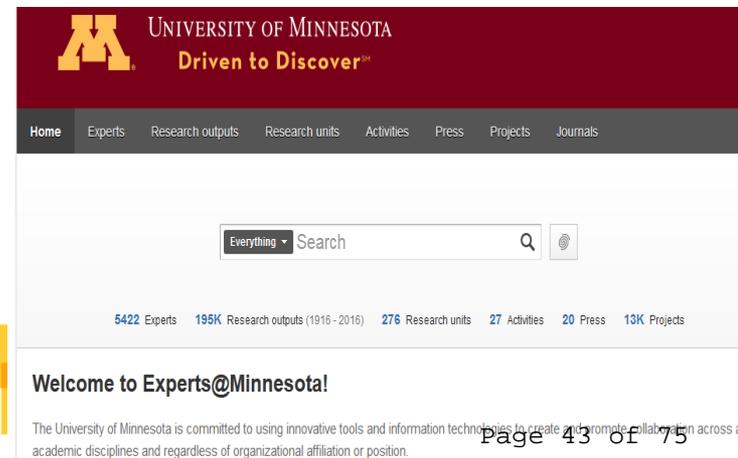
- Perceived to blame student
- Often uses single measure from single day

Educational Equity:

- Providing what each child needs to succeed
- Reflects multiple needs and assessments
- Context matters

Extensive Existing Work

- All campuses – all TC colleges
- Experts@U - 130 faculty
- Issues: poverty, health, housing, trauma, brain development, hunger and nutrition, families, early childhood, youth development, ...and K-12 education



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Home Experts Research outputs Research units Activities Press Projects Journals

Everything Search

5422 Experts 195K Research outputs (1916 - 2016) 276 Research units 27 Activities 20 Press 13K Projects

Welcome to Experts@Minnesota!

The University of Minnesota is committed to using innovative tools and information technologies to create and promote collaboration across all academic disciplines and regardless of organizational affiliation or position.

Translating Research to Practice

- Long history of educator professional development: e.g., CEHD, CSE, CBS, CLA, Weisman
- CEHD: Center for Applied Research and Educational Improvement (CAREI), MN Principals Academy, PRESS, STEM Education Center
- Research to Practice newsletter
- Presentations: School Boards, Principals, Superintendents, MN Assessment Group, MN Achievement Gap Forum

Educational Equity Resource Center

Easy access to:

- Research
- Resources (programs for educators, curricula, resource materials)
- Events and news
- edequity@umn.edu gap.umn.edu

Education Equity Advisory Council

Our Role

Research

Resources

About

Home

Educational Equity: Closing Gaps



News

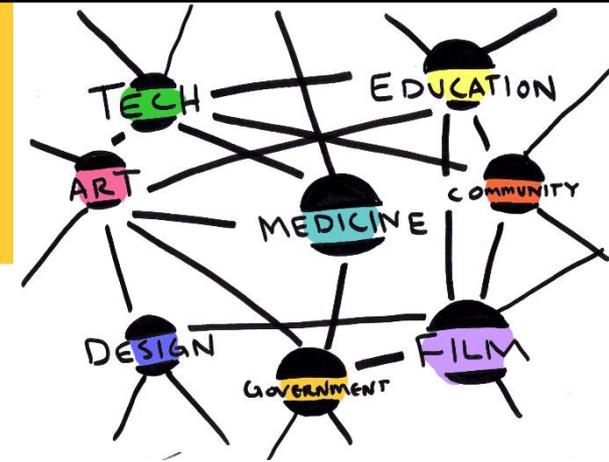
[Jenna Cushing-Leubner helps create opportunities for students with Spanish-speaking backgrounds](#)

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Engage, Connect and Collaborate

- Generation Next: Gen Next Fellows, goals, networks
- MN P20 Education Partnership
- Ramp-Up to Readiness
- Northside Achievement Zone
- Collaborate with MDE on data analysis
- Policy events
- Ed Psych engaged department
- System campus engagement

Breaking Down Silos: Internal Networks



- PreK-12 Network
- CRAG (College Readiness and Achievement Gap) Talks
- Youth and Education Network (OPE)
- Professional Development for Educators

University as Convenor

Educational Equity in Action

- June 20-21, 2016
- Registration open
- Flipgrid conversation



Save the date for the first ever University of Minnesota convening of Minnesota's education leaders, researchers, policy makers, and non-profit organizations committed to improving educational equity.



