Board of Regents

February 2017

February 10, 2017

8:45 a.m. - 12:00 p.m.

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AGENDA ITEM: Introductions

☐ Review ☐ Review + Action ☐ Action ☒ Discussion

This is a report required by Board policy.

PRESENTERS: President Eric W. Kaler
Karen Hanson, Executive Vice President & Provost

PURPOSE & KEY POINTS

To introduce Michelle Behr, chancellor of the Morris campus, and Scott Lanyon, dean of graduate education.

Michelle Behr began her tenure at the University of Minnesota Morris on February 6, 2017. Previously, she served as the Provost, Senior Vice President for Academic Affairs, and Dean of the College at Birmingham-Southern College in Birmingham, Alabama. In this role, Behr oversaw faculty and staff; lead all academic departments, curriculum, the college library, and advising; and managed special programs, including those in leadership, honors, international study, and service-learning. Behr’s academic career spans more than 25 years, including a wealth of experience in higher education administration. She served as associate provost for academic initiatives at Western New Mexico University and acting dean at the University of Northern Colorado.

Behr received a Ph.D. in geography and an M.A. in anthropology from Arizona State University. She also holds a bachelor’s degree in anthropology from the University of California, Santa Cruz. She has published and presented extensively on topics ranging from higher education leadership to population demography. Behr was a Fulbright Scholar and the principal investigator for a National Science Foundation ADVANCE grant. In 2005-06, she was selected as an American Council on Education Fellow.

Scott Lanyon began his tenure as dean on June 20, 2016. A professor of biological sciences, he previously served as head of the Department of Ecology, Evolution, and Behavior, from 2008 to 2016. In this role, he oversaw an external review of the department’s top-ranked graduate program, championed diversity and mentoring initiatives, and worked to enhance graduate student support – including the creation of an innovative program positioning students for prestigious fellowships that has been adopted by multiple graduate programs at the University. From 1995 to 2008, Lanyon was director of the Bell Museum of Natural History, where he strengthened interdisciplinary research and engagement, and led the Bell through a strategic planning process that included preparations for a new facility.
In 2013, Lanyon was chair of the Special Committee on Graduate Education, appointed jointly by the Office of the Provost and the Faculty Consultative Committee. In this role he led a collaborative process that addressed the challenges and opportunities facing graduate education at the University. This was also a strong focus of his work as vice chair of the Faculty Consultative Committee and chair of the Senate Committee on Faculty Affairs. Lanyon earned a Ph.D. in ornithology from Louisiana State University in 1985.
A meeting of a Special Selection Committee of the Board of Regents was held on Wednesday, December 7, 2016 at 2:30 p.m. in the Hail! Minnesota Room, McNamara Alumni Center.

Regents present: Patricia Simmons, presiding; and David McMillian. Linda Cohen participated by phone.

Staff present: Vice President Brooks Jackson; General Counsel Douglas Peterson; and Executive Director Brian Steeves. President Eric Kaler participated by phone.

Others present: Sarah Dirksen, Keith Dunder, and Amy Phenix.

Regent Simmons called the meeting to order and reviewed items before the committee for consideration regarding University seats on the Fairview Health Services (FHS) Board of Directors:

1. Ratification of Brooks Jackson and Jakub Tolar in the ex officio seats.
2. Nomination of Kenneth Roering to the at-large seat, pending appointment by the FHS Board.
3. Appointment of Levi Downs to the University representative seat.

President Kaler reviewed his December 6, 2016 memo, distributed at the meeting and on file in the Board Office, which includes biographical information on Tolar, Roering and Downs. Jackson noted that while the memo did not anticipate the need for action on the Downs appointment, additional communication with FHS solidified the need for action at this meeting. The committee discussed the sequence and timing of Board of Regents and FHS Board of Directors meetings and actions related to these board seats.

A motion was made and seconded, and the committee voted unanimously to recommend approval of the ratification of Brooks Jackson and Jakub Tolar in the ex officio seats; nomination of Kenneth Roering to the at-large seat, pending appointment by the FHS Board; and appointment of Levi Downs to the University representative seat for a three-year term.

The meeting adjourned at 3:19 p.m.

BRIAN R. STEEVES
Executive Director and
Corporate Secretary
A meeting of the Litigation Review Committee of the Board of Regents was held on Thursday, December 8, 2016 at 7:30 a.m. in the East Committee Room, 600 McNamara Alumni Center.

Regents present: Thomas Devine, presiding; Thomas Anderson, Linda Cohen, Michael Hsu, Dean Johnson, David McMillan, and Darrin Rosha.

Staff present: President Eric Kaler; General Counsel Douglas Peterson; and Executive Director Brian Steeves.

Others present: Dan Herber, Amy Phenix, Timothy Pramas, Brian Slovut, and Shelly Carthen Watson.

The meeting convened in public session at 7:30 a.m.

RESOLUTION TO CONDUCT NON-PUBLIC MEETING OF THE LITIGATION REVIEW COMMITTEE

A motion was made and seconded that the following resolution be adopted:

WHEREAS, based on advice of the General Counsel, the Board of Regents Litigation Review Committee has balanced the purposes served by the Open Meeting Law and by the attorney-client privilege, and determined that there is a need for absolute confidentiality to discuss litigation strategy in particular matters involving the University of Minnesota.

NOW, THEREFORE, BE IT RESOLVED, that in accordance with Minn. Stat. § 13D.01, Subd. 3 and 13D.05 Subd. 3(b), a non-public meeting of Litigation Review Committee be held on Thursday, December 8, 2016 at 7:30 a.m. in the East Committee Room, 600 McNamara Alumni Center, for the purpose of discussing attorney-client privileged matters including the following:

I. Indira Junghare v. University of Minnesota
II. Dr. Seraphin Abou v. University of Minnesota
III. Friends of the Electric Steel Elevator, LLC, et al. v. University of Minnesota
IV. Pro-Life Action Ministries, Incorporated, Brian Gibson, and Bridget Busacker vs. Regents of the University of Minnesota
V. Shannon Miller, Jen Banford and Annette Wiles v. The Board of Regents of the University of Minnesota
VI. Service Employees International Union, Local 284, South St. Paul, Minnesota and University of Minnesota, Unit 8, Minneapolis, Minnesota
The committee voted unanimously to adopt the resolution. The public portion of the meeting ended at 7:32 a.m.

The meeting adjourned at 8:32 a.m.

BRIAN R. STEEVES
Executive Director and
Corporate Secretary

Litigation Review Committee
December 8, 2016
REAL ESTATE: STRATEGY, TACTICS, AND VISION

Regent McMillan invited Interim Vice President Berthelsen; Associate Vice President Volna; Susan Weinberg, director of Real Estate; and Sarah Harris, managing director of University of Minnesota Foundation Real Estate Advisors (UMFREA), to present the strategy, tactics, and vision for real estate purchases, as detailed in the docket.

Weinberg summarized the mission of the University’s Real Estate Office (REO), describing its organizational structure and responsibilities, and noting the total acres of land and leases it controls. She explained the conditions under which REO recommends acquisition of real estate, describing the process and reminding the committee of the Board’s ability to use eminent domain if there is a clear public purpose for the land. She explained circumstances when the University leases and sells real estate and reviewed when the University uses public-private partnerships. Volna explained the types of financing used for real estate purchases.

Harris walked through UMFREA’s history. She explained that UMFREA is a subsidiary of UMF and highlighted its advisory council and governing board. Harris described the work of UMFREA, noting the management of the Dinnaken portfolio and other commercial properties and the advising and investing operations. She reviewed the collaboration between the University and UMFREA, including monthly update meetings and cooperation around specific projects. Weinberg added the University perspective on the partnership.

McMillan commented that a collaborative and coordinated approach is key to achieving better results for both the University and UMF. He offered his appreciation that the relationship has also led to better engagement with stakeholders. Regent Lucas agreed and offered her hope that the partnership would lead to a better interface with local neighborhoods and in turn greater public safety.

Regent Johnson asked which organization he would deal with if he had land to sell the University, and whether he could he play the two organizations against each other. Volna responded that it would depend on the property and potential use, but that the University and UMFREA coordinate well to ensure that they are not bidding against each other in any real
estate purchase. Harris added that previous relationships can influence which organization a seller approaches.

Regent Rosha commented that he appreciates the new role played by UMF in the acquisition of land near campus, but stressed the primary importance of ensuring that the University meets its space needs. He wondered if public-private partnerships are standard across the country. Weinberg responded that public-private partnerships like the University has with United Properties are common across the United States and Canada, especially in areas were state approval is needed to purchase land. Harris offered that such partnerships are often used to ensure private-sector connections to campuses.

In response to a question from McMillan, Weinberg outlined some of the University’s public-private partnerships, identifying the land lease for the Commons Hotel as one type and the joint venture with United Properties as another. She reminded the committee that United Properties was the winning bidder for the Days Hotel site and given the critical role that land plays in redeveloping that section of campus, the University entered into a partnership to ensure that its needs were considered within the project.

Regent Anderson asked about the performance of the Greek loan program. Harris responded that the program has approved five loans totaling $1.2 million, and that it has been successful so far.

Regent Devine expressed his support for the partnership between the University and UMF. He stated his belief that a good working relationship with the neighborhoods near campus is critical to future development, offering the example of development around the University of Maryland, College Park campus. He asked about future challenges and opportunities. Harris responded that the University has the ability to signal long-term needs and the private sector will respond, such as with student housing. She observed that the University should work more with the private sector to maximize current development, and emphasized the need for REO and UMFREA to plan collaboratively and support each other. Harris suggested reviewing how current space is used and creating a new model that increases density.

In response to a question from Student Representative Klemenhagen, Weinberg explained that the University entered into two master leases that would start housing students in the fall of 2017. She noted that this would provide additional housing stock over five years. Harris pointed out that UMFREA does not lease to the University but does operate 975 student beds.

**EAST GATEWAY: ISSUES AND INTERESTS**

Regent McMillan invited Monique MacKenzie, director of planning, and Sarah Harris, managing director of University of Minnesota Foundation Real Estate Advisors, to discuss issues and interests related to the East Gateway section of the Twin Cities campus, as detailed in the docket.

MacKenzie put the East Gateway area in geographic context and offered the history behind the acquisition of property from the railroads. She reviewed the University District Alliance and reminded the committee of what the Twin Cities campus master plan from 2009 and campus development framework from 2016 envisioned for that section of campus. She summarized the East Gateway district plan and Stadium Village plan and how they interact with the academic focus. She outlined the University’s 2013 joint venture with United Properties and explained that it was still trying to understand commercial viability for the proposed site plan.

Harris described the Towerside Innovation District. She defined its boundaries and outlined the vision for the area. She explained that one goal of Towerside is to create district systems that encourage increased development in underutilized sections of the area. She offered that the area has great assets, including its location, 70-plus acres of underdeveloped land, three light
rail stations, and the University as an anchor. She clarified that UMF does not own the Towerside organization but has taken an active role within it given the area’s importance to the University.

Harris used the anticipated redevelopment of Fourth Street as an example of Towerside’s work. She noted the proposed district storm water system, focus on creating green spaces, and eventual district energy system as key elements. Harris outlined Towerside’s requests for the University, including how to integrate more crossings with the transit-way, University participation in the district energy system, and participation in the green Fourth Street maintenance. She added that if the area won the 2023 World Fair Expo later this year, it would escalate development.

Regent Johnson offered his support for Towerside’s work. He asked about development of new roadways to alleviate traffic issues during major events. MacKenzie responded that an area-wide transportation study should provide additional understanding for future development, and noted that a roadway north of the transit-way to connect TCF Bank Stadium to Minnesota 280 could be advanced. Harris added that offering more amenities to encourage individuals to spend more time in the area would help alleviate major traffic issues before and after events.

Student Representative Dice wondered if the district energy system would reduce emissions. Harris explained that the system would provide shared heating and cooling and would include a plug-in option for solar and wind as more users moved into the area. She suggested that another goal of Towerside is to have residents use more public transit, further decreasing emissions.

In response to questions from Regent Devine, Harris explained that the light rail platforms do not need to be expanded. She explained that Towerside hopes to make the Prospect Park area more walkable, with significant connections between the Stadium Village station and the Prospect Park station. She reported that MacKenzie has attended planning meetings and urged the University to be even more involved. Devine encouraged Harris to be aggressive in giving input on this project to the Board.

Regent Rosha commented that he was pleased that the transit-way was still an effective way to travel between Minneapolis and Saint Paul on the Twin Cities campus. He expressed his desire to ensure that the transit-way is maintained, while offering his support for looking toward the neighborhood as a partner in development. He asked Harris to ensure that the Board is kept updated.

**RECREATION AND WELLNESS FACILITIES SITING (TWIN CITIES CAMPUS)**

Regent McMillan invited Interim Vice President Berthelsen, Assistant Vice President Suzanne Smith, and George Brown, Assistant Vice Provost and director of University Recreation and Wellness, to present for review and action the siting for the recreation and wellness facilities (facilities), as detailed in the docket.

Berthelsen outlined the project. Smith explained the assumptions and principles used in examining possible locations. She reviewed each of the possible locations, highlighting their strengths and weaknesses. She noted that siting the facilities on the steel elevator site was the preferred option.

McMillan noted the variety of perspectives on siting, but commented that the committee needs to make a decision to keep the projects moving forward.
Regent Johnson asked whether the project would be delayed until litigation on the demolition is resolved. Berthelsen stated that the University is moving forward with the demolition of the cement elevators on the site. He explained that the University hoped to resolve the litigation quickly. He reminded the committee that student fees funded the current facilities and the administration seeks to ensure the student investment is protected. He added that any delay in siting the facilities would affect University Recreation and Wellness programming.

Johnson noted the schedule for the track and field and expressed his desire to also protect opportunities for students to participate in recreational sports. He wondered if the current sports bubble would be put in storage if there were a delay in siting the facilities or demolishing the steel elevators. Berthelsen responded that if the track and field moves forward without a site for the facilities, the bubble would be stored and the University Recreation and Wellness programming would be displaced at the end of this academic year. Johnson wondered what option would be used if litigation delayed demolition of the steel elevators. Berthelsen responded that the University would stop and wait for the litigation to be fully resolved. President Kaler offered that there is not a good alternative, creating a compelling need to relocate the facilities to the proposed location.

In response to a question from Regent Rosha, Kaler explained that the lineman’s facility is on the list of potential projects and is being fundraised for, but is not the highest priority. He stressed that the current focus is on building the track and field.

Rosha expressed his view the sports bubble be separated from the track and field development. He offered that there is indoor space that could be used in the short term as swing space until other options were fully considered. He stated that he would not support the facilities siting.

McMillan observed that the Board already approved the funding for the demolition of the steel elevators, the location of the track and field, and relocation of the facilities. He reminded the committee that the Board asked the administration to examine other potential locations for the facilities and that the decision before the committee is which site to use.

Regent Devine commented that the cost to delay the track and field was too great a price to pay. He stated his belief that the student experience needs land for recreational sports. He noted the reduction in land for recreational sports and suggested a need to expand it. Devine reminded the committee that completion of the track and field is needed for Title IX compliance.

Regent Lucas offered that the steel elevator site is the right location for the facilities. She urged the administration to create a historic marker or interpretive piece to tell the story of the steel elevators.

Regent Anderson expressed his support for the steel elevator site, noting that this is the site University Recreation and Wellness prefers. He offered that the Board should pick the best site regardless of the pending litigation.

A motion was made and seconded, and the committee voted five to one to approve the recreation and wellness facilities siting. Rosha voted no.

**CAPITAL BUDGET AMENDMENT: AHC RENOVATION AND RELOCATION PROGRAM (TWIN CITIES CAMPUS)**

Interim Vice President Berthelsen gave a brief overview of the capital budget amendment for the AHC renovation and relocation program. Regent McMillan announced that due to time constraints, full review of the project would move to a future committee meeting.
INFORMATION ITEMS

Interim Vice President Berthelsen referred the committee to the information items in the docket:

- Capital Planning and Project Management Semi-Annual Project Report
- Pioneer Hall / Superblock Interconnection

The meeting adjourned at 10:47 a.m.

BRIAN R. STEEVES
Executive Director
and Corporate Secretary
A meeting of the Faculty & Staff Affairs Committee of the Board of Regents was held on Thursday, December 8, 2016 at 8:45 a.m. in the East Committee Room, 600 McNamara Alumni Center.

Regents present: Patricia Simmons, presiding; Richard Beeson, Linda Cohen, Michael Hsu, and Abdul Omari.

Staff present: President Eric Kaler; Chancellors Lendley Black, Jacqueline Johnson, Stephen Lehmkuhle, and Fred Wood; Executive Vice President and Provost Karen Hanson; Vice Presidents Katrice Albert and Kathryn Brown; Executive Director Brian Steeves; and Associate Vice President Stuart Mason.

Student Representatives present: Lauren Anderson and Lauren Mitchell.

**BOARD OF REGENTS POLICY: RESERVATION AND DELEGATION OF AUTHORITY (APPOINTMENT AUTHORITY)**

Regent Simmons invited Vice President Brown to review Board of Regents Policy: Reservation and Delegation of Authority. Simmons provided background information on the recent policy amendment process. After a discussion about the policy by the full Board, the Board Chair charged the Governance & Policy Committee with review of potential changes. The Governance & Policy Committee voted at its June 2016 meeting to recommend approval of the version of the policy that appears in the docket. Instead of acting on the committee recommendation, the Board voted to refer the policy to Faculty & Staff Affairs for additional consideration. Simmons clarified that the policy is before the committee for review, not action.

Simmons invited President Kaler to provide his input on the policy amendments. Kaler shared that the current revisions reduce the flexibility of the president to make hiring decisions, noting that positions at the University that receive higher compensation than the president are in Athletics and are highly visible and the public have great interest in their pay and performance. He explained that hires in Athletics, especially coaches, happen very quickly and leaving approval of those hires to the Board may disadvantage the University in the marketplace. Kaler recommended that if the Board moves forward with amending the policy to include coaches, it should have a mechanism in place to ensure timely approval. He provided two suggestions: the Board could delegate authority to the Chair and Vice Chair to consult with the president on such contracts, or the Board could agree to meet by telephone to consider such contracts in a more expedited manner.

Regent Hsu pointed out that peer institutions have in recent weeks hired head coaches that were either approved by or subject to approval by a governing board. He noted that the Board has a fiduciary responsibility for the University and that mechanisms for emergency approval already exist that could be used to approve coach contracts. Hsu explained that in existing policy, the Chair and Vice Chair of the Board and the Chair of the Faculty & Staff Affairs Committee could approve coach contracts on an emergency basis. Hsu argued that the Board must demonstrate to the Legislature and others that it is acting as a responsible steward of University funds, and noted that the highest paid public employees in the state are often University coaches. He commented that the current revisions are good, but that more work...
remains, particularly around the inclusion of contract buy-outs, which may require consultation with the general counsel.

Regent Cohen noted that she feels torn – the Board has the authority to hire the president and athletic director, who have the authority to make certain hiring decisions without Board approval, but the current climate demands that the Board publicly display its oversight responsibility for highly paid, highly visible staff members. She added that she would be able to support either of the options outlined by the President.

Regent Beeson expressed his opposition to the amended policy language, noting that the University is unique in that the position at the top of the organizational chart is not the highest paid. He emphasized the authority of the president and athletic director rather than a salary threshold and questioned whether Regents can or have added value to the coach hiring process. Beeson concluded that amendments to the policy should address the issue of highly paid coaches and not use the president’s salary as a threshold.

Simmons encouraged the committee to consider amendments to the policy that address the issue of highly paid Athletics hires. She offered that it is not appropriate to use the president’s salary as a threshold for Board approval since markets of university presidents and coaches are not parallel. She noted the possibility of unintended consequences if the current language were approved, with a future president being hired for $1 or $5 million a year.

Hsu shared his understanding of the policy’s history, explaining that head coaches were subject to Board approval prior to a change in policy under President Hasselmo in the 1990s. He added that some coaches were paid more than the president at that time and because their positions were removed from the list, language was added to Section I, Subd. 5 of the policy that would reserve to the Board the authority to approve transactions that had great public interest, impact on the University’s mission, or value greater than $2 million.

In response to Simmons, Hsu commented that he does not disagree with adding specific head coaches to the list but noted that assistant coaches potentially also have a salary greater than the president’s. Kaler confirmed there are two assistant coaches with salaries above his.

Hsu referenced conversations by some Regents with other Big Ten board members in Spring 2016, noting that several use the salary of the President as a threshold for Board approval. He cited the University of Maryland model as an example used for earlier policy amendment language. Cohen confirmed that the Governance & Policy Committee did review policies of peer institutions in their process.

Simmons summarized that she heard no committee support for using the president’s salary as a threshold and asked the committee for any additional direction so Vice President Brown could draft new language that focused on high-salary coaches.

In response to an invitation from Simmons for comments from the student representatives, Student Representative Mitchell asked about candidates’ expectations as part of their search. She suggested that chancellors, for example, would likely know to expect Board approval.

Kaler agreed with moving toward a focus on highly paid coaches, and noted the national conversation around the sustainability of ever-higher coaches’ salaries. In response to Mitchell’s question, he commented on the range of expectations from candidates. Kaler responded to Beeson’s comment about whether the Board adds value by approving coach contracts by acknowledging the very real public consequences of coach hires. He added that his current practice for any contract renewal, amendment, or extension includes a conversation with the Chair and Vice Chair of the Board.
Simmons thanked Hsu for his comments and observations. She reemphasized the Board’s need to be accountable, as well as the sizable amount of money at stake with coach contracts. She echoed Beeson’s comment that the Board should add value and not simply add another step to the process. Simmons concluded that the committee would move forward to amend the policy so it addresses certain coach positions and does not use the president’s salary as a threshold.

**ANNUAL REPORT ON COMPENSATION**

Regent Simmons invited Vice President Kathryn Brown; Kenneth Horstman, Senior Director of Total Compensation; and Mary Rohman Kuhl, Director of Compensation, to discuss the annual report on compensation, as detailed in the docket.

Brown explained that the report illustrates total compensation of all employees and a detailed report of senior leader compensation. Horstman reviewed the compensation policy and the employee value proposition, noting that base pay and merit increases are vital to remaining a competitive employer. Salary and fringe represent 61 percent of the University’s total expenditure of non-sponsored funds.

Rohman Kuhl reported that with the implementation of the 19 job family classifications for Civil Service and Professional & Administrative staff, salary ranges for each job family are set with a midpoint that is equal to the market median. She described the use of compensation ratios to determine how closely individuals or job family salaries compare to the market median.

Rohman Kuhl explained that markets for faculty and senior leaders differ by campus, and reviewed the institutions that are comparable to the Twin Cities, Crookston, Duluth and Morris campuses. Brown added that the Office of Institutional Research selected the peer intuitions for each campus. Those peers are used to benchmark other data as well.

In response to a question from Regent Simmons, Rohman Kuhl confirmed that benchmarking data used for faculty includes salary, but not total compensation. Brown explained that base salary data is more readily available, whereas total compensation data is more difficult to calculate and can be less reliable.

In response to a comment from Regent Hsu, Rohman Kuhl explained that the average salaries for faculty at peer institutions are the average of all faculty, and not broken down by discipline.

Brown recognized Horstman and Rohman Kuhl for their work and presented the senior leader compensation strategy and benchmarking data. She reminded the committee that the strategy aligns with compensation policy.

In response to a question from Regent Omari, Brown explained that to hire for hard-to-fill positions and reduce turnover, managers must sometimes consider restructuring staff or budgeting in a way that allows better pay for certain positions. She added that when recruiting new staff, managers must also convey the value of total compensation, not just salary.

Simmons commented on the faculty salary benchmarking data, and asked if it includes medical schools. Lincoln Kallsen, Director, Institutional Analysis, confirmed from the audience that the data does not include medical schools.

In response to comments from Regents Hsu and Beeson, Brown agreed that retention data is valuable and shared that although it is not included in the compensation report, it is collected and used.
Simmons emphasized the importance of salary ranges, but cautioned that goals need also to consider the work environment, community, and other factors. Horstman commented that the measures are tools utilized to signal changes in the marketplace.

In response to a question from Hsu, Rohman Kuhl noted that the data do not consider cost of living. The faculty data are broken out by institution, but staff and senior leader compensation is reported in aggregate, so cost of living cannot be taken into consideration.

In response to a question from Hsu, Brown explained that the University does not have a mechanism for collecting data about start-up or other funds that faculty may receive in addition to their salary. She added that colleges or departments might capture such data.

**WELLBEING: A HOLISTIC APPROACH TO SUPPORTING AN ENGAGED AND PRODUCTIVE WORKFORCE**

Regent Simmons invited Vice President Kathryn Brown; Brandon Sullivan, Senior Director, Leadership and Talent Development; and Kenneth Horstman, Senior Director, Total Compensation, to discuss the holistic approach to wellbeing, as detailed in the docket.

Brown noted the shift from “wellness” to “wellbeing,” explaining that the University has offered wellness programming in the past, but will shift to a more holistic wellbeing approach. She added that employee engagement and productivity are closely related to overall wellbeing.

Sullivan provided a definition of wellbeing and reported that employers utilize wellbeing programs to improve and maintain performance and safety, raise awareness of health, and to develop a culture of a healthy workplace. He cited research that shows that successful programs utilize goals and rewards or incentives for achieving goals.

Horstman described the University’s current wellness program, noting that it is a best-practice program. He shared its accomplishments and outlined the proposed new wellbeing program, along with the implementation timeline.

In response to a question from Regent Cohen, Horstman explained that telephone health coaching is available to employees who opt in. He added that in-person health coaching is also available at the Twin Cities campus.

In response to a question from Regent Omari, Horstman noted that the University’s wellness program has continued to provide a substantial return on investment every year. He added that it will not be possible or necessary to measure all outcomes; some will remain anecdotal.

In response to questions from Student Representative Anderson, Horstman reported that the University has implemented wellness programs on the Crookston, Duluth, and Morris campuses. Programs differ by location.

**CONSENT REPORT**

Vice President Brown invited President Kaler to join her in presenting for review and action the Consent Report, which included the following items:

- Appointment of Michelle Behr as Chancellor of the University of Minnesota Morris.
- Conferral of tenure for four outside hires.
President Kaler presented for approval the appointment of Michelle Behr as Chancellor of the University of Minnesota Morris. Brown walked through the other items. A motion was made and seconded and the committee voted unanimously to recommend approval of the Consent Report.

**INFORMATION ITEMS**

Vice President Brown referred the committee to the information items contained in the docket materials, which included personnel highlights and faculty and staff activities and awards.

The meeting adjourned at 10:45 a.m.

BRIAN R. STEEVES
Executive Director and
Corporate Secretary
A work session of the Board of Regents of the University of Minnesota was held on Thursday, December 8, 2016 at 11:00 a.m. in the West Committee Room, 600 McNamara Alumni Center.

Regents present: Dean Johnson, presiding; Thomas Anderson, Richard Beeson, Linda Cohen, Thomas Devine, Michael Hsu, Peggy Lucas, David McMillian, Abdul Omari, Darrin Rosha, and Patricia Simmons.

Staff present: President Eric Kaler; Chancellors Lendley Black, Jacqueline Johnson, Stephen Lehmkuhle, and Fred Wood; Executive Vice President and Provost Karen Hanson; Senior Vice President Brian Burnett; Vice President Kathy Brown; Interim Vice Presidents Michael Berthelsen and Bernard Gulachek; Executive Director Brian Steeves; and Chief Auditor Gail Klatt.

Student Representatives present: Lauren Mitchell.

Chair Johnson invited Chancellor Stephen Lehmkuhle; Rebecca Ropers-Huilman, Vice Provost for Faculty Affairs; and Meredith Fox, CEO of Portage Partners Consulting to lead the Board in a discussion of system-wide strategic plan themes, as detailed in the docket.

Lehmkuhle provided an update on the work of the system-wide strategic planning committee. He reported that the committee has met with stakeholder groups at each campus, addressing several key questions related to goals for the system.

The Board separated into small groups to discuss those same questions:

- In an ideal future, what would a better-coordinated University of Minnesota system look like?
- What changes would need to be made at a system-level to achieve this ideal future?
- What changes would need to be made by campuses to achieve this ideal future?
- What should not change as we plan our system’s future?

Fox asked Regents for their feedback on the question about system coordination.

Regent Hsu noted he would like to see more coordination around the admissions process. He acknowledged tools such as the common application and the Share My App program, but suggested a more efficient process that puts less burden on the student. He remarked that the additional time and energy needed to distribute an application to multiple campuses might lead a student to look at another institution.

Regent Devine agreed with the need for better strategy around a common application. He suggested a common orientation process for students and parents that addresses shared campus priorities, such as the land-grant mission, sexual assault prevention, and the student conduct code. He added that there could also be greater continuity post-graduation in the efforts of various alumni groups and the Foundation.
Regent Lucas noted the importance of common elements in the orientation process, since many students continue in the system for graduate education.

Regent Cohen emphasized the need to highlight the strengths and individuality of each campus within the broader system.

Regent Simmons suggested greater focus on the mission of the University and ways each campus can contribute to the mission. She cautioned against losing the regional character and unique responsibility of each campus.

Regent Omari commented on the coordination of services, such as libraries, finances, and human resources. He suggested these services should not be entirely centralized, but there should be a balance within the system.

Representative Mitchell noted that she would like to see a balance of autonomy and unity in policy issues. She referenced the administrative policy for absence and makeup work, citing differences of opinion among campuses for how these situations should be handled. She suggested this is a situation where it might be best to allow each campus to determine what is best for them.

Regent Beeson remarked on the need for greater advertising across the system, noting there is too strong an emphasis on the Twin Cities campus. He suggested a clearer focus on each facet of the University mission, including research and outreach.

In response to a comment from Chair Johnson, Lehmkuhle replied that a University degree is highly valued, regardless of the campus. This is one of the greatest benefits of the system, as reported by stakeholders.

Regent Rosha expressed a desire for greater consistency in the student experience across campuses as well as clarity in common policies and practices. He noted that the strength of each campus is its regional identity but suggested that a strategic plan will help clarify their role within the University’s mission. Rosha added that establishing a specific identity and place within the institution can help a campus in the budget process. He emphasized the importance of engaging state-wide leadership in the strategic planning process.

Fox asked the Board for feedback on the remaining discussion questions.

Lucas raised concerns about revenue generated by Gopher athletics. She noted that much of the media revenue returns to the Twin Cities campus, despite high viewership across the entire state. She suggested that athletics revenue should benefit the whole system.

Hsu suggested a different approach to allocating resources to campuses, or to specific schools or units that might be struggling in the rankings. He suggested establishing clear, achievable goals and allocating the necessary resources to meet them. He added that clear goals and priorities for the athletics department are crucial to the strategic planning process.

In response to a comment from Johnson, Hsu remarked that there should be a greater commitment to long-term financial goals. He noted his perception that budget priorities are determined from year to year, without working toward long-term goals. He would like the new Senior Vice President for Finance and Operations to be involved in the strategic planning process.

Simmons suggested campus coordination, when appropriate, to meet institutional goals. She remarked that this would require determining priorities for units.
Beeson called for better recruitment efforts across the system. He suggested targeting recruitment in underserved populations, such as those in rural or urban areas.

Devine suggested the need for better prioritization regarding tuition modeling. He appreciated that the most recent tuition increases varied from campus to campus, but noted the difficulty in determining market value across the system. He emphasized the need for better advising and retention efforts at all campuses.

Rosha noted that it is difficult to evaluate the budget or the admissions process without clear institutional goals. He emphasized the importance of establishing system-wide goals to guide priorities. He suggested that the current decision-making process lacks cohesion.

Hsu suggested that the 21st century land-grant mission be included in the strategic plan.

Omari agreed with the need for clearer priorities. He noted that units without agency funding, such as from the NSF or NIH, are typically the first to be cut. He used the College of Liberal Arts as an example.

Regent Anderson disagreed that there have not been priorities, noting accomplishments such as better 4-year graduation rates and lower student debt. He suggested that perhaps priorities have not been clearly defined and that there could be more specificity around goal setting, but that does not mean priorities have not existed.

Hsu remarked that the budget process previously has not provided enough understanding of where money goes within the organization. He added his opinion that without clear goals, it is difficult to understand where resources are allocated.

Ropers Huilman reported feedback from the system campuses, noting general themes from various stakeholder groups, such as faculty, staff, and students.

Johnson thanked the group for their efforts.

In response to a comment from Devine, Lehmkuhle responded that the feedback presented was merely a summary of themes heard from various stakeholders. He clarified that more detailed responses would be released from each campus.

Rosha asked about a process for evaluating the needs of the state and suggested that other state leaders, such as from the Minnesota State system, be involved in the planning process.

The meeting adjourned at 11:57 a.m.
A meeting of the Academic & Student Affairs Committee of the Board of Regents was held on Thursday, December 8, 2016 at 1:15 p.m. in the East Committee Room, 600 McNamara Alumni Center.

Regents present: Linda Cohen, presiding; Thomas Anderson, Dean Johnson, Peggy Lucas, Patricia Simmons, and Darrin Rosha.

Staff present: Chancellors Lendley Black, Jacqueline Johnson, Stephen Lehmkuhle and Fred Wood; Executive Vice President and Provost Karen Hanson; Vice Presidents Katrice Albert and Kathryn Brown; Associate Vice President Meredith McQuaid; and Executive Director Brian Steeves.

Student Representatives present: Phillip Guebert and Mina Kian.

**SYSTEM CAMPUS HIGHLIGHTS FROM THE 2016 UNIVERSITY PLAN, PERFORMANCE, AND ACCOUNTABILITY REPORT**

Regent Cohen invited Provost Karen Hanson to introduce system campus highlights of the 2016 University Plan, Performance, and Accountability Report, as detailed in the docket.

Hanson pointed out that she will share the 2016 University Plan, Performance, and Accountability Report in its entirety with the Board at its December 9 meeting. She welcomed the chancellors, who introduced a student from each campus. Each student reviewed the distinctive features of their campus and shared why they chose to attend that campus.

Cohen expressed her gratitude to the chancellors for selecting exemplary students and thanked the students for sharing their personal stories. Regents Anderson, Johnson, and Rosha commented that they happy to hear from students from across the system.

In response to a question from Johnson, each student shared their plans and goals for their future beyond their University of Minnesota education.

Cohen concluded the discussion by thanking Chancellors Johnson and Wood for their service to the Morris and Crookston campuses. She wished them well in their future endeavors.

**TWIN CITIES CAMPUS UNDERGRADUATE EDUCATION UPDATE**

Regent Cohen invited Provost Hanson and Robert McMaster, Vice Provost and Dean of Undergraduate Education, to present the Twin Cities campus undergraduate education update, as detailed in the docket.

McMaster reviewed UMTC fall 2016 undergraduate enrollment and shared the profile of new freshmen and transfer students. He reported retention and graduation rates and highlighted programs that support retention and timely graduation. McMaster also provided an update on financial aid and student debt.
In response to a question from Cohen, McMaster confirmed that the average debt he reported only includes those students with loan debt.

Regent Simmons commented that the increasing ACT scores appear to correlate to improving graduation rates, and inquired whether additional programs supporting student success were also a key factor in improved graduation rates. McMaster reported that new programs like the President’s Emerging Scholars and Center for Academic Planning and Exploration were major factors leading to improved 4-year graduation rates.

In response to questions from Regent Lucas, McMaster confirmed that the diversity of the student body mirrors the diversity of the high schools across Minnesota. He reported that the University has fewer African American and Latino and Hispanic students than the statewide percentage, but higher than the statewide percentage of Asian and American Indian student populations. McMaster explained that admissions and recruiting outreach not only focuses on ethnic diversity, but also recruiting Pell-eligible and first-generation college students.

In response to comments from Regent Johnson, McMaster agreed that it is generally less competitive to gain admission through transferring from another college than through applying as a freshman. He stressed that transfer students must meet certain academic qualifications. McMaster reported that the top transfer institutions outside of Minnesota are the University of Wisconsin, University of Illinois, University of Iowa, and colleges in North and South Dakota. The top two sources of transfer students are Normandale Community College and the University of St. Thomas.

In response to questions from Student Representative Kian, McMaster explained that the University uses the six federally defined racial and ethnic categories in collecting and reporting student data. He added that there is no disaggregation beyond those six categories. McMaster confirmed that the University defines first generation college students as those students whose parents who have not taken any college coursework.

In response to a question from Regent Anderson, McMaster clarified that admissions only reviews the collegiate academic record of transfer students. Their high school GPA and ACT score are not considered. He added that the University only accepts transfer students with 26 or more college credits.

Regent Lucas inquired about the gender imbalance among undergraduate students. McMaster responded that it represents national trends. Hanson agreed that the problem is not exclusive to the University of Minnesota, and asserted there is no need to make changes to admissions and recruiting strategy or standards.

Cohen asked if undeclared students pose any issue since they must choose a college to be admitted into. McMaster explained that movement between colleges is common and stressed the importance of resources that support students in exploring and selecting majors that fit their interests and talents.

**PREDICTIVE VALUE OF STANDARDIZED TESTS**

Regent Cohen invited Provost Hanson and Robert McMaster, Vice Provost and Dean of Undergraduate Education, to discuss the predictive value of standardized tests, as detailed in the docket.

Hanson noted that this item continues the discussion that began in October on the topic of admissions principles and holistic review. McMaster discussed the holistic review process and shared that standardized tests are a part of the primary review factors that are considered when reviewing an application for admission. He noted that even a student with a high ACT score may be denied admission due to other primary or secondary review factors.
McMaster explained that the University uses standardized tests for multiple reasons, primarily because they predict a student’s academic success in the first year of college. He added that sub-scores are useful in evaluation for specific majors or colleges. McMaster shared that the average ACT score has been set as a performance metric on the University Progress Card and is a factor in some institutional rankings.

Regent Simmons noted that the University Progress Card includes an average ACT goal of 28 for Twin Cities campus students and asked McMaster if he thought that was an appropriate goal. McMaster agreed that it is, adding that a score of 28 represents the top 15 percent of students who take the ACT.

In response to a comment from Regent Rosha, McMaster confirmed that correlation exists between geography and ACT score. He explained that Minneapolis and St. Paul schools generally have lower average ACT scores; first- and second-ring suburbs have higher averages; and averages decline again in Greater Minnesota, with the exception of pockets around cities such as Rochester.

Regent Anderson commented that approximately 150 students were admitted with an ACT score of 21 or below, and asked what aspects of their application indicated they would be successful at the University. McMaster explained that secondary factors such as leadership, talent, or rigor in their high school curriculum are considered and that programs like the President’s Emerging Scholars program can give them the support they need to succeed academically.

**CONSENT REPORT**

A motion was made and seconded, and the committee voted unanimously to recommended approval of the following, as described in the Consent Report:

- **Request for Approval of New Academic Programs**
  - College of Education and Human Development (Twin Cities campus)—Create M.A. degree in Applied Developmental Psychology and deliver online
  - College of Liberal Arts and College of Design (Twin Cities campus)—Create M.A. degree and graduate minor in Heritage Studies and Public History
  - Medical School (Twin Cities campus)—Create fellowship Advanced Interventional Cardiology and Research
  - Carlson School of Management (Twin Cities campus)—Create undergraduate minor in Business Analytics
  - College of Continuing Education (Twin Cities campus)—Create undergraduate minor in Information Technology Infrastructure

- **Request for Changes to Academic Programs**
  - College of Food, Agricultural, and Natural Resource Sciences (Twin Cities campus)—Create joint Bachelor/Master of Science degree in Nutrition
  - College of Design (Twin Cities campus)—Create sub-plan in Research Practices within the M.S. degree in Architecture
  - College of Liberal Arts (Twin Cities campus)—Discontinue sub-plan in Ancient Art and Archaeology within the M.A. and Ph.D. degrees in Classical and Near Eastern Studies
  - School of Fine Arts (Duluth campus)—Create sub-plans in Marketing and Studio within the B.F.A. degree in Graphic Design
• Swenson College of Science and Engineering (Duluth campus)—Move the academic home of the M.S. degree in Integrated Biosciences from the Twin Cities campus to the Duluth campus
• College of Education and Human Development (Twin Cities campus)—Change the name of the post-baccalaureate certificate in Emerging Leaders in Private Colleges to Private College Leadership
• College of Education and Human Development (Twin Cities campus)—Change the name of the B.S. degree in Recreation, Park and Leisure Studies to Recreation Administration

**Request for Approval of Discontinued Academic Programs**

• College of Continuing Education (Twin Cities campus)—Discontinue the Master of Liberal Studies degree
• College of Continuing Education (Twin Cities campus)—Discontinue the graduate minor in Liberal Studies
• College of Continuing Education (Twin Cities campus)—Discontinue the postbaccalaureate certificate in Innovation Studies
• College of Liberal Arts (Twin Cities campus)—Discontinue the B.A. degree in Statistics
• College of Liberal Arts (Duluth campus)—Discontinue the M.A. degree in Criminology
• Swenson College of Science and Engineering (Duluth campus)—Discontinue the B.S. degree in Computer Information Systems
• School of Fine Arts (Duluth campus)—Discontinue the B.F.A. in Graphic Design and Marketing

**INFORMATION ITEMS**

Provost Hanson referred committee members to the following information item:

• University of Minnesota receives Inaugural Award for Global Learning, Research, and Engagement by the Association of Public and Land-grant Universities (APLU).

The meeting adjourned at 3:09 p.m.

\[Signature\]

**BRAIN R. STEEVES**

Executive Director and Corporate Secretary
A meeting of the Finance Committee of the Board of Regents was held on Thursday, December 8, 2016 at 1:15 p.m. in the West Committee Room, 600 McNamara Alumni Center.

Regents present: Richard Beeson, presiding; Thomas Devine, Michael Hsu, David McMillan, and Abdul Omari.

Staff present: President Eric Kaler; Chancellors Lendley Black and Fred Wood; Executive Vice President and Provost Karen Hanson; Senior Vice President Brian Burnett; Vice President Kathryn Brown; Interim Vice President Bernard Gulachek; Executive Director Brian Steeves; and Associate Vice Presidents Stuart Mason, Meredith McQuaid, Julie Tenneson, and Michael Volna.

Student Representatives present: Lauren Anderson and Mike Kenyanya.

**INTERNATIONAL STUDENT TUITION RATES**

Regent Beeson invited Associate Vice President Meredith McQuaid; Robert McMaster, Vice Provost and Dean; and Lincoln Kallsen, Director of Institutional Analysis, to lead a discussion on international student tuition rates, as detailed in the docket.

McQuaid provided background about international students, noting the significant growth in numbers since 2005. She outlined their economic impact on both to the University and the state, and explained that increasing competition for international students means being creative to sustain recruitment.

Kallsen reported the international student headcount for all academic levels by campus, highlighting the undergraduate international student population for the Twin Cities campus for fall 2016. He shared that there has been a five-fold increase in such students at UMTC in the last decade. He outlined where the University is positioned compared to peer institutions, the top source countries, and enrollment by Twin Cities college.

Kallsen explained that international students' desire for affordability is not significantly different from other students. He reported that some peer intuitions use a separate international student tuition rate, while others use surcharges. The University uses an international student surcharge and academic fee.

McMaster outlined how those surcharges and fees are used, noting that English language support is a main use. He explained that while the international student population is smaller, making it more susceptible to variation, international students overall have similar retention and four-year graduation rates as other students. McMaster offered as an example that Korean males are required to take a break for military service during their college education, which skews their four-year graduation rate.

Omari asked about benefits of using a surcharge versus a different tuition rate. Kallsen explained that for some institutions, being able to communicate a single non-resident rate is preferable. He observed that many institutions have started with a surcharge and moved to a separate tuition rate. Kallsen noted that the University’s surcharge started as an academic fee.
to ensure that it would be used for specific services instead of being blended into general tuition revenue.

In response to a question from Regent Devine, McMaster explained that the fee is set after the University identifies necessary support services and the cost to fund them. He stated that the fee generates enough revenue now but will eventually need to increase.

Beeson asked about elasticity of international student demand compared to non-international non-resident students. McMaster responded that there is not a good way to gauge elasticity given recent increases in non-resident, non-reciprocity tuition (NRNR). He noted that the Office of Admissions increased offers by 23 percent last year, making any gauge of elasticity unclear. McQuaid added that the University does not have any documentation of the source of an international student’s funding. She stated her belief that the University should attract students from a variety of countries, not simply those where students have the personal means to pay tuition.

Devine observed the difference between the University and peer institutions and wondered about the variance in the amounts charged. Kallsen responded that many of the institutions see international students as providing revenue enhancements and choose to charge more. Regent Hsu noted that Purdue University has the largest number of international students and charges the most.

In response to a question from Beeson, McQuaid reported that the University admits more international students than it enrolls. She explained that if the University wished to add more international students, the costs to maintain the same level of service would increase.

Student Representative Kenyanya suggested that the University should strive to have the lowest tuition possible for all students and that a focus on possible increases is wrong. He emphasized that the University’s position in the market should not be justification to raise tuition for international students.

Hsu suggested that geographic diversity is important and that it is difficult to know the right percentage of international students without a defined goal. He expressed his desire not to increase tuition rapidly, but emphasized the need to increase rates given the opportunity with both international students and NRNR students.