Looking Forward

- Grand Challenges
- Exploring peer institutions
- Expanding current work



BOARD OF REGENTS DOCKET ITEM SUMMARY

Academic & Student Affairs

February 11, 2016

AGENDA ITEM: Academic Advising Task Force Recommendations

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTERS: Nikki Letawsky Shultz, Assistant Dean, College of Biological Sciences
LeeAnn Melin, Assistant Dean, Office of Undergraduate Education

PURPOSE & KEY POINTS

The purpose of this item is to share the final report and recommendations submitted by the Task Force on Undergraduate Academic Advising for the Twin Cities campus. The report offers three primary recommendations to support and enhance undergraduate academic advising:

1. Ensure undergraduate students have equitable and accessible advising across collegiate advising units.
2. Prioritize the ongoing support, development, and retention of a professional community of academic advisors that are satisfied in their roles and reflect the identities of our undergraduate student body.
3. Continue to support the development of the essential infrastructure of advising.

The guidance and support provided to undergraduate students through academic advising is an important component of student success and ensuring student retention, timely graduation, and overall satisfaction.



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**Task Force on
Undergraduate
Academic Advising**

December 2015

TASK FORCE ON UNDERGRADUATE ACADEMIC ADVISING: REPORT AND RECOMMENDATIONS

Introduction and Charge

The University of Minnesota has made great strides in increasing student success relating to retention, timely graduation, and overall student satisfaction. Although significant progress has been made, there is still work to be done. The recent Progress Card approved by the Board of Regents articulates clear and ambitious goals for undergraduate education including increased 4- and 6-year graduation rates and an increased sense of belonging for students of color. The guidance and support provided to undergraduate students through academic advising is an important component of student success and is key to attaining these goals.

In the summer of 2015, Provost Hanson charged an Academic Advising Task Force to make recommendations to enhance and support the advising experience for undergraduate students at the University of Minnesota, Twin Cities. Specifically, the committee was asked to:

- *REVIEW CURRENT ADVISING STRATEGIES, DELIVERY METHODS, AND OUTCOMES*
- *REVIEW BEST PRACTICES WITHIN THE ACADEMIC ADVISING PROFESSION, INCLUDING STRUCTURES, SERVICE DELIVERY INNOVATIONS, TARGETED INITIATIVES FOR SPECIFIC POPULATIONS, SUPPORT FOR ADVISING INCLUDING TRAINING, AND PROFESSIONAL DEVELOPMENT*
- *DEVELOP A FRAMEWORK THAT CAPTURES THE PURPOSE, ROLE, AND GUIDING PRINCIPLES OF ADVISING*
- *RECOMMEND COMMON SERVICE PRACTICES AND EXPECTATIONS THAT SUPPORT STUDENT RETENTION, WELL-BEING AND DEGREE PROGRESSION, INCLUDING STRATEGIES FOR TARGETED POPULATIONS*
- *IDENTIFY NECESSARY RESOURCES TO SUPPORT AND ENHANCE ADVISING DELIVERY, INCLUDING THE TRAINING AND DEVELOPMENT OF ADVISORS, REPORTING NEEDS, AND PRACTICES OF CONTINUOUS IMPROVEMENT*

The Academic Advising Task Force met over the summer and developed an initial set of recommendations to support and enhance undergraduate academic advising. The Task Force then vetted these initial recommendations by conducting over 30 listening sessions across the Twin Cities campus. Revisions were made based on campus feedback and the final report and recommendations were presented to Provost Hanson in December 2015. The Provost then held an open Academic Advising Town Hall to discuss the recommendations with the campus community.

Following is an executive summary of the final recommendations which identify the most critical issues needing attention in order to further enhance and support the advising experience at the University of Minnesota, Twin Cities campus. The Task Force envisions these recommendations to serve as a model of excellent advising that will guide policies, practices, resource allocation, and infrastructure. The work of achieving this model is an ongoing process and will require shared responsibility between all stakeholders.

Executive Summary

Task Force on Undergraduate Academic Advising

The Academic Advising Task Force offers the following recommendations to support and enhance undergraduate academic advising on the Twin Cities campus. These recommendations seek to provide an excellent and consistent advising experience for students across campus.

Recommendation #1 | ***Ensure undergraduate students have equitable and accessible advising across collegiate advising units.***

Recommendation 1.A Adopt the advising framework outlined in this report which includes principles of excellent advising, a common advising team structure and common service standards. Key to this framework is a consistent advising model built upon relationship-based and equity-minded practices that support the holistic development and success of all students. The Advising Framework being proposed includes:

- ***PRINCIPLES OF EXCELLENT ADVISING***
EXCELLENT ADVISING IS RELATIONAL, ACCESSIBLE, HOLISTIC, INCLUSIVE, INTENTIONAL, AND PROACTIVE.
- ***ADVISING TEAM STRUCTURE***
AS PART OF THE ADVISING TEAM, STUDENTS SHOULD BE ASSIGNED A COLLEGIATE ADVISOR FOR THE SPAN OF THEIR STUDENT EXPERIENCE AND HAVE ACCESS TO MAJOR ADVISING/MENTORING ONCE DECLARED IN A MAJOR.
- ***ADVISING SERVICE STANDARDS***
THERE SHOULD BE COMMON SERVICE STANDARDS ACROSS ALL ADVISING MODELS AND AS STUDENTS PROGRESS THROUGH THEIR UNDERGRADUATE CAREER.