**ADMINISTRATIVE COST DEFINITION AND BENCHMARKING**

Regent Beeson invited Associate Vice President Tonneson to present an update on the administrative cost definition and benchmarking analysis, as detailed in the docket.

Tonneson reminded the committee of the three main categories used in the analysis – direct mission delivery including student aid, mission support and facilities, and leadership and oversight – and examples of the specific positions included in each for FY 2016.

In response to a question from Beeson, Associate Vice President Volna responded that only interest costs have been included in the analysis. He explained that the principal cost and the cost to purchase buildings are not included. President Kaler added that the analysis looks primarily at personnel costs.

Tonneson outlined updates to the methodology used for FY 2016. She reminded the committee that given those changes, this data would not be comparable to the data presented in October 2015, but is comparable to the adjusted data of past years.

Tonneson presented the results of the analysis, indicating that the percentage of total spend across the three areas was stable from FY 2014 to FY 2016. She noted the major areas of
spending and the largest category of non-personnel expenses. Tonneson summarized other major trends observed over the three years of the analysis. She offered that it is difficult to see many of the administrative cuts that have been made since those cuts are often reallocated, creating a shift within a category instead of between categories. She summarized the potential direction of future analysis, noting that it is of primary value at the unit level, and offered options for sharing results with the committee in the future.

Regent Hsu responded that he would like to continue to have an annual presentation of the results as well as a written report, if the written report contains more detail. He asked what additional costs are not included in the analysis. Tonneson replied that the cost of the Enterprise System Upgrade, debt, construction costs, and other items listed in the presentation were not included.

Regent McMillan expressed his support for continuing and deepening the analysis, and asked if the analysis was more meaningful as a management tool. Kaler responded that understanding cost drivers is a key component of oversight. He noted that this presentation is helpful when talking with community members and provides a way to show where and how the University is allocating its resources.

Regent Devine proposed including debt costs with both the interest rate and principal in the analysis. Beeson agreed, suggesting excluding one-time costs but including debt and capital costs.

**REPORT ON BIENNIAL APPROPRIATION AND PERFORMANCE GOALS**

Regent Beeson invited Associate Vice President Tonneson to present for review and action the Report on Biennial Appropriation and Performance Goals, as detailed in the docket.

Tonneson reminded the committee of the history behind the performance measures and the five performance measures agreed upon with the Minnesota Office of Higher Education for the last biennium:

1. Improve graduation rates for students of color system-wide.
2. Increase the total number of undergraduate STEM (science, technology, engineering and mathematics) degrees system-wide.
3. Improve the overall four-year undergraduate graduation rate at the University of Minnesota.
4. Reallocate $15 million of administrative costs.
5. Increase license disclosures.

Tonneson reported that the University achieved all five of the performance measures. She summarized the methodology used to determine the graduation rates, STEM degrees, and invention disclosures.

A motion was made and seconded to approve the report and submit it to the State of Minnesota.

Regent Omari expressed his disappointment that the administrative reallocations are affecting student services directly, including the ability to fill teaching assistant and graduate student positions. He emphasized his belief that reallocations should not be made from items that support students, noting the difficulty in continuing administrative cuts that include items affecting students and student work hours. He suggested closely examining additional cuts to understand what is being cut and the cost of those choices.
Regent Hsu expressed his belief that there is still more to cut and wondered if the Board should examine what has been cut and why. Beeson asked the administration to provide information about what it plans to cut in next year’s operating budget, paying particular attention to anything that directly affects students.

Tonneson clarified that units are only directed to avoid cuts to student aid. She explained that units must prioritize and propose cuts based on their managerial judgment. She reminded the committee that only cuts in mission support and facilities, and leadership and oversight qualify toward the administrative cost reduction.

In response to a question from Hsu, Tonneson stated that each unit receives a target amount, and that the actual amount achieved is on average equal to or more than the target.

McMillan commented that the operating budget process is the time to look at potential cuts to student services, and shows the benefit of having more time to consider the operating budget.

The committee voted five to one to recommend approval of the report and submit it to the State of Minnesota. Omari voted no.

ANNUAL FINANCIAL REPORT

Regent Beeson welcomed Senior Vice President Burnett to the committee. He invited Burnett and Associate Vice President Volna to present the University’s annual financial report, as detailed in the docket.

Burnett stated that the University has a strong balance sheet with strong cash flows. Volna explained that the net position of the University increased by $107.1 million in FY 2016. Total net operating losses remained flat compared to FY 2015 at $1.1 billion. Volna noted that the FY 2016 positive cash flows were $126.1 million, an increase of $104.3 million from FY 2015. Total University assets increased by $127 million, or 2.2 percent, and total liabilities increased by $90 million, or 3.8 percent. The adoption of new Governmental Accounting Standards Board (GASB) pension standards, or GASB 72, reduced the FY 2015 net position by $15.5 million.

Regent Hsu noted that the ending cash position was better over FY 2015 based primarily on the University’s investments.

Student Representative Anderson wondered if the University’s expenses could be normalized per student. Volna responded that expenses are broken out by campus every other year, but not normalized by student. He added that this report is used to show the University’s position based on outside accounting guidelines. President Kaler added that it is challenging to normalize by cost per student since that does not take into account the other missions of the University. He offered that the total allocated cost of instruction would be close.

Kaler called the financial results wonderful but commented that they are not purely positive. He noted that the University must consistently and fully explain to the public why an increase in cash position is a good thing and its impact on tuition and staff salaries. He added that the credit rating agencies revising their outlook for the University to stable is positive and based in large part on the cash on hand. That stable outlook allows the University to continue to access debt at better rates.
CONSENT REPORT

Associate Vice President Volna presented the Consent Report, as detailed in the docket:

General Contingency:

- There were no items requiring approval this period.

Purchase of Goods and Services $1,000,000 and Over:

- To Dell, Inc., for $1,305,528 for Dell servers to support Splunk licenses and support and maintenance for the Office of Information Technology (OIT) for the period January 1, 2017, through December 31, 2021. The first year purchase of equipment and support and maintenance is funded through the financing plan for the Next Generation Network project that was reviewed and approved by the Board of Regents in October 2016. Subsequent years’ expense will be paid for as part of OIT’s annual operating budget. Vendor was selected through a competitive process.

- To Forsythe Solutions Group, Inc., for $6,714,609 for Splunk log management tool licenses and support and maintenance for the Office of Information Technology (OIT) for the period January 1, 2017, through December 31, 2021. The first year purchase of equipment and support and maintenance is funded through the financing plan for the Next Generation Network project that was reviewed and approved by the Board of Regents in October 2016. Subsequent years’ expense will be paid for as part of OIT’s annual operating budget. Vendor was selected through a competitive process.

- To Gatan, Inc., for an estimated $1,000,000 for a direct electron detector with energy filter to accompany the Cyro Electron Microscope system purchased through FEI in 2015 for The Hormel Institute. The system will be purchased using funds specifically donated by The Hormel Foundation to equip an electron microscope share instrument core. This item was not budgeted for as part of the current fiscal year budget. See attached documentation regarding basis for vendor selection.

- To Matrix Integration for $5,667,563 for HP/Aruba Corporation Wi-Fi devices and support and maintenance for all campuses for the Office of Information Technology (OIT) for the period January 1, 2017, through December 31, 2021. The first year purchase of equipment and support and maintenance is funded through the financing plan for the Next Generation Network project that was reviewed and approved by the Board of Regents in October 2016. Subsequent years’ expense will be paid for as part of OIT’s annual operating budget. Vendor was selected through a competitive process.

- To Plunkett’s Pest Control for an estimated $1,081,300 for campus wide pest control services for the University of Minnesota Twin Cities campus for the period of January 1, 2017, through December 31, 2018 with contract extensions through December 31, 2022. The funds required for this contract will be paid for by the various units requiring pest control services. Vendor was selected through a competitive process.

- To Ruffalo Noel Levitz for an estimated $6,000,000 for direct marketing products and services for undergraduate admissions at the University of Minnesota Twin Cities for the period of February 1, 2017, through June 30, 2020, with the option to renew for two additional one-year terms through June 30, 2022. The direct marketing and application development services will be funded through O&M funds and is identified as a line item in the Office of Admissions annual budget. Vendor was selected through a competitive process.
University of Minnesota Off-Cycle Tuition Rates:

- Tuition rates for summer 2017, fall 2017, and spring 2018 for those programs noted in the docket.

Regent Omari encouraged the administration to seek a locally owned option for pest control in the future.

A motion was made and seconded, and the committee voted unanimously to recommend approval of the Consent Report.

INFORMATION ITEMS

Associate Vice President Volna referred the committee to the information items in the docket:

- Investment Advisory Committee Update
- Quarterly Purchasing Report
- Debt Management Advisory Committee Update
- Annual Business and Community Economic Development Report

Darryl Peal, Executive Director of the Office for Business and Community Economic Development, referred the committee to the Annual Business and Community Economic Development Report. Peal summarized the report’s main points and highlighted the growth created by the University’s supplier diversity initiatives. He noted that while gains have been made in some areas, there is still more work to be done, especially in using businesses owned by veterans and those with disabilities. He explained the work being done to begin identifying and using LGBT-owned businesses. Regent Omari commented that continuing to increase use of diverse suppliers should be a performance metric tracked by the Board.

The meeting adjourned at 3:17 p.m.

BRIAN R. STEEVES
Executive Director and
Corporate Secretary
A meeting of the Audit & Compliance Committee of the Board of Regents was held on Thursday, December 8, 2016, at 3:30 p.m. in the West Committee Room, 600 McNamara Alumni Center.

Regents present: Peggy Lucas, presiding; Richard Beeson, Michael Hsu, Abdul Omari, and Patricia Simmons. Regent Brod participated by phone.

Staff present: President Eric Kaler; Executive Vice President and Provost Karen Hanson; Senior Vice President Brian Burnett; Vice President Katrice Albert; Interim Vice Presidents Bernard Gulachek and Michael Berthelsen; General Counsel Douglas Peterson; Executive Director Brian Steeves; Associate Vice President Michael Volna; and Chief Auditor Gail Klatt.

Student Representatives present: Connor Klemenhagen and Tareyn Stomberg.

**EXTERNAL AUDITOR REPORT**

Chief Auditor Klatt invited Susan Paulsen, Assistant Controller, and Katie Knudtson, Partner, Deloitte & Touche LLP, to present the external auditor's opinion on the University's fiscal year 2016 financial statements and other required audit materials, as detailed in the docket.

Knudtson reported that Deloitte issued an unqualified opinion for 2016. She summarized major financial elements of the audit, noting that the balance sheet, net position, and cash flow were stable year over year. Knudtson shared that the University adapted GASB No. 72 related to fair value standard, which resulted in a $14 million loss to the University. She summarized the other audit services performed by Deloitte in 2016.

In response to a question from Regent Simmons, Knudtson explained that the single audit of Centers for Medicare and Medicaid Services was related to compliance testing of sponsored research funding, predominantly from National Institutes of Health.

Regent Beeson requested a copy of the management letter. Knudtson explained Deloitte issued no management letter because there were no significant deficiencies to report.

In response to a question from Regent Hsu, Knudtson explained that the NCAA agreed-upon procedures include financial information that all Division I schools must report annually. She added that the findings will be issued before the end of the calendar year and shared with the committee in February.

In response to a question from Regent Omari, Knudtson shared that the University is not maximizing technology use, especially in delivering education. She noted that her clients in education and the private sector share this problem.

Hsu questioned what priority Knudtson would give technology if she and Deloitte were engaged in strategic planning exercises at the University. Knudtson stated that technology would be the number one item on the strategic plan.
UPDATE ON REMEDIATION OF INTERCOLLEGIATE ATHLETICS AUDIT FINDINGS

Regent Lucas invited Associate Vice President Michael Volna and Mark Coyle, Director of Intercollegiate Athletics, to provide an update on remediation of intercollegiate athletics audit findings, as detailed in the docket.

Volna referred the committee to a scorecard in the docket that outlines the progress made on each of the nine priorities of the work plan developed by the financial oversight group. He noted that five items are complete, three are in process, and that work has not begun on one item. Volna explained that the one outstanding item requires input of Senior Vice President Burnett who has not yet had the opportunity to provide his perspective.

In response to a question from Regent Simmons, Volna explained that policy violations discovered in the audits involved administrative policies only, not Board of Regents policies.

Regent Omari thanked Volna and Coyle for the development of a scorecard, noting it provides a mechanism for the Board to exercise its oversight.

In response to a question from Regent Hsu, Volna confirmed that the University does not require certifications similar to what is required in corporate and private industry.

Regent Brod commented that the work being completed by Athletics can be expanded and shared as best practices with other colleges and units at the University.

In response to a question from Hsu, Coyle thanked Volna for the work of the financial oversight group that was completed before his tenure. He added that his staff has received mandatory training.

COMPLIANCE PROGRAM UPDATE

Regent Lucas invited Boyd Kumher, Chief Compliance Officer, to deliver the compliance program update, as detailed in the docket.

Kumher shared his professional and educational background and expressed his gratitude to the University for the opportunity to serve as its chief compliance officer. He referred the committee to the Semi-Annual Compliance Officer Report that appears as an information item in the docket materials and outlined his initial thoughts about the future of the compliance program.

Regent Simmons commented that Kumher’s vision of compliance and high ethical standards will require more than merely monitoring and providing education. Kumher explained that compliance exists on a continuum, and that his role will be to lead assessments and guide units on how to create a culture where compliance is second nature. Simmons expressed her satisfaction with these expectations and requested another report from Kumher in six months.

In response to a question from Regent Omari, Kumher explained that the cost of compliance is a challenge at a large complex institution. Klatt added that failure of compliance is often the result of reduced investment.

Kumher shared his initial thoughts on the University’s compliance programs, including his satisfaction with the high-level oversight of the Board through the Audit & Compliance Committee. He also noted areas of opportunities that include improvements to the reporting hotline and the creation of compliance and ethics training. Simmons commented that the governing body should set expectations for compliance. She noted that the Board can provide support and expertise to the chief compliance officer and the compliance program as needed.
Regent Brod shared her satisfaction with the elevation of the compliance function to deepen the culture of compliance at the University. She added that a proactive program will drive a culture of compliance.

**UPDATE ON COMPLIANCE WITH STATE STATUTE REGARDING PROCUREMENT FROM SMALL BUSINESS**

Regent Lucas invited Tim Bray, Director, Purchasing Services, and Darryl Peal, Executive Director, Business & Community Economic Development, to provide an update on compliance with MN Statute 137.31, as detailed in the docket.

Bray outlined the statute, enacted in 1979 and last updated in 1993, which requires that the University award 20 percent of purchasing contracts to small business. He explained that compliance is complicated by the University’s multiple funding sources and by the fact that federal funds prohibit the use of geographical preference in selecting vendors.

Peal reported that in FY 2016, the University awarded 12 percent of purchasing contracts to small business under the definition, short of the 20 percent to achieve compliance. The University spent $98 million in FY 2016 with targeted woman- and minority-owned business, an 11.5 percent increase over the previous year. Bray noted that emphasis was not historically placed on compliance with the state statute, but on awarding contracts to woman- and minority-owned businesses.

Regent Beeson observed that the state statute oversteps the University's institutional autonomy and encouraged the group to consider engaging the legislature for revision. He added that the University could simultaneously share what they are doing to support small, local businesses.

Regent Simmons supported Beeson’s comments. She added that it is important to do what is practical and supports the people of Minnesota, without jeopardizing any federal funding.

Regent Omari encouraged the committee to consider a plan for the University to achieve compliance with the statute, rather than lobby the legislature to amend the statute. He noted that the presenters provided actionable items for moving toward compliance.

In response to Regent Hsu, Peal explained that no mechanisms are in place to achieve complete compliance.

Klatt summarized the next steps for identifying a path to compliance or determining whether there is a need to speak with the legislature.

**INFORMATION ITEMS**

Chief Auditor Klatt referred the committee to information items contained in the docket materials, which included:

- Report of engagements less than $100,000 requiring after-the-fact reporting.
- Semi-Annual Controller’s Report.
- Semi-Annual Chief Compliance Officer’s Report.
The meeting adjourned at 4:54 p.m.

BRIAN R. STEEVES
Executive Director and
Corporate Secretary
A meeting of the Governance & Policy Committee of the Board of Regents was held on Thursday, December 8, 2016 at 3:30 p.m. in the East Committee Room, 600 McNamara Alumni Center.

Regents present: Linda Cohen, presiding; Thomas Anderson, Thomas Devine, Dean Johnson, David McMillan, and Darrin Rosha.

Staff present: Chancellors Jacqueline Johnson and Fred Wood; and Executive Director Brian Steeves.

Student Representatives present: Lauren Mitchell

**BOARD OF REGENTS POLICY: BOARD POLICY DEVELOPMENT**

Regent Cohen invited Executive Director Steeves and Jason Langworthy, Board Associate, Policy & Committees, Office of the Board of Regents, to review proposed amendments to Board of Regents Policy: Board Policy Development, as detailed in the docket.

Steeves reminded the committee of its discussion in October and the discussions that took place last year focused on the Board policy review process and development of administrative policy.

Langworthy reviewed the proposed amendments, offering that they clarify language and align the policy with current practice. He noted that the proposed language codifies the current comprehensive review process. He highlighted new language that makes clear that Board policies can be amended outside of the comprehensive review process. Langworthy noted the addition of a review to ensure alignment of other University policies to Board policy. He explained that the alignment review would sample a portion of other University policies annually to determine alignment with Board policy. He added that the review would be reported to the Board by the president or delegate.

Regent Rosha asked if the term “sample” was precise enough within the alignment review language. He wondered if it would be too onerous on the administration to simply have the policy state that the president shall ensure alignment with Board policy. Steeves noted that the expectation for alignment already exists in the policy. He offered that the proposed language aims to require the administration to operationalize a process to determine the state of alignment and report those results to the Board. Langworthy added that section three of the policy already contains language that makes it clear that Board policy supersedes all other policies.

In response to a question from Regent Devine, Langworthy responded that for other University policies where the administration has been delegated authority, it has become the practice for the Board to ratify those policies they feel require Board input. Devine wondered if the Board was giving up too much authority with this type of action. Steeves explained that it is always the prerogative of the Board to bring items into Board policy from administrative policy. He added that this language is for when the Board wants to give input on administrative policy, but not make it a Board policy.
Devine wondered if technical corrections should come to the full Board for approval. Steeves noted that the ability of the executive director and corporate secretary to make technical corrections with approval of the Board chair is a long-standing provision. He explained that the change simply clarifies current language. He indicated that all technical corrections are noted on Board policies.

Regent Anderson wondered whether an administrative policy the Board declined to ratify would still be in force. Rosha commented that in his view, it would be highly unlikely that the Board would simply vote no to ratifying an administrative policy without giving feedback to the administration of what it would prefer to see in its place. He noted that if a Board policy required ratification of a particular administrative policy, the policy would not be in place until that ratification was obtained. Cohen offered her expectation that the administration would work with the Board if there were an issue with a requested ratification. Langworthy added that Board policy always remains the ultimate policy.

Board of Regents Policy: Board Policy Development will return for action at a future meeting of the committee.

**BOARD OF REGENTS POLICY: RESERVATION AND DELEGATION OF AUTHORITY (BOARD AUTHORITY)**

Regent Cohen invited Executive Director Steeves and Jason Langworthy, Board Associate, Policy & Committees, Office of the Board of Regents, to review proposed amendments to Board of Regents Policy: Reservation and Delegation of Authority, as detailed in the docket.

Steeves explained that the objective of the proposed amendments is to combine the majority of Board of Regents Policy: Board Authority into Reservation and Delegation of Authority. Steeves noted that this was an example of looking for Board policies that could be combined to decrease the total number of policies, as discussed by the committee at the October meeting.

Langworthy outlined the proposed changes. He explained that subdivisions one and two of Board Authority would be added to the appropriate sections of Reservation and Delegation of Authority. Since subdivision three of Board Authority is repetitive and the intent of the subdivision is included in other Board policies, most notably Board of Regents Policy: Responsibilities of the Board and Individual Regents, that section would not be added to Reservation and Delegation of Authority.

In response to a question from Regent Devine, Langworthy clarified that the changes only absorb the two subdivisions noted into Reservation and Delegation of Authority and do not make any substantive changes to current practice.

Rosha wondered how and when a majority of the Board could delegate the authority of the Board to a small subset of the Board under subdivision one. Steeves responded that the Board has been very specific and narrow in its delegations. He noted the delegations made to the chair and vice chair as the main examples of a delegation of the Board to a subset of the Board. He also identified provisions related senior leader compensation, explaining that the Board put in place parameters that the president must seek written approval from the chair and vice chair to exceed. Steeves stated the view of the Board Office that delegations have been limited and clearly articulated in Board policy. Langworthy added that Board policy is bound by the provisions and limitations placed in the Bylaws.

Board of Regents Policy: Reservation and Delegation of Authority will return for action at a future meeting of the committee.
ORIENTATION OF NEW REGENTS

Regent Cohen invited Executive Director Steeves and Sarah Dirksen, Deputy Director, Office of the Board of Regents, to discuss orientation of new Regents, as detailed in the docket.

Steeves defined the objectives of orientation. Dirksen outlined the goals and process of orientation. She mentioned some of the core pieces that new Regents need to know first, including an understanding of public meetings, building relationships with key senior leaders, and the culture of the Board. She offered that avoiding information overload and the time constraints of new Regents were two limiting factors.

The committee discussed what was most helpful and least helpful from their orientation experiences, and gave advice for future orientations.

The meeting adjourned at 4:35 p.m.

BRIAN R. STEEVES  
Executive Director and  
Corporate Secretary
A meeting of the Board of Regents of the University of Minnesota was held on Thursday, December 8, 2016 at 4:56 p.m. in the Boardroom, 600 McNamara Alumni Center.

Regents present: Dean Johnson, presiding; Thomas Anderson, Richard Beeson, Linda Cohen, Thomas Devine, Michael Hsu, Peggy Lucas, David McMillian, Abdul Omari, Darrin Rosha, and Patricia Simmons.

Staff present: President Eric Kaler; Chancellors Jacqueline Johnson, Stephen Lehmkuhle, and Fred Wood; Executive Vice President and Provost Karen Hanson; Senior Vice President Brian Burnett; Interim Vice President Michael Berthelsen; Executive Director Brian Steeves; and Associate Vice President Michael Volna.

APPROVAL OF MINUTES

A motion was made and seconded, and the Board of Regents voted unanimously to approve the minutes of the following meetings:

- Litigation Review Committee – October 6, 2016
- Governance & Policy Committee – October 13, 2016
- Academic & Student Affairs Committee – October 13, 2016
- Finance Committee – October 13, 2016
- Facilities, Planning & Operations Committee – October 13, 2016
- Faculty & Staff Affairs Committee – October 13, 2016
- Board of Regents Work Session – October 13, 2016
- Board of Regents Closed Meeting – October 14, 2016
- Board of Regents – October 14, 2016

CONSENT REPORT

Chair Johnson presented for review and action the Consent Report as described in the docket materials, including:

- Summary of Gifts through October 31, 2016
- Report of the Regents Award Nominating Committee
- Report of the All-University Honors Committee
- Report of the Naming Committee
- Election of Board of Regents Treasurer

A motion was made and seconded, and the Board of Regents voted unanimously to approve the Consent Report.
REPORT OF THE LITIGATION REVIEW COMMITTEE

Regent Devine, Chair of the committee, reported that pursuant to notice sent by the University, the Litigation Review Committee met on December 8, 2016. A resolution was considered and adopted that authorized the closing of the meeting. In the closed meeting, a discussion was held on matters subject to the attorney-client privilege.

REPORT OF THE FACILITIES, PLANNING & OPERATIONS COMMITTEE

Regent McMillan, Chair of the committee, reported that the committee voted to recommend:

1. Approval of the proposed siting of the replacement Recreation and Wellness Facilities – Twin Cities Campus.

A motion was made and seconded.

Regent Hsu voiced concern about the connection between the track and bubble projects, with potential delays in one part of the project affecting the other. He asked for clarification on the construction timeline.

McMillan replied that while the projects will be completed sequentially, the committee determined that timeliness is paramount. He noted pending litigation that could delay the project, but that it is important to approve the siting so construction can begin as soon as possible. McMillan added that if significant delays occur, the administration would return to the Board for a discussion of options. Kaler added that the objective is for students to have uninterrupted access to a sports facility in the winter.

Regent Rosha voiced dissent for the motion, explaining that he believes funds appropriated for this project could be better used. He suggested that there are alternate indoor facilities that could be used for a short-term, transitional period and that by requiring the bubble to go in the proposed site, there is a lack of clarity about project completion.

The Board voted 10-2 to approve the recommendations of the Facilities, Planning & Operations Committee. Rosha and Hsu voted no.

McMillan reported that the committee also discussed real estate strategy, tactics, and vision; discussed issues related to the East Gateway area; reviewed a capital budget amendment for the AHC renovation and relocation program; and received several information items as outlined in the docket materials.

REPORT OF THE FACULTY & STAFF AFFAIRS COMMITTEE

Regent Simmons, Chair of the committee, reported that the committee voted unanimously to recommend:

1. Approval of the revised Consent Report for the Faculty & Staff Affairs Committee as presented to the committee and described in the December 8, 2016 committee minutes.

A motion was made and seconded and the Board voted unanimously to approve the recommendations of the Faculty & Staff Affairs Committee.

Simmons reported that the committee also reviewed Board of Regents Policy: Reservation and Delegation of Authority; received the annual report on compensation; discussed wellbeing in the work force; and received an information item as outlined in the docket.
REPORT OF THE ACADEMIC & STUDENT AFFAIRS COMMITTEE

Regent Cohen, Chair of the committee, reported that the committee voted unanimously to recommend:

1. Approval of the Consent Report for the Academic & Student Affairs Committee as presented to the committee and described in the December 8, 2016 committee minutes.

A motion was made and seconded and the Board voted unanimously to approve the recommendations of the Academic & Student Affairs Committee.

Cohen added that the committee also discussed system campus highlights from the 2016 accountability report; received an update on undergraduate education on the Twin Cities campus; discussed the predictive value of standardized testing; and received an information item as outlined in the docket.

REPORT OF THE FINANCE COMMITTEE

Regent Beeson, Chair of the committee, reported that the committee voted to recommend:


2. Approval of the Consent Report for the Finance Committee as presented to the committee and described in the December 8, 2016 committee minutes. The Board voted unanimously to approve the Consent Report.

Beeson added that the committee also discussed international student tuition rates, and administrative cost definition and benchmarking; reviewed the annual financial report; and received several information items as outlined in the docket.

REPORT OF THE GOVERNANCE & POLICY COMMITTEE

Regent Cohen, Chair of the committee, reported that the committee reviewed two Board of Regents Policies: Board Policy Development and Reservation and Delegation of Authority; and discussed orientation of new Regents.

REPORT OF THE AUDIT & COMPLIANCE COMMITTEE

Regent Lucas, Vice Chair of the committee, reported that the committee received the report of the external auditor, and discussed the following topics: remediation of intercollegiate athletics audit findings; the compliance program; and compliance with state statute regarding procurement from small businesses.

REPORT OF THE SPECIAL SELECTION COMMITTEE

Regent Simmons, Chair of the committee, reported that the committee recommended:

1. Approval of appointments to the Fairview Health Services Board of Directors as presented to the Committee and described in the December 7 committee minutes.
The Board of Regents voted unanimously to approve the recommendations of the committee.

The meeting adjourned at 5:15 p.m.

BRIAN R. STEEVES
Executive Director
and Corporate Secretary
A meeting of the Board of Regents was held on Friday, December 9, 2016 at 7:30 a.m. in the Gateway Room, McNamara Alumni Center.

Regents present: Dean Johnson, presiding; Thomas Anderson, Richard Beeson, Laura Brod, Linda Cohen, Thomas Devine, Michael Hsu, Peggy Lucas, David McMillian, Abdul Omari, Darrin Rosha, and Patricia Simmons.

Staff present: President Eric Kaler; Senior Vice President Brian Burnette; Vice President Kathy Brown; General Counsel Douglas Peterson; and Executive Director Brian Steeves.

Others present: Amy Phenix.

RESOLUTION TO CONDUCT NON-PUBLIC MEETING OF THE BOARD OF REGENTS

A motion was made and seconded that the following resolution be adopted:

BE IT RESOLVED, that in accordance with Minnesota Statutes § 13D.01, Subd. 3 and 13D.03 Subd. 1, a non-public meeting of Board of Regents will be held on Friday, December 9, 2016 at 7:30 a.m. in the Gateway Room, 600 McNamara Alumni Center, 200 Oak Street, SE, Minneapolis, Minnesota for the purpose of discussing labor negotiations strategy.

The Board voted unanimously to adopt the resolution. The public portion of the meeting ended at 7:34 a.m., at which time the Board discussed labor negotiations.

The meeting adjourned at 8:09 a.m.

BRIAN R. STEEVES
Executive Director and
Corporate Secretary
UNIVERSITY OF MINNESOTA
BOARD OF REGENTS

Board of Regents Meeting
December 9, 2016

A meeting of the Board of Regents of the University of Minnesota was held on Friday, December 9, 2016 at 8:45 a.m. in the Boardroom, 600 McNamara Alumni Center.

Regents present: Dean Johnson, presiding; Thomas Anderson, Richard Beeson, Laura Brod, Linda Cohen, Thomas Devine, Michael Hsu, Peggy Lucas, David McMillian, Abdul Omari, Darrin Rosha, and Patricia Simmons.

Staff present: President Eric Kaler; Chancellors Lendley Black, Jacqueline Johnson, Stephen Lehmkuhle, and Fred Wood; Executive Vice President and Provost Karen Hanson; Senior Vice President Brian Burnett; Vice Presidents Katrice Albert, Kathy Brown, Brian Herman, Brooks Jackson; Interim Vice President Bernard Gulachek; General Counsel Douglas Peterson; Executive Director Brian Steeves; Chief Auditor Gail Klatt; and Associate Vice Presidents Julie Tonneson and Michael Volna.

RECOGNITIONS

Vice President for Research

Recognition was given to Brian Herman, Vice President for Research, who will return to a faculty position in the Department of Biomedical Engineering at the end of the calendar year. Herman briefly addressed the Board.

Chancellor, University of Minnesota Morris

Recognition was given to Jacqueline Johnson, Chancellor of the Morris campus, who will retire at the beginning of the next calendar year. Johnson briefly addressed the Board.

Chancellor, University of Minnesota Crookston

Recognition was given to Fred Wood, Chancellor of the Crookston campus, who is resigning at the end of the calendar year to begin a new appointment as the Chancellor of the Contra Costa Community College District. Wood briefly addressed the Board.

INTRODUCTIONS

Senior Vice President for Finance & Operations

President Kaler introduced Brian Burnett, Senior Vice President for Finance & Operations, who began his appointment on November 17, 2016. Burnett received a Ph.D. in educational leadership, research, and policy from the University of Colorado, Colorado Springs; an M.S. in finance from the University of Colorado, Denver; and a B.A. in economics from the University of Colorado, Boulder. He previously served as the vice president for finance at the University of Missouri. Burnett briefly addressed the Board.
Chief Compliance Officer

President Kaler introduced Boyd Kumher, Chief Compliance Officer, who began his appointment on October 10, 2016. Kumher holds an M.B.A., a Master of Project Management, and a B.S. in nursing. He is active in the Society for Corporate Compliance and Ethics. He previously served as the chief compliance, export control, and privacy officer at Case Western Reserve University. Kumher briefly addressed the Board.

REPORT OF THE PRESIDENT

The meeting was interrupted by the actions of protesters. Chair Johnson called the meeting to order, instructing the protesters to leave the room or they would be removed. At 9:20 a.m., Johnson recessed the meeting; several members of the Board left the room.

The Board reconvened at 9:27 a.m.

President Kaler reported on system-wide activities by students, staff, and faculty that are helping to unify the University and state communities. He discussed some of the challenges of the coming year, including maintaining affordability, increasing diversity on campus, and relationship building with the legislature. Kaler remarked on several notable changes in the campus community, welcoming the new Morris Chancellor. He remarked on the importance of student mental health, emphasizing the need for continued investment in these resources.

A copy of the Report of the President is on file in the Board Office.

REPORT OF THE CHAIR

Chair Johnson reported on the Board’s recent outreach activities, including a visit to the St. Paul campus, where Regents learned about agricultural education, research, and outreach. He also discussed a two-day visit to southern Minnesota, which included a visit to the Rochester campus and the Hormel institute. Regents had opportunities to visit with Rochester students and staff, learning about the unique campus and curriculum, as well as to learn about Hormel’s ground-breaking cancer research.

A copy of the Report of the Chair is on file in the Board Office.

RECEIVE AND FILE REPORTS

Chair Johnson noted the receipt and filing of the Quarterly Report of Grant and Contract Activity, the Annual Eastcliff Report, and the Annual Financial Report.

REPORT OF THE FACULTY CONSULTATIVE COMMITTEE

Chair Johnson invited Colin Campbell, Chair of the Faculty Consultative Committee (FCC), to present a report on the FCC’s recent activities. Campbell highlighted the focus on University finances, a joint task force on student mental health, shared governance, and faculty legislative liaisons. He noted that the FCC is also devoting time to a possible reorganization of the Senate Committee on Educational Policy, a discussion with the Bias Response Team, meetings with key academic and athletic leaders, and continued conversations about academic freedom and freedom of expression.
In response to a question from Regent Simmons, Campbell explained that the FCC carefully considered the qualifications of the two new faculty legislative liaisons. The committee determined that the chosen individuals are appropriately prepared to serve in their respective roles.

Regent Omari urged the Board to recognize the frustration and discouragement of the students and staff who protested earlier. He noted that though he does not agree with all of their claims or their methods, it is important to consider the issues they are raising. In response to a question from Omari, Campbell responded that the main topics outlined in the report are ongoing, long-term issues. He added that the additional items are more immediate, some brought to the committee’s attention by student groups. Campbell noted the FCC’s efforts to engage with students and student groups on key issues, but agreed that some feel their issues are not heard.

Several Regents thanked Campbell for his leadership and engagement with the Board.

2016 UNIVERSITY PLAN, PERFORMANCE, AND ACCOUNTABILITY REPORT

Chair Johnson invited President Kaler and Executive Vice President and Provost Hanson to present the 2016 University Plan, Performance & Accountability Report (report) for review, as detailed in the docket.

Hanson offered examples from the past year of how students, faculty, staff, and alumni are fulfilling the University’s mission. She discussed access to education, reporting on diversity across the system and highlighting student debt trends. Hanson reported on student success as measured by changes in graduation rates and first-year retention rates for students of color and other domestic students. She urged the Board to use the report as a guide in conversations with legislators and community leaders.

Regent Beeson noted progress made in certain areas and suggested creating a summary document that would identify highlights and key metrics. He added that such a document would be helpful when communicating with legislators and community leaders.

Regent Simmons suggested that the improvement in graduation rates is an example of strategic prioritization and targeted investment in a specific outcome. She noted that when students graduate in a timely manner, it creates space for new students. She emphasized the need to focus on graduation rates and not just admissions and retention.

Regent Rosha agreed that the report highlights many accomplishments of the past year. He suggested greater precision in the reporting of student debt. He noted that current measures of “no student debt” only consider federally subsidized debt but not other forms of debt, such as personal or credit card loans. Rosha encouraged a greater focus on overall costs, not just federal grants and loans.

Regent Devine applauded the increases in four-year graduation rates, noting steady improvement over the past 10 years. He noted improved retention rates for students of color and commended the staff for their efforts in this area. He remarked that graduating students quickly results in cost savings for the institution and the state.

In response to a question from Regent Hsu, Hanson replied that student debt data do not include information on international students.

Regent Anderson asked if improved retention rates for students of color were a result of the University’s efforts. Hanson remarked that many factors could lead to better retention rates.
She clarified that there could be correlation between better preparation in high school and University retention, but it has not been specifically investigated.

In response to a question from Regent Cohen, Hanson replied that there is always room for improvement, despite nearing targeted goals. She noted that they are looking into ways to improve processes and the student experience, such as identifying different pathways to a degree. She added that they are also evaluating measures of success in advising.

Regent Omari was pleased to see an improvement and increase in students of color, but cautioned that the data look different when broken down by specific ethnic groups. He noted that the percentage of African American students is significantly lower than that of Latino students, adding that those percentages are not representative of the racial population of the state. He suggested this is an area that requires continued attention.

In response to a question from Hsu, Hanson noted that the retention and graduation rates for transfer students are measured in similar ways. She acknowledged that there is room for improvement in transfer resources, such as better advising and introduction to campus life. She confirmed that transfer student data are available.

The 2016 University Plan, Performance, and Accountability Report will return for action at a future Board of Regents meeting.

ANNUAL REPORT ON THE STATUS OF UNIVERSITY RESEARCH & COMMERCIALIZATION OF INTELLECTUAL PROPERTY

Chair Johnson invited Vice President Brian Herman to report on the status of research and commercialization of intellectual property. He outlined the total funding awarded to the University in the past year, highlighting increases in funding from the National Institutes of Health (NIH), business and industry, and state and local sources. He detailed the distribution of funds across colleges and campuses, and discussed the distribution of funding sources. The University maintained its third place ranking among Big Ten peers in annual awards, behind Michigan and Wisconsin.

Herman provided data on technology commercialization, highlighting a record 17 start-ups in the past year. He emphasized start-ups as a great way to showcase the University’s research and its impact on the community. Herman discussed a strategic plan developed by the Office of University Economic Development (UED). The plan includes a three-part framework: expedite access, act statewide, and catalyze economic development. He applauded UED for efforts to engage the state and business communities. Herman reported that the strategic priorities target sustainability and capacity building programs. He highlighted key initiatives, such as MnDRIVE, research advancement programs, and human research protections.

Regent Beeson thanked Herman for his service to the University, noting that all areas of research have improved under his leadership. Beeson commented on the importance of continuing efforts in the formation of businesses and partnership agreements. He agreed that this is a critical area of development for the University, and urged establishing more businesses and private offices near campus.

Regent McMillan commented on the vital role of private industry and commended Herman for his efforts engaging with the state’s rural communities. McMillan remarked on the importance of communicating the impact of the University’s research on those communities.

In response to a question from Regent Lucas, Herman responded that the Hormel Institute was included in the data he presented. He shared his hope for continued strong partnerships with Hormel and the Hormel Foundation. He added that the Foundation will soon have an increase
in available funding, creating even greater potential for partnership and collaboration with the University.

Regent Devine agreed with the potential for enhanced partnerships with the Hormel Foundation. He noted much room for growth in commercialization efforts and asked if the University is doing enough to support that growth. Herman replied that the key is to invest resources wisely and added that an area for great impact is in the discover capital program.

Regent Anderson noted that there is nothing more important to the University’s land grant mission than research, especially in terms of its ability to boost job creation and innovation.

In response to a question from Regent Hsu, Herman agreed with the importance of including research in the strategic planning process. He added that the University should be attentive to its investments and how those investments are returning value to the University. He emphasized that research is one of the most important aspects of a public institution.

Regent Rosha remarked on the importance of commercialization efforts, especially as they lead to a greater return on investment for innovation and intellectual property. He emphasized the importance of prioritizing the needs of the state when considering future research and commercialization efforts.

Regent Brod noted that Herman has helped shift old patterns of thinking and operating. She thanked him for his service and his legacy.

**PROGRESS REPORT ON MEDICAL SCHOOL STRATEGIC PLAN**

Chair Johnson invited Vice President Jackson to provide an update on the medical school strategic plan. Jackson reviewed the vision and intent of the strategic plan, titled Strategic Vision 2025. He discussed ways new leadership is helping develop a culture that demands and supports excellence. He described efforts focused on the school’s research endeavors, including investments in faculty and research infrastructure. He cited data on expenditures and publications, as well as admissions on the Twin Cities and Duluth campuses.

Jackson reported on several ways the school is working to enhance its educational mission, such as strengthening curriculum and supporting faculty development. He discussed the school’s tuition model, scholarship statistics, and the student body make-up. He reported on the challenges and opportunities facing the Twin Cities and Duluth campuses in their clinical care and patient services.

In response to a question from Regent Rosha, Jackson replied that some of the benefits of his dual role as Vice President and Dean are the many synergies and partnerships formed between the various units within the AHC and medical school. He added that it is unusual to have so many different collaborative relationships that include clinicians, researchers, nurses, and other groups. Jackson noted challenges such as constraints on time and on physical resources. Rosha asked if the University would increase its ability to advance the medical school if it regained ownership of the hospital. Jackson responded that a hospital alone isn’t enough and emphasized the importance of being a part of a larger health care system. He noted that being part of a clinical system would broaden the scope and patient population, important factors in the current health care environment.

Regent Simmons expressed support for the plan and emphasized the importance of active recruiting in achieving targeted outcomes.

In response to a question from Regent Anderson, Jackson confirmed that increasing the size of the clinical enterprise would increase the school’s earning potential and revenue stream back
to the University. Anderson observed that building partnerships is likely less expensive than building more infrastructure.

Regent Beeson suggested accelerating conversations with other statewide healthcare partners, given the stall in negotiations with Fairview.

**ANNUAL FINANCIAL REPORT**

Chair Johnson invited Senior Vice President Burnett and Associate Vice President Volna to present the University’s Annual Financial Report, as detailed in the docket.

Volna reported that the net position of the University increased by $595.1 million in FY 2016. The total net operating losses remained flat compared to FY 2015 and non-operating revenues were down by $13.1 million. Volna noted that FY 2016 cash flow increased by $104.3 million from FY 2015, to a positive cash flow of $126.1 million. Total University assets increased by $127 million or 2.2 percent and total liabilities increased by $90 million or 3.8 percent. Revenues for FY 2016 totaled $3.5 billion and operating expenses totaled $3.3 billion.

Volna also reviewed the balance sheet, revenues, operating expenses, and cash flows, and discussed the University’s component units.

Burnett provided an overview of the University’s financial statements.

The meeting adjourned at 11:51 a.m.

_BRIAN R. STEEVES_  
Executive Director  
and Corporate Secretary
AGENDA ITEM: Report of the President

☐ Review  ☐ Review + Action  ☐ Action  ☒ Discussion

☐ This is a report required by Board policy.

PRESENTERS: President Eric W. Kaler

BACKGROUND INFORMATION

It is customary for the President to report on items of interest to the University community at each Board meeting.
AGENDA ITEM: Report of the Chair

☐ Review  ☐ Review + Action  ☐ Action  ☒ Discussion

☐ This is a report required by Board policy.

PRESENTERS: Regent Dean E. Johnson

BACKGROUND INFORMATION

It is customary for the Chair to report on items of interest to the University community at each Board meeting.
AGENDA ITEM: Receive & File Reports

☐ Review ☐ Review + Action ☐ Action ☒ Discussion

This is a report required by Board policy.

PRESENTERS: Regent Dean E. Johnson

PURPOSE & KEY POINTS

The following items are included for receipt and filing:

A. Annual Capital Financing & Debt Management Report
Outline of Presentation

• Guiding Principles of Debt Issuance

• Phases of Debt Issuance

• University’s Capital Structure

• Credit Rating

• Key Financial Indicators

• Peer Group Analysis
Issuance of Debt – Guiding Principles

- Issue debt for capital projects - cannot use debt to fund operating costs
- Preserve core long-term debt ratings at Aa/AA category and short-term core debt rating of A-1/P-1
- Maintain key financial metrics to assure continued access to capital markets
- Minimize borrowing costs at acceptable levels of risk over life of the issue
- Use taxable debt when financial considerations indicate its use is in the best interest of the University
- Maintain portfolio of variable and fixed-rate debt that is in the long-term best interest of the University.
Phase I - Pre Issuance

Capital Planning and Project Management
- Capital Planning
- Project Analysis
- Cash Flow Analysis

Pre Issuance Planning

Board of Regents
- Project Approval
- Debt Authorization
- Underwriter Approval

Tax Management
- Private Use Analysis
- Arbitrage Rebate Analysis

Treasurer/Debt Management
- Debt Capacity Analysis
- Project Funding
- Declaration of Intent to Reimburse

RFP Issuance, Evaluation & Recommendation
Phase II - Debt Issuance

Underwriter
- Qualified pool for bond issuances
- Merrill Lynch – University CP Dealer

Treasurer

Bond/Tax Counsel

Tax Director

Issuer’s Counsel

Municipal Debt Advisor

Public Financial Management (PFM), Minneapolis

Dorsey & Whitney Minneapolis

Selected by underwriter

Director of Debt Management

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Phase III - Post Issuance Compliance

- Director of Debt Management
  - Spends proceeds
  - Use of proceeds
  - Designation certificates
  - Bond documentation/disclosure

- Tax Management
  - Timing guidelines
  - Arbitrage rebate
  - Private use monitoring

- Treasury Operations
  - Invests proceeds
  - Draws proceeds
  - Pays debt service

- Accounting Services
  - G/L accounting entries
  - Project reimbursement

- Project Accounting
  - Allocate expenditures to projects
  - Prepare draw requests

- Debt Process Team
  - Spending exception worksheets
  - Use of proceeds
  - Designation certificates
  - Bond documentation/disclosure
  - Timing guidelines
  - Arbitrage rebate
  - Private use monitoring
  - Allocate expenditures to projects
  - Prepare draw requests
CAPITAL STRUCTURE
Long-Term Debt As of June 30, 2016 *(000s omitted)*

<table>
<thead>
<tr>
<th>Description</th>
<th>Year</th>
<th>Beginning Balance</th>
<th>Additions</th>
<th>Reductions</th>
<th>Ending Balance</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Obligation Taxable Bonds – Series 2013D, 2011C, 2010B (Biomedical Science Research Facilities Funding Program)</td>
<td>2039</td>
<td>67,380</td>
<td>2,230</td>
<td></td>
<td>65,150</td>
<td>4.8%</td>
</tr>
<tr>
<td>Special Purpose Bonds – Series 2013C, 2011B, 2010A (Biomedical Science Research Facilities Funding Program)</td>
<td>2039</td>
<td>187,420</td>
<td>5,000</td>
<td></td>
<td>182,420</td>
<td>13.5%</td>
</tr>
<tr>
<td>Special Purpose Revenue Refunding Bonds – Series 2015A Special Purpose Revenue Bonds – Series 2006 (State-Supported Stadium Debt)</td>
<td>2032</td>
<td>0</td>
<td>90,075</td>
<td>0</td>
<td>90,075</td>
<td>6.7%</td>
</tr>
<tr>
<td>Commercial Paper Notes Series A, B, C, D, E</td>
<td>2022-2040</td>
<td>249,620</td>
<td>17,700</td>
<td></td>
<td>231,920</td>
<td>17.1%</td>
</tr>
<tr>
<td>Obligations to the State of Minnesota pursuant to Infrastructure Development Bonds (IDB)</td>
<td>2026</td>
<td>17,844</td>
<td>3,453</td>
<td></td>
<td>14,391</td>
<td>1.0%</td>
</tr>
<tr>
<td>Balance – at par</td>
<td></td>
<td>$1,300,179</td>
<td>$222,660</td>
<td>$167,178</td>
<td>$1,355,661</td>
<td>100.0%</td>
</tr>
<tr>
<td>Unamortized premiums and discounts</td>
<td>2044</td>
<td>81,810</td>
<td>39,456</td>
<td>11,677</td>
<td>109,589</td>
<td></td>
</tr>
<tr>
<td>Capital leases and other</td>
<td>2025</td>
<td>39,439</td>
<td>2,281</td>
<td>6,338</td>
<td>35,382</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL PER FINANCIALS</strong></td>
<td></td>
<td>$1,421,428</td>
<td>$264,397</td>
<td>$185,193</td>
<td>$1,500,632</td>
<td></td>
</tr>
</tbody>
</table>
Debt Profile as of June 30, 2016

$1.4 billion par outstanding; $1.1 billion University-supported

- General Obligation Bonds - Fixed Rate ($836.9m) 56%
- Special Purpose Revenue Bonds - Fixed Rate ($272.5m) 18%
- State Infrastructure Development Bonds - Fixed Rate ($14.4m) 1%
- Commercial Paper Variable Rate ($231.9m) 16%
- Unamortized Premium/Discount ($109.5m) 7%
- Capital Leases ($35.4m) 2%

Debt Profile as of June 30, 2016

$1.4 billion par outstanding; $1.1 billion University-supported
## Long Term Debt Analysis – Five Year Comparison

(in millions)

<table>
<thead>
<tr>
<th></th>
<th>6/30/12</th>
<th>6/30/13</th>
<th>6/30/14</th>
<th>6/30/15</th>
<th>6/30/16</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Outstanding per financials</strong></td>
<td>$1,226.4</td>
<td>$1,300.7</td>
<td>$1,282.5</td>
<td>$1,421.4</td>
<td>$1,500.6</td>
</tr>
<tr>
<td>Less: Capital leases and other</td>
<td>(6.0)</td>
<td>(46.3)</td>
<td>(42.7)</td>
<td>(39.4)</td>
<td>(35.3)</td>
</tr>
<tr>
<td>Less: Unamortized premiums/discounts</td>
<td>(68.3)</td>
<td>(73.7)</td>
<td>(72.5)</td>
<td>(81.8)</td>
<td>(109.6)</td>
</tr>
<tr>
<td><strong>University Bonds and Commercial Paper</strong></td>
<td>$1,152.1</td>
<td>$1,180.7</td>
<td>$1,167.3</td>
<td>$1,300.2</td>
<td>$1,355.7</td>
</tr>
<tr>
<td>University Supported</td>
<td>$870.4</td>
<td>$906.4</td>
<td>$866.2</td>
<td>$1,008.4</td>
<td>$1,083.2</td>
</tr>
<tr>
<td>State Supported</td>
<td>$281.7</td>
<td>$274.3</td>
<td>$301.1</td>
<td>$291.8</td>
<td>$272.5</td>
</tr>
<tr>
<td><strong>Fixed Rate</strong> / Variable Rate</td>
<td>91% / 9%</td>
<td>86% / 14%</td>
<td>88% / 12%</td>
<td>87% / 13%</td>
<td>88% / 12%</td>
</tr>
<tr>
<td><strong>University Issued</strong> / State Issued</td>
<td>97% / 3%</td>
<td>98% / 2%</td>
<td>98% / 2%</td>
<td>99% / 1%</td>
<td>99% / 1%</td>
</tr>
<tr>
<td><strong>Weighted Average University Debt</strong></td>
<td>3.65%</td>
<td>3.55%</td>
<td>3.40%</td>
<td>3.33%</td>
<td>3.32%</td>
</tr>
<tr>
<td><strong>Annual debt service</strong> (principal paid + interest expense)</td>
<td>$101.0</td>
<td>$107.8</td>
<td>$112.8</td>
<td>$115.7</td>
<td>$123.3</td>
</tr>
</tbody>
</table>

* Includes impact of synthetically fixed swaps
### Current Amortization Structure (in millions)

6/30/16 Bonds and Commercial Paper Outstanding (at par)

<table>
<thead>
<tr>
<th>Year</th>
<th>University Supported Debt</th>
<th>State Supported Bonds</th>
<th>Gateway Corporation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>$1,083.2</td>
<td>$272.5</td>
<td>$48.9</td>
</tr>
<tr>
<td>2017</td>
<td>$1,015.3</td>
<td>$262.7</td>
<td>$48.1</td>
</tr>
<tr>
<td>2018</td>
<td>$944.6</td>
<td>$252.4</td>
<td>$47.3</td>
</tr>
<tr>
<td>2019</td>
<td>$870.5</td>
<td>$241.6</td>
<td>$46.5</td>
</tr>
<tr>
<td>2020</td>
<td>$806.1</td>
<td>$230.3</td>
<td>$45.7</td>
</tr>
<tr>
<td>2021</td>
<td>$739.0</td>
<td>$218.4</td>
<td>$44.8</td>
</tr>
<tr>
<td>2022</td>
<td>$668.5</td>
<td>$205.9</td>
<td>$43.9</td>
</tr>
</tbody>
</table>
Funding of External Debt Service – FY2016

- Direct User/Occupant: 46%
- Auxiliary Units: 15%
- Student Fees: 7%
- Institutional Support (land/building purchases; projects in process): 8%
- External (state statutory appropriations; federal subsidies): 24%

Total: 100%
**Projected Long Term Debt as of June 30, 2017**
*(in millions)*

<table>
<thead>
<tr>
<th></th>
<th>University Supported *</th>
<th>State Supported</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance June 30, 2016 (at par)</td>
<td>$1,083.2</td>
<td>$272.5</td>
<td>$1,355.7</td>
</tr>
<tr>
<td>Scheduled principal reductions</td>
<td>(68.0)</td>
<td>(9.8)</td>
<td>(77.8)</td>
</tr>
<tr>
<td>Subtotal (at par)</td>
<td>1,015.2</td>
<td>262.7</td>
<td>1,277.9</td>
</tr>
<tr>
<td>Projected additional FY17 issuance</td>
<td>50.1</td>
<td>0.0</td>
<td>50.1</td>
</tr>
<tr>
<td>Projected balance, June 30, 2017, at par</td>
<td>1,065.3</td>
<td>262.7</td>
<td>1,328.0</td>
</tr>
<tr>
<td>Unamortized premium/discount (projected at 6/30/17)</td>
<td>51.2</td>
<td>28.5</td>
<td>79.7</td>
</tr>
<tr>
<td>Capital leases (projected at 6/30/17)</td>
<td>35.0</td>
<td>0</td>
<td>35.0</td>
</tr>
<tr>
<td>Projected balance June 30, 2017</td>
<td>$1,151.5</td>
<td>$291.2</td>
<td>$1,442.7</td>
</tr>
</tbody>
</table>

* Series 2015B and Series 2016A were both issued as General Obligation Bonds and are listed in the University-supported column even though funds are received from the State of Minnesota to fund the debt service on Series 2015A through a capital appropriation and for the debt service on the Bell Museum portion of the Series 2016A through a general operating appropriation.
Broad Weighting Factors

- Market Profile: 30%
- Operating Performance: 25%
- Wealth & Liquidity: 25%
- Leverage: 20%

Sub-Factors

<table>
<thead>
<tr>
<th>Factor</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope of Operations</td>
<td>15%</td>
</tr>
<tr>
<td>Reputation &amp; Pricing Power</td>
<td>5%</td>
</tr>
<tr>
<td>Strategic Positioning</td>
<td>10%</td>
</tr>
<tr>
<td>Operating Results</td>
<td>10%</td>
</tr>
<tr>
<td>Revenue Diversity</td>
<td>15%</td>
</tr>
<tr>
<td>Total Wealth</td>
<td>10%</td>
</tr>
<tr>
<td>Operating Reserve</td>
<td>10%</td>
</tr>
<tr>
<td>Liquidity</td>
<td>5%</td>
</tr>
<tr>
<td>Financial Leverage</td>
<td>10%</td>
</tr>
<tr>
<td>Debt Affordability</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Other credit considerations include multi-year trends, governance & management, debt structure, liquidity quality, government relationship, pension and other post-employment obligations, and healthcare operations.
The methodology results in a convergence of a detailed analysis of a university’s “Enterprise Profile” and “Financial Profile” with qualitative adjustments for compelling factors or qualifiers.
### Letter Ratings to Designate University Credit Quality

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Aaa</td>
<td>Exceptional</td>
<td>AAA</td>
</tr>
<tr>
<td>Aa1, Aa2, Aa3</td>
<td>Excellent</td>
<td>AA+, AA, AA-</td>
</tr>
<tr>
<td>A1, A2, A3</td>
<td>Good</td>
<td>A+, A, A-</td>
</tr>
<tr>
<td>Baa1, Baa2, Baa3</td>
<td>Adequate</td>
<td>BBB+, BBB, BBB-</td>
</tr>
<tr>
<td>Ba1, Ba2, Ba3</td>
<td>Moderate</td>
<td>BB+, BB, BB-</td>
</tr>
<tr>
<td>B1, B2, B3</td>
<td>Weak</td>
<td>B+, B, B-</td>
</tr>
<tr>
<td>Caa to C</td>
<td>Default</td>
<td>CCC to D</td>
</tr>
</tbody>
</table>

The University of Minnesota is currently rated Aa1 by Moody's, and AA by Standard and Poor's.
### University of Minnesota – Ratings Evaluation *

**Moodys Investors Services – Aa1**
- Excellent strategic position as flagship research and land grant university and Big Ten conference member
- Strong student and research market positions
- Ample financial resources and liquidity
- Good capital support in the form of debt service on over $300 million of debt
- Strong fund-raising

**Offset by**
- Softening operating performance
- Expected additional debt issuance

**Stable Outlook**
Reflects continued favorable student demand and research trends, growing tuition revenue, stable to improving operating cash flow and debt service coverage despite additional debt plans.

**Standard & Poor’s - AA**
- Very strong enterprise profile
- Competitive demand trends & stable enrollment, with very good selectivity and student quality
- Very strong financial profile, with consistently positive operations on a cash basis
- Manageable pro forma debt service burden
- History of strong fundraising

**Offset by**
- Increase in debt over the past few years
- Modest unrestricted financial resources for a public flagship institution

**Stable Outlook (revised from Negative Outlook)**
Reflects view that the University will continue to experience favorable demand trends and steady enrollment, steady state financial support, improve its operating performance on a full-accrual basis, and maintain a manageable debt burden in the next two years.

*Comments from rating reports dated March 2016 for General Obligation Series 2016A issuance*
KEY FINANCIAL INDICATORS
# Key Financial Metrics

<table>
<thead>
<tr>
<th>RATIO</th>
<th>KEY COMPONENT</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - Total Cash and Investments to Total Debt</td>
<td>Total Cash &amp; Investments</td>
<td>Total cash and cash equivalents plus short-term investments plus noncurrent investments of the University, UMF and UMP (Does not include the restricted cash and cash equivalents)</td>
</tr>
<tr>
<td>B – Spendable Cash and Investments to Total Debt</td>
<td>Spendable Cash and Investments</td>
<td>Total cash and investments as computed above less restricted, nonexpendable net assets of the University, less the permanently restricted net assets of UMF and UMP</td>
</tr>
<tr>
<td></td>
<td>Total Debt</td>
<td>The sum of the University’s outstanding debt as shown on the financials, less net unamortized premium/discount on the bonds, plus UMF bonds payable.</td>
</tr>
<tr>
<td></td>
<td>Total Debt as Modified for U of MN Ratios</td>
<td>Total Debt as computed above, less the University’s special purpose debt (i.e., state-supported stadium debt and state-supported debt related to the biomedical science research facilities funding program) **.</td>
</tr>
<tr>
<td>C - Debt Service to Operations</td>
<td>Debt service</td>
<td>Sum of the principal and interest paid on capital debt by the University excluding principal and interest on the special purpose debt</td>
</tr>
<tr>
<td></td>
<td>Operations</td>
<td>University operating expenses less scholarships &amp; fellowships, plus interest on capital asset-related debt, excluding the interest on the special purpose debt</td>
</tr>
</tbody>
</table>

* UMF = University of Minnesota Foundation; UMP = University of Minnesota Physicians
** Stated another way: Total debt modified = outstanding University-supported debt at par plus capital leases plus UMF bonds payable at par

Note: Financial metrics updated from previous years to correspond with Moody’s’ revised methodology
**Resources and Leverage**

Total Cash and Investments to Total Debt

<table>
<thead>
<tr>
<th>Year</th>
<th>University of Minnesota</th>
<th>Moody’s &quot;Aa1&quot; Medians</th>
<th>University of Minnesota Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>268%</td>
<td>321%</td>
<td>430%</td>
</tr>
<tr>
<td>2013</td>
<td>277%</td>
<td>334%</td>
<td>425%</td>
</tr>
<tr>
<td>2014</td>
<td>282%</td>
<td>375%</td>
<td>492%</td>
</tr>
<tr>
<td>2015</td>
<td>280%</td>
<td>353%</td>
<td>446%</td>
</tr>
<tr>
<td>2016</td>
<td>280%</td>
<td>343%</td>
<td>423%</td>
</tr>
</tbody>
</table>

**Desired Trend**

University Cash and Cash Equivalents, (excluding restricted), and Investments + UMF’s & UMP’s Cash and Cash Equivalents, and Investments Divided by Total Debt

- **2015 range: 25% to 725%**
- **2015 median:** 353%
Resources and Leverage

Spendable Cash & Investments to Total Debt

Desired Trend

Total unrestricted cash and investments of the University, UMF & UMP, less restricted, nonexpendable net assets of the University, less the permanently restricted net assets of UMF and UMP

Divided by Total Debt
Resources and Leverage

Debt Service to Operations

University of Minnesota: Analysis of Key Credit Ratios

Desired Trend

Annual Debt Service

Divided by Total Operations
PEER GROUP ANALYSIS
Peer Group Analysis – Data as of 6/30/15

- Total Cash & Investments
- Total Debt
- Total Cash & Investments to Total Debt
- Total Spendable Cash & Investments to Total Debt
- Debt Service to Operations
- Spendable Cash & Investments to Operations
Debt Service to Operating Expenses (%)

- UMN (Aa1) 360%
- Indiana University, IN (Aaa) 340%
- Purdue University, IN (Aaa) 530%
- U of Michigan, MI (Aaa) 170%
- U of Virginia, VA (Aaa) 300%
- U of NC Chapel Hill, NC (Aaa) 340%
- Michigan State University, MI (Aa1) 320%
- Ohio State University, OH (Aa1) 250%
- Pennsylvania State University, PA (Aa1) 200%
- U of Nebraska, NE (Aa1) 330%
- U of Utah, UT (Aa1) 560%

Spendable Cash & Investments to Operating Expenses (%)

- UMN (Aa1) 110%
- Indiana University, IN (Aaa) 110%
- Purdue University, IN (Aaa) 190%
- U of Michigan, MI (Aaa) 150%
- U of Virginia, VA (Aaa) 250%
- U of NC Chapel Hill, NC (Aaa) 90%
- Michigan State University, MI (Aa1) 120%
- Ohio State University, OH (Aa1) 80%
- Pennsylvania State University, PA (Aa1) 110%
- U of Nebraska, NE (Aa1) 100%
- U of Utah, UT (Aa1) 60%
AGENDA ITEM: Consent Report

☐ Review  X  Review + Action  ☐ Action  ☐ Discussion

☐ This is a report required by Board policy.

PRESENTERS: Regent Dean E. Johnson

PURPOSE & KEY POINTS

To seek Board approval of items in the Consent Report, as required in Board of Regents Policy: Reservation and Delegation of Authority.

Items for consideration:

A. Gifts
   The President recommends approval of the Summary Report of Gifts to the University of Minnesota through December 31, 2016 (attached).

B. Summary of Expenditures
   The President recommends approval of the Summary of Expenditures report (attached).

C. Report of the All-University Honors Committee
   The President recommends approval of the All-University Honors Committee recommendations forwarded to the Board of Regents in a letter dated February 2, 2017.

PRESIDENT’S RECOMMENDATION

The President recommends approval of the Consent Report.
<table>
<thead>
<tr>
<th></th>
<th>November</th>
<th></th>
<th>Year-to-Date</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2016</td>
<td>2015</td>
<td>07/01/16 11/30/16</td>
<td>07/01/15 11/30/15</td>
</tr>
<tr>
<td>U of M Gift Receiving</td>
<td>$69,673</td>
<td>$61,578</td>
<td>$712,076</td>
<td>$1,234,676</td>
</tr>
<tr>
<td>4-H Foundation</td>
<td>80,604</td>
<td>67,642</td>
<td>278,024</td>
<td>288,179</td>
</tr>
<tr>
<td>Arboretum Foundation</td>
<td>275,614</td>
<td>508,306</td>
<td>1,802,940</td>
<td>4,922,399</td>
</tr>
<tr>
<td>Univ of MN Foundation</td>
<td>$17,749,366</td>
<td>13,537,271</td>
<td>103,736,755</td>
<td>111,627,563</td>
</tr>
<tr>
<td>Total Gift Activity</td>
<td>$18,175,257</td>
<td>$14,174,797</td>
<td>$106,529,795</td>
<td>$118,072,817</td>
</tr>
</tbody>
</table>

*Detail on gifts of $5,000 and over is attached.

Pledges are recorded when they are received. To avoid double reporting, any receipts which are payments on pledges are excluded from the report amount.
## Gifts received in November 2016

<table>
<thead>
<tr>
<th>Donor</th>
<th>Rec’d by</th>
<th>Gift/Pledge</th>
<th>Purpose of gift</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>$1 Million and Over</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEM Fdn.</td>
<td>UMF</td>
<td>Pledge</td>
<td>College of Food, Agricultural and Natural Resource Sciences</td>
</tr>
<tr>
<td>John W. Mooty Fdn. Trust</td>
<td>UMF</td>
<td>Pledge/Gift</td>
<td>Intercollegiate Athletics, University of Minnesota Alumni Association</td>
</tr>
<tr>
<td><strong>$500,000 - $1,000,000</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Haag Family Fdn.</td>
<td>UMF</td>
<td>Pledge</td>
<td>Carlson School of Management</td>
</tr>
<tr>
<td>Diane K. and Thomas P. Lentz</td>
<td>UMF</td>
<td>Gift/Pledge</td>
<td>College of Veterinary Medicine, Intercollegiate Athletics</td>
</tr>
<tr>
<td><strong>$100,000 - $250,000</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anonymous</td>
<td>UMF</td>
<td>Gift</td>
<td>Medical School</td>
</tr>
<tr>
<td>Doris Duke Charitable Fdn.</td>
<td>UMF</td>
<td>Gift</td>
<td>Medical School</td>
</tr>
<tr>
<td>Andersen Book Trust</td>
<td>UMF</td>
<td>Gift</td>
<td>Libraries, Minnesota Landscape Arboretum</td>
</tr>
<tr>
<td>Schott Fdn.</td>
<td>UMF</td>
<td>Pledge</td>
<td>Medical School</td>
</tr>
<tr>
<td>Elmer F. Beckman Estate</td>
<td>UMF</td>
<td>Gift</td>
<td>College of Science and Engineering</td>
</tr>
<tr>
<td>Dan F. Huebner Estate</td>
<td>UMF</td>
<td>Gift</td>
<td>College of Education and Human Development</td>
</tr>
<tr>
<td>Cheryl Swanson Franson and Richard Franson</td>
<td>UMF</td>
<td>Pledge</td>
<td>College of Science and Engineering</td>
</tr>
<tr>
<td>Delta Dental of Minnesota Fdn.</td>
<td>UMF</td>
<td>Pledge</td>
<td>School of Dentistry</td>
</tr>
<tr>
<td>Richard M. Schulze Family Fdn.</td>
<td>UMF</td>
<td>Gift</td>
<td>Various Colleges</td>
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**MEETING OF THE BOARD OF REGENTS**
**GIFTS TO BENEFIT THE UNIVERSITY OF MINNESOTA**
**SUMMARY REPORT***

February 2017 Regents Meeting

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*Detail on gifts of $5,000 and over is attached.

Pledges are recorded when they are received. To avoid double reporting, any receipts which are payments on pledges are excluded from the report amount.
## Gifts to benefit the University of Minnesota

### Gifts received in December 2016

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Anonymous
UMF Gift  College of Food, Agricultural and Natural Resource Sciences, Unrestricted

Minnesota Vikings Children's Fund
UMF Gift  Medical School

Helen Lindsay Family Fdn.
UMF Gift  Medical School

John W. Mooty Fdn. Trust
UMF Pledge  Intercollegiate Athletics

Sharon B. Weinel Trust
UMF Gift  College of Science and Engineering

Weir Minerals
UM Gift  University of Minnesota Duluth

The McKnight Fdn.
UMF Gift  College of Food, Agricultural and Natural Resource Sciences, Carlson School of Management

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Ilo E. Leppik
UMF Gift  College of Pharmacy

Anonymous
UMF Gift  College of Veterinary Medicine

Anonymous
UMF Gift  Medical School

Emerald Fdn. Inc.
UMF Gift  College of Education and Human Development

Robert M. and Kathleen M. Carlson
UMF Pledge  University of Minnesota Duluth

Lowell Schwab and Rae Carter
UMF Gift  Intercollegiate Athletics

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Judith A. and Ronald L. Libertus
UMF Gift  College of Liberal Arts

General Mills Inc.
UMF Gift  College of Food, Agricultural and Natural Resource Sciences

Gary R. and Natalie W. Gray
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UMF Pledge  Medical School

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UMF Gift  Medical School

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UMF Pledge  Intercollegiate Athletics

Joy J. Lindsay and Roy Martin Jr.
UMF Pledge  Carlson School of Management

Patrick J. Campbell
UMF Gift  College of Education and Human Development

Sol and Mitzi Center
UMF Pledge  Unrestricted

Stone Uncle Trust
UMF Gift  College of Pharmacy

Waldfogel Family Fdn.
UMF Gift  College of Liberal Arts

**$50,000 - $100,000**

Leo G. and Christine L. Stern
UMF Gift  College of Education and Human Development

Kathy Moe and Jon Watson
UMF Gift  Medical School

David and Peggy Lucas
UMF Gift  Undesignated

Achieving Cures Together
UMF Gift  Medical School
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$25,000 - $50,000

Bakken Family WRC Fdn.  UMF  Gift  Intercollegiate Athletics, Medical School
Robert E. and Kathleen J. Greiling  UMF  Gift  College of Science and Engineering
Gordon and Margaret Bailey Fdn.  UM  Gift  Minnesota Landscape Arboretum, College of Food, Agricultural and Natural Resource Sciences, Academic Health Center
Steven Eilertson and Cynthia Huntington  UMF  Gift  Carlson School of Management
Margaret H. and James E. Kelley Fdn. Inc.  UMF  Gift  School of Nursing, Medical School
Eddy Fdn. Charitable Trust U/W  UMF  Gift  University of Minnesota Duluth
Alfred W. Erickson Fdn.  UMF  Gift  Academic Health Center, Medical School
Konica Minolta Laboratory USA Inc.  UMF  Gift  College of Science and Engineering
Lorie Long Michaels  UMF  Gift  Medical School
John E. Andrus III 2009 CLAT  UMF/UM  Gift  Minnesota Landscape Arboretum, College of Liberal Arts
Gary A. Reineccius  UMF  Gift  College of Food, Agricultural and Natural Resource Sciences
Marilyn R. and Max M. DeLong  UMF  Gift  College of Design
Marcia L. Page  UMF  Gift  Carlson School of Management, University of Minnesota Extension
The Krisbin Fdn. Trust  UMF  Pledge  Intercollegiate Athletics
Daniel B. Watters  UMF  Gift  University of Minnesota Duluth
Laverne Watters  UMF  Pledge  University of Minnesota Duluth
Michael D. Watters  UMF  Gift  University of Minnesota Duluth
Starkey Hearing Fdn.  UMF  Gift  Medical School
Phyllis L. Kahn  UMF  Gift  Various Colleges
Medica  UMF  Gift  Business and Community Economic Development
Medtronic Fdn.  UMF  Pledge  Various Colleges
The Helena Fdn.  UMF  Gift  College of Science and Engineering
Anonymous  UMF  Gift  College of Liberal Arts
Davidson Family Fund-St. Paul Fdn.  UMF  Gift  College of Food, Agricultural and Natural Resource Sciences, Unrestricted
Energy Fdn.  UMF  Gift  Institute on the Environment
JMT Charitable Lead Trust  UMF  Gift  Medical School
Laurie A. and M. Mitchell Davis  UMF  Gift  Intercollegiate Athletics
McFadden Family Charitable Fund-Fidelity Charitable  UMF  Gift  College of Liberal Arts, Weisman Art Museum
$25,000 - $50,000

Michael P. Perry Sr. and Dorothy M. Perry  UMF Gift  College of Food, Agricultural and Natural Resource Sciences
Minnesota Turf Seed Council Inc.  UMF Gift  College of Food, Agricultural and Natural Resource Sciences
Dorothy A. Patterson Estate  UMF Gift  Medical School
Anonymous  UMF Gift  Medical School
Leslie E. and Richard C. Glaze  UMF Gift  College of Liberal Arts
ExxonMobil Fdn.  UMF Pledge  Various Colleges
Eric and Karen Kaler  UMF Gift  Various Colleges
Edward N. and Sherry Ann Dayton  UMF/UM Gift  College of Food, Agricultural and Natural Resource Sciences, Minnesota Landscape Arboretum

Kurt and Polly Brungardt  UMF Gift  College of Science and Engineering
WEM Fdn.  UM Gift  Minnesota Landscape Arboretum
Walter L. and Virginia A. Bailey  UMF Gift  Medical School, College of Liberal Arts
Dale and Jonette Engan  UMF Gift  College of Food, Agricultural and Natural Resource Sciences

Fredrick C. Meyer  UM Gift  Minnesota Landscape Arboretum
David K. and Beverly B. Wickstrom  UMF Gift  University of Minnesota Duluth
David S. Doty  UMF Gift  Law School
Grace Upon Grace Mooty Family Fdn.  UMF Gift  Law School
Lynne L. and Clyde M. Erickson  UMF Pledge  University of Minnesota Duluth
Mark R. and Heather A. Parenteau  UMF Gift  University of Minnesota Duluth
Anonymous  UMF Gift  College of Science and Engineering
Concord Inc.  UMF Gift  Medical School
Elness Swenson Graham Architects Inc.  UMF Gift  College of Design
Eugene G. and Margery A. Philipson  UMF Gift  College of Science and Engineering
Gary and Londa Tushie  UMF Gift  College of Veterinary Medicine
Hans and Kathy Jorgensen  UMF Gift  Intercollegiate Athletics
Jon R. Andresen  UMF Gift  College of Pharmacy
Kathy T. Goldstein  UMF Gift  School of Public Health
Kelly P. Coleman  UMF Gift  College of Science and Engineering
Kimberly-Clark Corp.  UMF Gift  College of Science and Engineering
Lucius L. and Rhonda N. Fowler  UM Gift/Pledge  Minnesota Landscape Arboretum, Minnesota Landscape Arboretum

Marvin L. Ballard  UMF Gift  College of Science and Engineering
Mary B. and Benjamin G. Rae  UMF Gift  Medical School
Minnesota International Medicine  UMF Gift  Medical School
Neil O. Anderson  UMF Gift/Pledge  Weisman Art Museum, College of Food, Agricultural and Natural Resource Sciences

Scrooby Fdn.  UMF Gift  College of Veterinary Medicine
Tac Z. Lee and Linglan Liu  UMF Gift  Medical School
$25,000 - $50,000

The ALS Association  UMF  Gift  Medical School
The Scott Richards North Star Charitable Fdn.  UMF  Gift  Medical School

Zinpro Corp.  UMF  Gift  College of Veterinary Medicine

$10,000 - $25,000

Benjamin F. Nelson Estate  UMF  Gift  Medical School
George E. Bugbee Estate  UM  Gift  Minnesota Landscape Arboretum
Michael C. Nowakowski  UMF  Gift  College of Food, Agricultural and Natural Resource Sciences, Intercollegiate Athletics
Cornwall Fdn.  UMF  Gift  College of Food, Agricultural and Natural Resource Sciences, Intercollegiate Athletics

General Mills Fdn.  UMF  Pledge  Various Colleges
Friends of the Mississippi River  UMF  Gift  College of Food, Agricultural and Natural Resource Sciences

Jane N. Mooty Fdn. Trust  UMF  Gift  Medical School
Medica Fdn.  UMF  Gift  Center for Urban and Regional Affairs
James and Debbie Andrews  UMF  Gift  College of Science and Engineering
Gary W. Temte  UMF  Gift  Intercollegiate Athletics
John S. Mendeh IV  UMF  Gift  Scholarships
Pioneer Hi-Bred International Inc.  UMF  Gift  College of Food, Agricultural and Natural Resource Sciences

Alice M. O'Brien Fdn.  UMF  Gift  College of Science and Engineering
Robert J. and Virginia S. McCollister  UMF  Gift  Libraries
PriceWaterhouseCoopers LLP  UMF  Gift/Pledge  Various Colleges
Land O'Lakes Inc.  UMF  Gift  College of Food, Agricultural and Natural Resource Sciences

Ronald L. and Janet A. Christenson  UMF  Gift  College of Science and Engineering
Thomas F. Madison  UMF  Gift  Carlson School of Management, College of Science and Engineering, Medical School

Alida R. Messinger  UMF  Gift  College of Food, Agricultural and Natural Resource Sciences
Bruce A. Richard  UMF  Gift  College of Science and Engineering
C. Paul and Irene G. Venables Fdn.  UMF  Gift  Academic Health Center
Calpis America Inc.  UMF  Gift  College of Food, Agricultural and Natural Resource Sciences

Charles E. and Andriene M. Johnson Fdn.  UMF  Gift  College of Veterinary Medicine

Clifford M. Phibbs Jr.  UMF  Gift  Intercollegiate Athletics
F. R. Bigelow Fdn.  UMF  Gift  College of Education and Human Development
HRK Fdn.  UMF  Gift  Medical School
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UMF  Gift  Medical School
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$5,000 - $10,000

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**Revenues**

| Total Allocation | $886,537 | $886,537 |
| Net Transfers | $ - | $ - |
| **Total Resources** | $1,224,537 | $1,208,699 |

**Expenditures**

| Salaries | $576,381 | $283,094 | 49.1% |
| Fringe Benefits | $177,071 | $86,780 | 49.0% |
| Supplies, Equipment, Board Expenses, etc. | $228,403 | $88,969 | 39.0% |
| **Total Expenditures** | $981,855 | $458,843 | 46.7% |
| **Ending Balance** | $242,682 | $749,856 |

| | |
| Actual Revenues / Expenditures | Budgeted Revenues / Expenditures | Percentage Expended |
| $293,714 | $324,034 | 90.5% |

**UNIVERSITY OF MINNESOTA**
**BOARD OF REGENTS**
**SUMMARY OF EXPENDITURES**
**GENERAL OPERATIONS & MAINTENANCE FUND**
**SIX MONTHS ENDING DECEMBER 31, 2016**
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**UNIVERSITY OF MINNESOTA**
**PRESIDENT'S OFFICE**
**SUMMARY OF EXPENDITURES**
**GENERAL OPERATIONS AND MAINTENANCE FUND**
**6 MONTHS ENDING DECEMBER 31ST, 2016**
(Unaudited)
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AGENDA ITEM: Resolution on Restructuring University & Government Relations

Review + Action

This is a report required by Board policy.

PRESENTERS: President Eric W. Kaler

PURPOSE & KEY POINTS

The purpose of this item is action on a restructuring of the Offices of University Relations and Government and Community Relations.

The proposed resolution combines these two offices and creates a vice president position that is responsible for the new unit: University and Government Relations. The vice president will replace the vacant position of special assistant to the president and does not add an FTE. The personnel appointment is included for action in the February docket for the Faculty and Staff Affairs Committee.

The resolution also proposes that the chief compliance officer report directly to the president. In February 2016, the Audit and Compliance Committee discussed related recommendations that emerged from review of the University's compliance function.

Three objectives guided the recommendations related to University and Government Relations:

1. To attract a seasoned government relations professional with a record of success.
2. To add strategic public affairs and issue management leadership and capacity.
3. To continue to flatten and align the University's leadership structure and create a more cohesive senior leadership team.

The new combined leadership is designed to strengthen and advance public relations, advocacy, and issue management. It will facilitate an integrated public affairs strategy to more effectively articulate the University's priorities and engage its stakeholders. This structure is common among peer institutions and previously existed at the University. The units were separated at the beginning of the current administration so that the lead lobbyist reported directly to the president.

The vice president will advance the University's reputation by developing, aligning, and integrating legislative and communications strategies into a coordinated public relations approach. The position will lead the teams that manage marketing, public relations, and government and community relations functions in developing support among the University's stakeholders. This
includes: local, state, and federal policymakers; citizens of Minnesota; alumni and donors; faculty, staff, and students; community members; and media partners. The vice president will develop and oversee proactive government relations and advocacy strategies to represent the University’s interests at the State Capitol, advance the University’s legislative agenda, and shape institutional responses to state and federal legislation.

BACKGROUND INFORMATION

At its March 2016 meeting, the Board approved a restructuring of system-wide leadership.

PRESIDENT’S RECOMMENDATION

The President recommends approval of the Resolution on Restructuring University & Government Relations.
REGENTS OF THE UNIVERSITY OF MINNESOTA

RESOLUTION RELATED TO

Restructuring University and Government Relations

WHEREAS, the Regents of the University of Minnesota recognize and reaffirm the President’s responsibilities and accountability for developing, recommending, and administering the policies of the Board of Regents; and

WHEREAS, the Regents recognize and reaffirm the importance of providing the President with flexibility in the organization, reporting lines, and position descriptions of central administration; and

WHEREAS, the University of Minnesota must continue to pursue a comprehensive agenda of assessing the improving administrative structure, processes, and procedures in order to improve quality, efficiency, effectiveness, and public accountability; and

WHEREAS, the University of Minnesota’s strategic planning and decision-making processes are best served by designing and implementing administrative structures that ensure clear responsibility, authority, and accountability at the college and campus levels; and

WHEREAS, the organization of central administration and appointment of senior leaders at the University shall be consistent with University and Board policies and procedures; and

WHEREAS, senior leadership transitions create an opportunity to achieve greater alignment, efficiency and coordination of the University’s system-wide operating units; and

WHEREAS, the President desires to continue to flatten and align the University’s system-wide leadership structure and create a more cohesive senior leadership team, while strengthening government relations and public affairs capacity by combining University Relations and Government and Community Relations into one unit.

NOW, THEREFORE, BE IT RESOLVED that the organization of the University’s central administration shall consist of the following executive officers reporting to the President:
Executive Vice President and Provost
Senior Vice President for Finance and Operations
Dean of the Medical School and Vice President for Health Sciences
Vice President for Research
Vice President for Equity and Diversity
Crookston, Duluth, Morris, and Rochester Chancellors
Chief of Staff
Director of Intercollegiate Athletics, Twin Cities Campus
Vice President for University and Government Relations
Chief Compliance Officer
General Counsel (also reports to the Board of Regents)
Chief Auditor (dotted line report)
Chief Executive Officer, University of Minnesota Foundation (dotted line report)
Chief Executive Officer, University of Minnesota Alumni Association (dotted line report)

BE IT FURTHER RESOLVED that the Board of Regents accepts the reorganization of the University’s senior leadership as described in this resolution, which shall become effective upon approval, and directs the Secretary to make any necessary revisions to Board policy.
AGENDA ITEM: Intercollegiate Athletics: Developing the Whole Person

☐ Review  ☐ Review + Action  ☐ Action  ☒ Discussion

☐ This is a report required by Board policy.

PRESENTERS: Mark Coyle, Director of Intercollegiate Athletics

PURPOSE & KEY POINTS

The purpose of the item is to discuss the Intercollegiate Athletics (ICA) vision and approach to comprehensive student-athlete development.

Developing Students

ICA is committed to providing all student-athletes with the necessary resources to enable them to reach their full potential in the classroom, in competition, and after graduation. Student-athlete development is an important part of ICA’s mission. Issues of the past year have put a spotlight on elements of student development, leading ICA to review its education practices on issues such as the student code of conduct, sexual assault/harassment and relationship violence, and other key topics. It has also examined ways to strengthen these processes.

All student-athletes receive an annual minimum of four hours of education on key topics; some receive more. Since September 2015, the football team has had eight educational sessions specifically related to topics covered by the student code of conduct.

As part of examining its processes, ICA is completing a comprehensive assessment of its educational programming to ensure best methods for reinforcing the expectations outlined in the student code of conduct and compliance with the code. New approaches will include more targeted education for all student-athletes on the Equal Opportunity and Affirmative Action processes for sexual misconduct, as well as the differences between ICA discipline, University discipline, and criminal proceedings. ICA will also explore ways to improve on-campus recruiting practices, review student-athlete housing, further enhance its relationship with the Aurora Center, and opportunities to partner with organizations to improve the campus community.

ICA has embraced what has been learned through the challenges of the past year with the intent of using this time as a defining moment in the creation of its culture, one that reflects the greatness of the University and the state of Minnesota.
BACKGROUND INFORMATION

Department Summary

ICA is a large organization with more than 700 student-athletes and approximately 275 full-time employees, operating with an FY17 department budget of $105 million. ICA has celebrated multiple national academic achievements in the past year, the fourth straight academic year in which Gopher student-athletes maintained a collective, cumulative GPA above a 3.2. The Gophers have also won eight Big Ten titles and a National Championship in the past 14 months.

Transitional Period

Since 2012, ICA has experienced significant leadership turnover, with four Athletics Directors and significant turnover of senior administrators. Since assuming leadership of the department in May 2016, Coyle has engaged coaches and staff to establish guiding values and operating principles to strengthen and solidify the department’s values and priorities moving forward while also managing a number of challenging issues. These challenges have included: highly publicized situations involving the football and wrestling programs; planning, fundraising for, and building new facilities; and making difficult head coaching and senior staff decisions.

Values and Principles

At its September 2016 meeting, the Board discussed ICA’s guiding principles: action, integrity, transparency, humility, and innovation. As ICA works to integrate these principles into its culture, leadership has begun to define its core values. In fall 2016, the team began a Strengths-Weaknesses-Opportunities-Threats analysis (SWOT) and will use those results to engage coaches and staff and help clearly define the department’s core values in the coming months. These values will demand collective ownership and continual focus to succeed.
Key Facts

- **25** programs competing in the Big Ten and WCHA
- More than **700** student-athletes and approximately **275** full-time employees
- FY17 department budget is **$105M**
Our Students

- 4 straight years of 3.2+ GPA
- 8 Big Ten and 1 National Championship in the past 14 months
- Gopher student-athletes volunteered their time at 250+ events in 2015-16
Transitional Period

Leadership transition nearly constant
  - 4 Athletic Directors since 2012
  - 8 executive administrators have departed since 2012

Numerous, high-profile issues since June 2016 alone
  - Wrestling
  - Football
  - Scholarship seating and tickets sales
  - 3 internal audits – audit responses internally and externally
  - 7 head coaching agreements (volleyball, men’s hockey, swimming & diving, wrestling, women’s hockey, soccer and football)

(continued)
Recent issues, continued:

- Athletics Medicine (significant turnover – football / team doctor)
- Executive Associate Athletics Director / SWA
- Golden Gopher Fund – re-establish Leadership Council / meetings
- FY17 Operating Budget – actuals v. budget and management expectations
- Athletes Village
- Outdoor Track and Field / Rec Sports bubble relocation
- Office of Civil Rights review – requires on-going work (active)
- 3 FY17 Internal Audits: Academic Services, IT & volleyball
- Defining guiding values and operating principles
Guiding Principles

• Eliminate the gap between what we say and what we do
• Changing culture takes energy, commitment and time
• Guiding Principles (shared at 9/9/16 Board meeting):
  – **Actions**: Value results over promises
  – **Integrity**: Do the right thing every time
  – **Transparency**: Blue-collar work ethic and sound fiscal management
  – **Humility**: Low ego; high output
  – **Innovation**: Take calculated risks
Defining Core Values

• Executive staff began a SWOT analysis – Fall 2016

• Clearly define our Core Values – Spring / Summer 2017

  Academic Excellence | Competitive Excellence | Character | Selflessness
  Authentic Communication | Genuine Care and Concern

• These values are important – need collective ownership
  We will continue to re-shape and define with input
Developing the Whole Person

• Student-athletes receive a minimum of approx. 4 hours of education annually addressing the student code of conduct, sexual harassment, sexual assault, hazing, academic dishonesty, etc.

• Recent student-athlete education session on these issues:
  – September 2015 – team meetings
  – November 2015 – football team meeting on sexual misconduct and affirmative consent
  – January 2016 – football and other team Bystander Education and Intervention training
    • All programs participated in this training between Dec 2015 and Apr 2016
  – February 2016 – all student-athletes attend Elaine Pasqua presentation on addressing alcohol abuse, sexual health and sexual assault prevention
  – June 2016 – football team meeting reinforcing sexual misconduct and affirmative consent
  – June 2016 – football / men’s basketball hear from Sandra McDonald, a national expert on relationships, consequences of decisions and life skills
  – September 2016 – team meetings
  – February 2017 – all student-athlete meeting involving Aurora Center education / training
Developing the Whole Person

- Assess our educational programming and re-examine best ways to reinforce messaging and student code of conduct by better linking theory to practice
  - How can we encourage student-athlete to adopt these behaviors?

- Educate all ICA employees and student-athletes on the EOAA process and difference between athletic, EOAA and criminal proceedings
  - How do we ensure student-athletes accused of misconduct understand the process(es) and their rights?

- Mandate that all freshmen student-athletes live in residence halls (a majority already do) – provide additional support
Developing the Whole Person

• Examine our recruiting program
  – Explore the feasibility of a recruiting mentoring program – educate and train student hosts and set clear expectations

• Continue to engage the Aurora Center and work collaboratively with our more than 700 student-athletes to be advocates for change

• Partner on campus-wide efforts

• Collectively embrace this experience and use it as a defining moment in our overall creation of a culture that reflects the greatness of this institution, community and state
Questions and Discussion

• What are the most critical areas of focus from the Board’s perspective?

• How can we better tell the story of all our amazing student-athletes?
AGENDA ITEM: 2016 University Plan, Performance, and Accountability Report

☐ Review  ☐ Review + Action  ☑ Action  ☐ Discussion

☑ This is a report required by Board policy.

PRESENTERS: Karen Hanson, Executive Vice President and Provost

PURPOSE & KEY POINTS

The Accountability Report is used by the Board and others as a reference guide to the University’s progress toward its strategic goals. This year’s report highlights quantitative and qualitative data that demonstrates the University’s success in the following areas:

- Remaining accessible.
- Attracting outstanding students.
- Offering a great student experience.
- Graduating students prepared for success.
- Conducting breakthrough research.
- Engaging with communities.
- Being a productive and efficient organization.

BACKGROUND INFORMATION

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

This document fulfills the University’s responsibility to report annually, to the legislature, the state and progress of the University in accordance with the University charter, 1851 Territorial Laws, Chapter 3, Section 16.

The Board reviewed the report at its December 2016 meeting.