Recommendation 1.B Implement a standard range of student-to-collegiate advisor ratio of 250-300 students per advisor across all colleges in order to implement and sustain the advising framework and service standards.

Recommendation 1.C Address the needs of cross-college and transitioning students by convening a committee to further investigate ways to provide an integrated, accessible, and consistent level of advising services.

Recommendation #2 | ***Prioritize the on-going support, development, and retention of a professional community of academic advisors that are satisfied in their roles and reflect the identities of our undergraduate student body.***

Recommendation 2.A Invest in centrally coordinated advisor training and professional development by creating a central position to coordinate these activities in conjunction with undergraduate colleges and other campus advising units. The central role will:

- collaborate and support unit-specific training and development
- provide training that enhances the capacity of advisors to work effectively with students from historically underrepresented and marginalized backgrounds
- ensure that training and resources also support the development of departmental advisors, faculty advisor/mentors, supervisors of advising, and peer advisors.

Recommendation 2.B Develop and implement a bold and intentional recruitment and retention plan to advance the diversity of our professional advising staff and advising leaders across all collegiate units.

Recommendation 2.C Create an equitable campus advising salary structure and professional pathways to support the retention and career progression of employees in the academic advising classification.

Recommendation #3

Continue to support the development of the essential infrastructure of advising. This includes investment in staff, key technology tools, data and reporting systems, simplified and transparent curriculum, as well as key campus service units.

Recommendation 3.A Elevate APLUS to an enterprise tool that is centrally supported, enhanced, and maintained, with common training and functionality across collegiate units. Expect all assigned advisors of record to log advising-related student interactions in APLUS in a timely manner.

Recommendation 3.B Provide curricular transparency for students and advisors by ensuring that all degree requirements are visible through PCAS and related systems, and arrange advising-related resources and information to be easily accessible.

Recommendation 3.C Establish common student progress and success indicators within advising tools and retention reports across colleges that includes a cycle of data collection and dissemination, and expected outreach.

Recommendation 3.D Establish clear relationships among campus committees and workgroups that support the continued improvement of campus advising practices.

Recommendation 3.E Establish a campus Advising Leadership Working Group that will serve as an advisory group for campus-wide undergraduate student advising including the implementation and assessment of task force recommendations and continuous improvement of advising across campus.

Advising Framework

■ *Principles of Excellent Advising*

Academic advising at the University of Minnesota is an educational partnership that encourages and supports students to be active and accountable in the creation and achievement of their academic, career, and personal development goals.

Excellent advising is defined as:

- **Relational** - the advising relationship is at the center of excellent advising and is built upon mutual trust and respect that is developed over the span of each student's undergraduate experience.
- **Accessible** - Students are able to connect with an academic advisor in a timely manner for required developmental appointments, regular curricular planning, and urgent or crisis situations.
- **Holistic** - Advising is student-centered, developmental, and learning-focused, incorporating a concern for the growth and needs of the whole student, beyond curricular planning.
- **Inclusive** - Advising recognizes and supports the diverse backgrounds, interests, and needs of the University of Minnesota student body by establishing practices and relationships that are culturally relevant and effective at addressing barriers for students and communities facing social, cultural, economic, physical, and attitudinal barriers.
- **Intentional** - Advising includes an educational and purposeful approach to help students plan, reflect, learn, and take action in ways that are appropriate to their individual and developmental needs.
- **Proactive** - Utilizing technology and data analytics, advising incorporates timely outreach and targeted interventions to anticipate student challenges and support students in the pursuit of their educational goals.

These components of excellent advising are embedded in the advising structure and advising service standards outlined below.

■ ***Advising Team Structure***

The advising structure recognizes the need for an advising team to support the needs of students from matriculation through graduation. The advising team is comprised of staff and faculty who work with students in areas where they are the most knowledgeable, and assumes a network of support that expands beyond the formal advising role. (See Appendix G for the vision, mission, and core values of advising from the perspective of the professional advising community.)

Collegiate Advisors

Students are assigned a collegiate academic advisor through the span of their undergraduate career, from matriculation to graduation. The collegiate advisor seeks to establish an effective relationship with students, providing advocacy and holistic development to support each student's degree progress and retention. Collegiate advisors work closely with students in regard to their degree progress, including liberal education and major requirements. As students transfer between colleges, they are assigned a new collegiate advisor upon enrollment to the new college. Collegiate advisors are professional advisors and are part of the student service offices in the undergraduate colleges or University Honors.

Major Advising

Once students declare a major, they are provided access to a major/departmental-specific advisor or faculty advisor/mentor who supports students in their course planning for their major plan of study and progression toward their chosen profession. The purpose of this function is to provide mentoring related to the student's specific discipline, as well as expertise in their academic major requirements. In colleges where there are no departmental or faculty advisors/mentors, the mentoring related to the discipline and academic major requirements must be provided in other ways.

Faculty as Mentors/Advisors

Faculty members play a key role in opening up their academic discipline to students. Once students declare a major they are provided access to faculty advisors/mentors who can support them in their major planning and progression toward their career. As they consider research and internship opportunities, future careers, as well as graduate and professional schools, students often seek the expertise and insight only faculty can provide. Faculty who serve as formal advisors are expected to have a knowledge of University policies, work closely with collegiate or departmental advisors, and document student contacts as a member of the student advising team.

Department Advisors

Students may be assigned a department advisor once they are accepted into a major program. The department advisor has a deep understanding of the major curriculum and can assist students in meeting their upper division degree requirements. Like collegiate advisors, they advocate holistic development and support each student's degree progress and retention. Department advisors work closely with the advising office in their college to assure students graduate in a timely manner and to document student contact as a member of the student advising team.

Differentiated Advising

Students in particular populations will receive differentiated advising and/or appropriate curricular and co-curricular programming based on their unique needs. This may be embedded in the primary advisor role or be in addition to the primary advisor. Example populations include students who are first-generation, low-income, honors, international students, or student athletes. The scope of differentiated advising is generally the same as a collegiate advisor, described above.

Complementary Advising Support

Additional advising support complements the formal advising role by offering coaching for students in matters that relate to their academic goals and success. University staff members in these roles do not advise students on the curriculum, but may support students in conjunction with a collegiate advisor. Complementary advising support is found in campus resources that provide counseling, advocacy, learning support, support for undecided students, multicultural students, international students, students with disabilities, adult-learners, and those with other specific needs.

Advising Support

Students' advising experience extends beyond advisor interactions to include the process of setting up an appointment, email inquiries, front desk reception, caseload management, and behind-the-scenes support. These roles and/or functions lay the foundation and set the tone for a positive advising experience, allowing advisors to focus on working with students. Advising support done well ensures an effective and efficient advising experience.

Advising Leadership

Effective advising services require effective leadership and supervision. The role of advising supervisors and leaders is to create an equitable and effective advising organization that supports excellent advising and maintains a healthy work environment.

Peer Advisors

Students may receive assistance by peer advisors who assist collegiate and departmental advisors by answering basic questions about requirements, curriculums, schedules, and campus resources. Effective peer advising services require that students be properly trained and supervised, and that they have a very clear understanding of the appropriate scope of issues with which they can assist students.

Career Services

Academic advising and career development often overlap as students explore and develop their major and career path. Career services and services for undecided students should be integrated and accessible to students early in their academic career. Specific recommendations relating to career services were outside the scope of this report but should be considered as a next step in developing a comprehensive approach to student success.

■ **Advising Service Standards**

Students should expect and experience common service standards, across all advising models. These interactions should be intentional, and learning outcome-based, in order to provide a focused and cohesive advising experience. The following service standards are based on best practices and serve as a guide to service delivery minimum expectations.

IN THE FIRST YEAR

Academic advising focus: Transitioning to the University of Minnesota and the academic unit; getting off to a good start, and developing relationships.

- *STUDENTS ARE INTRODUCED TO THEIR ASSIGNED ADVISOR AND UNDERSTAND HOW TO CONTACT THEIR PROFESSIONAL ADVISING TEAM.*
- *ROLES AND RESPONSIBILITIES IN THE ADVISING RELATIONSHIP ARE CLEARLY OUTLINED. (SEE APPENDIX G)*
- *STUDENTS MEET WITH THEIR COLLEGIATE ADVISOR ONCE PER SEMESTER.*
- *ADDITIONAL FIRST-YEAR EXPERIENCE PROGRAMS AND SERVICES ARE EMBEDDED IN THE COLLEGE EXPERIENCE, AND ADVISING AND ACADEMIC PLANNING ARE INTEGRATED.*
- *PROACTIVE OUTREACH TO STUDENTS WHO ARE OFF-TRACK, OR EXPERIENCING BARRIERS TO SUCCESS BASED ON KEY INDICATORS.*

IN THE SECOND YEAR

Academic advising focus: Deciding on a major path and staying on course to apply, be accepted, and declare; determining parallel plans to implement if needed; engaging in curricular and high impact activities; staying on track for graduation in four years.