PRESIDENT’S RECOMMENDATION

The President recommends approval of the 2016 University Plan, Performance, and Accountability Report.
REGENTS OF THE UNIVERSITY OF MINNESOTA

RESOLUTION RELATED TO

University Plan, Performance, and Accountability Report

WHEREAS, the president of the University and the Board of Regents (Board) are entrusted with the responsibility in their oversight of the University to be good stewards of the public interest, resources, and facilities; and

WHEREAS, it is the responsibility of the Board, in cooperation with the president, to articulate the directions and priorities of the institution; identify and analyze the critical issues and challenges confronting the University; assess its operations; and evaluate the performance and success of its colleges and campuses; and

WHEREAS, it was resolved that the University Plan, Performance, and Accountability Report (Report) shall include the priorities of the institution; statistical profiles of the University at the campus level; selected statistics related to system trends; University-wide strategies to achieve goals; summaries of accomplishments and investments; progress in institutional performance measures; and summaries of special institutional studies and reports; and

WHEREAS, on the recommendation of the executive vice president and provost, the president of the University requests the Board accept the 2016 Report.

NOW, THEREFORE, BE IT RESOLVED that the Board accepts the 2016 Report as submitted by the administration.
We are accessible.

- The University Promise Scholarship (or “U Promise”) provides scholarships to over 13,000 low-income and middle-income Minnesota undergraduates system-wide. Effective fall 2016, the upper income limit for eligibility was raised from $100,000 to $120,000, expanding eligibility for U Promise scholarships to an additional 1,400 students system-wide (p. 38).
- The total amount of gift aid to undergraduate students on the Twin Cities campus has increased, while the percent of students who graduate with student debt has decreased. For those who do borrow, the average and median loan debt amounts have decreased (p. 38).
- The Link program on the Duluth campus provides a pathway for interested Lake Superior College students to complete their undergraduate degrees through UMD (p. 45).
- In fall 2016, 19 percent of Morris students are American Indian students—the highest percentage of Native students at a four-year, non-tribal institution in the upper Midwest (p. 52).
- Forty percent of Morris students and 46 percent of Crookston students are the first in their family to attend college (pp. 52, 57).
- Crookston currently offers 14 of its 34 majors fully online as well as on campus, and more than half of all degree-seeking students are online students (p. 57).
- Rochester’s unique academic and life coaching program makes the campus accessible to a wider range of students than many other health sciences programs (p. 63).
- The Graduate Admissions Office offers application fee waivers to active duty members of the military, veterans, and McNair Scholars (p. 67).
- The Law School has sharply increased scholarship support for its students, with more than 90 percent of the most recent entering J.D. class receiving grant aid (p. 75).
- The Office of Human Resources formed a new Diversity and Inclusion Recruiting Team to create a network of community contacts to bring more job candidates from underrepresented groups to the University and help hiring managers build more diverse candidate pools (p. 109).
We attract outstanding students.

- The average ACT composite scores for the incoming Twin Cities class have improved significantly over the past ten years, from 25.9 to 28.3. New fall 2016 honors students showed an average ACT of 32.7 (p. 39).

- Through a holistic application process, Rochester recruits and admits students with a passion for health sciences, who will benefit from the distinctive UMR education model and who have a high probability of graduating in four years or fewer (p. 30).

- The Duluth campus has made strategic investments in seven programs, providing additional resources to meet student demand. The goal is to increase enrollment by 350 students across these programs within four years (p. 45).

- In spring 2015, two Morris students won Fulbright scholarships and another earned a Fulbright in spring 2016 (p. 53).

- Seventy-eight percent of new Crookston students surveyed in fall 2016 indicated that attending Crookston was their first choice (p. 58).

- One hundred eighteen graduate students on the Twin Cities campus are National Science Foundation Fellows, an all-time high (p. 70).

- The most recent entering class of J.D. candidates had a median LSAT at the 89th percentile nationally (p. 76).

We offer a great student experience.

- Twin Cities undergraduate students have the opportunity to enroll in new Grand Challenge Curriculum courses, which bring a solution-driven, interdisciplinary approach to important global issues (p. 40).

- 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 (p. 46).

- The Morris campus offers the same focused experience as the upper Midwest’s many excellent private liberal arts colleges, but at half or a third of the price (p. 53).

- Crookston’s focus on experiential learning means students learn concepts and actively apply them through projects, simulations, field trips, site visits, community engagement and service learning projects, and interactions with professionals in the field (p. 60).

- Juniors and seniors on the Rochester campus engage in community-based learning through capstone experiences tailored to their interests (p. 63).

- A record number of entering graduate students of color and students from underrepresented backgrounds took part in the seven-week DOVE Summer Institute, designed to help create a welcoming and inclusive climate on campus (p. 69).
We graduate students prepared for success.

- First-year retention rates for students of color on the Twin Cities campus have improved significantly, and for the fall 2015 entering class, have exceeded the rate for other students (p. 41).
- Graduation rates on all campuses continue to improve (pp. 42, 49, 55, 62, 65), including the three-year graduation rate for transfer students (pp. 39, 57).
- The University continues to increase the number of undergraduate degrees conferred. The Crookston campus awarded 92 percent more degrees, Duluth 23 percent more, and Twin Cities 22 percent more compared to ten years ago (pp. 61, 49, 42).
- Ninety-five percent of Morris students who graduated in 2014 indicated that they were employed and/or in graduate or professional school one year after graduation (p. 54).
- To date, 100 percent of Rochester’s Bachelor of Science in Health Professions graduates have passed the exams for their professions and are employed in their chosen fields (p. 65).
- A 2016 survey showed a 97 percent placement rate for students receiving graduate degrees in 2014–2015 from the Duluth campus (p. 72).
- The University is the state’s primary source of well educated professionals for many industries, granting 1,385 health professional degrees, 327 legal-related degrees, 536 master of education degrees and 606 M.B.A. degrees in 2016 (p. 81).

We conduct breakthrough research that moves us forward.

- The University ranks eighth among U.S. public universities in research spending and generates an estimated $8.6 billion annual economic impact for Minnesota (p. 88).
- The MnDRIVE initiative is producing research and public-private partnerships in areas key to Minnesota’s economy and quality of life, such as global food ventures and the environment. The initiative has hired 511 people, including 31 faculty, and has involved more than 800 researchers from across the University’s five campuses. The state’s investment of $71 million has been leveraged with $167 million in outside funding. MnDRIVE-supported researchers have submitted 184 disclosures for inventions and helped launch 13 startup companies (pp. 90–91).
- The University responded to 166 online “Front Door Requests” in 2016, connecting business and community partners to University research and talent resources, a 70 percent increase from 2015 (p. 93).
- For the seventh consecutive year, the University launched a record number of startups and passed a milestone of 100 startups since 2006. More than 80 percent of University startups are still active (p. 93).
- The Minnesota Innovation Partnerships (MN-IP) program, designed to streamline University-industry partnerships, has led to 261 agreements with over 159 companies since its inception (p. 93).
We engage with communities.

- Twin Cities students in the Community Engagement Scholars Program provide a minimum of 400 hours of community service and produce a capstone project with a community organization (p. 40).
- The Morris campus partners with 44 area agencies and organizations to enrich student learning and meet community needs (p. 54).
- Through the Kris Nelson Community Based Research Program, the research and technical needs of community organizations are matched with graduate student research assistants to carry out community-defined and guided projects (p. 72).
- The Minnesota Collaborative Rural Oral Health Project increases access to oral healthcare in underserved rural Minnesota (p. 83).
- The Crookston, Morris, and Twin Cities campuses were listed on the 2015 President’s Higher Education Community Service Honor Roll, the highest federal recognition an institution can receive for its community and civic engagement (p. 97).
- The University won a 2015 Innovation and Economic Prosperity Universities Award, which recognizes efforts by universities to advance the engagement and economic well-being of their regions (p. 98).
- The Northside Job Creation Team is more than halfway toward its goal of creating 1,000 sustainable jobs in North Minneapolis by 2019 (p. 99).
- Extension’s Regional Sustainable Development Partnerships serve Greater Minnesota with 145 active sustainable development projects across the state (p. 100).
- Twin Cities campus employees raised $1.2 million as part of its Community Fund Drive (CFD), which benefits seven nonprofit federations representing nearly 500 organizations. In the past 20 years, CFD has raised more than $20 million to benefit the community (p. 112).

We are a productive, efficient organization.

- Results of the 2015 employee engagement survey show that a large percentage of faculty and staff continue to be committed and dedicated to the University and feel motivated to go beyond their day-to-day responsibilities. Survey results indicate that faculty and staff experience the University as a respectful and empowering environment, and they report high levels of pride in working for the University (p. 107).
- The University’s self-insured health care costs are projected to be below the national average for the seventh year in a row (p. 111).
- In the three years since launching, the UMarket tool has saved University an estimated $2.7 million in procurement costs (p. 114).
- After four years, the University has achieved and/or specifically planned $70.5 million toward its committed $90 million goal of administrative cost reductions (p. 118).
2016 University Plan, Performance, and Accountability Report
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Introduction

“To benefit the people of the state, the nation, and the world”

University Mission

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

—University mission

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

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

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

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

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

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

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

University Overview

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

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

The University is the state’s economic and intellectual engine. As a top research institution and one of only 62 members of the prestigious Association of American Universities, it serves as a magnet and a means of growth for talented people, a place where ideas and innovations flourish, and where discoveries and services advance Minnesota’s economy and quality of life. As Minnesota’s land-grant institution, the University is strongly connected to Minnesota’s communities, large and small, partnering with the public to apply its research for the benefit of the state and its citizens.
Governance and Leadership
The University is governed by a Board of Regents elected by the Minnesota Legislature (See discussion on page 3 and list of current Regents in Appendix B). The president and vice presidents serve as the senior leaders of the University and the Twin Cities campus, which avoids the added administrative cost of a separate “system” office. Direct leadership for the remaining campuses is provided by four campus chancellors (see list of senior leaders in Appendix C).

Accreditation
All campuses of the University of Minnesota operate with the accreditation of the Higher Learning Commission. The Twin Cities campus has been accredited continuously since 1913. The Duluth campus has been accredited since 1968, while the Morris and Crookston campuses were first accredited in 1970 and 1971. The Rochester and Twin Cities campuses are accredited jointly. Each campus is accredited to offer the bachelor’s degree; the 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 (see accreditation discussion on page 5).

Enrollment
Total enrollment at the University’s campuses for fall 2016 was 67,480. Sixty-five percent of registered students were undergraduates. Non-degree-seeking students represented nine percent of total enrollment. In 2015–16, the University granted 10,446 bachelor degrees, 3,361 master’s degrees, 984 doctoral degrees, and 862 traditional professional degrees (M.D., D.V.M., D.D.S., Pharm.D., J.D., L.L.M.).
An Accountable University

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

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

Since the University’s inception over 165 years ago, public and University leaders have established and continuously reaffirmed a principle of accountability. Accountability for an institution as important and complex as the University of Minnesota, however, has myriad forms and interpretations. For some, accountability requires a discussion about the University’s ability to address its mission. For others, accountability may necessitate a precise accounting of revenue and expenditures, an assurance of efficient and competent management of institutional resources, or records and institutional data about students and performance. Yet others may argue that accountability is best met by examining leadership and its ability to employ strategies that advance a vision. Still others understand accountability in terms of return on investment and so look for evidence of direct impact on the State of Minnesota and its citizens.

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

University of Minnesota Board of Regents

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

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

Other accountability activities at this level include the president’s report to the Regents at each of their regular board meetings, as well as monthly, quarterly, and annually mandated reports to the Board on topics such as student admissions and progress, faculty promotion and tenure, tuition rates, the independent auditors’ report, real estate transactions, gifts, asset management, purchases of goods and services over $1 million, new and changed academic programs, academic unit strategic plans, NCAA reports on student-athletes, and presidential performance reviews. Such reports and presentations are archived on the Board of Regents website.

University Progress Card

In October 2015, the Board of Regents, in consultation with the administration, approved a Progress Card
The Board has adopted a set of “gold” and “maroon” measures for this purpose. The 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 actions to influence the results. The 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. The Board’s intent is to monitor these measures on a regular basis to assess University progress in these important areas.

All of these Progress Card measures are connected to and more deeply informed by the broader discussion of performance and accountability found in the rest of this report. See page 6 for the current Progress Card and Appendix E for data definitions.

Major, University-level Accountability Activities

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

- The president’s annual State of the University address;
- Government & Community Relations reports on the University’s economic impact by county and legislative district (govrelations.umn.edu/footprint/);
- Annual report of University research activity (www.research.umn.edu/news/reports.html);
- Annual accounting of student services fee allocations (www.studentservicesfees.umn.edu);
- Public Engagement reports (www.engagement.umn.edu/our-impact/reports);
- Institutional success and demographic data managed by the Office of Institutional Research (www.oir.umn.edu);
- Annual reports on real estate, sustainability, capital planning, and project management;
- Annual updates on energy management and utilities and facilities condition and utilization;
- Survey findings, including citizen, alumni, student, and employer satisfaction;
- University participation in higher education consortia, such as the Association of American Universities, Association of Public and Land-grant Universities, American Council on Education, and Big Ten Academic Alliance.

Office and Program Reports

In addition to the major reports prepared by senior leaders for the Board of Regents and other audiences, other offices and programs across the University produce reports or other accountability communications for an array of stakeholders. These include reports by University research centers; key administrative or student services areas; and annual reports to donors.

Government and Other External Organization Requirements

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

- Biennial Report to the Minnesota State Legislature, which showed that the University had exceeded all performance measures set forth by the Minnesota Legislature for fiscal year 2015;
- Postsecondary Planning: A joint report to the Minnesota Legislature by Minnesota State and University of Minnesota;
- Compliance reports to such agencies as the U.S. Department of Education, National Science Foundation, National Institutes of Health, U.S. Department of Agriculture, National Collegiate Athletic Association, University Institutional
Institutional and Program Accreditation

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

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

The Crookston, Rochester, and Twin Cities campuses were reviewed by the Higher Learning Commission in 2015, and were granted continued accreditation status. Among their reports, the reviewers stated that the University is “well supported by the Board of Regents,” that faculty are “deeply engaged in scholarship, teaching, and service,” and that “all sectors of the University are firmly committed to continuous improvement based on the results of internal and external evaluation processes.”

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

To learn more about both types of accreditation at the University, see www.academic.umn.edu/provost/reviews/accreditation.html.

Media and the General Public

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

The University Plan, Performance, and Accountability Report

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

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

- articulates the mission and vision of the University;
- identifies critical issues and challenges confronting the University;
- illustrates and analyzes longitudinal trends in key areas;
- provides a means for comparisons with peer institutions; and
- identifies areas for continued work.

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

## Gold Measures

<table>
<thead>
<tr>
<th>Entering Year</th>
<th>Campus</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>Goal/Year</th>
<th>See page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-year graduation rate</td>
<td>Crookston</td>
<td>34.7%</td>
<td>42.5%</td>
<td>44.5%</td>
<td>46.5%</td>
<td>45%/2017 cohort</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>Duluth</td>
<td>37.5%</td>
<td>38.2%</td>
<td>39%</td>
<td>38.9%</td>
<td>45%/2017 cohort</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>Morris</td>
<td>53.2%</td>
<td>53.4%</td>
<td>52.6%</td>
<td>54.3%</td>
<td>60%/2017 cohort</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>Rochester</td>
<td>50%</td>
<td>50%</td>
<td>63.1%</td>
<td>56.4%</td>
<td>60%/2017 cohort</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>Twin Cities</td>
<td>59.1%</td>
<td>60.9%</td>
<td>63.3%</td>
<td>65.2%</td>
<td>65%/2017 cohort</td>
<td>42</td>
</tr>
<tr>
<td>Entering Year</td>
<td>2007</td>
<td>2008</td>
<td>2009</td>
<td>2010</td>
<td>Goal/Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-year graduation rate</td>
<td>Crookston</td>
<td>46.6%</td>
<td>51.7%</td>
<td>48.4%</td>
<td>56.7%</td>
<td>60%/2015 cohort</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>Duluth</td>
<td>66.7%</td>
<td>65.5%</td>
<td>66.5%</td>
<td>64.7%</td>
<td>68%/2015 cohort</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>Morris</td>
<td>68.2%</td>
<td>73.5%</td>
<td>68.1%</td>
<td>69.1%</td>
<td>80%/2015 cohort</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>Rochester</td>
<td>NA</td>
<td>NA</td>
<td>60%</td>
<td>62%</td>
<td>60%/2015 cohort</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>Twin Cities</td>
<td>75.7%</td>
<td>78.7%</td>
<td>77.6%</td>
<td>78.9%</td>
<td>82%/2015 cohort</td>
<td>42</td>
</tr>
<tr>
<td>4-year graduation rates of Pell-eligible students</td>
<td>System</td>
<td>41.7%</td>
<td>43.9%</td>
<td>45.4%</td>
<td>47.4%</td>
<td>54%/2017 cohort</td>
<td>34</td>
</tr>
<tr>
<td>Freshman average ACT</td>
<td>Twin Cities</td>
<td>27.9</td>
<td>27.9</td>
<td>28.2</td>
<td>28.3</td>
<td>&gt;28.0</td>
<td>39</td>
</tr>
<tr>
<td>Institutional gift aid</td>
<td>System</td>
<td>$210M</td>
<td>$216M</td>
<td>$223M</td>
<td>$233M</td>
<td>$275M/2021</td>
<td>34–35</td>
</tr>
<tr>
<td>R&amp;D expenditures</td>
<td>Twin Cities</td>
<td>$826M</td>
<td>$858M</td>
<td>$877M</td>
<td>$881M</td>
<td>$900M/2021</td>
<td>89</td>
</tr>
<tr>
<td>Medical School ranking</td>
<td>Twin Cities/Duluth</td>
<td>28</td>
<td>27</td>
<td>30</td>
<td>32</td>
<td>Top 20/2021</td>
<td>86</td>
</tr>
<tr>
<td>Faculty awards N and (Rank: Public Universities)</td>
<td>Twin Cities</td>
<td>34 (7th)</td>
<td>25 (10th)</td>
<td>33 (5th)</td>
<td>32 (6th)</td>
<td>35+ (Top 10)/2021</td>
<td>108–109</td>
</tr>
<tr>
<td>% Participation in Employee Engagement Survey</td>
<td>System</td>
<td>57%</td>
<td>64%</td>
<td>67%</td>
<td>72%/2021</td>
<td>107</td>
<td></td>
</tr>
<tr>
<td>Op-Ex—continued progress on $90M</td>
<td>System</td>
<td>$18.8M</td>
<td>$40.4M</td>
<td>$57.8M</td>
<td>$90M/FY19</td>
<td>118</td>
<td></td>
</tr>
</tbody>
</table>

See pages 3–4 for background on this Progress Card, and Appendix E for definitions of the measures.
### Undergraduate Education

<table>
<thead>
<tr>
<th>Strategic Focus</th>
<th>Campus</th>
<th>Performance Drivers/Outcomes</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>Goal</th>
<th>See page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Education</td>
<td>Twin Cities</td>
<td>Transfer student 3-year graduation rate</td>
<td>58.6%</td>
<td>62.5%</td>
<td>61.4%</td>
<td>62.4%</td>
<td>&gt;65%</td>
<td>38–39</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Accessibility</td>
<td>System</td>
<td>Median undergraduate debt at graduation</td>
<td>$25,186</td>
<td>$24,880</td>
<td>$24,854</td>
<td>$24,776</td>
<td>Grow no faster than CPI; Correct for federal/state policy changes</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2012</td>
<td>2013</td>
<td>2014</td>
<td>2015</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inclusive Success</td>
<td>Twin Cities</td>
<td>Students of color with a favorable sense of belonging on campus</td>
<td>58.7%</td>
<td>59.2%</td>
<td>57.5%</td>
<td>57.3%</td>
<td>Match non-SOC response (currently 71.5%)</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(SERU survey)</td>
<td>2012</td>
<td>2013</td>
<td>2014</td>
<td>2015</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Serving Minnesota Students</td>
<td>System</td>
<td>Percent of incoming new (and all currently enrolled undergraduate)</td>
<td>70.3%</td>
<td>72.3%</td>
<td>71.0%</td>
<td>70.0%</td>
<td>Maintain historical access</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td></td>
<td>students who are Minnesota high school graduates</td>
<td>(72.5%)</td>
<td>(71.9%)</td>
<td>(71.4%)</td>
<td>(71.0%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>System</td>
<td>Percent of Minnesota high school graduates that elect to attend college in Minnesota and enroll at the University as freshmen</td>
<td>13.9%</td>
<td>16.2%</td>
<td>16.7%</td>
<td>16.6%</td>
<td>Maintain historical access</td>
<td>35</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Twin Cities/Duluth/Rochester</td>
<td>Enrollment in in-demand health science specialties (Nursing, Pharmacy, Dentistry)</td>
<td>1,988</td>
<td>2,000</td>
<td>2,051</td>
<td>2,085</td>
<td>&gt;2,100</td>
<td>82</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total combined fall enrollment in Academic Health Center schools and AHC Center for Allied Health</td>
<td>6,268</td>
<td>6,292</td>
<td>6,194</td>
<td>6,198</td>
<td>&gt;6,350</td>
<td>82</td>
</tr>
<tr>
<td>Research</td>
<td>Twin Cities</td>
<td>National public research ranking</td>
<td>9</td>
<td>9</td>
<td>8</td>
<td>8</td>
<td>Maintain top 10</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>System</td>
<td>MN-IP agreements</td>
<td>41</td>
<td>51</td>
<td>69</td>
<td>81</td>
<td>10% annual growth</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>FY2012</td>
<td>FY2013</td>
<td>FY2014</td>
<td>FY2015</td>
<td>Goal/Year</td>
<td></td>
</tr>
<tr>
<td>Operational Excellence</td>
<td>System</td>
<td>Spending on leadership &amp; oversight vs. mission and mission support (%)</td>
<td>7.9%</td>
<td>7.7%</td>
<td>7.4%</td>
<td>7.4%</td>
<td>Decrease over time</td>
<td>118</td>
</tr>
<tr>
<td></td>
<td>System</td>
<td>GSF in poor or critical condition (facility condition assessment)</td>
<td>7.33M</td>
<td>7.61M</td>
<td>7.73M</td>
<td>8.32M</td>
<td>Decrease over time</td>
<td>115</td>
</tr>
<tr>
<td></td>
<td>System</td>
<td>Sustainability—Metric tons of greenhouse gasses (2008 base level: 703,311)</td>
<td>566,057</td>
<td>626,599</td>
<td>603,504</td>
<td>592,269</td>
<td>50% reduction from 2008 levels by 2021 (351,656)</td>
<td>116</td>
</tr>
<tr>
<td></td>
<td>System</td>
<td>Credit rating</td>
<td>Aa1</td>
<td>Aa1</td>
<td>Aa1</td>
<td>Aa1</td>
<td>Maintain per Board policy</td>
<td>117</td>
</tr>
<tr>
<td>Athletics</td>
<td>Twin Cities</td>
<td>Graduation Success Rate (GSR)</td>
<td>83.2%</td>
<td>83.6%</td>
<td>86.2%</td>
<td>88.2%</td>
<td>Maintain recent gains</td>
<td>37</td>
</tr>
</tbody>
</table>

**Undergraduate Education: Twin Cities Transfer student 3-year graduation rate**

**Graduate Education: Twin Cities/Duluth Graduate and professional degrees awarded**

**Financial Accessibility: System Median undergraduate debt at graduation**

**Inclusive Success: Twin Cities Students of color with a favorable sense of belonging on campus (SERU survey)**

**Serving Minnesota Students: System Percent of incoming new (and all currently enrolled undergraduate) students who are Minnesota high school graduates**

**Health Sciences: Twin Cities/Duluth/Rochester Enrollment in in-demand health science specialties (Nursing, Pharmacy, Dentistry)**

**Research: Twin Cities National public research ranking**

**Operational Excellence: System Spending on leadership & oversight vs. mission and mission support (%)**

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

In fall 2016, President Kaler charged a University of Minnesota System-Wide Strategic Planning Committee to develop a plan that articulates the common values, processes, and expectations across the system campuses. It will also highlight the unique strengths of each part of the system, including Extension and the Research and Outreach Centers, and build on what the University of Minnesota offers to the State of Minnesota, to the region, and the world.

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

**Founded**
1851

**Leadership**
Eric W. Kaler, 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 Education
College of Design
College of Education and Human Development
College of Food, Agricultural and Natural Resource Sciences
College of Liberal Arts
College of Pharmacy
College of Science and Engineering
College of Veterinary Medicine
Humphrey School of Public Affairs
Law School
Medical School
School of Dentistry
School of Nursing
School of Public Health

**Degrees/Majors Offered**
150 undergraduate degree programs; 181 master's degree programs; 107 doctoral degree programs

**Student Enrollment (Fall 2016)**
Undergraduate 30,975 (60%)
Graduate & Professional 16,315 (32%)
Non-degree 4,216 (8%)
Total 51,506

**Employees (Fall 2016)**
Direct Academic Providers 6,741 (28%)
Fellows, Trainees, and Students in Academic Jobs 6,130 (26%)
Higher Education Mission Support 3,704 (16%)
Intercollegiate Athletics 133 (1%)
Facilities-Related Jobs 1,322 (6%)
Organizational Support 4,645 (20%)
Leadership 1,016 (4%)
Total Employees 23,691

**Degrees Awarded (2015–16)**
Bachelor's 7,687 (61%)
Master's 3,170 (25%)
Doctoral and Professional 1,819 (14%)
Total 12,676

**Campus Physical Size (2016)**
*Minneapolis*
Number of Buildings 164
Assignable Square Feet 11,221,963

*St. Paul*
Number of Buildings 98
Assignable Square Feet 2,496,301

**Budget Expenditures (FY2016)**
$3.4 billion
Planning at the University of Minnesota Twin Cities

The Twin Cities campus is in year three of implementing “Driving Tomorrow,” its ten-year strategic plan to accelerate advancement of excellence and impact in research, teaching, and outreach.

Approved by the Board of Regents in fall 2014, the plan builds on the strengths of the campus as Minnesota’s globally engaged research university and one of few major land-grant research institutions situated in a major metropolitan area. The plan recognizes the special opportunities and responsibilities the campus has to innovate and lead through transformative research and teaching engaged with the most pressing and complex challenges of the state of Minnesota and the world.

The plan frames many actions the campus will take over the next decade to fulfill its distinctive responsibilities as Minnesota’s land-grant university, dedicated to serving the public good; and as the state’s designated research institution, charged with positioning Minnesota at the forefront of emerging knowledge and educating highly skilled workers, professionals, leaders, and global citizens to thrive in a diverse and changing world.

Strategic Priorities

The strategic plan was developed with broad input by a campus-wide workgroup and extended teams of faculty, staff, and students. Initiatives and collaborations are underway to implement the plan across four broad goal areas:

• Create an exceptional university that leverages research and curricular strengths for powerful impact on “Grand Challenges”—develop and support more ambitious and innovative collaborations across disciplines as well as through new learning and career pathways that prepare students to be outstanding leaders, innovators, and global citizens.

• Reject complacency to foster an invigorated campus culture of ambition, challenge, exploration, and innovation—create a more nimble and integrative university to better serve our students and state; support highest expectations in all aspects of our mission.

• Recruit and retain field-shaping researchers and teachers from diverse disciplines and backgrounds—make Minnesota a magnet for diverse high achievers and innovators who will advance excellence in research, outreach, and engagement and provide world-class educational experiences for graduate, professional, and undergraduate students.

• Capitalize on the campus’s unique location and its global reach to build a culture of reciprocal engagement—expand partnerships and shared purposes to benefit the state and our students and to deepen Minnesota’s connections around the globe.

Implementation Steps and Progress

To implement the plan as a broad-based framework for institutional reinvigoration, the campus has made its goals central to the compact planning and budget planning processes that shape academic directions and strategic investment decisions. Colleges and departments across the campus are working in a variety of ways to align and integrate the plan with core research and teaching activities. The plan’s strategic priorities also have been incorporated into work plans in the central administrative areas of undergraduate education, graduate and professional education, faculty and academic affairs, student affairs, equity and diversity, human resources, and others.

Collaborations during the first two years of implementation have yielded specific campus accomplishments across the four goal areas, and progress has been made on larger institutional transformations.

Curricular and Research Transformations

The campus has placed special emphasis on jumpstarting curricular and research goals as key components of the larger vision for institutional reinvigoration and excellence. A slate of priority grand challenges has been established through a faculty-driven process to identify areas of exceptional research strength spanning multiple disciplines;
criteria included global impact and local relevance, extent of existing faculty strength and leadership, disciplinary diversity, interconnection with education and external partners, and other criteria outlined in the strategic plan. The slate highlights five areas where the University is positioned for great impact: assuring clean water and sustainable ecosystems; fostering just and equitable communities; enhancing individual and community capacity for a changing world; feeding the world sustainably; and advancing health through tailored solutions.

In fall 2016, the University announced an initial investment of $3.6 million to fund innovative research collaborations in these areas. These Driving Tomorrow research initiatives bring together nearly 200 researchers and scholars across 17 colleges and schools, along with external partners, for expanded collaborations to strengthen food sustainability, close health disparities, mitigate water pollution, promote healthy child development, and address other critical issues. The collaborations will provide learning and research opportunities for undergraduate and graduate students and lead to new strategies to support and sustain innovative and ambitious research.

The Driving Tomorrow investments are synergistic with the system-wide strategic research goals of the Office of the Vice President for Research and complement publicly engaged work already underway at the University, such as MnDRIVE initiatives on food and the environment, Academic Health Center initiatives, and interdisciplinary collaborations to foster vibrant communities. These expanded collaborations also dovetail with ongoing efforts by colleges and departments to build productive collaborations across structural and disciplinary boundaries.

A Grand Challenges Curriculum also has been launched, with courses focusing on foundational competencies students can apply across a range of topics. The solution-driven courses, team taught by cross-disciplinary instructors, immerse students in the process of discovery that is central to the University’s mission. The innovative courses address issues with both local and global relevance and integrate diverse expertise, methods, and perspectives. Topics have ranged from fracking to global hunger to reconciliation and justice.

The undergraduate-level Grand Challenge courses are constructed to fulfill one of the current liberal education theme requirements (civic life and ethics, diversity and social justice, environment, global perspectives, technology and society). These curricular innovations, along with the development of related minors and theme courses, will open up exciting learning and career opportunities for students and will pave the way for faculty consideration of new approaches to liberal education requirements.

Ongoing and Emerging Initiatives
In addition to making progress on curriculum and research goals, the campus is moving forward to achieve the other components of the plan. Priority initiatives focus on strongly supporting faculty excellence across the career span, building a broad-based public engagement agenda, advancing diversity and community building, and strengthening opportunities and practices that harness the full collaborative potential of a comprehensive research campus.

The strategic plan for the Twin Cities campus will be connected with the plans of the Crookston, Duluth, Morris, and Rochester campuses as part of an overarching framework for the excellence of the University of Minnesota system. University leaders will continue to engage both campus and external stakeholders in discussing progress toward goals and in refining the framework as a dynamic roadmap for the future.

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

Table 3-1 shows the variance among the eleven schools across type, scope, size, and students. It is important to note that this comparison group includes the very best public research universities in the United States. By choosing this peer group, the University intentionally measures itself against the highest standards in the nation.
Table 3-1. Comparison group institutions, Twin Cities campus

<table>
<thead>
<tr>
<th>Institution</th>
<th>TYPE</th>
<th>SCOPE</th>
<th>SIZE</th>
<th>STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Land Grant</td>
<td>City Size</td>
<td>State Pop.</td>
<td>Institution Includes:</td>
</tr>
<tr>
<td>Ohio State U.–Columbus</td>
<td>Large</td>
<td>11.5</td>
<td></td>
<td>Agricult. College</td>
</tr>
<tr>
<td>Penn. State U.–University Park</td>
<td>Small</td>
<td>12.7</td>
<td></td>
<td>Law School</td>
</tr>
<tr>
<td>U. of California–Berkeley</td>
<td>MidSize</td>
<td>37.3</td>
<td></td>
<td>Medical School</td>
</tr>
<tr>
<td>U. of California–Los Angeles</td>
<td>Large</td>
<td>37.3</td>
<td></td>
<td>Hospital</td>
</tr>
<tr>
<td>U. of Florida–Gainesville</td>
<td>MidSize</td>
<td>18.8</td>
<td></td>
<td>Law School</td>
</tr>
<tr>
<td>U. of Illinois–Urbana-Champaign</td>
<td>Small</td>
<td>12.8</td>
<td></td>
<td>Medical School</td>
</tr>
<tr>
<td>U. of Michigan–Ann Arbor</td>
<td>MidSize</td>
<td>9.9</td>
<td></td>
<td>Hospital</td>
</tr>
<tr>
<td>U. of Minnesota–Twin Cities</td>
<td>Large</td>
<td>5.3</td>
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<td>Medical School</td>
</tr>
<tr>
<td>U. of Texas–Austin</td>
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<td>25.1</td>
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<td>Law School</td>
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<tr>
<td>U. of Washington–Seattle</td>
<td>Large</td>
<td>6.7</td>
<td></td>
<td>Hospital</td>
</tr>
<tr>
<td>U. of Wisconsin–Madison</td>
<td>MidSize</td>
<td>5.7</td>
<td></td>
<td>Medical School</td>
</tr>
</tbody>
</table>

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 2015 enrollment. Total Enrollment includes non-degree seeking students, but undergraduate enrollment is based on degree seeking students. Integrated Postsecondary Education Data System and Institutional Common Data Sets.
10 Fall 2015 full-time instructional faculty regardless of tenure status. Integrated Postsecondary Education Data System.
11 Fiscal year 2015 higher education research and design expenditures in millions. National Science Foundation Higher Education Research Survey (HERD).
12 Fall 2014 25th and 75th ACT composite scores of new entering freshman. Percentile scores are the weighted average of ACT scores and converted SAT scores. Integrated Postsecondary Education Data System.
13 Fall 2014 percentage of first-time students who are state residents. Integrated Postsecondary Education Data System.
Duluth Campus

**Founded**
1895—Normal School at Duluth
1921—Duluth State Teachers College
1947—University of Minnesota Duluth

**Campus Leadership**
Lendley (Lynn) Black, Chancellor

**Colleges and Schools**
- College of Education and Human Service Professions
- College of Liberal Arts
- Continuing Education
- Labovitz School of Business and Economics
- School of Fine Arts
- Swenson College of Science and Engineering

**Academic Partnerships**
- College of Pharmacy
- Medical School

**Degrees/Majors Offered**
14 bachelor’s degrees in 92 majors; two-year program at the School of Medicine and College of Pharmacy; 25 graduate programs; participates in six cooperative programs with the Twin Cities campus

**Student Enrollment (Fall 2016)**
- Undergraduate 9,051 (82%)
- Graduate & Professional* 1,021 (9%)
- Non-degree 946 (9%)
- Total 11,018

*Professional degrees granted by Twin Cities campus, delivered at Duluth campus.

**Employees (Fall 2016)**
- Direct Academic Providers 693 (36%)
- Fellows, Trainees, and Students in Academic Jobs 242 (13%)
- Higher Education Mission Support 270 (14%)
- Intercollegiate Athletics 47 (2%)
- Facilities-Related Jobs 172 (9%)
- Organizational Support 410 (21%)
- University Leadership 77 (4%)
- Total Employees 1,911

**Degrees Awarded (2015–16)**
- Bachelor’s 1,875 (91%)
- Master’s 183 (9%)
- Doctoral 1 (<1%)
- Total 2,059

**Campus Physical Size (2016)**
- Number of Buildings 81
- Assignable Square Feet 1,890,433

**Budget Expenditures (FY2016)**
$249 million
Planning at the University of Minnesota Duluth

Strategic Planning
The University of Minnesota Duluth (UMD) Strategic Plan, approved in 2011, is the product of an inclusive, collaborative process involving faculty, staff, and students as well as Duluth community leaders. Through this process the campus developed a revised mission, vision, core values, and six major goals. UMD’s strategic plan has served as a roadmap to focus campus efforts on key priorities, including an increase in active learning.

Active Learning
Beginning in 2014, UMD’s Swenson College of Science & Engineering developed a new strategic plan that included a goal to move its entire curriculum to active learning within a decade. Motivation for this cultural and pedagogical change came from personal experiences and published studies demonstrating that active learning significantly improves student performance, retention, and integration of knowledge; increases retention of students in science, technology, engineering, and mathematics (STEM) fields and improves graduation rates; and improves recruitment and retention of underrepresented minorities and women in STEM disciplines. Active learning also better imbues “soft skills” such as team skills, problem solving skills, working effectively in diverse teams, and verbal and written communications skills, which are all necessary for career success and an increasing focus of graduate programs and employers.

To begin this process, a cohort model was implemented, initially consisting of six faculty from various disciplines within the college, as well as the dean and a facilitator from the University’s Center for Educational Innovation (CEI), which provided pilot funding for this project. The faculty met biweekly over the course of a year. The spring semester focused on reading the literature and discussing best practices in active learning in the classroom, and discussing strategies to increase student success in STEM coursework. Faculty members then worked in the summer months to redesign a course for the following academic year incorporating active learning strategies. These strategies were then implemented in the fall and spring of the following academic year. The cohort also continued to meet to talk about experiences in their courses and to plan workshops and dissemination of outcomes and uses of active learning to all faculty in the college. The next year, another invitation was extended to faculty to participate in a second cohort focused on active learning, and the first cohort served as facilitators of the second cohort’s bi-weekly meetings. There were 38 faculty in six cohorts in the second year. In addition, many other faculty participated in active learning workshops held during the fall and spring semesters.

CEI was unable to offer funding in the second year, so the dean provided a competitive mechanism to award in-house funding to any faculty participating in the first or second cohort. These funds were used for curricular development by individual faculty as well as support for the cohort and workshop model. A third round of active learning cohorts is planned to begin in spring 2017. The success and efforts of the initial group of early adopters of active learning resulted in a significant increase in the number of faculty in the college interested in an intentional focus on active learning strategies and implementation in their classrooms.

Presently, approximately 20 percent of the more than 180 faculty of the college are engaged in some form of active learning in their classrooms, and more than half the faculty have engaged in the cohorts and/or workshops and plan to incorporate active learning into their classes. The college’s formal goal is to include active learning methods in all classes by 2025, but may achieve this benchmark by 2021. The dean is also funding renovation of classrooms to better support active learning.

The college also created an Active Learning Committee. Working with CEI, the committee and the nascent community of practice that was created through the cohorts have begun to develop and implement an assessment framework to document the effects of active learning. Various assessment strategies are being utilized, including tracking student retention, D/fail/withdraw (DFW) rates, standardized tests, and student and faculty surveys. Preliminary data on the effect of active learning
strategies in cohort classrooms is available, and shows results consistent with research literature. In a junior-level civil engineering class, the DFW rate dropped from eight percent in three semesters taught using passive learning methods to three percent in two semesters taught using active learning methods. Evaluations in the same course increased in all 14 of the University’s student evaluation questions.

A survey of students who had taken a junior-level Fluid Mechanics course in Mechanical Engineering that adopted a “flipped” active learning format, in relation to three other mechanical engineering courses taught in a primarily passive mode, showed statistically significant improvements in all aspects. Likewise, an introductory Chemistry class in which two concurrent sections were taught—one by traditional lecture and the other by active learning—showed a statistically significant difference in DFW rates of 32 percent versus 16 percent respectively for fall 2015. Similar numbers were generated for the same experiment taught in spring 2016 (see below for a discussion of these data).

Several strategies are underway to continue transforming the culture and increasing the adoption of active learning strategies across disciplines, including holding workshops led by national leaders in innovative teaching pedagogies, holding faculty-led symposia on case studies and examples of innovative teaching, and dedicating time in departmental faculty meetings to personalize the vision of active learning for each department, and sharing teaching pedagogies and techniques for implementing change.

In addition, a mentored teaching program is planned that will provide professional development support for incoming new faculty as well as middle- to late-adopters of active learning. The faculty mentors will be those who have participated in an “Innovative Teaching Cohort” and who have learned best practices in teaching pedagogy. These faculty mentors will also be trained for peer observations to provide effective feedback to mentees. The experience will be focused around observing the mentor teach and interact with the students, learning the structure of the class, and getting the opportunity to lead an activity or class discussion.

Case Study – General Chemistry II
UMD Chemistry professor Brian Gute noted that 20 to 25 percent of students enrolled in General Chemistry II end the semester with D’s or F’s. With an annual enrollment of approximately 450 students, that resulted in 90–115 students showing unsatisfactory progress (this does not include students who withdraw from the course).

The guiding principle in making the shift to active learning is that taking notes on course content is the easy part of class and that students are capable of doing that on their own. The hard part is applying the concepts to solve problems, and it would be better for students to practice those skills in class where the instructor and teaching assistant are available to answer questions. This way, students can struggle with more complex and challenging material in small groups where they can support each other and have “expert” resources available to help them move past sticking points, allowing the instructor to reinforce correct approaches and intervene to fix inappropriate approaches before they become ingrained habits.

As part of the Experiments in Learning Innovation project, Dr. Gute taught one section of General Chemistry II each semester as a traditional lecture course and a second section as a flipped active learning course. Identical curricula, readings, and exams were used in both classes to see if there were differences in student success as a result of the changed format, and attitude surveys were used to determine if student attitudes toward the course were significantly different between the two sections.

The data from this study were encouraging and statistically significant, with the DFW rate in the flipped section at 16 percent versus 32 percent in the lecture section. Furthermore, attitude surveys show that students in the flipped class have a much higher comfort level asking questions in class (66 percent in flipped sections versus 15 percent in lecture sections) and that their experience with the course is much more positive.

Transforming Classrooms to Active Learning Spaces
The past several years have seen a marked increase in the conversion of space on campus to active learning classrooms, and this trend is accelerating. Eight
lecture-style classrooms have been converted to active learning classrooms in recent years, with another four spaces to be converted in fiscal year 2017.

Another active learning project, with the support of a major gift from the Securian Corporation, is the conversion and expansion of the Math Learning Lab in the Library from a 72-seat, physical computer lab into two adjoining rooms in a SCALE-UP format (Student-Centered Active Learning Environment with Upside-down Pedagogies) accommodating 126 students. The space will be available for general purpose classroom use and student group work when not scheduled for Math Learning Lab activities.

UMD’s Information Technology Systems & Services (ITSS) has been involved in the design and installation of numerous SCALE-UP rooms as well as collaborating with departments on modified SCALE-UP designs. ITSS’s sandbox space for active learning allows staff to test different designs and equipment before deploying to space on campus. This space is also used for ITSS to work with faculty on active learning course design, as well as for various training sessions (offered active learning style) for the campus.

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

<table>
<thead>
<tr>
<th>TYPE</th>
<th>SIZE</th>
<th>STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institutional Control</strong></td>
<td><strong>City Size</strong></td>
<td><strong>Highest Degree Offered</strong></td>
</tr>
<tr>
<td>CA Poly. State U.–San Luis Obispo</td>
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<td>Small</td>
</tr>
<tr>
<td>Col. of Charleston</td>
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<td>Mid-size</td>
</tr>
<tr>
<td>Minnesota State U.–Mankato</td>
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<td>Small</td>
</tr>
<tr>
<td>South Dakota State U.</td>
<td>Public</td>
<td>Small</td>
</tr>
<tr>
<td>Southern Illinois U.–Edwardsville</td>
<td>Public</td>
<td>Mid-size</td>
</tr>
<tr>
<td>U. of Mass.–Dartmouth</td>
<td>Public</td>
<td>Mid-size</td>
</tr>
<tr>
<td>U. of Michigan–Dearborn</td>
<td>Public</td>
<td>Large</td>
</tr>
<tr>
<td>U. of Minnesota–Duluth</td>
<td>Public</td>
<td>Large</td>
</tr>
<tr>
<td>U. of North Carolina–Charlotte</td>
<td>Public</td>
<td>Large</td>
</tr>
<tr>
<td>U. of Northern Iowa</td>
<td>Public</td>
<td>Mid-size</td>
</tr>
<tr>
<td>Western Michigan U.</td>
<td>Public</td>
<td>Mid-size</td>
</tr>
<tr>
<td>Western Washington U.</td>
<td>Public</td>
<td>Mid-size</td>
</tr>
</tbody>
</table>

Source: Integrated Postsecondary Education Data System. Student data reflect Fall 2014 enrollment.
Morris Campus

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

Campus Leadership
Jacqueline Johnson, Chancellor
Michelle Behr, Chancellor (effective February 6, 2017)

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 2016)
Undergraduate  1,680  (95%)
Non-degree  91  (5%)
Total  1,771

Employees (Fall 2016)
Direct Academic Providers  168  (39%)
Higher Education Mission Support  70  (16%)
Intercollegiate Athletics  25  (6%)
Facilities-Related Jobs  50  (12%)
Organizational Support  103  (24%)
University Leadership  18  (4%)
Total Employees  434

Degrees Awarded (2015–16)
Bachelor’s  353

Campus Physical Size (2016)
Number of Buildings  36
Assignable Square Feet  599,467

Budget Expenditures (FY2016)
$56 million
Planning at the University of Minnesota Morris

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

Enrollment Goals
The Morris campus operates in a highly competitive market for undergraduate students, competing with private liberal arts colleges and other Minnesota public universities for undergraduate students. Morris has been able to sustain its enrollment numbers through intense marketing and because of its distinctive mission. Annually, the campus recruits around 400 talented first-year students and more than 100 transfer students. New programs funded by the federal government and by the University allow the campus to focus on retention, a major and ongoing challenge. During the coming academic year, the campus will begin to monitor and report the success of these new programs and will explore several other strategies intended to enroll new students and retain them through graduation.

These strategies include “pathway” programs like the one created for a Nursing master’s degree, a new partnership being developed with the Twin Cities School of Public Health, and system-wide undergraduate initiatives that maximize the benefits of being a member of a university system—e.g., a system-wide minor program and the study away program currently under construction. In addition, the campus will consider ways in which online learning might strengthen and expand current offerings; set specific goals for online enrollment in a niche environment; and explore the addition of certificate and continuing education programs that use campus facilities in the summer.

In line with previously identified strategic goals, the Morris campus has continued to increase and support its numbers of international students (now eleven percent of the degree-seeking student population) as another way of increasing enrollment, and it has increased the number of students of color and American Indian students on campus (now 28 percent of degree seekers).

National Profile
The Morris campus has elevated its national profile as a public liberal arts college as evidenced by national rankings and by its receipt of several prestigious foundation grants—a Howard Hughes Medical Institute Grant to promote the success of students in biology; a Margaret A. Cargill Foundation grant to develop a leadership program with an emphasis on sustainability; a federal Student Support Services TRIO grant awarded in July 2015; and a Native American Serving Non-tribal Institutions federal grant awarded in August 2015. Two summer bridge programs support the success of incoming students: one, STELLAR, is designed to improve the working language skills of international students whose first language is not English. The other, Morris’s twenty-three-year-old Gateway summer program, supports the success of entering students from underresourced groups.

In addition, the Morris campus has become a national leader in sustainability, a model community for renewable energy and sustainable living. The campus is striving to achieve the goal of carbon neutrality by 2020, primarily through the on-site generation of heat and power. In 2015, the Morris campus was named by the U.S. Environmental Protection Agency as a top-thirty national organization for the on-site generation of power. On average, 70 percent of campus electricity comes from wind; the combined heating and cooling system uses local biomass to heat and cool the campus and puts money back into the local economy.

Solar panels warm the recreational swimming pool and provide about half the energy required for the new residence hall; and the campus is exploring the “next frontier” of renewables by pursuing battery storage, with a small grant to support these efforts recently awarded.

Community Engagement
The campus engages its local communities in a variety of ways through the leadership of a very active
Office of Community Engagement; the Office of Sustainability; the Center for Small Towns; and as a longtime member of Minnesota’s Campus Compact. The campus has taken its knowledge and vision for renewable energy to the community and has worked to facilitate a sister city relationship between the city of Saerbeck in North Rhine Westphalia, Germany and the city of Morris. This partnership is facilitated with the support of the Institute on the Environment and Minnesota State Department of Trade.

Plan for Future Success

The Morris campus plan includes facilities renovation; enhanced efforts to retain and graduate a diverse student population; “translation” of the liberal arts into meaningful work experiences; continued attention to the support of faculty; creative uses of eLearning and technology to enhance and expand the liberal arts, face-to-face mission; expansion of the living and learning laboratory in the region; and realization of the campus’s role in contributing to a resilient community in the town of Morris.

The absence of adequate state support for Higher Education Asset Preservation and Replacement (HEAPR) funds continues to present major challenges for the campus’s historically significant buildings, many of which are designated as in “critical” condition by the University’s analysis. The Morris campus has made modest progress in improving faculty salaries but there’s more work to be done. Recruitment and retention of faculty of color remains a struggle, a function of a number of factors, including the relatively remote campus location and relatively low salaries. Nevertheless, Morris faculty members have taken great advantage of system-wide resources that support faculty research and travel and this has been a true asset in recruiting and retaining faculty. Recent gifts from area landholders have also presented an opportunity for the campus to expand its regional significance.

Facilities Renovation

Historic buildings: The Morris campus has crafted a plan that combines campus resources, HEAPR funds, and repair and renovation funds to begin incremental modifications of some of these buildings.

21st Century library: The library on the Morris campus, constructed in 1967, has not been significantly renovated since that time and is in need of dramatic improvement for access, to recognize the shift from print to digital sources, and the unique needs of 21st century learners. The campus plan includes a renovation of the library to provide a learning commons—a center that provides research, technological, and academic support for students in an environment that supports collaboration and the use of personal mobile devices. The campus has been able to commit some funds to modest renovation in the library over the past year.

Wellness center: The Morris physical education center was built in 1970 prior to the adoption of Title IX, at a time when only men’s sports were emphasized. The facility is not able to house the many female and male athletes who now participate in the Morris campus’s 19 NCAA Division III sports programs. As part of its case statement for philanthropic giving in the University’s campaign, the campus is in the preliminary stages of completing a predesign plan that will renovate and expand the existing facility to meet Title IX requirements and to refocus on wellness and student success.

Retention

The Morris campus’s value proposition is strong, supported by its place in the market alongside much more expensive private liberal arts colleges and by the advantages found in being part of the University of Minnesota system. Recruiting and retaining new students and moving them toward graduation are among the campus’s highest priorities. Strategies related to this have been discussed in previous sections.

Translating the Liberal Arts

The Morris campus piloted an initiative in fall 2015 intended to connect liberal arts and career goals beginning with registration and continuing through commencement. The aim of this program is to assist students in “translating” the liberal arts into meaningful workforce goals and further study in graduate and professional schools. Securing funding for the continuation of this program is a campus-wide priority and provides an additional strategy for retention.
Faculty Recruitment
Morris campus faculty salaries have remained below their peer group averages for a number of years. Although funds have been reallocated in the past three years to address this issue, achieving competitive faculty salaries remains a campus priority. The Morris campus has reached a level of programmatic maturity that would permit the establishment of endowed professorships or chairs, particularly in signature areas and/or in areas where there are large numbers of student majors (e.g., American Indian Studies, STEM fields, economics). The campus’s case statement for philanthropic support is expected to identify some of these opportunities.

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

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

Expanding the Living/Learning Laboratory
Outdoor classroom: West central Minnesota provides a rich laboratory for finding solutions to a number of “grand challenges” that face the region and the nation. From invasive species to the impact of climate change to sustainable agriculture, the size and location of the Morris campus positions it as a resource to address these issues. With support from the Margaret A. Cargill Foundation, the Morris campus has completed preliminary work for the creation of an outdoor classroom. And, a recent gift of 140 acres north of the Morris campus provides another opportunity for research, reflection, and discovery dedicated to environmental stewardship.

Resilient communities: Campus leaders are in conversation with community leaders and private investors to explore ways in which the Morris community might develop as a demonstration platform and model of sustainability in much the same way that the campus has. Under consideration currently is a partnership with the Morris Area schools to expand the campus composting initiative and a community-based, investor-owned project that would create a community solar garden. And as referenced earlier, the partnership between the city of Saerbeck, Germany and the city of Morris, Minnesota facilitated by the Morris campus provides opportunities for trade and intellectual exchange that will further contribute to the resilience of both campus and community.

Comparison Group Institutions
For planning purposes, the Morris campus has identified 15 higher education institutions as its comparison group (Table 3-3). These comparable and aspirational peer institutions come closest to aligning with the Morris campus’s distinctive identity as a public liberal arts college.
Table 3-3. Comparison group institutions, Morris campus

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<th>TYPE</th>
<th>SIZE</th>
<th>STUDENTS</th>
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<td>Highest Degree Offered</td>
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</tr>
<tr>
<td>Coe Col.</td>
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</tr>
<tr>
<td>Concordia Col.–Moorhead</td>
<td>Private</td>
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</tr>
<tr>
<td>DePauw U.*</td>
<td>Private</td>
<td>Small</td>
</tr>
<tr>
<td>Gustavus Adolphus Col.*</td>
<td>Private</td>
<td>Small</td>
</tr>
<tr>
<td>Kalamazoo Col.*</td>
<td>Private</td>
<td>Mid-Size</td>
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<tr>
<td>Lycoming Col.</td>
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<tr>
<td>Macalester Col.*</td>
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<tr>
<td>Mass. Col. of Liberal Arts</td>
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</tr>
<tr>
<td>St. Mary’s Col. of Maryland</td>
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</tr>
<tr>
<td>St. Olaf Col.*</td>
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<td>Small</td>
</tr>
<tr>
<td>SUNY at Purchase Col.</td>
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<tr>
<td>U. of Virginia’s Col. at Wise</td>
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<td>U. of Maine–Farmington</td>
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<tr>
<td>U. of Minnesota–Morris</td>
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<td>Small</td>
</tr>
<tr>
<td>U. of N.C.–Asheville</td>
<td>Public</td>
<td>Large</td>
</tr>
</tbody>
</table>

Source: Integrated Postsecondary Education Data System
Student data reflect Fall 2014 enrollment
*Aspirational peer institutions
Crookston Campus

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

**Campus Leadership**
Fred E. Wood, Chancellor
Barbara Keinath, Interim Chancellor
(effective January 1, 2017)

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

**Degrees/Majors Offered**
34 undergraduate degree programs; 14 online majors;
2 academic programs offered in China

**Student Enrollment (Fall 2016)**
Undergraduate 1,821 (68%)
Non-degree 855 (32%)
Total 2,676

**Employees (Fall 2016)**
Direct Academic Providers 121 (40%)
Higher Education Mission Support 48 (16%)
Intercollegiate Athletics 29 (10%)
Facilities-Related Jobs 28 (9%)
Organizational Support 62 (20%)
University Leadership 17 (6%)
Total Employees 305

**Degrees Awarded (2015–16)**
Bachelor’s 426

**Campus Physical Size (2016)**
Number of Buildings 40
Assignable Square Feet 683,533

**Budget Expenditures (FY2016)**
$38 million
Planning at the University of Minnesota Crookston

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

(campus mission adopted by the Board of Regents, May 2007)

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

Crookston is distinctive within the University system for hands-on experiential learning, a focus on teaching and technology, online learning, direct career preparation including required internships, and exceptional niche programs. It delivers the University’s excellence in a small campus environment and online.

Over the past five years, a major and continuing goal of strategic planning has been to achieve a critical mass of students on campus while strategically growing online enrollment. The top-notch, robust experience both residential and commuter students experience on campus affords students personalized attention and “face time” with faculty and staff; multiple options for student leadership and engagement through undergraduate research, clubs, activities, and NCAA Division II athletics; and a supportive student-centered learning environment where all students—including first-generation, lower-income, less prepared, and at-risk students—can realize their potential and thrive via access to the University of Minnesota.

Simultaneously, online learning continues to be a strategic part of the academic programming, and the Crookston campus is the eLearning leader within the University system. An extension of the University’s modern land-grant mission, online learning provides access to educational programs in a way that appeals to students that differ demographically from the traditional college-aged student. Currently, 14 of Crookston’s 34 baccalaureate programs are offered entirely online as well as on campus. Online-only students comprise slightly more than 50 percent of the total student population as of fall semester 2016.

Crookston is also an oasis of diversity in the region, enrolling students who come to campus from more than 20 countries and 40 states. For fall 2016, enrollment of domestic degree-seeking students of color is 14 percent of on-campus enrollment, and international students account for ten percent of on-campus degree-seeking enrollment. This affords the campus and community opportunities for multicultural interaction and exchange.

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

Campus Strategic Planning

Beginning in late 2013 and continuing into 2016, the Crookston campus initiated a new strategic planning process that aligns well with its commitment to continuous improvement. The Strategic Planning Leadership Team drafted three key documents (Future Business Model, Institutional Identity Statement, Strategy Screen) and recruited faculty and staff to three strategic work group initiatives: the Strategic
Planning Management Committee, the Strategic Philanthropic Engagement and Regional Support Team, and the Strategic Institutional Excellence Team (which has since evolved into a focus on rural economic development). A fourth initiative was added in 2015 with a focus on diversity, inclusion, and engagement, and in late summer 2016 an additional initiative began that seeks to more fully elicit and support employee engagement. With three years of campus-wide conversation based on the University’s Employee Engagement survey data, strategic focus on the engagement and well-being of faculty and staff is a high priority. The campus has also broadened the strategic discussion and participation across campus through the Faculty Assembly, Campus Assembly, the Crookston Student Association, and other venues such as open forums. Ultimately, the initiatives from these groups will be incorporated into the work of existing campus units.

Enrollment Management
The Strategic Enrollment Management Committee addresses the major challenge of how to achieve and maintain a critical mass of students on campus while also growing online enrollment. Major priorities include the development of a five-year strategic enrollment management plan for on-campus and online students. Previously separate units that focused on on-campus and online recruitment were unified in 2015–2016 to increase recruiting efficiency and effectiveness. New recruitment materials have been developed, and new student orientation programs were enhanced to help transfer students better transition to campus. New targets for student retention and graduation rates have been established as part of the University Progress Card, and all Crookston departments are implementing programs and services to achieve those targets. A mentoring program for new student athletes has been established based on a successful pilot in 2015–2016. Student Affairs units are developing more effective and efficient ways to ensure that online students have access to similar service and support as on-campus students.

Philanthropic Engagement and Regional Support
The major goal of the Strategic Philanthropic Engagement and Regional Support team is to enhance and leverage support for the Crookston campus by engaging various internal and external constituencies, including current students and their families, alumni, faculty, staff, business and industry, community members, and donors to nurture a culture of philanthropy and pride. A major resulting accomplishment has been the development and implementation of the Crookston Campus-Community Connection or C4. This initiative is led by a planning board consisting of the Crookston chancellor and the mayor of the city of Crookston as well as business and community leaders, students, faculty, and staff. With its inaugural meeting in April 2015 and continued subsequent monthly meetings, this group builds on and enhances an already strong campus-community relationship. Topics of interest include strategies to generate greater community support for the campus as well as ways to inform and encourage the utilization of local businesses and services by students, faculty, and staff. An emergent issue and project has been to develop greater connectivity and communication between local businesses and academic departments on campus to increase awareness on both sides of internship and employment opportunities for current students and graduates.

Rural Economic Development
A priority goal of the Crookston campus is to establish itself as a premier resource for rural economic development. With the Center for Rural Entrepreneurial Studies as well as the Economic Development Administration Center for the state of Minnesota located on campus, the Crookston campus has significant resources upon which to build. Both of these organizations utilize University faculty, staff, and students as well as Extension professionals, and the educational experience of Crookston students is enhanced by engaging them in projects and research studies related to economic development and entrepreneurship.

Working with the current host (UMD) of the Northwest Region’s Small Business Development Center (SBDC), the Crookston campus is developing plans to host a regional satellite SBDC office in 2017 and, eventually, assume responsibility as host. After two years of analysis and consultation, the leadership and organizational structure for the Crookston
campus’s planned Center for Rural Economic Development has been developed, and searches will soon begin to fill three new positions, including the Frank W. Veden Endowed Chair in Rural Economic Development.

**Diversity, Equity, and Inclusion**
Recognizing the importance of preparing students for the highly diverse world into which they will be graduating, the Crookston campus is, with increased intentionality, integrating diversity, equity, and inclusion into campus conversations and programming, with a goal to include higher retention and graduation rates for all students. Enrolling students from more than 40 states and 20 countries and from both very urban and very rural areas, the Crookston campus reflects the diversity of the greater world and, as such, is a “laboratory” in which students can safely and openly explore difficult topics with people who are different from them. With full awareness that this work will be ongoing for many years, Crookston’s highest priority goals for the 2015–16 academic year were to develop and implement plans and strategies to integrate more diversity, equity, and inclusion on campus and in the community. Training and development programs and activities were planned, implemented, and evaluated. More programs are planned for 2016–2017.

**Employee Engagement**
Work is just beginning on an additional strategic initiative that seeks to more fully elicit employees’ ideas and involvement with focus on the engagement and well-being of faculty and staff. The initiative stemmed from general open-forum discussions of Employee Engagement survey data results over the past three years and a growing campus culture of continuous improvement. A summer planning retreat in July 2016 set a basic framework for the initiative consisting of two topic areas for working groups: Staff Development and Leadership Development. The two working groups will develop opportunities for both faculty and staff members.

**Aligning and Coordinating with the Twin Cities Campus Strategic Plan**
The strategic planning efforts for each campus have been distinctly related to mission, location, and timing. However, due to mission congruence there are numerous examples of alignment between the plans. Crookston campus strategic initiatives align well with strategic planning efforts on the Twin Cities campus since they focus on engaging various communities in the region and leveraging support for the Crookston campus and the University system. Additional opportunities for aligning and coordinating with the Twin Cities campus strategic plan reside in the grand challenges and the other focus areas. Crookston example initiatives that align with the Twin Cities goals are listed below.

**Address the Grand Challenges**
- Infrastructure and support for external grants (e.g., AASCU’s Grants Resource Center)
- Infrastructure and support for faculty and undergraduate research
- Small World Initiative search for new antibiotics
- Applied research to address regional issues

**Support Excellence and Reject Complacency**
- AQIP continuous improvement accreditation pathway
- Higher Learning Commission Persistence and Completion Academy
- Rigorous program review process
- Data Metrics project

**Aggressively Recruit, Retain, and Promote Field-Shaping Researchers and Teachers**
- Diversity, inclusion and equity initiative
- Cultural competency minimum requirement for new faculty and staff
- Partial Tuition Reimbursement Program
- Employee Engagement strategic initiative

**Build a Culture of Reciprocal Engagement that Capitalizes on Our Location**
- Philanthropic Engagement and Regional Support initiative
- Crookston Campus-Community Connection (C4)
- Rural Economic Development strategic initiative
- Impact 20/20 and IDEA competition sponsor
Comparison Group Institutions
The Crookston campus has identified nine higher education institutions as the primary comparison group for planning and assessment. The comparison institutions were identified based on their similarities in academic programs, enrollment, rural setting, and other key characteristics. These institutions are listed in Table 3-4, with the variance among them shown.

Table 3-4. Comparison group institutions, Crookston campus

<table>
<thead>
<tr>
<th>TYPE</th>
<th>SIZE</th>
<th>STUDENTS</th>
<th>Total Enrollment</th>
<th>Percent Degree-seeking Undergrads</th>
<th>Percent Full-time</th>
<th>Percent In-state</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Control</td>
<td>City Size</td>
<td>Highest Degree Offered</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bemidji State U.</td>
<td>Public</td>
<td>Small</td>
<td>Master’s</td>
<td>4,986</td>
<td>88%</td>
<td>79%</td>
</tr>
<tr>
<td>Dakota State U.</td>
<td>Public</td>
<td>Small</td>
<td>Doctoral</td>
<td>3,047</td>
<td>58%</td>
<td>65%</td>
</tr>
<tr>
<td>Delaware Valley Col.</td>
<td>Private</td>
<td>Small</td>
<td>Master’s</td>
<td>2,137</td>
<td>85%</td>
<td>92%</td>
</tr>
<tr>
<td>Northern State U.</td>
<td>Public</td>
<td>Small</td>
<td>Master’s</td>
<td>3,531</td>
<td>48%</td>
<td>81%</td>
</tr>
<tr>
<td>U. of Maine–Farmington</td>
<td>Public</td>
<td>Small</td>
<td>Master’s</td>
<td>1,960</td>
<td>89%</td>
<td>95%</td>
</tr>
<tr>
<td>U. of Minnesota–Crookston</td>
<td>Public</td>
<td>Small</td>
<td>Bachelor’s</td>
<td>2,850</td>
<td>66%</td>
<td>67%</td>
</tr>
<tr>
<td>U. of Minnesota–Morris</td>
<td>Public</td>
<td>Small</td>
<td>Bachelor’s</td>
<td>1,899</td>
<td>95%</td>
<td>97%</td>
</tr>
<tr>
<td>U. of Pittsburgh–Johnstown</td>
<td>Public</td>
<td>Small</td>
<td>Bachelor’s</td>
<td>2,869</td>
<td>100%</td>
<td>97%</td>
</tr>
<tr>
<td>U. of Wisconsin–River Falls</td>
<td>Public</td>
<td>Small</td>
<td>Master’s</td>
<td>6,198</td>
<td>87%</td>
<td>92%</td>
</tr>
<tr>
<td>U. of Wisconsin–Stout</td>
<td>Public</td>
<td>Small</td>
<td>Master’s</td>
<td>9,394</td>
<td>86%</td>
<td>84%</td>
</tr>
</tbody>
</table>

Source: Integrated Postsecondary Education Data System (IPEDS)
Student data reflect Fall 2014 enrollment.
Rochester Campus

Founded
2006

Campus Leadership
Stephen Lehmkuhle, Chancellor

Campus Academic Programs
- Health Professions
- Health Sciences
- Biomedical Informatics and Computational Biology

Degrees/Majors Offered
One baccalaureate degree offered in two academic programs
One master’s degree offered in one academic program
One doctoral degree available in one academic program

Academic Partnerships
- Labovitz School of Business and Economics, UMD
- Clinical Laboratory Sciences, UMTC
- School of Nursing, UMTC
- Occupational Therapy, UMTC

Educational Collaborations
- College of Science and Engineering, UMTC
- Mayo School of Health Sciences

Biomedical Informatics and Computational Biology Partnerships
- UMTC, Hormel Institute, Mayo Clinic, IBM,
- National Marrow Donor Program, Brain Sciences Center

Student Enrollment (Fall 2016)
- Undergraduate 424 (83%)
- Graduate & Professional1 74 (15%)
- Non-degree 11 (2%)
- Total 509

Employees (Fall 2016)
- Direct Academic Providers 36 (38%)
- Fellows, Trainees, and Students in Academic Jobs 5 (5%)
- Higher Education Mission Support 24 (25%)
- Facilities-Related Jobs 1 (1%)
- Organizational Support 21 (22%)
- University Leadership 8 (8%)
- Total Employees 95

Degrees Granted (2015–2016)
- B.S. (Health Science) 68
- B.S. (Health Professions) 37
- M.S. and Ph.D. (Biomedical Informatics and Computational Biology)1 11

Campus Physical Size (2016)2
- Number of Buildings 3
- Assignable Square Feet 154,593
- Land for Future Campus 2.7 acres

Budget Expenditures (FY2016)
$17 million

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1All-University graduate degrees granted by the Twin Cities campus with the administrative home on the Rochester campus.
2All buildings are leased.
Planning at the University of Minnesota Rochester

As the Rochester campus enters a new stage of growth and development, planning efforts are also transitioning. As can be seen in Figure 3-A, the availability of student success data and delineation of processes and organizational structure has allowed the campus to quickly stabilize efforts and enhance growth planning. As evidenced in the campus Strategic Framework, the planning process is being shaped by established anchors: system and institutional missions and visions; grounding values; established arenas of distinctiveness; and student outcomes. Rochester’s grounding values and optimization of distinctiveness provided the foundation for newly constructed centering aspirations, a critical next step in the strategic planning process.

Grounding Values

- Respect: We value habits of interaction that demonstrate the worth and dignity of each person.
- Human Potential: We value every person’s capacity to learn, develop, imagine, create, and contribute.
- Community: We value collective work and a culture of trust that promotes collaboration, problem-solving, and partnerships while creating belonging, accountability, and courageous action.
- Diversity and Inclusiveness: We value the range of human differences and the active pursuit and involvement of varied perspectives.
- Evidence-Based Decision Making: We value strategic collection and careful assessment of data to inform our choices in all matters, including student learning and development.

Established Arenas of Distinctiveness

These arenas influence the Rochester campus’s direction, activities, and actions. During the start-up stage, a focus on undergraduate education has generated innovations that are significantly enhancing student learning and development. The campus is committed to sustaining and optimizing these arenas of distinctiveness:

- Customized undergraduate health education
- Individualized care, attention, and guidance
- Connected curricular experiences
- Collaborative culture
- Learner-centered core shaped by ongoing learning research
- Community immersion and engagement

Figure 3-A. Rochester campus strategic planning timeline

UMR Planning

Source: University of Minnesota Rochester
Centering Aspirations for Strategic Planning

- Devote our expertise and energy to student learning and development, choosing habits that enable us to thrive as a healthy, high-integrity community characterized by our values.
- Generate transformative contributions to the renewal of higher education, providing a collaborative environment of inquiry that allows innovative thought-leadership in teaching and learning; educational research; public engagement; organizational efficiency; and community integration.
- Enhance the diversity of the healthcare workforce, through intentional inclusivity emanating from our core commitment to respectful human relationships and permeating our habits of interaction in recruitment, teaching and learning, and the ongoing life of our UMR community.
- Optimize the arenas of distinctiveness established during our start-up and stabilization, including customized undergraduate healthcare education; individualized care, attention, and guidance; connected curricular experiences; collaborative culture; learner-centered core shaped by ongoing learning research; and community immersion and engagement.
- Sustain UMR as an innovative, educational enterprise, through increased enrollment of passionate, resilient students commiserate with the goals established in our Enrollment Management plan as well as increased strategic generation of mission-driven resources.
- Contribute significantly to the continued development of the Rochester community, through intentional partnerships and initiatives.

As the Rochester campus prepared for this period of growth in influence and enrollment, the Chancellor charged a campus committee to formulate the first detailed component of the strategic plan. This five-year Enrollment Management Plan will inform other planning efforts. The core components of the plan follow.

1. Plan for sustained undergraduate enrollment growth over the next five-year period. Total undergraduate enrollment in Rochester's two undergraduate health sciences degree programs (BShP and BSHS) should increase to approximately 700 by the fall of 2021 (from the current 400 students in fall 2015). This increase will be the result of an anticipated annual increase of 50 incoming students each year for the next five years and will be achieved with a) targeted recruitment of high school students in health sciences curricular or co-curricular programs; b) relational recruitment philosophy and related strategies; c) launch and stabilization of living-learning communities; d) launch and stabilization of new student development endeavors (e.g. Health and Wellness); e) continued use of faculty research on student learning to inform and enhance student success; f) continued optimization of existing structures and services (e.g. Just Ask, Student Success Coaching, etc.); g) enhancement of established curricular and co-curricular community engagement; and h) branding campaign launch and stabilization.

2. Admit for success. Given the strong relationships among academic performance, select student development variables (e.g. resilience), civic engagement, health science focus emanating from childhood or adolescent experiences with the health care system (e.g. trauma or disease of self or family member), and student success at Rochester, the campus should continue to admit to its two undergraduate health sciences degree programs those students who will benefit from the distinctive model and have a high probability of graduating in four years or fewer. To do so, Admissions should continue to conduct a holistic review of prospective students’ records, considering multiple factors (civic engagement, college prep coursework, STEM coursework and STEM GPA, response to admissions prompt regarding “passion for the health sciences,” ACT scores, and demonstrated perseverance or resilience discerned through response to “special circumstances” prompt). The Rochester campus will continue to document variables associated with student success, adding those variables to the holistic admissions review as possible.

3. Maintain affordability and access for Minnesota students. Rochester’s undergraduate degree programs must remain affordable and accessible to undergraduate health sciences students from Minnesota. As a land-grant university, all of the
system campuses, including Rochester, are committed to enrolling and graduating a broad, diverse spectrum of students, especially from Minnesota. Rochester will continue to enroll at least 75 percent Minnesota residents in the first-year class (BSHS) and the transfer class (BSHP). Maintaining “flat tuition” (the same rate for in-state and out-of-state students) will continue to enhance the campus’s ability to attract students to meet Minnesota’s health care workforce demands.

4. Provide a high-quality education and student experience. Rochester’s enrollment goals will require attention to the capacities of its financial, intellectual, and physical resources (curriculum, advising, housing, classrooms), with the goal of continuing to provide an exceptionally high quality, undergraduate, health sciences educational experience with the campus’s established distinctive teaching and learning model. Curricular planning and scheduling, as well as student support services, and the resources of the community-integrated physical spaces, must be closely coordinated with enrollment management. Some of the plans over the next five years include:

- **Housing:** Accommodating 90 percent of first-year students; 50 percent of sophomores; and 10 percent of juniors (through living-learning communities). Pursuing additional and affordable housing options will become a necessary component of the Campus Master Plan by 2021.

- **Advising:** Based on Rochester’s unique Student Success Coaching model, maintaining an eighty-five or fewer students-per-coach ratio. Note that Student Success Coaches provide academic advising, life coaching, teaching of student development courses, and career exploration, with students assigned to one coach for the duration of their undergraduate career.

- **Active learning classrooms.** Planning any additional learning spaces in keeping with current active learning facilities.

- **Maintaining availability and appropriate workload of courses for timely completion.** Avoiding scheduling or curricular bottlenecks, increasing class offering times if necessary to maintain curricular support of the campus’s strong four-year graduation rate, and assessing and potentially adjusting student workload.

- **High-impact practices.** Expanding the capacity and optimizing the effectiveness of established, faculty-led, high-impact curricular endeavors as well as co-curricular opportunities, including learning communities in the first two years of the curriculum; integrated coursework; writing-enriched curriculum; active and collaborative learning; undergraduate research; internships; study abroad; capstone pathways; work study with relevant community partners; living-learning communities; and community-based learning.

5. Value ethnic, social, economic, cultural, and geographic diversity. The educational experiences of all students are significantly enhanced by interactions with students from different backgrounds, from other states, and other countries. Diversity and inclusion enhance innovation, necessary to meet the grand challenges in health care. As the diversity of the state of Minnesota increases, the Rochester campus must continue to attract and graduate students from multicultural and underrepresented backgrounds. Rochester should be attentive to the diversity in Minnesota high schools in its admissions process. The enrollment plan should continue to build pipelines from other states where students focused on health care will be attracted to Rochester and continue to diversify the student body. The campus will be especially attentive to recruitment of underrepresented students (students of color, low socio-economic status, and first-generation), given the campus’s established high-impact practices demonstrated to support the retention of all students, including those who are underrepresented.

6. Support timely graduation. Rochester should allocate resources to help ensure that the students admitted to its degree programs are adequately supported for retention and graduation in four years or less. Strategies for financial aid must be closely linked to strategies for enrollment management. The four-year graduation rate for all New High School (NHS) students entering Rochester should exceed 65 percent by 2021. Note that a five- or six-year undergraduate experience is not a goal for Rochester students in the campus’s focused, structured curriculum. Underrepresented Rochester student graduation rates should be the same as their peers (more than 65 percent), given the campus’s high-impact practices.
The two-year transfer graduation rate of BSHP students should exceed 80 percent.

Financial aid strategies to support timely graduation include:

- Adjust enrollment levels and set tuition rates to ensure adequate tuition revenues.
- Continue to enhance need-based and merit-based financial aid programs.
- Increasing institutional aid as possible. Some of the additional goals for financial aid policy and practice include:
  - Rochester will continue to support access for qualified students, and its review of applicants for undergraduate admissions will continue to be need-blind. A student’s ability to pay is not a factor in determining admissibility.
  - In support of retention and timely graduation, renewable institutional aid will be increased.
  - Financial aid packages will be tailored to each student’s circumstances and may include a variety of forms of need-based and/or merit-based aid from numerous funding sources including, but not limited to, University of Minnesota System funds, campus institutional funds for merit-based scholarships, federal and state aid programs, external scholarships, and donor-directed funds.
  - A financial aid package for an individual student will not exceed the federal cost of attendance for any given year.
  - The campus should strive to grow renewable institutional scholarship dollars and donor aid by 50 percent, including a focus on developing a strong alumni association.
- Be attentive to state, national, and global workforce needs.

The next stage of Rochester’s formal strategic planning process launched in fall 2016, with the Chancellor charging a Growth Planning Steering (GPS) committee. The committee was charged to establish work groups, appoint membership, and manage the planning work centered on the Rochester campus’s growth in size and influence. The GPS will engage the campus community to inform and solicit feedback during the planning process. The committee will evaluate the feedback provided by the campus community, integrate the plans generated by the work groups, align the plans with the UMR Planning Framework, and make recommendations to the Chancellor about future campus growth.
Education

Providing an extraordinary education that generates knowledge, understanding, and creativity. We seek to develop students who become leading scientists and teachers, engineers and artists, health and business professionals, and who contribute to their communities at every level.
The University is committed to being accessible to a wide range of populations, attracting outstanding students, offering an exceptional education, and graduating students prepared for success.

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

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

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

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

The discussions of undergraduate, graduate, and professional programs on the following pages demonstrate the importance the University and its campuses place on providing an extraordinary education. While much of this discussion, particularly at the undergraduate level, is best considered campus by campus, there are several priorities and measures that the University monitors at a holistic or system level. Among these are the four-year graduation rates of Pell-awarded students, the amount of institutional gift aid available to students, the median undergraduate debt at graduation, the percent of Minnesota students enrolled, and the number of national scholarship awards earned by University undergraduates.

The percentage of first-time, full-time new entering freshmen who received need-based federal Pell grants their first year and graduated within four years is an important consideration because these students, who are often also first-generation students, may have challenges that impede their success at the University. Ideally these students would graduate at the same rate as the whole student body, but that is not the case at the University nor at most other institutions across the country. As a result of support efforts targeting these and other students, this rate has risen from 41.7 percent for the cohort entering in 2009 to 47.4 percent for the cohort entering in 2012. The University’s goal is for 54 percent of the 2017 cohort of Pell-awarded students to graduate within four years, which would increase their graduation rate at twice the rate of the growth anticipated for the student body overall.

The University has an historical commitment to making education affordable to students and thus monitors the amount of institutional gift aid awarded to students across all of the campuses. This amount includes Promise scholarships, admissions scholarships, collegiate and department scholarships, athletic scholarships, Regents scholarships, and graduate assistant tuition benefits, but excludes state or federal grants, student employment, or loans. To maintain its commitment to affordable education, the University seeks to increase its available gift aid through fundraising and institutional resources. Total institutional gift aid has grown from $210 million in
The University’s goal of awarding $275 million of gift aid in 2021 represents a three-percent annual increase.

Also related to the commitment to affordable education, the University monitors the median amount of student debt accumulated by undergraduates with student debt (not including students who have no debt) at the time of their graduation. The median amount for graduating students in 2014–15 was $24,776, down from $25,186 in 2011–12. While many factors—such as federal and state financial aid policies, program choice, time to degree, and student and parent behaviors and choices—shape this measure, the University’s goal is to limit the increase in the median amount of cumulative debt for undergraduates with debt to no greater than the consumer price index, with adjustments according to state and federal policy changes. The percentage of University undergraduates with no debt at their time of graduation has increased from 34 percent in 2011–12 to 36 percent in 2014–15.

As the state’s flagship, land-, and sea-grant institution, it is important that the University serve the students of Minnesota. Over the years, the percent of Minnesota high school graduates among both new entering and all undergraduate students throughout the University system has remained consistently high. In 2015, 70 percent of the new entering class and 71 percent of the whole undergraduate student body came from Minnesota high schools. The goal is to maintain this rate of access for Minnesota high school graduates to the University. Similarly, the University measures its share of the portion of Minnesota public high school graduates who enroll at a Minnesota postsecondary institution. In 2015, the portion was 16.6 percent compared to 13.9 percent in 2012. The University’s goal is to maintain this level of access and be an option of excellence and affordability for Minnesota high school graduates who choose to pursue their postsecondary education in state.

Finally, the University tracks at a system level the number of prestigious national awards annually earned by University undergraduate students. This measure gives some indication of the University’s engagement and excellence on a national scale in a wide variety of fields and expertise. The measures include seven leading student awards: the Beinecke, Churchill, Truman, Rhodes, Fulbright, Goldwater, and Astronaut awards. From 2010–15, University students earned 75 of these awards, which is up from 52 from 2005–10, and 31 in 2000–05. The University’s goal is to have 80 students earn these awards from 2015–2020.
Undergraduate Education

TWIN CITIES CAMPUS

The University’s commitment to the success of undergraduate students begins with outreach to prospective students and extends through recruitment, enrollment, orientation, academic advising, career services, graduation, and beyond. The University attracts outstanding undergraduate students, is accessible to diverse students with a range of backgrounds, and provides a world-class educational experience. Graduates are equipped with the intellectual tools to be productive employees, thoughtful citizens, and creative leaders engaged with the collective challenges we face as a society, a nation, and a world.

The foundational principles for developing enrollment targets for new first-year and new transfer students on the Twin Cities campus over the past two decades have included admitting students who will benefit from the curriculum and who have a strong probability of graduating in a timely manner; providing a high-quality education and student experience; remaining affordable to a broad cross-section of students; incorporating ethnic, social, economic, and geographic diversity; enrolling new high school and transfer students; and providing students with the opportunities and benefits of attending a world-class research institution.

In spring 2016, the Board of Regents approved the 2016–2021 undergraduate enrollment plan for the Twin Cities campus, which outlined ten enrollment management strategies, in support of institutional priorities, including meeting the goals identified in the University Progress Card:

1. Plan for modest undergraduate growth over the next five-year period. Increase total undergraduate enrollment from 30,500 (fall 2015) to approximately 32,000 to 33,000.

2. Admit for success. Continue to admit those students who will benefit from the University’s rigorous curriculum, and who have a strong probability of graduating in a timely manner. Continue holistic review of prospective students’ records and maintain appropriate levels of selectivity. Maintain an average ACT of 28 or higher for the entering freshman class (Progress Card measure).

3. Maintain affordability and access for Minnesota students. One measure of affordability is average student indebtedness at graduation (Progress Card measure). Access can be measured by the percent of all Minnesota high school graduates who enroll at the Twin Cities campus as freshmen, and by the percentage of Minnesota high school graduates who choose to attend college in Minnesota and enroll at the Twin Cities campus (Progress Card measure). Attract a broad cross-section of students from all parts of Minnesota.

4. Provide a high-quality education and student experience. Adjust enrollment levels within the capacities of financial, intellectual, and physical resources, with the goal of providing a very high-quality experience. Such resources include housing, advising, classrooms, capacity for chemistry courses, student support services, and co-curricular activities. Measure student satisfaction and learning for all students. Measure progress toward “inclusive success” for students of color (Progress Card measure) via annual surveys. One measure of academic excellence in comparison to peers is the number of competitive national scholarships awarded to University of Minnesota students (Progress Card measure).

5. Maintain commitment to transfer students. Enroll a balance of new high school students and transfer students. Facilitate transfer among the University of Minnesota campuses, as well as from institutions in the Minnesota State system. Continue to enroll at least 33 percent of new Twin Cities students
as transfer students. Achieve a 65 percent three-year graduation rate for transfer students (Progress Card measure).

6. **Value ethnic, social, economic, and geographic diversity.** Enhance the educational experiences of all students through interactions with students from different backgrounds, other states, and other countries. Attract a broad range of undergraduate students and serve as a talent magnet for the state. Attract, retain, and graduate students from multicultural backgrounds.

7. **Support timely graduation.** Ensure that students admitted to the Twin Cities campus are adequately supported to graduate in a timely way. Link financial aid strategies and enrollment management strategies. The Twin Cities four-year graduation rate for New High School (NHS) students should reach/exceed 65 percent, the six-year rate should reach/exceed 82 percent, the three-year transfer graduation rate should reach/exceed 65 percent, and the four-year graduation rate for Pell-recipient students should reach/exceed 54 percent (Progress Card measures). Maintain recent gains in the Graduation Success Rates (GSR) for student athletes (Progress Card measure). Increasing graduation rates for all students, and specifically the rates for students of color, are legislative performance measures as well.

8. **Adjust enrollment levels and set tuition rates to provide revenues.** Adjust enrollment levels and set tuition rates to provide adequate revenue to support high-quality educational programs within the overall mission of the campus.

9. **Continue to enhance need-based and merit-based financial aid programs.** Continue to provide need-based (including middle-income) and merit-based financial aid. The general allocation of financial aid resources should be biased toward need-based financial aid, but strong merit-based scholarships are also needed to attract the best and brightest students. Grow institutional gift aid to $275 million (Progress Card measure).

10. **Be attentive to state, national, and global workforce needs.** Be attentive to the workforce needs of the future for the state, the nation, and the world. Increase the number of STEM graduates (a legislative performance measure).

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### Maintaining Access to the Twin Cities Campus

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

#### Financially Accessible

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

Total financial support to Twin Cities undergraduate degree-seeking students over the past two years is summarized in Table 4-1. The decrease in the total amount of loans over that period is notable, as is the shift of the proportion of total aid to include more gift aid and less loan aid. As shown in Table 4-2, trends over the past five years are moving in the right direction; the proportion of graduates with no debt is increasing, and the average amount of loan debt for those who have debt is stable.

One measure of financial accessibility is the percentage of students who are low-income, defined as federal Pell Grant recipients. In 2015–16, 22 percent of all degree-seeking students enrolled on the Twin Cities campus were Pell recipients. Looking at specific groups of students: Minnesota resident students, 27 percent; freshmen, 19 percent; new transfer students, 28 percent. Those percentages have been relatively stable over the past five years. Another measure is the percentage of first-generation college students, defined as neither parent having completed a college degree. In 2015–16, 27 percent of all degree-seeking students on
Table 4-1. Total financial support to Twin Cities campus undergraduate degree-seeking students, 2014–15 and 2015–16

<table>
<thead>
<tr>
<th>Aid Category</th>
<th>Aid Year 2014–15</th>
<th>% of total</th>
<th>Aid Year 2015–16</th>
<th>% of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gift Aid (scholarships, waivers)</td>
<td>$138,273,034</td>
<td>40%</td>
<td>$155,500,584</td>
<td>45%</td>
</tr>
<tr>
<td>Student Employment (including Work Study)</td>
<td>$26,522,725</td>
<td>8%</td>
<td>$27,122,891</td>
<td>8%</td>
</tr>
<tr>
<td>Loans (student and parent loans)</td>
<td>$165,524,062</td>
<td>48%</td>
<td>$164,379,580</td>
<td>47%</td>
</tr>
<tr>
<td>Total</td>
<td>$341,547,835</td>
<td>100%</td>
<td>$347,003,055</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Office of Institutional Research, University of Minnesota

Table 4-2. Student loan debt trends for Twin Cities campus undergraduate degree recipients, fiscal years 2012–2016

<table>
<thead>
<tr>
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<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Bachelor’s Degree Recipients with no student debt</td>
<td>36%</td>
<td>38%</td>
<td>39%</td>
<td>40%</td>
<td>43%</td>
</tr>
<tr>
<td>Average loan debt for those with debt</td>
<td>$27,578</td>
<td>$27,158</td>
<td>$26,406</td>
<td>$26,091</td>
<td>$26,068</td>
</tr>
<tr>
<td>Median loan debt for those with debt</td>
<td>$24,646</td>
<td>$24,594</td>
<td>$24,433</td>
<td>$24,000</td>
<td>$23,318</td>
</tr>
</tbody>
</table>

Source: Office of Institutional Research, University of Minnesota

Federal, state, institutional, and/or private student loans are included in these calculations for undergraduate studies within the University of Minnesota system, but includes only private loans certified by or reported to the financial aid office and excludes Parent PLUS loans.

Recognizing the pressures faced by middle-income families, the University has expanded the numbers of students covered by the U Promise program, which provides aid to over 13,000 Minnesota undergraduates system-wide. Starting with fall 2016, the upper income limit for eligibility was expanded from $100,000 to $120,000. That change will provide funding for just over 1,400 additional students system-wide.

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

Welcome Week for new students includes a workshop on money management, and One Stop Student Services now has counselors certified in financial wellness who conduct workshops for students and meet with students one-on-one. The One Stop website includes money management resources. A key point of the financial literacy messaging is that graduating in a timely manner is one of the best ways for students to manage the costs of their education.

Accessible to Transfer Students

Educating transfer students is an important part of the University’s service to the state, particularly for the Twin Cities campus, as the flagship campus, because it offers many undergraduate majors not available elsewhere in the state. Of the 8,778 new students enrolling on the Twin Cities campus in 2015–16, 5,782 were freshmen and 2,996 (34 percent) were transfer students from outside the University. Over 41 percent of these new transfer students come from Minnesota State institutions.

Transfer students add to the diversity of the Twin Cities campus. When compared to those who enter as freshmen, transfer students show higher proportions of first-generation students, African-American students, international students, and older-than-traditional-college-age students. The University focuses on admitting transfer students who can be successful in completing a degree program, and considers students for transfer admission after they have a record of success in one or more years of college courses that are transferable to the campus. Over the past decade, the three-year graduation rates for transfer students
Attracting Outstanding Students to the Twin Cities Campus

High-ability students increasingly seek to attend the University of Minnesota Twin Cities, as evidenced by the growing numbers of applications and the student preparation metrics of the incoming freshman class. Applications for admission have nearly doubled over the past decade, from 24,654 prospective students seeking admission for fall 2006 to 49,128 for fall 2016. During that same time period, the average ACT for the new freshman class has improved significantly, from 25.9 to 28.3.

The increased number of applicants can be attributed to a growing awareness by prospective students and their families of the many improvements in undergraduate education on the Twin Cities campus. The academic preparedness of first-year students and the diversity among those students enrich the classroom experience and the campus social environment. Enhanced national recruitment efforts have helped to offset the declining numbers of Minnesota high school graduates, increase the geographic diversity of the student body, and bring workforce talent into the state. The fall 2016 freshman class includes students from 44 states and 51 countries.