- *STUDENTS CONTACT THEIR COLLEGIATE ADVISOR AND AT LEAST ONE OTHER MEMBER OF THE ADVISING TEAM AT LEAST ONCE DURING THIS YEAR. STUDENTS MAY BE WORKING WITH THEIR PROFESSIONAL ADVISING TEAM, DEPARTMENT/MAJOR ADVISOR, CAREER STAFF, OR CAPE, FOR INTENSIVE EXPLORATORY COACHING.*
- *PROACTIVE OUTREACH TO STUDENTS WHO ARE OFF-TRACK, OR EXPERIENCING BARRIERS TO SUCCESS BASED ON KEY INDICATORS.*

IN THE THIRD YEAR

Academic advising focus: Working with curriculum experts and preparing for careers; optimizing both undergraduate experiences and progress in the major; engaging in curricular and high impact activities.

- *STUDENTS CONNECT WITH THEIR MAJOR/DEPARTMENT ADVISORS AT LEAST ONCE DURING THIS YEAR. IN ADDITION, STUDENTS SHOULD CONNECT WITH THEIR COLLEGIATE CAREER STAFF AT LEAST ONCE DURING THIS TIME.*
- *ADDITIONAL PROGRAMS AND SERVICES ARE INTEGRATED IN THE COLLEGE EXPERIENCE FOR CAREER EXPLORATION, PLANNING, PREPARATION, AND ENGAGEMENT.*
- *PROACTIVE OUTREACH TO STUDENTS WHO ARE OFF-TRACK, OR EXPERIENCING BARRIERS TO SUCCESS BASED ON KEY INDICATORS.*

IN THE FOURTH YEAR

Academic advising focus: Confirming graduation and transitioning to career or graduate/professional education.

- *STUDENTS MEET WITH THEIR COLLEGIATE ADVISOR EARLY IN THEIR FINAL YEAR (OR IN THE PRIOR YEAR FOR SOME ACADEMIC PROGRAMS) FOR A "GRADUATION CHECK" AND DISCUSSION OF FUTURE PLANS. IN ADDITION, STUDENTS CONTINUE TO WORK WITH THEIR COLLEGIATE CAREER STAFF AS THEY PREPARE FOR THE TRANSITION BEYOND COLLEGE.*
- *PROACTIVE OUTREACH TO STUDENTS WHO ARE OFF-TRACK, OR EXPERIENCING BARRIERS TO SUCCESS BASED ON KEY INDICATORS.*

TRANSFER STUDENTS

Academic advising focus: Assist with a smooth transition to chosen degree path, promoting opportunities to fully engage in academic major; encouraging early connection with career services.

- *STUDENTS MEET WITH THEIR PROFESSIONAL ADVISOR AT LEAST ONCE DURING THEIR FIRST TERM OF ENROLLMENT.*
- *ADVISING TEAM AND/OR OUE UNITS WORK WITH STUDENTS TO SECURE APPROPRIATE TRANSCRIPTS, AS WELL AS REQUESTED SYLLABI, IN A TIMELY MANNER.*
- *WITH THE COOPERATION OF EACH STUDENT'S UMTC COLLEGE, MAJOR DEPARTMENT, AND THE OFFICE OF ADMISSIONS, TRANSFER CREDITS ARE EVALUATED IN A PROPER AND TIMELY MANNER AND CLEARLY APPLIED TO THE RELEVANT DEGREE PROGRAM.*
- *ALL WORK HAS BEEN FULLY EVALUATED, AND ENTERED INTO STUDENT DEGREE PROGRAMS BY THE START OF REGISTRATION FOR EACH STUDENT'S SECOND TERM OF ENROLLMENT (ASSUMING STUDENT HAS SUBMITTED ALL PREVIOUS COURSEWORK IN A TIMELY MANNER).*
- *STUDENTS CONSIDERING AN INTER-COLLEGE TRANSFER SHOULD HAVE ACCESS TO ADVISING SUPPORT.*

ADDITIONAL SERVICE STANDARDS

Common service standards should continue to be developed for key academic flags. The Task Force suggests the following areas to be addressed in the near future:

- *EARLY ALERT INDICATORS*
- *STUDENTS ON PROBATION*
- *STUDENTS SUSPENDED FROM THE UNIVERSITY*
- *ADVISOR OF RECORD TRANSITIONS*

Best Practices for Advising Delivery

The Task Force recognizes the importance of implementing best practices in the area of advising delivery and endorses the following:

- A standard expectation for email and phone response time for collegiate and departmental advisors and students within two business days, with the exception of peak registration times.
- Advising units will provide a mixed delivery method of in-person and technology-enhanced advising to address various needs.