The campus-wide University Honors Program attracts high-achieving students who have chosen to attend the Twin Cities campus over some of the nation’s most selective institutions. The 2,300 students in the Honors Program benefit from a challenging, interdisciplinary approach, with rigorous honors courses and co-curricular experiences that draw on the expertise of faculty and staff across the comprehensive range of disciplines on campus. The profile of the 598 new fall 2016 Honors students showed an average ACT of 32.7 and average high school rank of 97.1 percent.
Offering a Great Student Experience on the Twin Cities Campus

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

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

The University leverages these attributes to provide undergraduates with a world-class learning environment and student experience. The University is one of the most comprehensive in the world, offering 150 baccalaureate degree programs in a wide range of areas: astrophysics, product design, child psychology, American Indian studies, entrepreneurial management, biomedical engineering, and music performance, to name just a few. Many students take even greater advantage of this breadth of opportunity by double-majoring or by completing a minor. The 135 minors offered include traditional disciplinary areas such as art history, biology, and mathematics, as well as emerging and interdisciplinary areas such as water science, family violence prevention, business law, social justice, and sustainable agriculture.

As part of achieving the vision of the Twin Cities Campus Strategic Plan—to be preeminent in solving the grand challenges of a diverse and changing world—exciting new Grand Challenge Curriculum (GCC) courses are now offered to undergraduates. The first GCC courses were developed and offered in 2015–16. These courses bring a solution-driven, interdisciplinary approach to learning about important global issues. GCC courses are taught by two or more cross-disciplinary faculty who bring unique perspectives to the challenge being explored. Courses include “The Fracking Boom: Promises and Challenges of the Hydrocarbon Renaissance,” “Toward Conquest of Disease,” and “Can We Feed the World Without Destroying It?”

Undergraduates value such opportunities to have an impact on the world. Data from the 2015 Student Experience in the Research University (SERU) survey indicate that 86 percent of students surveyed considered opportunities to connect their academic work with community-based experiences important. Public engagement activities support student learning and development outcomes and help recruit students to the University who are looking for these engagement opportunities.

The Community Engagement Scholars Program is another option for students to immerse themselves in a rigorous community-based learning program. Through a cohort model, students complete eight credits of service-learning coursework, participate in structured reflection sessions, volunteer for a minimum of 400 hours with a community organization, and submit a final capstone project produced in partnership with a community organization. Upon completion of the program, students receive official recognition at graduation and on their academic transcript. The program currently enrolls 268 students, 22 of whom graduated in spring 2016.

The University has agreed upon campus-wide undergraduate student learning outcomes, which state that, at the time of receiving a bachelor’s degree, students:

• Can identify, define, and solve problems.
• Can locate and critically evaluate information.
• Have mastered a body of knowledge and a mode of inquiry.
• Understand diverse philosophies and cultures within and across societies.
• Can communicate effectively.
• Understand the role of creativity, innovation, discovery, and expression across disciplines.
• Have acquired skills for effective citizenship and lifelong learning.

Articulated learning outcomes are important as faculty develop curricula, plan courses, construct
learning activities, and assess the learning that occurs in every aspect of the student experience: classes, service-learning, research opportunities, internships, and learning abroad.

Twin Cities undergraduate teaching facilities have been improved with state-of-the-art classrooms, including Bruininks Hall, which has more than a dozen high-tech, active-learning classrooms. When completed in fall 2017, the renovation of the Tate Science and Teaching building will transform obsolete labs and antiquated classrooms into vibrant, flexible spaces that will bolster instruction, research, and support services. The theme of “science on display” is a guiding force for the project. Residence hall facilities and programming have been recently enhanced as well. The new 17th Avenue Residence Hall increased the on-campus housing capacity by 600 beds. A new Residential Curriculum Model was launched in all residence halls and apartment communities, based on five elements of well-being: career, social, financial, physical, and community, and reflecting the University’s ongoing commitment to student engagement, retention, graduation, and success.

Preparing Twin Cities Campus Graduates for Success

The University is committed to providing students with a distinctive, world-class liberal education and rigorous coursework in a field of study. Initiatives concerned with the student experience are focused on enriching students’ knowledge, skills, and abilities and equipping them for the challenges of the future in a diverse, changing, global society. Undergraduate student retention rates, graduation rates, and the number of degrees conferred are among the measures that the University uses to assess the extent to which the University is challenging, educating, and graduating students. The University Progress Card includes the following goals for undergraduate education on the Twin Cities campus:

- 4-year graduation rate of 65% for the 2017 cohort
- 6-year graduation rate of 82% for the 2015 cohort
- Average freshman ACT score > 28
- 3-year graduation rate > 65% for transfer students

Retention and Graduation Rates

The Twin Cities campus has made significant progress over the last decade in improving undergraduate graduation rates. Retaining students after their first year is the first step toward timely graduation. Figure 4-A and Figure 4-B show the most recent results, with rates at their highest levels ever, including first-year retention now at 93.2 percent. As a result of this progress, the Twin Cities campus rates are competitive with comparable institutions. Table 4-3 ranks the graduation rates of the Twin Cities campus’s comparison group institutions (which includes the most selective public research universities in the country), as well as the other public Big Ten Conference universities. While the table lists graduation rates for classes matriculating in 2009 (the most recent data available for comparison), the most recent Twin Cities campus rates (displayed in parentheses) suggest that the campus will rank even better when data for those classes become available for comparison.

First-year retention rates for students of color have improved significantly, and for the fall 2015 entering class, exceeded those for other students. Retention rates for low-income students (Figure 4-C) have also improved significantly, and are now above 91.2 percent. Retention rates for first-generation students have also improved, as have rates for Pell-eligible students (Figure 4-D).

Degrees Conferred

The Twin Cities campus has increased by more than 20 percent the number of undergraduate degrees awarded over the past decade, from 6,317 in 2005–06 to 7,687 in 2015–16 (Figure 4-E).

In response to changes in student interest and state and national employment needs, the Twin Cities campus is now awarding substantially more degrees in science, technology, engineering, and math (STEM) fields. From 2005–05 to 2015–16, the number of STEM degrees increased by 58 percent, from 2,096 to 3,320. STEM degrees awarded include all baccalaureate degrees in several broad categories as defined by the Department of Education. These STEM fields include agriculture, natural resources, engineering, computer sciences, biological sciences, physical sciences, mathematics, and health professions.
Figure 4-A. Four-, five-, and six-year graduation rates of first-time, full-time undergraduate students, Twin Cities campus, classes matriculating in 2002–2012

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

Source: Office of Institutional Research, University of Minnesota

Figure 4-B. First-year retention rates of first-time, full-time undergraduate students, Twin Cities campus, classes matriculating in 2005–2015

Source: Office of Undergraduate Education, University of Minnesota

Figure 4-C. New freshman retention, students of color and all other domestic students, Twin Cities campus, classes matriculating in 2005–2015

Source: Office of Undergraduate Education, University of Minnesota

Figure 4-D. New freshman retention by Pell status, Twin Cities campus, 2005–2015

Source: Office of Undergraduate Education, University of Minnesota

Figure 4-E. Undergraduate degrees awarded, Twin Cities campus, 2005–2006, 2015–2016

Source: Office of Undergraduate Education, University of Minnesota
Table 4-3. Retention (class matriculating in 2014) and graduation (class matriculating in 2009) rates sorted by four-year graduation rate, Twin Cities campus comparison group and Big Ten Conference institutions

<table>
<thead>
<tr>
<th>U. of Michigan – Ann Arbor</th>
<th>1st-year Retention Rate</th>
<th>4-year Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>*U. of California – Los Angeles</td>
<td>96%</td>
<td>74%</td>
</tr>
<tr>
<td>*U. of California – Berkeley</td>
<td>97%</td>
<td>73%</td>
</tr>
<tr>
<td>*U. of Illinois – Urbana-Champaign</td>
<td>93%</td>
<td>71%</td>
</tr>
<tr>
<td>U. of Maryland – College Park</td>
<td>95%</td>
<td>69%</td>
</tr>
<tr>
<td>*U. of Florida – Gainesville</td>
<td>96%</td>
<td>66%</td>
</tr>
<tr>
<td>*Penn. State U. – Univ. Park</td>
<td>93%</td>
<td>64%</td>
</tr>
<tr>
<td>*U. of Washington – Seattle</td>
<td>94%</td>
<td>63%</td>
</tr>
<tr>
<td>Indiana U. – Bloomington</td>
<td>89%</td>
<td>60%</td>
</tr>
<tr>
<td><strong>U. of Minnesota – Twin Cities</strong></td>
<td>93%</td>
<td>59% (65%)¹</td>
</tr>
<tr>
<td>*Ohio State U. – Columbus</td>
<td>94%</td>
<td>59%</td>
</tr>
<tr>
<td>Rutgers, State U. of New Jersey – New Brunswick</td>
<td>93%</td>
<td>58%</td>
</tr>
<tr>
<td>*U. of Wisconsin – Madison</td>
<td>96%</td>
<td>57%</td>
</tr>
<tr>
<td>*U. of Texas – Austin</td>
<td>96%</td>
<td>52%</td>
</tr>
<tr>
<td>Michigan State U. – East Lansing</td>
<td>93%</td>
<td>51%</td>
</tr>
<tr>
<td>U. of Iowa – Iowa City</td>
<td>85%</td>
<td>51%</td>
</tr>
<tr>
<td>Purdue U. – West Lafayette</td>
<td>92%</td>
<td>47%</td>
</tr>
<tr>
<td>U. of Nebraska – Lincoln</td>
<td>83%</td>
<td>33%</td>
</tr>
</tbody>
</table>

Source: Common Data Set
*Comparison Group Institutions
¹ Most recent UM–TC four-year graduation rate (class matriculating in 2012)
DULUTH CAMPUS

Maintaining Access to the Duluth Campus

Affordable Access
With a unique combination of both land-grant and sea-grant missions, the University of Minnesota Duluth (UMD) occupies a distinctive place in the University system and is committed to being accessible to Minnesota students. UMD serves the citizens of the state; 88 percent of UMD’s undergraduate students are from Minnesota, with about half coming from the Twin Cities metro and half from greater Minnesota. In 2015, 30 percent of UMD’s entering class were first-generation college students.

UMD ensures affordable access for students of all backgrounds and has expanded merit and need-based scholarships to attract top-level students. In 2015, 36 percent of UMD students qualified for the University of Minnesota Promise Scholarship, a multi-year scholarship for Minnesota resident undergraduates with a family income of up to $100,000 (up to $120,000 as of fall 2016). In addition, UMD offered over 250 Best in Class scholarships in 2015 to students who ranked either first or second in their high school class. UMD offers multiple financial aid strategies to all students such as scholarships, work study, and loans. Funding has increased significantly for financial aid to help students manage the cost of their education (Table 4-4).

Diversity
The Duluth campus has a commitment to equity and diversity and has placed a high priority on creating an environment that is welcoming and respectful. A campus change team was named in 2010 and charged with developing campus-wide action plans at all levels to create a more inclusive environment for students, faculty, and staff; the integration of cultural diversity, cultural competence, and social justice topics into curriculum and campus life; increased training and development opportunities that promote equity, diversity, and social justice; and the implementation and rigorous enforcement of policies and procedures that advance cultural diversity and social justice, including progress on diversity initiatives as an explicit part of performance reviews of campus leadership.

In 2013, UMD added a cabinet-level leadership position to facilitate campus climate training and development for faculty, staff, administration, and students. The Faculty Fellow began a process for Comprehensive and Integrated Intercultural Development through a Model for Institutional Change. The development of internal capacity for staff and faculty intercultural competence completed its eleventh cohort (198 faculty, staff, and administrators) in an intensive Intercultural Leadership Development initiative. Another two cohorts are planned for 2016–17. In fall 2015, UMD students, staff, and faculty participated in a Campus Climate Survey. In fall 2016 the results and next steps were shared with the campus community. The Campus Climate Change Team has continued into its sixth year with 18 unit change teams working on incorporating values of diversity, equity, and inclusion in every aspect of the institution. In addition, the UMD Employees of Color Mentoring Program continues to meet, with over 180 employees invited to attend monthly meetings.

Table 4-4. Student aid trends, degree-seeking undergraduates, Duluth campus, 2005, 2010, 2015

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2010</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gift Aid</td>
<td>$18.9m</td>
<td>$38.2m</td>
<td>$38.5m</td>
</tr>
<tr>
<td>Employment</td>
<td>$4.1m</td>
<td>$4.2m</td>
<td>$4.5m</td>
</tr>
<tr>
<td>Loans</td>
<td>$44.2m</td>
<td>$63.0m</td>
<td>$64.5m</td>
</tr>
<tr>
<td>Total Student Aid</td>
<td>$70.7m</td>
<td>$107.0m</td>
<td>$109.4m</td>
</tr>
<tr>
<td>% of Students Receiving Gift Aid</td>
<td>47%</td>
<td>95%</td>
<td>63%</td>
</tr>
<tr>
<td>% of Students Receiving Loans</td>
<td>62%</td>
<td>65%</td>
<td>64%</td>
</tr>
</tbody>
</table>

Source: Office of Institutional Research Student Aid Profile, University of Minnesota
experiences, and other individual characteristics. Over the past decade UMD has experienced steady growth in the percentage of students of color (Figure 4-F).

Transfer Student Initiatives
The Duluth campus is committed to increasing transfer student recruitment and academic success and has made a concerted effort to become a more transfer-friendly institution, including:

- UMD has partnered with Lake Superior College (LSC) on Link, which provides an education pathway for interested LSC students to complete their baccalaureate degree through UMD.
- In 2015–16 the Reverse Transfer collaboration between UMD and Lake Superior College identified 135 UMD students who met the criteria for participation. Of those, 26 students responded with interest in participating and of those, seven students received their Associate of Arts degree from Lake Superior College while attending UMD. Reverse Transfer offers significant gains for both institutions, as well as for students. LSC gets to count a completed degree earner; UMD adds a committed transfer student earlier than it might otherwise have had; and the student receives a degree while remaining at UMD, which caps off the efforts put in at LSC. Plans are underway to expand the Reverse Transfer initiative to other community colleges in Northern Minnesota.
- In fall 2014, UMD launched the Connect initiative, a campus-wide, credit-based peer-mentoring program that pairs current transfer students with incoming transfer students to help smooth their transitions to UMD.

Attracting Outstanding Students to the Duluth Campus

Strategic Investment in Enrollment
In January 2015, the Duluth campus developed six initiatives for strategic investment in undergraduate enrollment (Table 4-5). Four initiatives allocated resources to support programs currently at capacity but with demonstrated additional enrollment demand, i.e. programs requiring additional resources to meet student demand. Those programs include:

- Cultural Entrepreneurship (College of Liberal Arts)
- Graphic Design & Marketing (School of Fine Arts) and Marketing & Graphic Design (Labovitz School of Business and Economics)
- Chemical Engineering, Civil Engineering, and Mechanical Engineering (Swenson College of Science and Engineering)
- Computer Science (Swenson College of Science and Engineering)

These programs are supported by additional instructional positions and one-time funds for space.

Table 4-5. Fall enrollment, Duluth campus, 2006, 2012–15

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>9,172</td>
<td>9,452</td>
<td>9,239</td>
<td>9,120</td>
<td>8,929</td>
<td>-2.1%</td>
<td>-2.6%</td>
</tr>
<tr>
<td>Graduate</td>
<td>736</td>
<td>753</td>
<td>781</td>
<td>715</td>
<td>652</td>
<td>-8.8%</td>
<td>-11.4%</td>
</tr>
<tr>
<td>Non-degree</td>
<td>968</td>
<td>932</td>
<td>874</td>
<td>903</td>
<td>942</td>
<td>4.2%</td>
<td>-2.7%</td>
</tr>
<tr>
<td>Total</td>
<td>10,876</td>
<td>11,137</td>
<td>10,894</td>
<td>10,738</td>
<td>10,523</td>
<td>-2.0%</td>
<td>-3.2%</td>
</tr>
</tbody>
</table>

Source: Office of Institutional Research, University of Minnesota
remodeling to increase capacity, with a goal to grow undergraduate enrollment by 350 students across these seven programs within four years. Allocated funds will be made recurring if enrollment goals are met.

Two additional enrollment initiatives are focused on enrollment marketing efforts. The Office of Undergraduate Admissions is leading an effort to increase prospective student awareness of programs with enrollment capacity, i.e. programs not requiring additional resources to serve an increased number of students. Fourteen programs are being highlighted within this effort with the goal of an overall increase of 100 enrolled students within the next four years.

A second enrollment marketing initiative is centered on currently enrolled students. Housed within Academic Affairs and aligned with campus student retention goals, this strategy reinforces the UMD brand and the value of a University of Minnesota degree and seeks to improve student messaging and student awareness and use of support resources. This initiative is anticipated to grow continuing student enrollment by approximately 75 students over the next three years.

Return-on-investment modeling and accountability for achievement of established enrollment goals are key elements of each strategy. Outcomes were reviewed in fall 2016 to assess progress to goal.

Offering a Great Student Experience on the Duluth Campus

The Duluth campus overlooks the shores of Lake Superior in a thriving community that offers over 11,000 acres of public space, more than 160 miles of hiking trails, and a vibrant arts scene. UMD takes pride in providing a high-quality living and learning experience, abundant opportunities for undergraduate and graduate research, and a strong presence in the cultural, economic, and intellectual life of the Duluth community. Providing an alternative to large research universities and small liberal arts colleges, UMD attracts students looking for a personalized learning experience on a right-sized campus of a major university.

Undergraduate students can choose from 14 bachelor’s degrees in 92 degree programs across five collegiate units, including the Labovitz School of Business and Economics, the College of Education and Human Service Professions, the School of Fine Arts, the College of Liberal Arts, and the Swenson College of Science and Engineering. The Duluth campus offers graduate programs in 19 fields and six cooperative programs offered through the Twin Cities campus in addition to a two-year program at the University’s School of Medicine Duluth and a four-year College of Pharmacy program.

Undergraduate Research

UMD continues to be a leader in undergraduate research, providing opportunities in research, scholarship, and creative activity. The Undergraduate Research Opportunity Program has a very high participation rate of 150–200 students annually. Faculty grants and donor gifts add to the funding of undergraduate research, scholarship, and creative activity. Several departments at UMD have nationally recognized summer undergraduate research programs, the newest being the BURST program (Biological Undergraduate Research in Science and Technology).

All stakeholders on campus recognize the impact that undergraduate research, scholarship, and creative activity have in the academic life and future careers engagement of students. For example, donor and friend of UMD Jim Swenson valued his undergraduate research so much that the Swenson Family Foundation has funded summer research in chemistry and biochemistry every year for more than two decades. Brian Kobilka, the 2012 Nobel Prize winner in Chemistry, credits his involvement in undergraduate research with UMD professor Conrad Firling for much of his success as a scientist.

UMD celebrates undergraduate research and artistic activities with two Undergraduate Research/Artistic Showcases each year. These half-day campus events feature student posters, computer demonstrations, art exhibits, and theatre productions, all providing information about projects completed by undergraduate students working with faculty mentors.

UMD is a strong contributor to the research mission of the University system. With a research footprint that is proportionally larger than its size, UMD complements
the Twin Cities campus in serving the needs of the State of Minnesota.

Internationalization
During 2015–16, the Duluth campus continued work to implement the UMD Global 2020: Strategic Plan for Comprehensive Internationalization that was developed as part of its participation in the American Council on Education’s Internationalization Laboratory. The current year’s activities focused on activities to achieve the UMD Global 2020 vision and goals. Accomplishments during 2015–16 include:

• holding meetings of the Internationalization Advisory Committee to coordinate international activities and of the International Student Services Coordinating Council to integrate services for international students;

• finalizing indicators of goal achievement related to the UMD Global 2020 plan;

• designing and beginning to develop a Global Engagement website that will provide information about various aspects of internationalization at UMD;

• creating a definition of strategic international partnerships and developing criteria for all international partnerships;

• developing a faculty survey of global engagement and receiving over 80 responses that will be summarized in the global engagement website;

• coordinating international and intercultural campus initiatives; and

• developing a list of priorities for enhanced internationalization at UMD and a list of costs for these activities.

UMD plans to build on and complete these activities during 2016–17.

Center for Writing & Learning Excellence
UMD’s Center for Writing and Learning Excellence contributes significantly to student persistence and retention by providing services students need to be successful at UMD. Fall semester 2015 saw an increase of nearly 75 percent in the number of writing sessions held in the Writers’ Workshop over its first year of operation, fall semester 2013. In November 2015 a full-time ESL specialist was hired who held workshops as well as hundreds of individual sessions with non-native speakers of English, including faculty and graduate students. The Supportive Services Program piloted a course, one of the first of its kind in the nation, to train business majors as peer mentors in financial literacy. The pilot was so well received that the courses will be made permanent and may become a requirement for the Financial Planning program.

The Tutoring Center recruited a record number of academically high-achieving students (158) to tutor fellow undergraduates in over 50 different courses in the most challenging subject areas, including mathematics, statistics, biology, chemistry, engineering, physics, business, economics, and computer science. It is important to remember that all 158 tutors receive course credit rather than an hourly wage for their time, making this program both a financial and academic success story for the University. Additional academic support is provided through a growing Supplemental Instruction program, run by selected students trained to lead groups of peers in hour-long weekly review sessions for high-risk courses.

Recreational Sports Outdoor Program
UMD’s Recreational Sports Outdoor Program (RSOP) has been a national leader in engaging students in healthy, active lifestyles and connections to the natural world through personal and professional experiences. RSOP programming areas include Intramural Sports, Informal Sports, Fitness and Wellness, Sport and Outdoor Clubs, Aquatics, Kayaking and Canoeing, Stand-Up Paddle Boarding, Kiting and Surfing, Climbing, Environmental Education, Outdoor Trips, Crafts and Youth Programming. RSOP also serves employees and alumni through a wide variety of programming and facility options and contributes to the University’s mission of outreach through youth and community programming.

Almost 90 percent of UMD students participate in RSOP facilities and services. The overall RSOP and intramural participation rates are 20 percentage points above national benchmarks placing UMD among the top schools in the nation. The latest major benchmarking occurred in spring 2016. Results include that:
• 91 percent participate in RSOP programs and services;
• 75 percent indicated that RSOP was important in their decision to attend UMD;
• 77 percent indicated that RSOP was important in persisting; and
• 73 percent indicated that their academic performance improved due to participation.

Center for Excellence in Teaching & Learning
The Duluth campus has long recognized the importance of faculty development activities focused on student learning and success. In fall 2015, a task force was created to develop a model for faculty instructional development. In January 2016, UMD’s Center for Excellence in Teaching and Learning (CETL) was launched. CETL’s work is guided by a director and advisory council, and works closely with the Center for Educational Innovation (CEI) on the Twin Cities campus. While CETL supports and offers instructional development and scholarship programming for all faculty, programming focused on the role of active learning in student success and research-based teaching methods is emphasized.

The Center will partner with CEI again this year on four major activities: (1) developing a faculty handbook; (2) identifying grant and funding opportunities; (3) facilitating a Scholarship of Teaching and Learning Community; and (4) co-conducting the New Faculty Seminar Series. Additionally, in the 2016–17 academic year, CETL will launch several initiatives intended to encourage faculty to embrace active learning strategies and research-based teaching methods in their classes. These initiatives will include a Faculty Fellow for Retention and Student Success whose work will target increasing student engagement and success, and a book club style faculty learning community focused on research-based teaching methods and active learning.

Preparing Duluth Campus Graduates for Success
In spring 2015, the Strategic Enrollment Management subcommittee of the Strategic Planning and Budget governance committee communicated a campus-wide goal of increasing first-to-second year campus retention to 80 percent within the next three years and introduced a framework for achieving that goal (Figure 4-G). Demonstrable progress has been made during the 2015-2016 academic year, including: a Chancellor’s Town Hall Meeting on student success and retention with more than 120 faculty, staff, and student leaders in attendance; the creation of the Action Plan for Student Retention with more than 50 action items; and the initiation of a student success and retention small grants program supporting course and program initiatives to improve academic success and student engagement in the freshman and sophomore years.

Using improved student success and retention as the foundation, Duluth continues to work to improve graduation rates (Figure 4-H). The 13 percent increase in four-year graduation rates and the ten percent increase in six-year graduation rates since 2002, while maintaining a similar academic profile and increasing traditionally underrepresented populations, are evidence of the University’s continuing commitment to student success and access.

Table 4-6 shows how the Duluth campus compares to its peer group institutions, using rates for the class matriculating in 2008, the most current data available. As Figure 4-I shows, UMD awarded 15 percent more degrees in 2015–16 than in 2005–2006.

Figure 4-G. First-year retention rates of first-time, full-time undergraduate students, Duluth campus, classes matriculating in 2005–2015

![First-year retention rates of first-time, full-time undergraduate students, Duluth campus, classes matriculating in 2005–2015](source: Office of Institutional Research, University of Minnesota)
Figure 4-H. Four-, five-, and six-year graduation rates of first-time, full-time undergraduate students, Duluth campus, classes matriculating in 2002–2012

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

Source: Office of Institutional Research, University of Minnesota

Figure 4-I. Undergraduate degrees awarded, Duluth campus, 2006–2016

Source: Office of Institutional Research, University of Minnesota
Table 4-6. Six-year graduation rates (class matriculating in 2008), Duluth campus and comparison group institutions

<table>
<thead>
<tr>
<th>Institution</th>
<th>6-year Graduation Rate</th>
<th>Institutional Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA Poly. State U.–San Luis Obispo</td>
<td>75%</td>
<td>1</td>
</tr>
<tr>
<td>Western Washington U.</td>
<td>72%</td>
<td>2</td>
</tr>
<tr>
<td>Col. of Charleston</td>
<td>67%</td>
<td>3</td>
</tr>
<tr>
<td>U. of Northern Iowa</td>
<td>64%</td>
<td>4</td>
</tr>
<tr>
<td>U. of Minnesota–Duluth</td>
<td>59%</td>
<td>5</td>
</tr>
<tr>
<td>South Dakota State U.</td>
<td>58%</td>
<td>6</td>
</tr>
<tr>
<td>U. of N.C.–Charlotte</td>
<td>55%</td>
<td>7</td>
</tr>
<tr>
<td>Western Michigan U.</td>
<td>54%</td>
<td>8</td>
</tr>
<tr>
<td>Minnesota State U.–Mankato</td>
<td>50%</td>
<td>9</td>
</tr>
<tr>
<td>U. of Michigan–Dearborn</td>
<td>50%</td>
<td>10</td>
</tr>
<tr>
<td>Southern Illinois U.–Edwardsville</td>
<td>50%</td>
<td>10</td>
</tr>
<tr>
<td>U. of Mass.–Dartmouth</td>
<td>47%</td>
<td>11</td>
</tr>
<tr>
<td>Comparison Group Average</td>
<td>58%</td>
<td>-</td>
</tr>
</tbody>
</table>

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

As a public liberal arts college, the University of Minnesota Morris occupies a distinctive place in the landscape of higher education and within the University system. Morris is the only public liberal arts college so designated in the state of Minnesota by the Council of Public Liberal Arts Colleges. With its focus on undergraduates in a residential, human-sized, and community-based setting, it resembles the many private liberal arts colleges that populate the upper Midwest while serving a more diverse student population.

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

On the Morris campus, classes are taught almost exclusively by full-time faculty members, 99 percent of whom have earned terminal degrees in their fields. Morris campus faculty members are talented instructors and active in the production of scholarly and artistic works. In the past four years, the 125 Morris campus faculty members have authored over 35 books and well over 350 refereed journal articles, including many with students as coauthors.

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

Maintaining Access to the Morris Campus

Enrollment Strategy
The Morris campus’s enrollment strategy has been developed within the context of its 2007 strategic plan, with specific goals set to increase racial and ethnic diversity and to increase the number of international students while continuing to serve the west central Minnesota region and the state. In addition, the campus enrollment strategy aims at recruiting and retaining a talented group of undergraduates—the average ACT score for entering students has remained stable at 25 for at least ten years. The combined focus on selectivity and diversity in an undergraduate-focused residential setting makes Morris a unique campus within the University system and in the state.

Accessible to Minnesotans
The Morris campus is accessible to Minnesota students, many from traditionally underserved backgrounds. In fall 2016, nearly 80 percent of Morris students are from Minnesota; about a third are from the Twin Cities metropolitan area. The campus continues to serve students from Stevens County and the immediate region at approximately the same percentage as it always has—however there are fewer students in west central Minnesota than there were when the Morris campus opened in 1960.

Accessible to Students with Financial Need
One indicator of family financial need is found in the number of federal Pell Grant recipients on a campus: in fall 2015, 30 percent of Morris students received Pell Grants, supporting students with high financial need. Another indicator is found in median income: on the Morris campus, median income of families of Morris students who have completed the FAFSA is $81,159. Overall 84 percent of students received financial aid in fall 2015.

Accessibility and Racial Diversity
The Morris campus’s strategic plan set an enrollment goal of 25 percent students of color. In fall 2016, 28 percent of degree-seeking students on the Morris campus are students of color and American Indian students, the highest percentage in the University
system (Figure 4-J). Nineteen percent are American Indian students, and the Morris campus has the highest percentage of Native students at a four-year, non-tribal institution in the upper Midwest. When considering only the first-year class, students of color and American Indian students comprise 31 percent of new students in fall 2016. Morris’s record of success serving these students positions the campus well to respond to the changing demographic trends in the region, the state, and the nation.

Accessibility and Underserved Students
Forty percent of the Morris campus’s 2016 new first-year students will be the first generation of their family to graduate with a four-year baccalaureate degree, and approximately one third of Morris students overall are first generation. In 2014–15, two programs funded by the Great Lakes Guaranty Corporation provided academic coaching and support to students from traditionally underserved populations, including students of color, first-generation, and low-income students. These programs served as a pilot and a foundation for a grant submitted under the Federal TRIO program, and in July 2015, the campus received a five-year federal Student Support Services (TRIO) grant of over $1 million, dedicated to supporting the success of underrepresented student groups. This grant was followed in August 2015 by another federal grant, this one under the Native American Serving Non-Tribal Institutions (NASNTI) program of Title III. The campus expects that, once fully implemented, both these grants will have a positive impact on student success, persistence, and retention.

Access and Affordability
Eighty-four percent of Morris campus students receive need-based, merit, and/or donor-funded financial aid (2015). The campus offers three merit-based scholarships. An “achievement” scholarship is awarded to students who exhibit exceptional academic promise. In addition, two scholarships are awarded based on previous academic achievement and performance at a campus competitive scholarship day; students who receive these scholarships enroll and persist at rates well above the Morris campus’s average for admitted students.

In addition, a high number of Morris students (40 percent in 2015–16) benefit from UPromise Scholarships, and Morris campus gift dollars add to the financial support for students. In 2015–2016, 346 students on the Morris campus received donor-funded scholarships.

In addition to the sources of financial support described above, the Morris campus offers a federally mandated and state-statute-supported American Indian tuition waiver unique to the Morris campus and tied to its history as an American Indian boarding school. The waiver poses a growing and significant financial challenge for the Morris campus. Nevertheless, it provides an attractive incentive to qualified Native students (admitted with the same requirements as all students) to enroll and to persist, with educational benefit for these students and for the campus as a whole.

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

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

Morris students win national awards—including the American Indian Science and Engineering Society “best chapter” award and the Association for the Advancement of Sustainability in Higher Education student leadership award. In spring 2015, two Morris students won Fulbright scholarships and another earned a Fulbright in spring 2016.

The Morris campus is ranked by many national publications—including as a top ten public liberal arts college for the 17th year in a row by U.S. News and World Report; by the Princeton Review and Sierra Club; by Money magazine (2016) as one of the ten most improved colleges and universities in the country based on graduation rates, alumni responses, and overall return on investment; in the Forbes (2016) annual ranking for best colleges and universities in the nation; and by Fiske in its 2017 guide as one of the best and most interesting schools in the United States, Canada, and the United Kingdom.

Offering a Great Student Experience on the Morris Campus

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

With an average class size of 17 and a faculty/student ratio of 1:14, Morris students are taught almost exclusively by full-time faculty—a faculty with the University’s highest percentage of Horace T. Morse award winners for excellence in undergraduate education. Morris supports a rich environment for student engagement. Virtually every student participates actively in campus and community life. The most recent National Survey of Student Engagement data show that 97 percent of Morris seniors participated in at least one (and 77 percent participated in two or more) high impact practices recognized for their transformational impact on student learning and success (e.g., service-learning, research with faculty, internship/field experience, study abroad, a culminating senior experience), well above students at other public liberal arts colleges. Key engaged learning experiences are detailed in Table 4-7.

### Table 4-7. Student engagement rates, Morris campus and comparison group institutions, spring 2014

<table>
<thead>
<tr>
<th>Experience</th>
<th>Morris Seniors</th>
<th>COPLAC</th>
<th>Bac LA</th>
<th>NSSE All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed a culminating senior experience</td>
<td>94%</td>
<td>77%</td>
<td>85%</td>
<td>69%</td>
</tr>
<tr>
<td>Attended art exhibits, dance, music, theater, or other performances</td>
<td>89%</td>
<td>65%</td>
<td>78%</td>
<td>58%</td>
</tr>
<tr>
<td>Participated in co-curricular activities during senior year</td>
<td>84%</td>
<td>62%</td>
<td>80%</td>
<td>55%</td>
</tr>
<tr>
<td>Held a formal leadership position in a student group</td>
<td>67%</td>
<td>49%</td>
<td>66%</td>
<td>43%</td>
</tr>
<tr>
<td>Worked on campus in a paid position during senior year</td>
<td>60%</td>
<td>35%</td>
<td>54%</td>
<td>28%</td>
</tr>
<tr>
<td>Worked on a research project with a faculty member</td>
<td>51%</td>
<td>43%</td>
<td>52%</td>
<td>37%</td>
</tr>
<tr>
<td>Studied abroad</td>
<td>46%</td>
<td>22%</td>
<td>42%</td>
<td>21%</td>
</tr>
</tbody>
</table>

Source: National Survey of Student Engagement

This table presents the percentage of seniors engaging in an activity prior to graduation at Morris compared to Council of Public Liberal Arts Colleges (COPLAC) peers as well as Baccalaureate Liberal Arts colleges (largely private colleges) (Bac LA), and all four-year universities participating in the National Survey of Student Engagement (NSSE All).
Morris students serve as teaching assistants, peer mentors and tutors, and present at professional conferences alongside their faculty mentors. These experiences, of the type and quality often reserved for graduate students, serve as a springboard for employment and post-baccalaureate education.

Morris students are advised by faculty members and, with support from the TRIO and NASNTI grants mentioned above, the campus is adding professional success coaches to augment the faculty advising model through frequent contact and interaction with students and by connecting them to the many resources that exist to support them, from the academic success center and counseling resources to the one stop financial center. The ultimate goal is to promote student success and improve retention.

The student demographic at Morris has changed significantly over the past ten years—the number of American Indian students has doubled; student financial need has increased; and more students who are the first in their families to attend college or university are enrolling. Many of these students also come from high schools that are themselves under-resourced. These factors combine to create retention challenges and the campus expects that the new approaches and dollars invested will have a positive impact over the course of the next several years.

The Morris campus has a robust service learning and engagement program, partnering with 44 area agencies and organizations to enrich student learning and meet community needs. Cadres of students conduct community-based research and statistical analysis of real-world issues for communities in the region through the Center for Small Towns; other students engage in research that benefits corporate entities, such as the Schneider Trucking “Truckers and Turnover” projects. In 2015, the Morris campus was awarded the Carnegie Classification for Community Engagement, a designation which remains until the year 2020 and has been included in the U.S. President’s Honor Roll of campuses outstanding in their commitment to service.

A variety of student opportunities add value to the undergraduate experience and to the Morris campus mission. For example, study abroad promotes not only the mission of providing an environment for the development of global citizenship, but also gives students experience and maturity that serves them well when they leave the institution. Thirty-seven percent of Morris students have studied abroad by the time they graduate.

Faculty-mentored undergraduate research or artistic production is another value-added experience. In 2015, Morris students participated in 165 paid undergraduate research experiences. These projects are funded through a variety of sources: the University’s Undergraduate Research Opportunities Program; the National Science Foundation; the Howard Hughes Medical Institute grant; the Truckers and Turnover Project, funded by Schneider Trucking in Green Bay, Wisconsin; and the Center for Small Towns. In the most recent National Survey of Student Engagement, 90 percent of Morris seniors reported that, if they could start college all over again, they would go to Morris (8 percent above seniors at other liberal arts colleges) and 94 percent rate their overall educational experience at Morris as good or excellent, with the majority choosing excellent.

Preparing Morris Campus Graduates for Success

Ninety-five percent of Morris students who graduated in 2014 indicated that they were employed and/or in graduate or professional school one year after graduation; nearly one-fourth of Morris students proceed directly to graduate and professional school following graduation. Figure 4-K shows the total number of undergraduate degrees awarded.

![Figure 4-K. Undergraduate degrees awarded, Morris campus, 2006–2016](image-url)
The Morris campus continues to improve graduation and retention rates. In the past several years the first-year retention rate has slipped from an all-time high of 88 percent to just around 80 percent (Figure 4-L). This is accounted for in part by the challenges found in enrolling a talented but under-resourced undergraduate population. As described above, the campus has put in place a new model to support faculty advising intended to bring those numbers back toward its goal of 90 percent. In addition, the campus has expanded its peer mentoring program and academic alert initiatives, expanded its grant-funded individualized academic success plans to include all students, and has developed a plan for parallel major program pathways.

Graduation rates continue to be high when compared to many other public, four-year baccalaureate institutions, especially when characteristics of the student population are taken into account. A Midwestern Higher Education Compact 2015 report ranks Morris as the most effective and efficient four-year university in Minnesota. The study’s two metrics allow a more meaningful comparison of graduation rates and cost-per-graduate among disparate institutions taking into account differences in demographics and environments. Morris produces more graduates than expected (a high Effectiveness Score) while spending less than expected per graduate (a low Expenditures Score). Of the 634 high performing four-year institutions included in the national report, Morris ranks in the top 5 percent. There are only 27 four-year universities in the nation that outperform Morris on both metrics simultaneously.
Over 50 percent of Morris students graduate in four years. The 2012 four-year graduation rate of 57 percent is the Morris campus’s highest on record, a 17 percent increase since 1998. Six-year rates are exceeding 65 percent (Figure 4-M). Table 4-8 shows how the Morris campus compares to its peer group institutions, using rates for the class matriculating in 2008, the most current data available.

Table 4-8. Six-year graduation rates (class matriculating in 2008), Morris campus and comparable/aspirational peer institutions

<table>
<thead>
<tr>
<th>Institution</th>
<th>6-year Graduation Rate</th>
<th>Institutional Control</th>
<th>Institutional Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Macalester Col.*</td>
<td>90%</td>
<td>Private</td>
<td>1</td>
</tr>
<tr>
<td>St. Olaf Col.*</td>
<td>89%</td>
<td>Private</td>
<td>2</td>
</tr>
<tr>
<td>Kalamazoo Col.*</td>
<td>82%</td>
<td>Private</td>
<td>3</td>
</tr>
<tr>
<td>Gustavus Adolphus Col.*</td>
<td>81%</td>
<td>Private</td>
<td>4</td>
</tr>
<tr>
<td>St. Mary's Col. of Maryland</td>
<td>81%</td>
<td>Public</td>
<td>4</td>
</tr>
<tr>
<td>DePauw U.*</td>
<td>80%</td>
<td>Private</td>
<td>5</td>
</tr>
<tr>
<td>Albion Col.</td>
<td>72%</td>
<td>Private</td>
<td>6</td>
</tr>
<tr>
<td>Concordia Col.–Moorhead</td>
<td>72%</td>
<td>Private</td>
<td>6</td>
</tr>
<tr>
<td>Coe Col.</td>
<td>70%</td>
<td>Private</td>
<td>7</td>
</tr>
<tr>
<td>SUNY at Purchase Col.</td>
<td>67%</td>
<td>Public</td>
<td>8</td>
</tr>
<tr>
<td>U. of Minnesota–Morris</td>
<td>67%</td>
<td>Public</td>
<td>8</td>
</tr>
<tr>
<td>U. of N.C.–Asheville</td>
<td>64%</td>
<td>Public</td>
<td>9</td>
</tr>
<tr>
<td>Lycoming Col.</td>
<td>62%</td>
<td>Private</td>
<td>10</td>
</tr>
<tr>
<td>U. of Maine–Farmington</td>
<td>54%</td>
<td>Public</td>
<td>11</td>
</tr>
<tr>
<td>Mass. Col. of Liberal Arts</td>
<td>52%</td>
<td>Public</td>
<td>12</td>
</tr>
<tr>
<td>U. of Virginia's Col. at Wise</td>
<td>42%</td>
<td>Public</td>
<td>13</td>
</tr>
<tr>
<td>Comparison Group Average</td>
<td>70%</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

See footnote on Figure 4-M
Source: Integrated Postsecondary Education Data System (IPEDS)
*Aspirational peer institutions
CROOKSTON CAMPUS
Maintaining Access to the Crookston Campus

Marking its 50th anniversary as a college in September 2016 (its 24th year as a baccalaureate-level institution), the Crookston campus continues to attract a diverse group of high potential students—both traditional and non-traditional—from across the region, state, country, and globe. Students indicate they choose Crookston because they seek a supportive small campus experience, a distinctive academic program, and/or a personalized online experience connected to workforce needs—all while earning a degree signifying the University of Minnesota’s brand of excellence. The campus serves as an important access point to University of Minnesota programs for citizens living across Minnesota. Accessibility is reflected in enrollment trends.

As shown in Figure 4-N, 15.2 percent of Crookston’s degree-seeking students identify themselves as students of color, and, based on country of citizenship, Crookston’s student body includes representation from 33 countries (fall 2016). In addition, the campus has a long history of serving students from low socio-economic backgrounds. Recruitment of these students is part of an intentional strategy that aligns with the campus’s core values, which include diversity.

A large percentage of new high school graduates attending Crookston are first-generation students. The percentage for fall 2016 is not yet available, but it was 46 percent in fall 2015. These students benefit from the campus’s personalized focus on teaching and advising as well as its small class sizes and numerous leadership opportunities. Conditionally admitted and at-risk students—and essentially all students—benefit from Crookston’s small classes and personalized, supportive environment.

The Crookston campus is extremely cost efficient and cost effective, as demonstrated by the relatively low expenditure per degree within the University system. It also offers the lowest tuition rate within the system, in part, to serve students with the lowest average family income. For fall 2015 (2016 data was not available at printing), students enrolled at Crookston:

- come from families with the lowest average household income for students who applied for and received financial aid (Crookston $65,392; Morris $88,928; Rochester $91,429; Duluth $98,746; Twin Cities $99,098);
- receive the need-based federal Pell Grant at a higher rate than students at other system campuses (Crookston 33 percent; Rochester 31 percent; Morris 30 percent; Duluth 26 percent; Twin Cities 23 percent); and
- are significantly more likely to be first generation college students (Crookston 46 percent; Rochester 42 percent; Morris 39 percent; Duluth 29 percent; Twin Cities 28 percent).

Since it began offering baccalaureate degrees in 1993, the Crookston campus has drawn a steady number of transfer students who are seeking the prestige of a University of Minnesota degree. The graduation rate for these students is 61 percent. Due to historically strong relationships with two-year colleges, the Crookston campus has developed more than 50 active articulation agreements with community and technical colleges across the Upper Midwest.

The Crookston campus has a strong record of being nimble and rejecting complacency, and it has a demonstrated history of adapting to and embracing new technologies such as online learning. Crookston’s initial online degree program had its first graduates in 2001. Today, 14 of the 34 majors are offered fully online as well as on campus, and over 50 percent of total degree-seeking student enrollment is composed of online students (Figure 4-O). An extension of the modern land-grant mission, these online degree
Education programs allow working professionals to complete their bachelor’s degree and advance within their career path when traditional programs don’t meet their needs. Students attending online overwhelmingly fall into the non-traditional category. The average age of these students is 32 (with 81 percent over 25), they are enrolled for an average of nine credits, and are currently employed. Most have already completed a significant number of college credits (an average of 70 transfer credits). While the majority are Minnesota residents (70 percent), there is rich diversity among Crookston’s online students, with 16 percent identifying as students of color and 28 countries represented (fall 2016).

In addition to degree-seeking students, the Crookston campus serves other non-traditional students. For example, College in the Schools and Post-Secondary Enrollment Option students are high-school students concurrently earning college credit, and they comprise 95 percent of Crookston’s 855 (fall 2016) non-degree students. Through these programs, the Crookston campus helps make higher education accessible and more affordable for students and their families, and gives them flexibility to graduate from college more quickly or to take lighter course loads while balancing working, internship requirements, conducting undergraduate research, and/or participating in intercollegiate athletics.

**Attracting Outstanding Students to the Crookston Campus**

The Crookston campus attracts outstanding students through its distinctive learning environments and academic programs. The Crookston campus’s marketing theme “Small Campus. Big Degree.” is reinforced by the reasons students give for choosing to attend. Of the respondents to the new student survey in fall 2016, 83 percent indicated the size of campus was a reason for selecting Crookston, 78 percent indicated that Crookston was their first-choice college, and 57 percent indicated the type of academic programs available was a reason.

Crookston’s average ACT score for incoming new high school graduates is 22.1, which is lower than the other campuses in the University system. Published research acknowledges limitations of standardized tests as the sole gauge of likely postsecondary success, and at least one study noted a positive correlation between test scores and socioeconomic status. Within the University system, Crookston students who applied for and received financial aid have the lowest average family incomes; 42 percent come from families with average incomes of $48,000 per year or less (the Twin Cities campus is next closest in this range with 28 percent), and 25 percent come from families with average incomes between $0 and $30,000 (the Twin Cities campus is next closest in this range with 19 percent). Crookston’s holistic admissions process considers ACT scores along with high school GPA and leadership experience, and it often involves personal interaction with the applicant. Crookston’s smaller, more personalized campus environment and strong focus on student support services further nurture and enhance student success and, combined with this holistic admissions process, allow a wider array of students to fulfill their potential while maintaining access to University of Minnesota programs.
Distinctive majors attract excellent students. The Crookston campus offers several majors that are not found elsewhere in the University system, including agricultural systems management, agronomy, applied health, aviation, criminal justice, equine science, golf and turf management, horticulture, manufacturing management, quality management, and software engineering. The pre-veterinary option in animal science and equine science has been growing for many years, drawing students from across the United States. It has also developed a distinctive measure of quality: in just the past six years, 47 percent of Crookston graduates with a pre-vet emphasis have gone on to veterinary school (the national average of successful applicants is approximately 10 percent).

The Crookston campus is continuing work to expand the capacity for undergraduate research consistent with the increasing numbers of students who indicate a desire to continue their education beyond the baccalaureate degree. Through careful hiring of new faculty and cost-effective space renovations, opportunities for students to engage with faculty in research are growing. Crookston’s acceptance into the Small World Initiative (SWI) escalates the role and visibility of undergraduate researchers as they work with biology faculty in this international research effort to find countermeasures to antibiotic resistance and the resulting diminishing supply of effective antibiotics—two of the biggest challenges to global health today. A number of biology faculty and students have been researching alternatives in this area for a number of years, and through this affiliation Crookston has joined a larger effort. The Crookston campus is the first in the University system to be a part of this initiative.

Outstanding students are also attracted to Crookston’s Honors Program, which includes an honors proposal course that culminates in an honors essay, research, or creative project that requires a public defense.

Technology is embedded throughout the curriculum. The Crookston campus’s innovative and longstanding laptop initiative puts computers in the hands of all full-time, on-campus students and faculty members. A specialized informatics laboratory suite offers students the opportunity to work with emerging technologies. This lab is used by students from many different majors, but it is especially important to software engineering students who use it to develop software and engage in research. Online coursework offers flexibility for online-only students and also for on-campus students with class schedule conflicts. Crookston has prioritized strengthening its software engineering degree program through faculty hires and student recruitment, because of its potential to draw talented students as well as to contribute to society.

The Crookston campus has a culture of continuous improvement. For example, during the 2014–2015 academic year, faculty collected and analyzed data on student learning outcomes. In 2015–2016, they used their findings to improve student achievement. In preparation for its once-every-eight-years accreditation site visit, the Crookston campus submitted documents and action projects related to data-driven decision making, which involved developing metrics and a campus-wide dashboard. In November 2016, the Crookston campus successfully completed its Comprehensive Quality Review under the Academic Quality Improvement Program pathway, earning many compliments from the site visit team as well as reaffirmation of accreditation from the Higher Learning Commission (HLC) in February 2016. As a member of the HLC’s Persistence and Completion Academy, the Crookston campus will focus considerable continuous improvement efforts on increasing student retention and graduation rates over the next four years.

The Crookston campus continues to use existing programmatic strengths as well as current faculty expertise to offer an expanded array of majors. With very little associated cost, this helps drive additional enrollment through recruitment and retention and provides new and current students with more choices. In December 2014, two new majors were approved by the Board of Regents—English and International Business—both of which became available to students in January 2015. In June 2015, two additional majors—Exercise Science & Wellness and Medical Laboratory Science—were approved by the Board of Regents and became available to students in fall semester 2015. The Board of Regents also approved a new major in Agricultural Education, which was reviewed by the Minnesota State Board of Teaching and granted licensure approval in October 2015.
Offering a Great Student Experience on the Crookston Campus

Students receive outstanding support and have an enriching experience through small class sizes; strong personalized advising and access to faculty; experiential learning, often through working with regional businesses and organizations; and opportunities for undergraduate research.

The Crookston campus’s small class sizes offer students personalized attention and greater access to faculty members for advising and mentorship. Presently, 88 percent of on-campus classes have 25 or fewer students. The largest class is 68 students, and the average class size is 15. Online classes, which average 20 students per class, also offer a very personalized quality educational experience.

A longstanding hallmark of the Crookston campus is its focus on experiential learning. Students learn concepts and actively apply them through projects, simulations, field trips, site visits, community engagement and service learning projects, and interactions with professionals in the field. An internship experience is required of on-campus students. Online students also complete an internship unless their work experience allows them to waive the internship requirement.

Most academic majors have a corresponding student club or organization. These contribute to the student experience by providing opportunities for student interaction, community engagement, and professional/career development. Many classes also incorporate service learning projects working with the campus’s Office of Community Engagement. All officially recognized student clubs are required to participate in two service projects per semester. In 2015–16 Crookston students volunteered a total of 10,800 hours of volunteer service.

NCAA Division II athletics provides student-athletes with balanced opportunities for academic excellence, leadership, and honing athletic skills. In 2015–16, 21.9 percent of Crookston’s student-athletes earned Northern Sun Intercollegiate Conference All-Academic Team honors, recognizing 3.2 or higher GPAs. Students continue to cite Division II athletics as a reason they choose to attend the Crookston campus, and student-athletes comprise 32 percent of Crookston’s on-campus enrollment.

While Crookston faculty members’ primary focus is on teaching, many also conduct research and engage in scholarship, frequently involving students in that work. Such faculty mentorship and role modeling offer students excellent graduate school preparation. There is growing interest in and support for undergraduate research by faculty from all academic departments. In addition to one Undergraduate Research Opportunities Program project, twelve Crookston Student Research and Creative Works projects were funded in 2015–16. Eight Crookston students had proposals to present their projects at the 2016 National Conference on Undergraduate Research accepted. For the second consecutive year, another student’s undergraduate research project led to a research internship in Nancy, France. Two faculty members are integrating active, ongoing research into the undergraduate curriculum throughout all microbiology lab sections. Several faculty members also engage in the scholarship of pedagogy. This applied research, which is often based in the faculty member’s discipline, contributes directly to Crookston students’ learning experiences while also spreading valuable pedagogical insights through publications and presentations.

In the area of internationalization of the curriculum, the Crookston campus works closely with various departments on the Twin Cities campus, including the Global Programs and Strategy Alliance, the Learning Abroad Center, the Confucius Institute, International Students and Scholars Services, and the Center for Educational Innovation. Two biology faculty members mentored faculty in the 2014–15 cohort of the University-wide Internationalizing Teaching and Learning (ITL) Program. They will mentor the 2016–17 cohort as well. These same faculty members are currently seeking grant funding to internationalize the Crookston campus’s entire biology program. Two additional faculty have been accepted into the 2016–2107 ITL cohort.

The Crookston campus provides a safe and welcoming environment for its students, employees, and visitors. The campus will continue its efforts to be ranked...
among the safest public campuses in Minnesota and among the safest in the country.

The Crookston campus has been recognized for its quality programs by such organizations as *U.S. News & World Report*, which not only ranked the campus first in the category “Top Public Regional Colleges–Midwest” for 2014 and 2015, and second for 2016, but also ranked Crookston online programs within the top quartile in the category “Best Online Bachelor’s Programs” for 2014, 2015, and 2016, ranking 63 of 195 in 2016.

The new campus Wellness Center opened for use in fall 2016, and has been well received by the student body. The facility offers on-campus students an important space to develop wellness habits, and it supplements the existing living-learning environment in many ways, especially for students enrolled in Crookston’s new major in Exercise Science & Wellness as well as the established major in Sport & Recreation Management. Facilities like this have been shown to aid in recruitment and retention efforts as well.

**Preparing Crookston Campus Graduates for Success**

The Crookston campus continues to improve retention and graduation rates, and students are positioned to be successful and productive employees and citizens. Over the 2015–16 academic year, 426 bachelor’s degrees were awarded (Figure 4-P), close to the historic high of 2013–14, and nearly double the number of 2006.

There is a national and state interest in meeting workforce needs in science, technology, engineering, and math (STEM). In fall 2016, 63 percent of Crookston’s on-campus and 17 percent of online students were enrolled in STEM-related majors, such as agriculture, natural resources, environmental sciences, software engineering, information technology, and biological and health sciences.

Work to improve graduation rates began before the 2006 strategic planning efforts established goals to improve the campus’s four-, five-, and six-year graduation rates to 40, 50, and 55 percent. The campus met the goal of 50 percent of those entering in fall 2008 graduating in five years. In summer 2015 new graduation rate goals were set: the four-year target graduation rate for students entering in fall 2016 and graduating in 2020 is 45 percent; the six-year target graduation rate for this class is 60 percent. Recent trends indicate rates are up from the entering classes of 2000–2004. The first-year retention rate is higher than it was ten years ago (Figure 4-Q), while the four-year graduation rate of the entering class of 2012 nearly doubled that of the entering class of 2002 (Figure 4-R). Table 4-9 shows how the Crookston campus compares to its peer group institutions, using rates for the class matriculating in 2008, the most current data available. The most recent rates suggest that the campus will rank better when data for those classes become available for comparison.

Crookston’s Strategic Enrollment Management Committee continues its charge to guide campus efforts to achieve and maintain a critical mass of
In year two of using the Strengths Finder Assessment with students, the Crookston campus evaluated this program in fiscal year 2017. The main focus in the first year was integrating the program into courses traditionally taken by incoming students. Students enrolled in these courses took the Strengths Finder inventory, and the Strengths curriculum was built into the course requirements and objectives. The intent is for students to use this tool to discover early in their college experience their strengths and talents and to learn how to effectively utilize them as they persist with future goals and challenges. Pre- and post-assessment tools have been included to help evaluate the students’ success. If this strategic change in curriculum and programming proves effective, the campus plans to expand these efforts to include all new incoming students and additional strategic courses.

Table 4-9. Six-year graduation rates (class matriculating in 2008), Crookston campus and comparison group institutions

<table>
<thead>
<tr>
<th>Institution</th>
<th>6-year Graduation Rate</th>
<th>Institutional Rank</th>
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</thead>
<tbody>
<tr>
<td>U. of Minnesota–Morris</td>
<td>67%</td>
<td>1</td>
</tr>
<tr>
<td>Delaware Valley Col.</td>
<td>58%</td>
<td>2</td>
</tr>
<tr>
<td>U. of Maine–Farmington</td>
<td>54%</td>
<td>3</td>
</tr>
<tr>
<td>U. of Wisconsin–River Falls</td>
<td>54%</td>
<td>3</td>
</tr>
<tr>
<td>U. of Wisconsin–Stout</td>
<td>53%</td>
<td>4</td>
</tr>
<tr>
<td>U. of Pittsburgh–Johnstown</td>
<td>51%</td>
<td>5</td>
</tr>
<tr>
<td>U. of Minnesota–Crookston</td>
<td>48%</td>
<td>6</td>
</tr>
<tr>
<td>Northern State U.</td>
<td>46%</td>
<td>7</td>
</tr>
<tr>
<td>Bemidji State U.</td>
<td>45%</td>
<td>8</td>
</tr>
<tr>
<td>Dakota State U.</td>
<td>41%</td>
<td>9</td>
</tr>
<tr>
<td>Comparison Group Average</td>
<td>52%</td>
<td>-</td>
</tr>
</tbody>
</table>

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

The University of Minnesota Rochester is distinctive in its approach to undergraduate education. With a health sciences focus, students explore the wide array of healthcare career pathways while completing an innovative, integrated common core in their first two years. This interdisciplinary, integrated coursework includes mathematics, physics, chemistry, biology, Spanish, literature, philosophy, writing, and history. Students progress through this integrated coursework toward defined learning and development outcomes, engaging in the high-impact practices identified by the American Association of Colleges and Universities (learning communities, first-year experiences, common intellectual experiences, writing-intensive courses, collaborative assignments and projects, undergraduate research, global learning, community-based learning, internships, and capstone courses and projects).

Offering a Great Student Experience on the Rochester Campus

Extraordinary Core Curriculum and Research-Fueled Instruction
Pedagogical decisions are made through a collective process, based on teaching and learning research:

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

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

Extraordinary Expectations for Success and Evidence-Driven Decisions
This distinctive undergraduate educational journey is guided by a success coach, with student learning and development outcomes assessed in both curricular and co-curricular endeavors. Results of faculty research are informing revisions of student outcomes, an assessment plan, and the campus’s approach to optimizing distinctive sets of high-impact practices.

Maintaining Access to the Rochester Campus
Given the Rochester campus’s commitment to student success through personalized academic and life coaching, the rigor of the Rochester campus is accessible to a wider range of students than many health sciences programs.
The campus recruits, values, and remains accessible to students with interest and aptitude in the health sciences, including:

- in-state and out-of-state students
- low- and middle-income students
- students of color
- first-generation students
- international students
- transfer students

In addition to the Rochester campus’s continued efforts to improve the undergraduate education experience and student outcomes, the campus is working to meet a challenge for the healthcare industry: workforce diversification. There are many reasons the industry values diversity in the healthcare workforce, but according to a U.S. Department of Health and Human Services report, one of the most compelling reasons is that a “more diverse health professions workforce...will lead to improvements in public health” (2006). In other words, greater diversity leads to improved health outcomes.

The Rochester campus is uniquely positioned to take on this challenge. Rochester campus graduates of color succeed at the same or greater rates than their peers. This evidence reveals the effectiveness of its established approach to undergraduate education. To further address this challenge, the campus has launched Health CORE (Community of Respect and Empowerment), a living, learning community of 30 competitively selected, underrepresented students.

This residential life and civic engagement program builds on the Rochester campus’s strengths in undergraduate health sciences education, including its learning cohort model for years one and two. The mission of Health CORE is to enhance diversity and inclusivity in the student experience through intentional community development and support. The vision of the CORE is to support the success of underrepresented, undergraduate students who will infuse the healthcare field with their distinct perspectives, a necessary development to solve the grand healthcare challenges.

In addition to HealthCORE, the Rochester campus is developing living and learning communities for international students and students in long-term recovery from addiction. The Global Connections program aims to support the success of international and domestic Rochester students who will model intercultural competence, global citizenship, and commitment to solving global health challenges within the healthcare field. The ROC! (Recovery on Campus) program is a collegiate recovery community, expected to model transformational living, civic engagement, wellness, and high-integrity leadership within the healthcare field. The Minnesota legislature designated funds to support the launch of ROC! and dissemination of information regarding collegiate recovery communities to other public universities in the state.

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

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

Figure 4-S. First-year retention rates of first-time, full-time undergraduate students, Rochester campus, classes matriculating in 2009–2015
Preparing Rochester Campus Graduates for Success

Four classes of students have now graduated from Rochester. Figure 4-U indicates those graduate numbers, with increases expected each year. Of the students who have graduated in the first four classes, nearly all have “finished in four,” an initiative and commitment central to the Rochester approach to undergraduate education (see Figure 4-V).

Alumni of the Bachelor of Science in Health Sciences are moving into a range of positions following graduation, including but not limited to:

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

To date, 100 percent of Bachelor of Science in Health Professions graduates passed their exams and are employed in the fields of echocardiography, radiography, respiratory care, and sonography.
Of the 2016 graduating class, 96 percent graduated in four years or less, with 100 percent of BSHS students completing a faculty-supervised capstone experience. Of those graduates, 61 percent are employed and 36 percent had been admitted into graduate school prior to graduation. Over all, graduates’ self-reported data at the time of commencement indicate that that 64 percent of 2015 graduates expect to attend a health-sciences related graduate or professional school.

**Extraordinary Future UMR 2.0**

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

- to further serve student learning and development, the campus will explore additional avenues for partnerships that serve community-based learning and customized capstones;
- to further the individualized care of students, the Rochester campus will document, assess, enhance, and share its Student Success Coach model;
- to further the benefit of learning communities, the Rochester campus will launch and assess three living-learning communities;
- to further students’ academic achievement while addressing the challenges of higher education, the Rochester campus will document, assess, enhance, and share its Collaborative and Integrated Teaching model; and
- to share the Rochester campus story nationally and continue to grow, the campus will invite dialogue with other higher education innovators.
Graduate Education

The quality and quantity of the University of Minnesota’s contributions to society are highly dependent on the quality of its graduate programs. The University’s reputation is enhanced by the accomplishments of graduate alumni and by the significant contributions of graduate students to the teaching, research, and outreach mission.

Maintaining Access to Graduate Programs

The University is committed to maintaining access to its graduate degree programs for members of the military, students of color, first-generation students and others with diverse backgrounds and experiences.

Application Fee Waivers

To encourage applications from members of the military, the Graduate Admissions Office offers application fee waivers for active duty members of the military and veterans. During 2015–2016, 166 applicants benefited from this application fee waiver.

In addition, McNair Scholars—applicants who are either first-generation college students with financial need, or members of a group that is traditionally underrepresented in graduate education and have demonstrated strong academic potential—receive application fee waivers. Sixty-two McNair Scholars benefited from this fee waiver during 2015–2016.

Recruiting and Retaining Highly Prepared Students from Diverse Populations

The University defines diversity as a driving force and necessary condition for academic excellence. A diverse student body contributes to a rich graduate education experience—one in which students with vastly different backgrounds and experiences come together to learn, conduct research, and create new knowledge.

In addition to collaborating with the colleges and supporting college-level activities to promote the recruitment and retention of a high-quality, diverse student body, a number of system-wide events and initiatives promote greater diversity in graduate education. While overall enrollment has been declining at both the master’s and doctoral levels for the past few years, the number of students who self-identified as students of color (American Indian, Asian, Black, Hawaiian or Hispanic) has grown from 1,584, or 11.3%, in 2012 to 1,653, or 13.0%, in 2016.

Graduate Ambassadors Program

The Graduate Ambassadors Program aims to ease the transition into graduate school for students from underrepresented backgrounds. Prospective students connect with current graduate students with similar backgrounds who have agreed to share information about their campus experiences. In addition to building community once these students are on campus, the ambassador program is also a useful tool for recruitment: prospective students often receive information about and connect with an ambassador in the early stages of the admission process.

McNair Scholars Visitation Program

Regional McNair Scholars from surrounding colleges and institutions are invited to a Graduate School Visitation Program held on the Twin Cities campus once a month during the summer. These students are either first-generation college students with financial need, or members of a group that is traditionally underrepresented in graduate education and have
demonstrated strong academic potential. The day consists of a presentation about the process of applying for admission to graduate programs, meetings with faculty and staff to discuss their research, and a staff-led tour of the campus. During 2016, a record 200 students participated in visitation events.

DOVE Fellowship
The DOVE Fellowship Program assists graduate programs with recruitment and support of academically excellent students with diverse ethnic, racial, economic, and educational backgrounds and experiences. The one-year fellowship has an approximate value of $44,000 (a $23,000 stipend and approximate tuition and health insurance of $21,000). However, the number of qualified applicants exceeds the number of fellowships granted: in 2015, 144 students were nominated for 30 fellowship awards.

Graduate and Professional Education Assembly
In April 2016, more than 100 graduate students, faculty, and staff explored issues of equity and diversity in graduate education at the Graduate and Professional Education Assembly, “Achieving Excellence through Diversity: Equity, Access & Diversity Issues in Graduate & Professional Education.” Attendees heard leading diversity advocates, scholars, and practitioners from other universities talk about new research, national initiatives, and best practices. In addition, University leaders, graduate students, and professional staff described their successful approaches, organizations, and opportunities. Concurrent discussions produced recommendations that have helped inform activities throughout the year.

One recommendation was to conduct workshops for graduate admissions committee members to improve recruitment and admissions practices that contribute to a more diverse graduate student population. In October 2016, graduate admissions committee members and admissions professionals participated in a workshop entitled “Inside Graduate Admissions: Improving Student Diversity through Holistic Admissions Review.” Attendees articulated and assessed their current admissions practices, developed tools that they can bring back to their programs, and engaged in activities that helped them anticipate responses to common challenges.

Providing a Great Student Experience and an Extraordinary Education
As the designated research institution of the state of Minnesota, the University has the responsibility to provide graduate students with a great experience and an extraordinary education so that they can conduct breakthrough research, generate new knowledge, drive growth in our economy, and become the next generation of leaders.

Graduate and Professional Student Welcome and Orientation
The University organizes new student orientation sessions before the academic year begins, offered to all graduate and professional students on the Twin Cities and Duluth campuses. Although many programs provide local orientation for their new students, these campus-wide events focus on navigating the University and cover such topics as library resources, wellness and self-care, working well with an academic advisor, and creating a multi-year academic and professional strategy. More than 1,300 students representing 15 colleges registered for the 2016 event.

Community of Scholars Program
The Community of Scholars Program (COSP) works toward creating an institutional environment that supports the academic and professional success of graduate students who are underrepresented in academia. COSP helps students participate more fully in the University; develop supportive relationships with advisors and mentors; build a sense of community through academic seminars and professional development workshops; and connect students to the Twin Cities and broader University system through teaching, research, and community engagement opportunities.

COSP collaborates with various institutions and organizations within and outside the University to provide professional development opportunities to students. In summer 2016, an internship program was established with Hennepin County to expose COSP students to work environments in the government sector while gaining research and administrative skills. The three students selected for this pilot
initiative worked on specific projects for 40 hours a week, participated in bi-monthly professional development seminars and conducted a presentation summarizing their work.

The DOVE Summer Institute, a seven-week COSP program that takes place before the academic year begins, helps create a welcoming and inclusive climate for entering graduate students of color and students from underrepresented backgrounds. During the summer, these students work with a faculty mentor to build networks of support across the University, develop a research topic, and attend weekly seminars on communicating with faculty and proposal writing. A Bush Foundation study concluded that institute attendees make progress toward a degree at a rate that puts them essentially a year ahead of their peers. During 2016, a record 29 graduate students took part in the institute, the greatest number since its inception in 1998.

**Funding Support**

Competitive financial support is critical for the recruitment and retention of high-quality students and contributes to a positive student experience. Programs and colleges are responsible for allocating resources to provide funding offers to attract and matriculate prospective students. Financial support may come in the form of teaching and research assistantships, fellowships, traineeships, or tuition waivers.

While support for graduate education is not as high as many would like, overall funding for graduate education is not declining. The total amount of funding for graduate assistants, fellows, and trainees during fiscal year 2016 was $173,124,721, a 4 percent increase over the previous year and a five-year change of +7.4 percent (see Table 4-10).

Several University-wide competitions reward exceptional students, including the Thesis Research Travel Grant, Interdisciplinary Doctoral Fellowship, Bridging Funds, Training Grant Matching Funds, and the Doctoral Dissertation Fellowship. This type of financial support enables students to focus more time and effort toward research and also encourages more timely degree completion. The Doctoral Dissertation Fellowship, for example, continues to be effective in reducing the time to degree for outstanding students across most disciplines (see Figure 4-W).

Increasing the number of external fellowships awarded to graduate students is a priority. Such fellowships are important: to students for providing them with resources and recognition; to graduate programs for providing a level of budget relief and evidence of quality; and to the University for providing an objective external measure of the quality of graduate students and programs. The University offers workshops to help graduate students be competitive in securing external fellowships. In the past year, graduate students have been awarded a number of prestigious fellowships: a record 37 new graduate students were awarded National Science Foundation (NSF) Fellowships; two graduate students received CIC/Smithsonian Fellowships and; for the fourth year in a row, the University was named a “Top Fulbright Producing University” (see Table 4-11).

Regrettably, some external fellowships do not cover the full cost of graduate tuition and health care, which has at times meant that students have turned down fellowship offers, preferring to take a less prestigious teaching assistantship that covers full costs. To prevent students from having to make such a choice, the Bridging Funds program has been expanded to provide coverage for any funding shortfall associated with competitively awarded external fellowships.

For the second year, 24 graduate students were awarded stipends of up to $4,000 each for research internships during summer 2016. These awards supported projects in partnership with a wide array of host organizations, including Urban Farm & Garden Alliance (St. Paul), the African Federation in Emergency Medicine (Cape Town, South Africa), Steps Drama (Pune, India), and Picture the Homeless (New York, NY). Priority was given to applications from students in non-STEM fields that don’t typically include internships—either paid or unpaid—as part of their graduate student training.

**Services and Support for Graduate Students**

In 2016, all graduate students were surveyed about their advising experience over the previous year. Overall, responses were positive; the highest average response was to the statement: “I respect my adviser” and “My adviser treats me with respect.” The lowest average response was to the statements “My adviser provides me with a clear understanding of my status
### Table 4-10. Total funding for Graduate Assistants, Fellows and Trainees Based on Expenditures from FY11 to FY16

<table>
<thead>
<tr>
<th></th>
<th>FY11</th>
<th>FY12</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
<th>5-year change</th>
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<tr>
<td>O&amp;M</td>
<td>$76,123,646</td>
<td>$77,661,581</td>
<td>$77,640,828</td>
<td>$78,387,582</td>
<td>$83,807,619</td>
<td>$85,717,270</td>
<td>+12.6%</td>
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<tr>
<td>Sponsored</td>
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<td>$56,448,220</td>
<td>$57,063,613</td>
<td>$60,004,779</td>
<td>-4.0%</td>
</tr>
<tr>
<td>Other</td>
<td>$22,545,978</td>
<td>$23,099,737</td>
<td>$26,176,348</td>
<td>$25,838,896</td>
<td>$25,554,690</td>
<td>$27,402,672</td>
<td>+21.5%</td>
</tr>
<tr>
<td>Total</td>
<td>$161,145,852</td>
<td>$160,367,960</td>
<td>$161,262,341</td>
<td>$160,674,699</td>
<td>$166,425,921</td>
<td>$173,124,721</td>
<td>+7.4%</td>
</tr>
</tbody>
</table>

Source: Office of Institutional Research, University of Minnesota

### Figure 4-W. Impact of Doctoral Dissertation Fellowships (DDF) on median time to degree (in years) for Ph.D. degrees awarded, University of Minnesota, 2006–2016

#### Years to Degree

- **Students Not Nominated for DDF**
  - Arts and Humanities: 6.3 years
  - Business: 5.8 years
  - Education: 5.4 years
  - Engineering: 4.8 years
  - Life Sciences: 5.3 years
  - Physical and Earth Sciences: 5.4 years
  - Social and Behavioral Sciences: 5.1 years

- **Students Nominated for but not Awarded DDF**
  - Arts and Humanities: 7 years
  - Business: 5.8 years
  - Education: 5.3 years
  - Engineering: 5.3 years
  - Life Sciences: 5.1 years
  - Physical and Earth Sciences: 5.7 years
  - Social and Behavioral Sciences: 6.1 years

- **Students Awarded DDF**
  - Arts and Humanities: 6.7 years
  - Business: 6 years
  - Education: 5.1 years
  - Engineering: 5.1 years
  - Life Sciences: 5.1 years
  - Physical and Earth Sciences: 5.7 years
  - Social and Behavioral Sciences: 6 years

Source: Graduate School, University of Minnesota

### Table 4-11. Number of National Science Foundation Fellows and Fulbright Scholars, 2008–2017

<table>
<thead>
<tr>
<th>Year</th>
<th>NSF Fellows</th>
<th>Fulbright Scholars</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008–09</td>
<td>28</td>
<td>8</td>
</tr>
<tr>
<td>2009–10</td>
<td>33</td>
<td>5</td>
</tr>
<tr>
<td>2010–11</td>
<td>49</td>
<td>9</td>
</tr>
<tr>
<td>2011–12</td>
<td>68</td>
<td>4</td>
</tr>
<tr>
<td>2012–13</td>
<td>86</td>
<td>6</td>
</tr>
<tr>
<td>2013–14</td>
<td>94</td>
<td>3</td>
</tr>
<tr>
<td>2014–15</td>
<td>106</td>
<td>5</td>
</tr>
<tr>
<td>2015–16</td>
<td>110</td>
<td>6</td>
</tr>
<tr>
<td>2016–17</td>
<td>118</td>
<td>4</td>
</tr>
</tbody>
</table>

Source: Graduate School, University of Minnesota
related to progress toward graduation” and “I am satisfied with the amount of guidance I receive from my adviser.” Twelve percent reported having significant difficulties with their adviser.

The 76 students who requested a follow-up consultation were contacted for additional support, and the University worked with over 100 graduate students to resolve their stated University-based problem or complaint. About 95 percent of these matters were resolved informally between the parties; the remaining cases were referred to the formal grievance process.

Resources for graduate students in the areas of “improving advising and mentoring” and “responding to academic incivility” have been developed, and survey results will be used with the colleges in the coming year to help improve the advising experience for graduate students.

Services and Support for Graduate Staff and Faculty
The University maintains public data about graduate programs, including application, admission, matriculation, enrollment, time-to-degree, faculty characteristics, completion rates, and demographic information. The Quality Assessment Allocation Plan website, developed in 2015, provides graduate staff and faculty with access to student data at the collegiate, broad field, and programmatic levels.

There is a need, however, for more comprehensive tracking of student careers and job placement, as well as an understanding of how well students’ degrees are preparing them for the careers they choose. Developing an institution-wide understanding of job placement of graduate alumni will be a priority in the coming year. With a better understanding of where students go, the University can assess the appropriateness of the training its graduate programs are providing.

During 2016, a work group examined the support structures for graduate program staff. Previous staff titles have now been replaced with the single term “Graduate Program Coordinator,” or GPC. GPCs are responsible for graduate student support and guidance; overall graduate program coordination; and ensuring compliance with University, program, and college policies and procedures. The work group also developed a GPC Responsibilities guide, which assists programs in formally defining roles and duties for their staff, and launched a campus professional organization called the “GPC Network,” with approximately 120 GPCs. Members meet regularly to share problems, issues, and best practices; help the University understand the work of graduate education; and gain graduate-level-specific skills and knowledge.

Support for Postdoctoral Researchers
Due to their non-student status, postdocs are not served by collegiate Career Services Offices, and there is significant unmet need for postdoc professional development opportunities. Current support for postdoctoral researchers includes making relevant graduate student workshops, trainings, and other opportunities available to postdocs. While some workshops target postdocs at the request of the Postdoctoral Association (PDA), staffing constraints limit the ability to do this on a regular basis. The University is exploring the feasibility of creating an Office of Postdoctoral Affairs to better serve and advocate for postdocs.

Preparing Students for Success
Employment that requires post-baccalaureate education is projected to grow by 18 percent for master’s degrees and 16 percent for doctoral or professional degrees from 2012 to 2022, according to the Bureau of Labor Statistics. Approximately half of today’s doctorate recipients find initial employment in non-academic jobs in industry, government, and nonprofit organizations. To succeed in this changing labor market, graduate students must leave the University with the right set of skills and an awareness of the full range of career options available to them, whether inside or outside of the academy.

Academic and Professional Development
Levels of career development support for graduate students varies widely by college and program. The University directs some staff time to collaborating with staff and faculty across the system on programming and services in response to those identified needs. Because demand often exceeds capacity, and because so many graduate students
will pursue non-academic careers, the University is prioritizing non-academic career exploration and preparation to meet this demand.

Throughout the year, workshops are offered on various academic and professional development topics. In addition, a graduate student/postdoc-focused career networking event is held each year, at which nearly 70 employers and several hundred students participate. A survey conducted after this year’s event found that 65 percent of respondents made connections that will help them in their future employment search, and 77 percent planned to follow up with at least one of the employers they met at the event.

The Duluth campus also surveyed graduate students for the first time, achieving a 91 percent response rate and showing a 97 percent placement rate for students receiving graduate degrees in 2014–15 from the Duluth campus.

The University’s APD Update, a periodic email with information about academic and professional development opportunities across campus, has been an effective tool for increasing student, staff, and faculty awareness of the opportunities available, and has led to more efficient use of limited resources.

Publicly Engaged Graduate Education

Community-based experiential opportunities involving graduate students are a key strategy for incorporating public engagement with academics. Programs and initiatives are designed to connect graduate students with social issues in real time to enhance students’ academic, professional, personal, social, career, and civic development.

Graduate level community-based research and scholarship opportunities such as thesis and capstone projects, internships, and clinical practica are routinely found in many academic programs. In addition, the University offers robust programs to expand graduate students’ community-based experiences.

For example, the Resilient Communities Project connects communities in Minnesota with the wide-ranging expertise of faculty and students to address pressing local issues in ways that advance sustainability and resilience. In partnership with Carver County during the 2015–2016 academic year, 29 locally identified projects were matched with 50 University courses across 22 departments and ten colleges at the Twin Cities campus, providing more than 350 students with community-engaged sustainability research and education opportunities. The partnership with Carver County garnered national recognition, receiving the first annual Educational Partnerships for Innovation in Communities Network award for Outstanding Community Partner.

The Kris Nelson Community Based Research Program connects Minnesota communities to the University through community-driven applied research. Research and technical needs of community organizations are matched with graduate student research assistants to carry out community-defined and guided projects. During the 2015–2016 academic year, 50 graduate students worked on over 50 projects.

In spring 2016 the Economic Development Fellows Pilot Program launched. In this program, graduate students and postdocs form transdisciplinary teams to work on consulting projects with local businesses and industry. Eighty-one participants worked with 14 Minnesota businesses. As a result of the program, 15 students have been offered paid positions at the participating businesses.

Acara trains students to develop financially sustainable solutions to local and global challenges. Acara courses include two of the University’s new Grand Challenge courses (Global Venture Design and Seeking Solutions to Global Health Issues), which are open to both undergraduate and graduate students. The annual Acara Challenge invites University students to present innovative ideas developed in these, or other, courses and compete for donor-supplied fellowship funds. These fellows receive seed funding, training, and mentorship to pilot their ideas. The 2016 fellows’ work ranges from a Native American fashion business to an inexpensive water filter in India and Cameroon. Previous Acara Challenge students have started such ventures as MyRain, which received $500K from USAID for a drip irrigation business serving small farmers in India, and Mighty Axe Hops, which, with its recent $4.6M expansion, has become the largest hops grower in Minnesota.
Interdisciplinary Research and Scholarship
The solutions to the world’s biggest challenges lie at the intersection of multiple disciplines. To encourage graduate students to pursue interdisciplinary research opportunities, the University organized the third annual Discovery Across Disciplines Showcase in October 2016. The event highlighted the work of more than 60 of the University’s interdisciplinary research centers and institutes. At the two-hour, poster-session-style event, graduate and undergraduate students, faculty, postdoctoral associates, and industry representatives networked with the directors of these centers, learned about the research that is being conducted, and explored potential opportunities for engagement and collaboration across disciplines in seeking answers to some of the world’s most pressing challenges. The Duluth campus is also sponsoring a series of talks, providing a forum for graduate students to discuss their research and scholarship with an interdisciplinary campus-wide audience.

Demonstrating How Graduates Contribute to Society
Graduate students have the potential to help solve some of the world’s most critical problems, but it can be difficult for them to know how their research can contribute to solutions and how to connect and work with others who have similar interests.

The new Seminar Series on Collaborative Leadership and Grand Challenges Research, offered during the 2016–17 academic year, helps students get involved in tackling some of the world’s most vexing problems, whatever their discipline or preferred career path. In the discussion-oriented series, graduate students meet with some of the University’s top faculty and staff to wrestle with topics such as the innovative mindset/design thinking; leadership to address global grand challenges; team leadership and facilitation; and setting up teams for success.

The University also helps students learn to communicate effectively to different types of audiences through the Doctoral Research Showcase, which provides a casual and conversational environment for recipients of the Interdisciplinary Doctoral Fellowship and the Doctoral Dissertation Fellowship to present their research to faculty, staff, students and friends of the University with diverse background and from different fields of studies. More than 80 fellows participated in the 2016 showcase, which was attended by over 500 members of the University community. In addition, monthly Doctoral Dissertation Seminars provide opportunities for Doctoral Dissertation Fellows to present and discuss their research before their peers.

The University also promotes the contributions of graduate students and postdoctoral associates through stories, profiles, videos, and media pitches in an effort to help inform the University community and the public about the importance and relevance of graduate student research. In 2016, graduate students were featured on the University’s website and also received coverage from media outlets such as MinnPost and Minnesota Public Radio.
The University of Minnesota offers nearly 100 professional degrees as well as certificates and other experiences at the postbaccalaureate level. These programs, sometimes thought of as other graduate degrees, attract students whose primary objective upon completion is to acquire an applied professional or practice-based job outside the typical academic or research environment. These programs are often shaped by ethics or principles established by the respective industry or profession, guided by quality standards enforced by a professional association or accreditation body, or require professional licensure or passage of examination to practice.

Professional programs are offered on the Duluth, Rochester, and Twin Cities campuses in fields including education, design, business, science, engineering, public policy, and many more. Examples of professional degrees are the Master of Education (M.Ed.), Doctor of Education (Ed.D.), Doctor of Audiology (Au.D.), Master of Engineering (M.Eng.), Master of Health Informatics (M.H.I.), Master of Public Policy (M.P.P.), Master of Social Work (M.S.W.), Master of Tribal Administration and Governance (M.T.A.G.), Master of Urban and Regional Planning (M.U.R.P.), Master of Architecture (M.Arch.), Master of Landscape Architecture (M.L.A.), and Master of Accountancy (M.Acc.). In addition, the University of Minnesota Law School offers comprehensive legal education that prepares students to become skilled and ethical professionals. These graduates are leaders and innovators in the legal profession, the business and nonprofit communities, and every branch of government at both the state and national levels.

Health professions education is provided through the School of Dentistry, Medical School, School of Nursing, College of Pharmacy, School of Public Health, College of Veterinary Medicine, the Center for Allied Health Programs, and associated programs and centers on the Duluth, Rochester, and Twin Cities campuses. In collaboration with affiliated health systems, the University also trains over 1,200 pharmacy, medical, and dental primary care and specialty residents each year.

Maintaining Access to Professional Education

The University is committed to maintaining access to its professional degree programs for members of the military, students of color, first-generation students and others with diverse backgrounds and experiences. Since fiscal year 2015, the Admissions Office that serves most professional programs has waived the application fee for all McNair Scholars. These are nationally recognized scholars who are either first-generation college students unable to afford postbaccalaureate education or underrepresented minorities with a strong demonstrated academic record. This fee waiver is in addition to that for active military personnel or veterans that has been in place since late 2013. Another example is the application fee grants that the Humphrey School of Public Affairs offers to Pickering Fellows, Truman Scholars, and other outstanding applicants with an interest in the fields of public/foreign affairs and public service leadership as well as those with demonstrated financial need. While many colleges have seen a declining trend in total applications for postbaccalaureate degree programs, the Humphrey School has been able to reverse the trend and recorded the highest number of applications from students of color in 2015–16 (the most recent data available).

The Master of Social Work program provides financial support to approximately 60 percent of its students through foundation funds from donors and pursuing federal training grants in child welfare and health services. In addition, initial licensure Master of Education students receive over $600,000 in scholarships annually.
### Table 4-12. Selected Health Professions Program Loan Data

<table>
<thead>
<tr>
<th>Program</th>
<th>Number of Graduates</th>
<th>% with Loans</th>
<th>Average Loans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor of Dental Surgery (D.D.S.)</td>
<td>109</td>
<td>84</td>
<td>$241,411</td>
</tr>
<tr>
<td>Doctor of Veterinary Medicine (D.V.M.)</td>
<td>97</td>
<td>90</td>
<td>$175,365</td>
</tr>
<tr>
<td>Medical Doctor (M.D.)</td>
<td>232</td>
<td>87</td>
<td>$173,613</td>
</tr>
<tr>
<td>Doctor of Pharmacy (Pharm.D.)</td>
<td>153</td>
<td>84</td>
<td>$155,184</td>
</tr>
<tr>
<td>Doctor of Nursing Practice (D.N.P.)</td>
<td>96</td>
<td>70</td>
<td>$89,697</td>
</tr>
<tr>
<td>Master of Nursing (M.N.)</td>
<td>64</td>
<td>80</td>
<td>$42,215</td>
</tr>
<tr>
<td>Bachelor of Science in Nursing (B.S.N.)</td>
<td>137</td>
<td>72</td>
<td>$33,092</td>
</tr>
</tbody>
</table>

Source: Office of Institutional Research, University of Minnesota

The part-time Master of Business Administration (M.B.A.) program on the Twin Cities campus, which has approximately 1,000 students enrolled, has been reimagined as a fully flexible hybrid program with simultaneous delivery of the core in online and offline sections, along with compressed format courses and online electives. Online “seats” have grown from 166 in 2011 to 1034 in 2015. The introduction of 21 online courses as well as compressed-format courses delivered in short time frames have increased average credit consumption in the program by about three credits per year. The program now has the flexibility to recruit part-time M.B.A. students from a broader regional geography.

The Master of Business Taxation (M.B.T.) Program has been making plans to launch a fully online program beginning in fall semester 2017. The plan is consistent with the role and mission of the M.B.T. program to offer graduate tax education to working professionals in outstate Minnesota and surrounding communities in addition to those who live and work in the Twin Cities area. Tax professionals in the M.B.T. program come from CPA firms that range from the Big Four to small local companies. The ability to increase enrollment in courses by offering an online program is consistent with offering a broad-based graduate tax education.

With critical concerns about student debt, the health professions programs and schools closely monitor student financing of health professions degrees. In a review of loan data from selected health professions programs (Table 4-12), more than 70 percent of 2016 graduates reported the use of loans to finance their education. Over 70 percent of the students enrolled in doctoral training programs (D.D.S., D.N.P., M.D., Pharm.D.) supported their education through loans.

The Law School has sharply increased scholarship support for its students. More than 90 percent of the most recent entering J.D. class received grant aid. The percentage of students graduating with no Law School debt has been increasing since 2011–12 to 28 percent in the most recent reporting period, while in the same period the average amount of Law School debt for the remaining students has decreased to $92,190 (which is much lower than the national average). The Law School continues to make fundraising for student scholarships one of its highest priorities.

### Recruiting and Retaining Outstanding Students from Diverse Populations

Recruiting, training, and graduating diverse students who will become teachers, policy makers, counselors, social workers, and other professionals to serve communities is not only a priority of the University, it is also an increasingly important aspect of accreditation review. The Diversity of Views and Experiences (DOVE) Fellowship is the University’s main funding program for the recruitment of “academically excellent students with diverse ethnic, racial, economic, and educational backgrounds and experiences.” This fellowship is open to the majority of professional degree programs and has been
helpful in successfully recruiting diverse students for programs such as social work and public policy that have some similarities to research-based graduate programs.

The Master of Social Work (M.S.W.) program actively recruits a diverse population with between 25–30 percent of students coming from communities that are underrepresented in higher education, and overrepresented in seeking social work services. Emphasis in the Master of Social Work “Community Change” concentration has increasingly looked at changing demographics of the surrounding community and building on assets of new communities, particularly immigrant and refugee communities. One of the courses in this concentration regularly meets at the Brian Coyle Center, which houses a number of agencies and groups that support the Somali community in the Twin Cities. Master of Social Work students and faculty draw from the expertise of these agencies in the classroom.

The new Minneapolis Residency Program (MRP), an elementary education Master of Education (M.Ed.) program, focuses on diversifying the teacher candidate pool by partnering with the Minneapolis Public Schools, the Minneapolis Federation of Teachers, and the Education Support Professionals Local 59. Accepted applicants enter a graduate program and work toward an elementary license. Each MRP “resident” earns payment from the school district, is eligible for benefits during the residency, and pays a reduced fee for their program at the University. The program’s inaugural cohort is made up of 25 individuals selected from an initial pool of more than 100 applicants. The group is 76 percent residents of color, compared with 14 percent of teachers currently in Minneapolis Public Schools overall.

The Department of Landscape Architecture leverages fellowships to specifically recruit and retain diverse students for the Master of Landscape Architecture (M.L.A.) program, including the Ager Fellowship and the Clinton N. Hewitt Prize. The Research Assistants in Practice program—in which students partner directly with non-profit organizations, government agencies, or firms—supports the success of underrepresented students via salary, tuition benefits, and health benefits.

The Carlson School’s diversity of student body statistics have held steady. The school moved the responsibility for student diversity efforts from the dean’s office into the program offices, so that the diversity director could work closely with recruitment and student services within the M.B.A. and new specialty master’s programs, with the mission of better supporting the recruitment of a diverse student body and supporting the academic success of students from historically underrepresented and non-traditional backgrounds. A recent curriculum overhaul in the executive and full-time M.B.A. programs has incorporated the advancement of diversity and intercultural competencies into leadership development as essential aspects of intellectual growth and development for students.

The percentage of women entering the full-time M.B.A. program in fall 2015 is 29 percent; the part-time M.B.A. program and the executive M.B.A. program achieved 38 percent and 28 percent women, respectively. In the full-time M.B.A., a successful effort to recruit veterans, with philanthropic support for fellowships, resulted in a decline in gender balance. The Carlson School continues to actively support the recruitment and retention of women through a strategic women’s initiative that features productive engagement with the Forte Foundation, Women in Business, and the National Association of Women MBAs, as well as a slate of activities throughout the year such as an annual Women’s Leadership Conference, Women in Finance and Women in Entrepreneurship conferences, as well as a concerted effort to raise more fellowship support for women.

Other initiatives supported by the Carlson School include a travel stipend program and on-site career services to support student participation in annual affinity conferences for National Black MBA Association, National Society of Hispanic MBAs, Asian MBA and others; hosting high-ability prospective MBA students annually from diverse backgrounds at the school.