In-person advising:

- *STANDARD APPOINTMENTS*
- *EXTENDED APPOINTMENTS*
- *DROP-IN ADVISING*
- *PROSPECTIVE TRANSFER ADVISING SERVICES (OPEN TO STUDENTS OUTSIDE OF THE COLLEGE IN QUESTION)*

Technology-enhanced advising:

- *ONLINE ADVISING APPOINTMENTS (VIA GOOGLE HANGOUT, SKYPE, ETC.)*
- *EMAIL ADVISING TO ADDRESS QUICK QUESTIONS OR TIMELY CORRESPONDENCE*
- *ONLINE ACCESS TO ADVISING INFORMATION RELATING TO DEGREE PROGRESS*

Academic and Student Affairs Committee
Board of Regents

Task Force on Undergraduate Academic Advising Report and Recommendations, UMTC

February 11, 2016

Karen Hanson

Senior Vice President and Provost

LeeAnn Melin

Assistant Dean, Office of Undergraduate Education

Nikki Letawsky Shultz

Assistant Dean, College of Biological Sciences

Advising Excellence

My advisor's role in my undergraduate career and major decision cannot be overstated and I will forever be grateful. I am now on a path I never considered possible simply because I had a warm, considerate advisor to keep my pencil sharp and nose to the grindstone.

~ Undergraduate Student, UMTC

Task Force Process

- 1** Task force
- 13** members
- 10** meetings
- 793** student responses; **329** full responses
- 133** advisor responses; **55** full responses
- 6** initial recommendations
- 33** listening sessions
- 3** final recommendations

Undergraduate Admitting Colleges at UMTC

Collegiate
Advisor

Department
Advisor or Faculty

Carlson School of Management

X

College of Biological Sciences

X

College of Design

X

College of Education & Human Development

X

X

(departmental advisors)

College of Food, Agricultural and Natural Resource
Sciences (restructuring to include both collegiate and departmental)

X

(department advisors and
faculty)

College of Liberal Arts

X

X

(department advisors with
some faculty)

College of Science & Engineering

X

(lower division)

X

(upper division, faculty
advisors with some
department advisors)

Additional or Integrated Advising for Honor Students, TRiO Students and Student Athletes

Recommendation 1

Ensure undergraduate students have equitable and accessible advising across collegiate advising units.

- 1.A** Common advising framework
- 1.B** Standard student-to-collegiate advisor ratio of 1:250-300
- 1.C** Cross-college and transitioning students committee

Recommendation 2

Prioritize the on-going support, development, and retention of a professional community of academic advisors who are satisfied in their roles and reflect the identities of our undergraduate student body.

- 2.A** Centrally coordinated advisor training and development
- 2.B** Recruitment and retention plan to advance advisor diversity
- 2.C** Equitable advisor salary structure and professional pathways

Recommendation 3

Continue to support the development of the essential infrastructure of advising. Invest in staff, key technology tools, data and reporting systems, simplified and transparent curriculum, as well as key campus service units.

- 3.A** Continue to invest in APLUS
- 3.B** Curricular transparency and accessible resources for students
- 3.C** Common student progress and success indicators
- 3.D** Clear relationships among campus committees and workgroups
- 3.E** Campus Advising Leadership Working Group

Moving Forward

A Shared Responsibility



Discussion

Task Force on Undergraduate Academic Advising Report and Recommendations



BOARD OF REGENTS DOCKET ITEM SUMMARY

Academic & Student Affairs

February 11, 2016

AGENDA ITEM: Consent Report

Review Review + Action Action Discussion

This is a report required by Board policy.

PRESENTER: Karen Hanson, Senior Vice President for Academic Affairs and Provost

PURPOSE & KEY POINTS

To seek Board approval of new academic programs and program additions, program deletions and discontinuations, and/or program changes, as outlined below.

I. Request for Approval of New Academic Programs

- College of Design (Twin Cities campus)—Create B.S. degree in Product Design
- Carlson School of Management and the Law School (Twin Cities campus)—Create undergraduate minor in Business Law
- Medical School (Twin Cities campus)—Create fellowship in Cardiovascular and Thoracic Transplant
- College of Education and Human Service Professions (Duluth campus)—Create Education Administration Specialist degree and deliver online
- College of Liberal Arts (Duluth campus)—Create B.A. degree in Journalism
- College of Liberal Arts (Duluth campus)—Create post-baccalaureate certificate in Geographical Information Science
- Swenson College of Science and Engineering (Duluth campus)—Create Master of Science in Mechanical Engineering degree

II. Request for Approval of Discontinued Academic Programs

- College of Veterinary Medicine (Twin Cities campus)—Discontinue graduate minor in Veterinary Medicine

BACKGROUND INFORMATION

This report appears as a regular item on the Academic & Student Affairs Committee agenda. Academic program proposal review and approval is governed by University of Minnesota Policy 2.2.4: Review of Proposals for New, Changed, and Discontinued Academic Programs. Approval by the Board of Regents is required for the establishment of new academic programs; addition of

formal tracks and of new sites for existing academic programs; discontinuance/merger of existing programs; and changes in program titles/degree designation.

PRESIDENT'S RECOMMENDATION

The President recommends approval of the academic program proposals detailed in the Consent Report.

**University of Minnesota Board of Regents
Academic and Student Affairs Committee
February 11, 2016**

Consent Report

I. Request for Approval of New Academic Programs

▪ **College of Design (Twin Cities campus)—Create B.S. degree in Product Design**

The College of Design on the Twin Cities campus requests approval to create a Bachelor of Science (B.S.) degree in Product Design, effective fall 2016. The proposed degree is a creative, interdisciplinary major that blends elements of design, engineering, business, and humanities. The proposed program provides methods and tools for inventing our future in the form of innovative objects, systems, and services. In addition to design fundamentals, this program is strengthened by courses in the sciences. Combining these disciplines allows students to design desirable products and services (both physical and digital) that are also functional, marketable, and human-centered. The proposed program enables students to take ideas from concept to reality and succeed in market.

▪ **Carlson School of Management and Law School (Twin Cities campus)—Create undergraduate minor in Business Law**

The Law School and the Carlson School of Management on the Twin Cities campus request approval to create an undergraduate minor in Business Law, effective fall 2016. The proposed minor will help students understand how law structures business entities and the environments in which they operate, and how law both enables and constrains innovation. The curriculum includes the formation and regulation of business entities, the challenges of operating in a regulated market, rules applicable to fields in which many students will work, and the intricacies of creating and managing intellectual property. Students who complete the minor will be better prepared to innovate; identify, define and solve problems; and communicate effectively in interactions with lawyers as they navigate through regulatory requirements that all businesses inevitably confront. The Carlson School of Management will be the degree granting college.

▪ **Medical School (Twin Cities campus)—Create fellowship in Cardiovascular and Thoracic Transplant**

The Medical School on the Twin Cities campus requests approval to create a fellowship in Cardiovascular and Thoracic Transplant effective summer 2016. The one-year program provides trainees who have completed two years of thoracic surgery training an additional year of training specializing in heart and lung transplantation. The program will include clinical experience, as well as didactic, research, and teaching components.

▪ **College of Education and Human Service Professions (Duluth campus)—Create Education Administration Specialist degree and deliver online**

The College of Education and Human Service Professions on the Duluth campus requests approval to create an Education Administration Specialist master's degree, effective summer 2016. The proposed program is approved by the Minnesota Board of School

Administrators for the licensing of principals and superintendents. The purpose of the proposed program is to produce scholarly practitioners who can critically engage with important issues in educational administration. The degree leads to licensure for enrolled students. This degree will be delivered primarily online.

- **College of Liberal Arts (Duluth campus)—Create B.A. degree in Journalism**

The College of Liberal Arts on the Duluth campus requests approval to create a Bachelor of Arts (B.A.) degree in Journalism, effective fall 2016. The proposed degree will elevate the existing Journalism track within the B.S. degree in Writing Studies, which has experience increased enrollments. The proposed degree will leverage faculty and coursework already in place.

- **College of Liberal Arts (Duluth campus)—Create post-baccalaureate certificate in Geographical Information Science**

The College of Liberal Arts on the Duluth campus requests approval to create a post-baccalaureate certificate in Geographical Information Science, effective fall 2016. The proposed program advances concepts of theoretical and applied fundamentals of the collection, management, analysis, and representation of spatial data. The proposed program complements an undergraduate certificate on the same topic. The proposal is a response to students for a graduate-level certificate.

- **Swenson College of Science and Engineering (Duluth campus)—Create Master of Science in Mechanical Engineering degree**

The Swenson College of Science and Engineering on the Duluth campus requests approval to create a Master of Science in Mechanical Engineering (M.S.M.E.) degree, effective fall 2016. The proposed degree provides students with instruction and research opportunities in areas such as fluids, materials and manufacturing, dynamics and control, and mechanical design and analysis. This area of study is increasingly competitive in the job market, and there is a growing demand for trained engineers in this field. The proposed program will encourage future studies by students in the already popular Bachelor of Science degree in Mechanical Engineering.

II. Request for Approval of Discontinued Academic Programs

- **College of Veterinary Medicine (Twin Cities campus)—Discontinue graduate minor in Veterinary Medicine**

The College of Veterinary Medicine on the Twin Cities campus requests approval to discontinue the graduate minor in Veterinary Medicine, effective spring 2016. The current minor has not been active for several years, and there are no students in the pipeline.



BOARD OF REGENTS DOCKET ITEM SUMMARY

Academic & Student Affairs

February 11, 2016

AGENDA ITEM: Information Item

Review

Review + Action

Action

Discussion

This is a report required by Board policy.

PRESENTER: Karen Hanson, Senior Vice President for Academic Affairs and Provost

PURPOSE & KEY POINTS

The purpose of this item is to inform the Board about a five-year master research partnership between the University of Minnesota and The United States Golf Association (USGA) to study and develop solutions to golf's present and future challenges.

BACKGROUND INFORMATION

["USGA, University of Minnesota Partner to Strengthen Golf's Future,"](#) Nov. 1, 2015 (story and video on USGA website)

["U Of M, United States Golf Association Form Research Partnership,"](#) *Twin Cities Business*, Nov. 2, 2015

**University of Minnesota Board of Regents
Academic and Student Affairs Committee
February 11, 2016**

Information Item:

USGA and University of Minnesota announce research partnership to tackle golf's challenges and foster innovation

The United States Golf Association (USGA) and the University of Minnesota (UMN) announced in November 2015 a five-year master research partnership to study and develop solutions to golf's present and future challenges.

"Participation and growth are central issues for the health of our game, but there are many other critical and complex factors that will contribute to its long-term sustainability," said Mike Davis, USGA executive director. "This agreement will further the USGA's mission to apply fact-based research and deliver tested solutions back to the industry, particularly in three areas: the game's cost, the time it takes to play and golfer enjoyment."

The partnership, which allows both parties to identify projects and assign funding on an individual basis, leverages the full assets of the University of Minnesota, recognized as one of the most comprehensive public research universities in the U.S. The College of Food, Agricultural and Natural Resource Sciences; Carlson School of Management; College of Science and Engineering; and Humphrey School of Public Affairs are among those that are expected to contribute throughout the five-year period.

"We look forward to expanding our existing interdisciplinary research to build a sustainable future for the game of golf," said Eric Kaler, University of Minnesota president. "This unique strategic partnership with the USGA will help us to identify and advance solutions through some of the university's key strengths and mission: science, research, teaching and learning, and community engagement."

The partnership will utilize the university's Les Bolstad Golf Course as a living, learning laboratory to support critical research projects, as well as a classroom for demonstrating best practices in course design, maintenance and operations. The historic layout, established in 1929, is open to the public and valued by students, faculty, staff and the surrounding community.

"We firmly believe the impact of our work will transcend golf by identifying core concepts and solutions that can be applied to all sports and public green spaces," said Rand Jerris, Ph.D., senior managing director of public services for the USGA. "This

partnership accelerates learning and solution development by augmenting our own in-house research team with investigators from different disciplines, working jointly to advance core economic, environmental and social principles in the game.”

With an emphasis on innovation, projects will focus on technology, resource management, best practices for facility operations and design/renovation, community and economic impact studies, and participation behavior. In addition to conducting research on-site at the university, the partnership will utilize golf facilities nationwide for collecting data, which will be processed and analyzed by UMN students and faculty working closely with USGA experts.

“In this time of significant societal change, it’s important that golf remain relevant to its broad customer base.” said Brian Horgan, professor in the UMN department of Horticultural Science and Extension turfgrass specialist who is leading the partnership. “A transdisciplinary approach to research will allow golf to be responsible in its consumption of resources, and help golf facilities provide an experience that is affordable, enjoyable and compatible with the time people have available for recreation.”

This partnership will complement the series of studies conducted by universities nationwide that the USGA has funded since the 1920s, particularly in turf grass and agronomic research.

The organizations will also explore the potential for online and on-campus educational programs, as well as partnership opportunities with other organizations and institutions to foster information sharing worldwide.

About the USGA

The USGA conducts the U.S. Open, U.S. Women’s Open and U.S. Senior Open, as well as 10 national amateur championships, two state team championships and international matches, attracting players and fans from more than 160 countries. Together with The R&A, the USGA governs the game worldwide, jointly administering the Rules of Golf, Rules of Amateur Status, equipment standards and World Amateur Golf Rankings. The USGA’s reach is global with a working jurisdiction in the United States, its territories and Mexico, serving more than 25 million golfers and actively engaging 150 golf associations.

The USGA is one of the world’s foremost authorities on research, development and support of sustainable golf course management practices. It serves as a primary steward for the game’s history and invests in the development of the game through the delivery of its services. Additionally, the USGA’s Course Rating and Handicap systems are used on six continents in more than 50 countries.

For more information about the USGA, visit www.usga.org.