The Law School continues to recruit a highly qualified, talented, and diverse student body. The most recent entering class of J.D. candidates had a median LSAT at the 89th percentile nationally and a median undergraduate GPA of 3.76. Approximately 14
percent of the students are of color, and ten percent are from other countries. Students come from throughout Minnesota, from 29 other states, and from around the world. Many students recruited from outside the state remain in Minnesota and become leaders in law firms and businesses, as well as in state and municipal governments and community organizations. In addition, the Law School has an LL.M. class consisting of 61 talented foreign lawyers from 21 countries who have come to Minnesota for a one-year master’s program designed to introduce them to the U.S. legal system.

The Law School has pursued multiple strategies to enhance recruitment. Students are more inclined to apply to highly ranked schools, and the Law School has maintained a top-25 U.S. News and World Report ranking. Admissions staff and faculty members are extensively involved in recruitment through attendance at information sessions around the country, informal meetings with visiting applicants, and phone calls to admitted students. In addition, the Law School has expanded its efforts to recruit promising students through a combination of scholarships, fee waivers, admissions outreach, and the development of web and print promotional materials.

The Law School has also taken steps to improve diversity and inclusion. It participates in pipeline initiatives to expose promising potential students from diverse communities to the possibilities of legal education, including the annual JTB-APO Summer Legal Institute for high school students and the Minnesota Pre-Law Scholars Program for undergraduates, which is a comprehensive summer-long law school and LSAT preparation course targeted to underrepresented Minnesota residents. The Law School’s Admissions Office and Faculty Diversity Committee are also experimenting with new outreach programs to connect prospective applicants with current law students and members of the local bar. Once students enroll, they have access to a wide range of courses taught from diverse perspectives. The Diversity Committee has driven efforts to expand programming support for affinity student organizations, with dedicated staff advising and funding to supplement student-driven practitioner panels, social events, and service projects. Starting in January 2016, the Law School launched an annual MLK Convocation program, featuring distinguished panelists (such as Justice Alan Page ’78) addressing areas of legal inequity.

Applications to the Law School have followed nationwide trends and have declined substantially from their peak, although only by one percent since 2015. Despite receiving fewer applications, the Law School has continued to recruit highly qualified and diverse classes. The Law School has compensated for the smaller size of the entering J.D. class by creating and expanding other degree programs (such as the Master’s in Patent Law, L.L.M., and S.J.D.), as well as by reducing expenses.

Health professions program admissions continue to be competitive, with applications far exceeding the open positions. In the 2015–16 academic year, the Twin Cities campus of the Medical School had the highest number of applications: 4,226 for 160 positions (Table 4-13).

The health professional programs place significant emphasis on training health professionals that value differences and demonstrate cultural competence to meet the needs of the populations they serve. Programs actively recruit and work to retain students, staff, and faculty from underrepresented groups to increase diversity in the healthcare workforce (Table 4-14).

The Medical Laboratory Sciences program student population is one of the most culturally diverse undergraduate programs at the University, with 49 percent of students self-identified as multicultural. These students are also multilingual speakers of English representing an array of primary language backgrounds including Akan, Amharic, Arabic, Cambodian, Cantonese, Chinese, Kiisi/Swahili, Korean, Oromo, Russian, Somali, and Vietnamese. The program serves as a gateway for diverse student populations to enter the healthcare workforce.

The School of Nursing was one of twelve schools of nursing nationally to receive the 2016 Insight into Diversity Magazine’s Excellence in Diversity Award, open to all colleges and universities across the U.S. The award measures an institution’s level of achievement and intensity of commitment in regard to broadening diversity and inclusion on
campus through initiatives, programs, and outreach; student recruitment, retention, and completion; and hiring practices for faculty and staff. The School of Nursing has also seen consistent and positive growth in enrollment of highly qualified students of color in all programs. In 2015, 21 percent of the School of Nursing’s student body were students of color.

Other health professional programs also reflect a commitment to student diversity. The Duluth campus of the Medical School is ranked second in the nation for graduating American Indian students. Twenty-nine percent of the students enrolled in the Pharm.D. program self-identify as multicultural. Of the 471 students enrolled in the Doctor of Dental Surgery (D.D.S.) program, 23 percent (n=101) self-identify as multicultural. Twenty-two percent of 820 students enrolled in the Twin Cities campus of the Medical School self-identify as multicultural. Twenty-nine percent of the students enrolled in the Master of Health Care Administration and Master of Public Health programs self-identify as multicultural.

Table 4-13. Health Professional Program Admissions

<table>
<thead>
<tr>
<th>Program</th>
<th>Applications</th>
<th>Offers</th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science (B.S.) in Medical Lab Science</td>
<td>99</td>
<td>65</td>
<td>55</td>
</tr>
<tr>
<td>Bachelor of Science in Dental Hygiene (BSDH)/Master of Dental Therapy (MDT)</td>
<td>19</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Bachelor of Science (B.S.) in Dental Hygiene</td>
<td>73</td>
<td>28</td>
<td>24</td>
</tr>
<tr>
<td>Doctor of Dental Surgery (D.D.S.)</td>
<td>1,268</td>
<td>200</td>
<td>111</td>
</tr>
<tr>
<td>Doctor of Medicine (M.D.) at Duluth</td>
<td>1,700</td>
<td>89</td>
<td>60</td>
</tr>
<tr>
<td>Doctor of Medicine (M.D.) at Twin Cities</td>
<td>4,226</td>
<td>256</td>
<td>160</td>
</tr>
<tr>
<td>Bachelor of Science (B.S.) in Nursing</td>
<td>203</td>
<td>129</td>
<td>125</td>
</tr>
<tr>
<td>Doctor of Nursing Practice (D.N.P.)</td>
<td>227</td>
<td>150</td>
<td>107</td>
</tr>
<tr>
<td>Master of Nursing (M.N.)</td>
<td>279</td>
<td>86</td>
<td>64</td>
</tr>
<tr>
<td>Master of Occupational Therapy (M.O.T.)</td>
<td>584</td>
<td>101</td>
<td>45</td>
</tr>
<tr>
<td>Doctor of Pharmacy (Pharm.D.)</td>
<td>747</td>
<td>345</td>
<td>165</td>
</tr>
<tr>
<td>Master of Public Health (M.P.H.)</td>
<td>1,014</td>
<td>521</td>
<td>174</td>
</tr>
<tr>
<td>Doctor of Veterinary Medicine (D.V.M.)</td>
<td>887</td>
<td>187</td>
<td>104</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11,326</strong></td>
<td><strong>2,165</strong></td>
<td><strong>1,179</strong></td>
</tr>
</tbody>
</table>

Source: Office of Institutional Research, University of Minnesota

Table 4-14. Racial and ethnic diversity of students enrolled in health professional programs, all campuses, 2012–2016

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>1.5%</td>
<td>1.4%</td>
<td>1.3%</td>
<td>1.7%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Asian/Pacific/Hawaiian</td>
<td>8%</td>
<td>8%</td>
<td>8.4%</td>
<td>9.2%</td>
<td>8.9%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>3.3%</td>
<td>3.7%</td>
<td>3.9%</td>
<td>4.1%</td>
<td>4.3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1.6%</td>
<td>1.7%</td>
<td>2.1%</td>
<td>2.5%</td>
<td>2.5%</td>
</tr>
<tr>
<td>International</td>
<td>2.8%</td>
<td>3.1%</td>
<td>2.8%</td>
<td>3.2%</td>
<td>3.3%</td>
</tr>
<tr>
<td>White</td>
<td>72%</td>
<td>70.8%</td>
<td>71.3%</td>
<td>70%</td>
<td>68.8%</td>
</tr>
<tr>
<td>Unknown</td>
<td>10.8%</td>
<td>11.3%</td>
<td>10.2%</td>
<td>9.3%</td>
<td>9.8%</td>
</tr>
</tbody>
</table>

Source: Academic Health Center, University of Minnesota
Providing a Great Student Experience and an Extraordinary Education

As the state’s flagship higher education institution, the University has the obligation to produce well-trained professionals that meet the workforce demands of local communities and beyond. Professional education at the University is responsive to the changing labor market landscape, as demonstrated by the following examples.

- The Master of Social Work (M.S.W.) program places students in internships in counties throughout the state, preparing students in all aspects of child welfare including child protective services, foster care and foster care licensing, adoption and kinship adoption, and family group conferencing. The program also seeks community input through monthly “Conversations with the Community.” In this lunch-time seminar series, agencies that serve specific communities converse with social work students and faculty members about all aspects of their services.

- The Special Education Master of Education (M.Ed.) initial licensure program created the “Emotional and Behavioral Disorders” (EBD) residency-based program to address a statewide shortage of special education teachers. Faculty members created a new delivery method for EBD, so that existing curriculum could be taught to working professionals in five school districts in the Twin Cities and surrounding areas.

- The Master of Landscape Architecture (M.L.A.) program redesigned a required course sequence to cover topics related more directly to practice. These new courses teach the topics synthetically and realign the content by scale and complexity to better match projects that students will encounter in the real world.

- A distinctive feature of the full-time Master of Business Administration (M.B.A.) program on the Twin Cities campus is that every student has to spend 15 months in one of four “Enterprises” (Funds, Brands, Consulting, Ventures). Students work on live projects for firms in the brands, consulting, and ventures enterprises, and select investments for about $38 million of client money invested in an Equity and a Fixed Income fund in the funds enterprise.

- The Executive M.B.A. program features a Virtual Team Project, a required course where students work on a new product introduction in cross-national teams from November through April of their second year. Students complete and present their projects before a panel of industry and academic judges.

- The College of Continuing Education redesigned its postbaccalaureate Addiction Studies certificate program to be a Master of Professional Studies in Addictions Counseling degree that meets the Minnesota state requirements for the Alcohol and Drug Counselor licensure.

- The Master of Human Rights program is an intercollegiate, interdisciplinary collaboration between the College of Liberal Arts and the Humphrey School of Public Affairs that prepares students for positions addressing global human rights challenges through research, policy analysis, and advocacy.

- The Master of Tribal Administration and Governance degree on the Duluth campus, developed after two years of consultation with Indian tribes, meets the need for applied training to become tribal employees and executives, using best practices for running a tribal government. Graduates have an understanding of relevant federal laws, federal accounting requirements, and federal-tribal-state relations, as well as training in leadership, ethics, and tribal management skills.

Similarly, the following examples demonstrate that health professional schools are developing new degree programs, implementing curricular innovations, and establishing new clinical practice models and programs in response to the emergence of new professions as healthcare transformation continues.

- The Bachelor of Science Dental Hygiene/Master’s in Dental Therapy Dual Degree Program prepares students for Minnesota’s newest oral health profession, and continues to evolve as clinics and dentists better understand the value that dental therapists bring to the oral healthcare team. In fall 2016, Dentistry admitted its first cohort of students who will earn both a Bachelor of Dental
Hygiene and a Master of Dental Therapy degree. In this 32-month program, dual-degree students will continue to learn alongside dental and dental hygiene students in a team environment. Graduates will be eligible to be licensed as both a dental hygienist and a dental therapist. Dental therapists are required by law to work in settings that serve low income and underserved populations or in an area with a dental health professional shortage. Expressed demand for a dual-licensed dental hygienist/therapist is high among dental clinics that are interested in incorporating dental therapy into their practice and are located outside the seven-county metropolitan area. The School of Dentistry’s educational program also continues to evolve based on findings from research studies and conversations with safety-net dental providers and other potential employers.

- The School of Nursing fully implemented a Freshman Nursing Guarantee Program for the B.S.N. program on the Twin Cities campus. This provides high school students interested in attending the School of Nursing with the opportunity to apply to the Freshman Nursing Guarantee program and begin the nursing major after the freshman year.

- The Medical School, in partnership with the College of Liberal Arts, has established a B.A. to M.D. program. The initial pilot will enroll up to ten students.

- In fall 2016, the School of Public Health launched the doctoral program in Molecular and Systems Toxicology to develop leaders in toxicology research and practice who will create new strategies to predict and manage environmental determinants of human disease. The Ph.D. program collaborates with the Minnesota Department of Health, the USEPA Laboratory in Duluth, the Center for Stem Cell Research, and the Masonic Cancer Center.

- The School of Public Health also developed a graduate minor in Health Equity.

- The 4/1 Joint Bachelor’s Degree/Master of Public Health with the College of Biological Sciences and the Environmental Health program was designed for highly motivated students who are interested in practicing in the field of Environmental Health Sciences emphasizing education, practice in the community, and promoting public health.

- The 4/1 Joint Bachelor’s Degree/Master of Science with the School of Statistics and the Biostatistics program was designed for highly motivated students who are interested in the field of biostatistics, balancing education in applied and theoretical biostatistics, mathematical statistics, and computing, all within the context of public health, medicine, and clinical translational research.

The Law School offers one of the most rigorous and comprehensive legal education programs in the country. Almost all J.D. candidates graduate in three years, except for those earning joint degrees in other University programs. The Law School is at the forefront of a small group of schools leading the transformation of legal education nationally and internationally. Recent changes to the curriculum are designed to integrate doctrine, theory, professional values, and lawyering skills to ensure that students graduate with the tools necessary to be effective advocates and counselors. Recently launched initiatives include:

- A new required Legislation/Regulation course that introduces students to the tools of statutory interpretation, the operation of administrative agencies, and judicial review of agency decisionmaking.

- Early implementation of the American Bar Association’s experiential learning requirement a year ahead of most law schools, including a required first-year experiential course, more than a dozen simulation-based courses that enroll hundreds of students in small sections that facilitate intensive training and feedback, and one of the largest live client clinics in the United States that offers more than 200 seats and opportunities for students to represent clients in approximately 400 matters each year.

- Two new concentrations (Immigration Law and Family Law), bringing the total number to eleven.

- The new Minnesota Law Public Interest Residency Program expands career opportunities by connecting leading public interest and government organizations with law students.
interested in public service. Students receive real-world experience as externs while also earning credit and are guaranteed a full-time, paid legal position with their host organization during the year following graduation.

• New courses designed to ensure that the curriculum adapts to the changing legal landscape, including: Data Compliance Practicum, Intellectual Property and Entrepreneurship Clinic, and Military Law and Advocacy.

Preparing Professional Education Graduates for Success

The University is the state’s primary source for many professional industries. For example, the University granted 1,385 health professional degrees (including undergraduate degrees), 327 legal-related degrees, 536 Master of Education degrees, and 606 M.B.A. degrees in 2016 (Table 4-15). The University seeks to ensure that these students obtain the experiences they need and graduate in a timely fashion. For example, graduation rates in the health professional programs are very high, with the five-year graduation rates for 2011 matriculating classes across most of the health programs exceeding 90 percent (Figure 4-X).

Graduates Prepared to Serve
As demonstrated by the following examples, the University strives to prepare its professional education graduates to serve their professions and the public.

College of Education and Human Development
The Master of Social Work (M.S.W.) “Mental Health” concentration focuses on providing services for diverse populations, including newly arriving immigrant and refugee populations. The curriculum also focuses on the role of trauma in mental health.

An unmet need in the community has been services for persons with co-occurring problems of mental illness and chemical dependency. The School of Social Work is addressing this through a course on substance abuse and social work, and by looking at co-occurring disorders in all of its mental health assessment and intervention classes.

The M.S.W. program has designed a curriculum that intersects with the Academic Health Center, providing all social work students in the Health Disability and Aging concentration with the requirement to complete a seminar in working in interdisciplinary and interprofessional healthcare teams.

Minneapolis Residency Program Master of Education students participate in clinical practices that are contextualized to district-identified needs so that graduates are well prepared for the first year of teaching. Coursework emphasizes racial equity and pedagogical content. Students complete competency-based performance assessments throughout their residency year, and assessments are aligned to district, university, and state evaluation tools.

College of Design
Students in the Master of Landscape Architecture program have the unique opportunity to serve as Research Assistants in Practice, working directly with non-profit organizations, government agencies, or firms, which sets the RAs in Practice apart from conventional research assistantships.

Carlson School of Management
The Graduate Business Career Center provides comprehensive support to students in professional programs. In the full-time M.B.A. program, coaches see more than 3,300 appointments across the different programs, schedule more than 100 on-campus recruiting information sessions, post more than 100 active positions and host more than 1,400 students in over 80 career workshops. These efforts are reflected in the School’s most recent 96 percent placement rate, as well as rising starting salaries. The School’s top 15 hiring companies in 2015 included General Mills, Deloitte, Accenture, Land O’Lakes, Target, Dish Networks, McKinsey, 3M, UnitedHealth Group, Pepsico, Medtronic, Boston Scientific, Valspar. Students also accepted offers from Google, LinkedIn, Kimberly Clark, Lazard Middle Market, Johnson & Johnson, Bain, and Boston Consulting Group.

In addition, the full-time M.B.A. curriculum includes a Minnesota model of leadership development, jointly developed by Professor Theresa Glomb and Kevin Wilde, Chief Learning Officer of General Mills. Integrated throughout the entire two-year experience, and particularly embedded in the M.B.A. Enterprises, this leadership practicum prepares students for pivotal leadership moments, and to work in teams.
Table 4-15. Fall 2016 enrollment and degrees awarded in select professional programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Campus</th>
<th>Enrollment</th>
<th>Degrees Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dental Hygiene (B.S.D.H) &amp; Dental Therapy (M.D.T)</td>
<td>Twin Cities</td>
<td>51</td>
<td>32</td>
</tr>
<tr>
<td>Dental Surgery (D.D.S.)</td>
<td>Twin Cities</td>
<td>443</td>
<td>109</td>
</tr>
<tr>
<td>Medicine (M.D.)</td>
<td>Duluth, Twin Cities</td>
<td>943</td>
<td>232</td>
</tr>
<tr>
<td>Mortuary Science (B.S.)</td>
<td>Twin Cities</td>
<td>52</td>
<td>34</td>
</tr>
<tr>
<td>Physical Therapy (D.P.T.)</td>
<td>Twin Cities</td>
<td>146</td>
<td>51</td>
</tr>
<tr>
<td>Bachelor of Science in Nursing (B.S.N.)</td>
<td>Rochester, Twin Cities</td>
<td>395</td>
<td>137</td>
</tr>
<tr>
<td>Master of Science in Nursing (M.S.N.)</td>
<td>Twin Cities</td>
<td>127</td>
<td>64</td>
</tr>
<tr>
<td>Doctor of Nursing Practice (D.N.P.)</td>
<td>Twin Cities</td>
<td>353</td>
<td>96</td>
</tr>
<tr>
<td>Pharmacy (Pharm.D.)</td>
<td>Duluth, Twin Cities</td>
<td>666</td>
<td>153</td>
</tr>
<tr>
<td>Public Health (M.P.H.)</td>
<td>Twin Cities</td>
<td>513</td>
<td>219</td>
</tr>
<tr>
<td>Healthcare Administration (M.H.A.)</td>
<td>Twin Cities</td>
<td>162</td>
<td>61</td>
</tr>
<tr>
<td>Occupational Therapy (M.O.T.)</td>
<td>Rochester, Twin Cities</td>
<td>98</td>
<td>51</td>
</tr>
<tr>
<td>B.S. in Medical Lab Sciences</td>
<td>Rochester, Twin Cities</td>
<td>65</td>
<td>49</td>
</tr>
<tr>
<td>Veterinary Medicine (D.V.M.)</td>
<td>Twin Cities</td>
<td>405</td>
<td>97</td>
</tr>
<tr>
<td>Law and Business Law (L.L.M.)</td>
<td>Twin Cities</td>
<td>62</td>
<td>74</td>
</tr>
<tr>
<td>Doctor of Law (J.D.)</td>
<td>Twin Cities</td>
<td>573</td>
<td>248</td>
</tr>
<tr>
<td>Patent Law (M.S.P. L.)</td>
<td>Twin Cities</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Master of Architecture (M.Arch.)</td>
<td>Twin Cities</td>
<td>85</td>
<td>43</td>
</tr>
<tr>
<td>Master of Landscape Architecture (M.L.A.)</td>
<td>Twin Cities</td>
<td>53</td>
<td>21</td>
</tr>
<tr>
<td>Master of Education (M.Ed.)</td>
<td>Duluth, Twin Cities</td>
<td>996</td>
<td>536</td>
</tr>
<tr>
<td>Master of Social Work (M.S.W.)</td>
<td>Duluth, Twin Cities</td>
<td>327</td>
<td>150</td>
</tr>
<tr>
<td>Master of Business Administration (M.B.A.)</td>
<td>Duluth, Twin Cities</td>
<td>1,275</td>
<td>606</td>
</tr>
</tbody>
</table>

Source: Office of Institutional Research, University of Minnesota

Figure 4-X. Five-year graduation rates of health education programs, student matriculating in 2011

Source: Office of Institutional Research, University of Minnesota
School of Nursing

The School of Nursing completed its third successful year in partnership with the Minneapolis Veterans Administration Health Care System in Minneapolis, giving students experience in the unique needs of veterans and enabling Nursing to expand cohort size.

The Doctor of Nursing Practice program began admitting its first students in 2009. The program has grown significantly to meet the needs of the state and region. In 2016, the program had the largest full-time D.N.P. program in the country, producing 95 graduates.

A program collaboration begun in 2016 with the Rochester campus makes it possible for students with no prior college experience to complete all prerequisites and program requirements for the Bachelor of Science in Nursing program entirely on the Rochester campus.

A team of researchers and clinicians have been deployed in western Minnesota to build the capacity of rural providers to diagnose and treat peripheral artery disease. Field-shaping research at the University has identified new and effective ways to detect and manage this often undiagnosed and debilitating vascular disease. This work is funded with a $1.2 million grant from the Margaret A. Cargill Foundation.

Nursing is leading a family-based initiative in the New Ulm area of the state designed to prevent childhood obesity, in partnership with Allina Health and the Minneapolis Heart Institute. This farming region reports one of the highest childhood obesity rates in the country. The initiative is funded by a $3.3 million grant from the National Institutes of Health.

Nursing maintains an integrated leadership and research structure with University of Minnesota Health and Fairview Health Services, called the Nursing Collaboratory. A lead research scientist has been jointly hired, and a project database system was developed to give doctoral students opportunities to study and address real system concerns.

School of Dentistry

The Minnesota Collaborative Rural Oral Health Project (MN-CROHP) aims to bring dental and dental therapy students together with medical and other health professional students in rural practice settings and train them to provide integrated health care services and team-based oral health care. This project grew out of the increasing need of rural Minnesotans to access oral health care. The shortage of oral health care providers in rural areas, an insufficient number of providers willing to accept Minnesota Health Care Program patients, a slow acceptance of dental therapists, insufficient dental insurance coverage, and a lack of integrated medical/oral health care and team-based care contribute to this need.

The project’s goal is to increase access to oral healthcare in underserved rural Minnesota communities by creating a new model of care that integrates interprofessional education, team-based delivery of care, and utilizes mid-level providers. The project objectives are to 1) integrate oral health into the health care delivery systems in underserved rural communities; 2) prepare dental and dental therapy students to practice in underserved rural communities; 3) expand access to oral health care for children; 4) enhance training for dental therapists; and 5) prepare students to deliver culturally sensitive care. The project will educate dental and dental therapy students alongside medical, pharmacy, and nursing students in rural interprofessional settings. Students will provide oral health screening, promotion, preventive services, and referrals for children.

The project will also establish a rural preceptorship and mentoring program for private practitioners to mentor students with the anticipated outcome of new graduates serving in rural communities after graduation. With the support of the Minnesota Dental Association, 19 rural dentists have been recruited to serve as mentors/preceptors. The project team has also established networks with non-profit organizations serving children and families in these communities.

Nineteen dental and dental therapy students have been selected as MN-CROHP scholars for 2016–2017. Eighteen students completed their community engagement in different rural communities under the preceptorship of their mentors who practice in the communities.

Medical School

To enhance the clinical training experiences of medical students, the Medical School developed two
new programs focused on providing longer clinical experiences at a single site and with a specific focus. These new programs complement the traditional block rotations where students rotate to different sites for up to eight weeks. Education in Pediatrics Across the Continuum (EPAC) uses a competency-based framework to redesign a medical education pathway from early in medical school through completion of residency focused on pediatrics. This pilot program completed its first year with two out of the four students meeting all of the competencies to advance from medical school to pediatric residency earlier than expected. A second cohort of students is now enrolled in this program.

The VA Longitudinal Undergraduate Medical Education (VALUE) is a ten-month longitudinal integrated clerkship for third-year medical students at the Minneapolis VA Health Care System. The program is focused on providing education in multiple specialties with a focus on quality improvement and patient safety. The first cohort of students met all goals of the program including completion of a quality improvement project.

A new program of longitudinal clinical training is set to begin based at Hennepin County Medical Center with a focus on underserved populations and health disparities.

These new programs are modeled after the successful Rural and Metropolitan Physicians Associates Programs that embed students in rural or urban underserved clinical practices for nine months during their third year of medical school. These programs are setting the framework for the Medical School’s greater emphasis on competency-based assessment and progression with the goal of individualizing learning pathways but standardizing outcomes.

Law School

Law faculty and students are involved in numerous projects designed to serve the public. In many cases faculty and students work side by side, blending the Law School’s education and outreach missions. The Robina Institute of Criminal Law and Criminal Justice is working with state and local governments on multiple aspects of criminal justice policy. The Institute is working directly with Massachusetts, New York City, two counties in Texas, and several urban and rural counties in Minnesota to study and improve the probation system. The Institute is also working with the Pennsylvania Board of Probation and Parole to study and improve parole practices. The Institute is also working with Massachusetts and Nevada on sentencing guidelines systems. The Institute’s Executive Director recently served on the Minnesota Senate’s Prison Population Control Task Force and is currently serving on a committee formed by the state legislature to consider whether Minnesota should enact an earned compliance program for probation.


The Corporate Institute, which brings students and mentoring attorneys together to help women- and minority-owned businesses start up or grow, logs more than 8,000 service hours each academic year.

The Clemency Project course enables students to prepare clemency petitions for non-violent drug offenders serving lengthy prison sentences who would be sentenced to shorter terms if the sentencing were to take place today. President Obama recently granted seven petitions drafted by law students and their faculty advisor.

Hundreds of law students receive academic credit for serving the public while developing professional skills. Examples include 24 legal clinics that allow students to work directly with members of the local community, a judicial externship program that places students in the chambers of state and federal judges, and a field placement program that enables students to work with government offices and legal service providers.

The Center for New Americans continues to engage law students and volunteer attorneys in high-impact
public service, winning changes in U.S immigration laws that have benefited thousands of people. In the last year, center faculty have supervised over 50 students in prominent cases that have expanded protection for refugees and freed asylum seekers from unconstitutional detention. Last December, The New Yorker featured the center’s successful litigation that brought national attention to the government’s controversial policy of detaining traumatized refugees.

The Public Service program encourages students to provide free legal assistance to the local community. Last year, students devoted more than 12,000 hours of their time to numerous organizations, including the Minnesota Assistance Council for Veterans, Legal Services of Northwest Minnesota, and the Minnesota Disability Law Center.

Dozens of faculty members are involved in helping to shape state, federal, and international law through their scholarship, testimony, commentary, public service, membership on boards, and advising work with governmental and private organizations. For example:

- Prof. Robert Stein is one of Minnesota’s commissioners on the Uniform Law Commission;
- Prof. Kevin Reitz is the American Law Institute’s Reporter for revisions to the Model Penal Code;
- Prof. Susan Wolf is a principle investigator for an NIH-funded program to establish a legal framework for regulating the human genome;
- Prof. Ruth Okediji was appointed to the United Nations Secretary-General’s High-Level Panel on Access to Medicines;
- Prof. William McGeveran testified before the Minnesota Senate Judiciary Committee on the PRINCE Act;
- Prof. Hari Osofsky chaired the American Society of International Law’s observer delegation to the Paris climate change negotiations and has been instrumental in obtaining external funding for research projects that help local governments develop bipartisan approaches to energy planning;
- Prof. June Carbone is involved in efforts to transform domestic and international practices regarding surrogate motherhood, including through testimony before the Minnesota Surrogacy Commission and participation in a project at the University of Hong Kong that is creating a foundation for a UK Law Reform Commission;
- Prof. Richard Painter—who was President Bush’s chief ethics lawyer in the White House—has been frequently featured in the national media as an expert on campaign finance reform, banking regulation, and the recent presidential election; and
- Prof. Francis Shen is leading a new collaboration involving six University researchers and multiple community organizations to develop a Minnesota Model for addressing youth sports concussions.

Interprofessional Education

Given the continued transformation of healthcare environments to achieve the goals of providing patient-centered care, improving community health outcomes, and reducing healthcare costs, it is important that University health professional programs evolve to educate future professionals to work effectively in these transforming environments.

To support these efforts, the 1Health initiative is integrating interprofessional education across the Academic Health Center (AHC) and other University health professions schools and programs.

The components of the 1Health effort are designed to foster and support the development of the essential competencies of collaborative practice: development of shared values and ethics, understanding and appreciation of roles and responsibilities of other health professionals, interprofessional communication skills, and competencies in team work.

The 1Health curriculum consists of three sequential phases:

- Phase I—Orientation: The Foundations of Interprofessional Communication and Collaboration course provides tools to support student learning for effective communication, collaboration, and teamwork. In fall 2016, 1,022 students from 16 different professional programs participated in the course.
- Phase II—Necessary Skills: Learning activities in this phase provide students opportunities to develop the necessary skills to work interprofessionally. In fall 2016, a Community Teacher program connected students from five professions with a patient in the community
with a chronic disease. The teams of students visited with their teacher in a variety of clinical settings followed by a debriefing session with their classmates to share what they have learned. Additionally, students from dental hygiene, nursing, occupational therapy, and social work can take an online team communication skills course.

• Phase III—Expertise in Practice: The final phase of the 1Health initiative consists of the experiential portion of interprofessional education. Students in pharmacy, nursing, occupational therapy, social work, and medicine participate in an embedded interprofessional observational activity within a required clinical rotation.

An interprofessional curriculum for medical and pharmacy residents and doctorate of nursing practice students has also been developed. In 2016, 128 learners participated in a full-day workshop on teamwork, roles and responsibilities, and conflict management.

Finally, in 2015–2016, 112 faculty members have taken advantage of faculty development sessions on interprofessional facilitation, case writing, and assessment.

The Academic Health Center also provides financial assistance to students doing rotations in rural communities. In summer 2015, this program was refocused to advance interprofessional practice and education among students and practitioners by integrating interprofessional learning objectives into student training experiences in rural communities. Additionally, through preceptor and site development, the number of exemplary interprofessional learning sites where health professions students rotate will be increased.

National Reputations

The University’s professional education programs have strong reputations nationally and around the world, which allows graduates of these programs to engage in their chosen professions and serve with a high level of credibility and public confidence. For example, the Law School has maintained a top-25 U.S. News and World Report ranking over many years. Additionally, DesignIntelligence magazine’s 2016–17 report on the best architecture and design schools in America ranked the College of Design’s School of Architecture as the second most admired graduate architecture program by deans and chairs and the undergraduate Interior Design program among the top 20 in the nation. Interior Design was also selected by hiring professionals as one that best prepares students for a future in their professions.

The health professional schools have national prominence through a variety of national rankings as well:

• The Medical School is ranked 32nd in National Institutes of Health funding (2015, Blue Ridge Institute).

• The Department of Family Medicine and Community Health in the Medical School is ranked third in NIH funding among departments of Family Medicine (2015).

• In comparative data provided by the Association of American Veterinary Medical Colleges, the University’s College of Veterinary Medicine compares with its 28 peer colleges in the following metrics: sixth in total sponsored programs, fifth in total revenue, fifth in teaching hospital revenue, and 19th in state appropriations.

• U.S. News and World Report ranks a number of the health professions programs highly:
  ◦ The College of Pharmacy ranks second among all pharmacy schools in the nation, and is ranked third in research funding for pharmacy schools.
  ◦ The Medical School is tied for ninth in primary care.
  ◦ The School of Nursing’s Nursing Informatics specialty ranks second, the Nurse Midwifery specialty fourth, and the Doctor of Nursing Practice twelfth.
  ◦ The School of Public Health is ranked eighth in the nation; among schools in public universities it is ranked fourth.
  ◦ The Master of Health Administration program is tied for third nationally.
  ◦ Veterinary Medicine ranks ninth.
Research and Discovery

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

As described earlier in this report, the University’s research mission is to generate and preserve knowledge, understanding, and creativity by conducting high-quality research, scholarship, and artistic activity that benefit students, scholars, and communities across the state, the nation, and the world.

With this mission as a guide, the University in 2013 created a five-year research strategic plan, Five Years Forward, with partners across the University system. In alignment with the Twin Cities strategic plan and other campus plans, the research plan builds upon the University’s many strengths and creates opportunities to bring researchers together through collective inspiration and discovery. The following sections are the cornerstones of that vision.

Enhancing Research Excellence

The University seeks to enhance research excellence by investing in research infrastructure and faculty and educating our students for the challenges and opportunities of tomorrow. As the state’s major research university, the University plays an integral role in Minnesota’s academic research and knowledge creation. The University ranks eighth among public universities in research spending, with more than $881 million in research expenditures (Table 5-1), and because of survey reporting requirements, that figure represents research expenditures for the Twin Cities campus only. If all University campuses were reported together, the total would grow to $910 million. University of Minnesota research generates an estimated $8.6 billion annual economic impact for Minnesota.

A 2015 report, “America’s Knowledge Economy: A State-by-State Review,” highlighted public research universities as crucial contributors to the knowledge economy, providing advances in knowledge and technology that drive innovation, attract jobs, and foster economic growth.

According to the report, the impact of academic research in Minnesota, home to the University and the Mayo Clinic, exceeds the national average for nearly all fields of study. Minnesota ranks third in the nation for the number of publications produced per $1 million spent on research and has the highest number of publications per capita in the Midwest. The University also tracks the influence of these publications, including how often they are cited by other scholars in their own research (Progress Card measure).

The report also highlighted medicine as the field Minnesota research has the most impact on, noting that almost 27 percent of the state’s research pertains to the medical sector—the highest of any state—and its medical research is cited 32 percent more than the national average.

The University’s Academic Health Center (AHC) faculty typically expends more than $400 million in research grants each year, accounting for close to half of the University’s research portfolio shown in Table 5-1. The National Institutes of Health is the single largest sponsor of research at the AHC and the larger University, funding important projects across the entire continuum of biomedical and healthcare research in cancer, cardiovascular disease, neuroscience, infectious disease, diabetes, obesity, lung disease, child health, and fundamental studies in genetics, biochemistry, and cell biology.

Institutional Support for Research

Over the past five years, several funding programs from the Office of the Vice President for Research have provided more than $36 million to researchers.

Research Infrastructure Investment

The Research Infrastructure Investment program is one way the University ensures it maintains robust, state-of-the-art equipment to support research and academic endeavors, even as federal funding for research stagnates nationwide. These improvements to research infrastructure are key to catalyzing research and innovation, and support the University’s talented researchers as they explore new ideas, form interdisciplinary partnerships, and make groundbreaking discoveries.

In 2016, over $1.2 million dollars were matched one-to-one by funds from supporting colleges or centers, yielding over $2.5 million in total. Twelve proposals in at least nine colleges and eight centers and institutes across the University’s colleges and campuses
were chosen for funding, ranging from an asphalt performance tester at the Duluth campus to expanded 3D Bioprinting capacity to the Driven to Discover Research Facility at the Minnesota State Fair.

**Minnesota Futures**

The Minnesota Futures program supports extraordinary research by nurturing interdisciplinary ideas. The two-year grants, which are supported by technology commercialization revenue, fund research opportunities that cross disciplinary and professional boundaries and support in-depth research that aims to address society’s grand challenges. Since 2008, the Minnesota Futures grants have supported research by faculty who go on to win substantial grants and whose innovations reach the market to potentially improve the lives of millions.

The 2016 Minnesota Futures grants went to two projects, one to develop new therapies to fight life-threatening fungal infections and one to explore genetic control of invasive fish species.

**Grant Match/Grant-in-Aid**

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

### Table 5-1. Top 15 institutions reporting largest research and development expenditures, fiscal years 2014 and 2015

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<tbody>
<tr>
<td>1</td>
<td>Johns Hopkins U.</td>
<td>$2,242 million</td>
<td></td>
<td>$2,306 million</td>
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<td>3%</td>
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<tr>
<td>2</td>
<td>U. of Michigan–Ann Arbor</td>
<td>$1,349 million</td>
<td>1</td>
<td>$1,369 million</td>
<td>1</td>
<td>1%</td>
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<tr>
<td>3</td>
<td>U. of Washington–Seattle</td>
<td>$1,176 million</td>
<td>2</td>
<td>$1,181 million</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>4</td>
<td>U. of California–San Francisco</td>
<td>$1,084 million</td>
<td>3</td>
<td>$1,127 million</td>
<td>3</td>
<td>4%</td>
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<tr>
<td>5</td>
<td>U. of California–San Diego</td>
<td>$1,067 million</td>
<td>4</td>
<td>$1,101 million</td>
<td>4</td>
<td>3%</td>
</tr>
<tr>
<td>6</td>
<td>U. of Wisconsin–Madison</td>
<td>$1,109 million</td>
<td>5</td>
<td>$1,069 million</td>
<td>5</td>
<td>-4%</td>
</tr>
<tr>
<td>7</td>
<td>Duke U.</td>
<td>$1,037 million</td>
<td></td>
<td>$1,037 million</td>
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<td>0%</td>
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<tr>
<td>8</td>
<td>Stanford U.</td>
<td>$959 million</td>
<td></td>
<td>$1,023 million</td>
<td></td>
<td>6%</td>
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<tr>
<td>9</td>
<td>U. of California–Los Angeles</td>
<td>$948 million</td>
<td>6</td>
<td>$1,021 million</td>
<td>6</td>
<td>7%</td>
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<tr>
<td>10</td>
<td>Harvard U.</td>
<td>$933 million</td>
<td>6</td>
<td>$1,014 million</td>
<td>8</td>
<td>8%</td>
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<tr>
<td>11</td>
<td>U. of North Carolina–Chapel Hill</td>
<td>$989 million</td>
<td>7</td>
<td>$967 million</td>
<td>7</td>
<td>-2%</td>
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<tr>
<td>12</td>
<td>Cornell U.</td>
<td>$883 million</td>
<td></td>
<td>$954 million</td>
<td></td>
<td>7%</td>
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<tr>
<td>13</td>
<td>Massachusetts Inst. of Technology</td>
<td>$908 million</td>
<td></td>
<td>$931 million</td>
<td></td>
<td>2%</td>
</tr>
<tr>
<td>14</td>
<td>U. of Minnesota–Twin Cities</td>
<td>$877 million</td>
<td>8</td>
<td>$881 million</td>
<td>8</td>
<td>0%</td>
</tr>
<tr>
<td>15</td>
<td>Columbia U.</td>
<td>$891 million</td>
<td></td>
<td>$868 million</td>
<td></td>
<td>-3%</td>
</tr>
</tbody>
</table>

Source: National Science Foundation, National Center for Science and Engineering Statistics, Higher Education Research and Development Survey
five years, $14.5 million has been awarded through the GIA program.

Research Opportunities for Students
An important part of the educational experience at the University is the opportunity for students at all levels on all five campuses to engage with outstanding research faculty, not just in the classroom, but also in new research and creative projects. Undergraduate students can develop valuable skills through the Undergraduate Research Opportunities Program, and can present their research findings at campus symposia and a national conference dedicated to undergraduate research. Graduate and professional students work alongside faculty in the laboratory, the archives, and the studio, helping to generate new knowledge and creative works. Graduate and professional research roles prepare students to become future faculty as well as leaders in higher education, business, government, and non-profit organizations around the world.

Advancing Human Research Protections
Research has significantly contributed to improvements for many people from every walk of life. Many advances in knowledge would not have been possible without individuals willing to participate. The University is dedicated to meeting, upholding, and exceeding the highest ethical standards in research practices involving human participants.

Following a rigorous review and assessment of its human research policies and practices in 2015, the University is now implementing major changes to enhance its human research protection program. The Advancing Human Research Protections initiative has the aims of strengthening protections for human research participants and establishing a program that will serve as a national model.

Key areas targeted for enhancements include renewing the University’s commitment to research ethics, more education and training for investigators and staff, changes to Institutional Research Board (IRB) processes and policies, new approaches for managing conflicts of interest, and increased community participation and oversight.

The end of fiscal year 2016 marked the end of a busy phase for Advancing Human Research Protections, with 16 work teams of faculty and staff completing final reports and putting their findings into operation. Specific examples of progress include:

- Providing more rigorous and timely IRB reviews, which meant restructuring the IRB with more panels involving more members. The increase in membership ensures the relevant expertise is available to effectively evaluate the diverse and complex portfolio of research conducted by University investigators.
- Adopting new policies for research participants who have impaired or fluctuating capacity to consent. These policies were developed in consultation with the Center for Bioethics, the Research Compliance Advisory Committee, and the newly-created Community Oversight Board.
- Creating, with the Fairview Health System, the Fairview University Research Oversight Committee (FUROC) to improve communication and partnership between researchers and nursing staff.
- Launching a research ethics campaign to build awareness of the University’s principles, policies, and processes that uphold ethical research practices.

Advancing Transdisciplinary Partnerships
Transdisciplinary partnerships are research partnerships involving collaborators from different disciplines and from outside organizations. The research is aimed at solving grand challenges that require multi-disciplinary perspectives, with outcomes that are societally significant and transformative.

Minnesota’s Discovery, Research and InnoVation Economy (MnDRIVE)
MnDRIVE is a landmark partnership between the University and the state that aligns areas of University strength with the state’s key and emerging industries to produce breakthrough research that addresses the state and society’s greatest challenges. Since inception, more than $71 million in state funding has been authorized for research across the four MnDRIVE research areas, catalyzing projects involving nearly
832 researchers in 103 departments, 21 colleges, and three campuses (Twin Cities, Duluth, and Morris).

With these funds and others leveraged, the four MnDRIVE areas (robotics, sensors and advanced manufacturing; global food ventures; advancing industry, conserving our environment; and discoveries and treatments for brain conditions) have hired 511 people, including 31 new faculty, 246 graduate and undergraduate students, and 63 post-docs and have conducted some substantial outreach: more than 900 meetings, symposia, workshops, and conferences with more than 77,000 attendees ranging from researchers to industry partners.

MnDRIVE researchers in total leveraged $167 million in state, federal, and private funding from major companies and agencies such as Boston Scientific, the National Science Foundation, the U.S. Department of Agriculture, and the National Institutes of Health. These groups have also submitted 184 disclosures for inventions and helped launch 13 startup companies.

Another success is the fate of MnDRIVE students—so far, more than 30 MnDRIVE-supported students have graduated, and twelve of those students went to work at places like Medtronic, Seagate, and Toro.

The MnDRIVE Transdisciplinary Research program was a one-time grant opportunity to promote cross-disciplinary, collaborative research addressing at least three of the four MnDRIVE research areas. In 2014, nearly $6 million was awarded to twelve transdisciplinary research projects, including a precision agriculture project, headed by Associate Professor Demoz Gebre-Egziabher, who has partnered with private corporation Sentera to develop next-generation pest control for research and agricultural use. Another transdisciplinary success is the launch of a major clinical trial by Dr. Alexander Khoruts to study bioremediation of gut microbiota.

Increasing Informatics Capabilities

The University established Research Computing to consolidate management of services provided by the Minnesota Supercomputing Institute, the University of Minnesota Informatics Institute, and U Spatial. These three units offer increasingly customized resources for computer- and data-intensive research to the University research community.

The Minnesota Supercomputing Institute (MSI) is a nexus for leading-edge research in scientific computing, for fostering interdisciplinary research on campus, and for enabling public-private collaborations. With approximately 600 research groups, MSI plays enables high-impact research across the life, health, and social sciences and the more traditional high-performance computing tasks common to the engineering and physical sciences. Some recent publications generated by MSI researchers include an analysis of how the change from a prairie landscape to crop fields has affected Minnesota weather and a study indicating that mice from “dirtier” environments replicated human immune systems more closely than their “cleaner” counterparts.

The University of Minnesota Informatics Institute (UMII) was founded in 2014 to foster and accelerate research across the University system in agriculture, arts, design, engineering, environment, health, humanities, and social sciences through informatics services, competitive grants, and consultation. UMII funding supports undergraduate research through the UROP program and provides graduate fellowships for MnDRIVE-related research with a strong informatics component. One of the projects develops a high-throughput sensor technology together with real-time analysis to provide a rapid, automated diagnostic approach to pathogen or toxin screening in foods and food products.

U Spatial collaborates with departments and centers across the University to serve a fast-growing need for expertise in Geographic Information Systems (GIS), remote sensing, and spatial computing. One recent project allowed the Institute on the Environment’s Natural Capital Project researchers to learn more about the value recreational lake users place on water quality, and another mapped the age of sewers and water infrastructure across Minnesota towns and cities to help inform policymakers’ choices and investments.

Increasing Prominence of International Research

In 2015, an International Research Committee of faculty and staff reviewed the breadth of international research across the University and made recommendations to increase the prominence of international research to advance transdisciplinary partnerships. As a result, two funding opportunities
were announced in 2016 that primarily target three geographic areas: (i) Sub-Saharan Africa: Kenya, Tanzania, Uganda, South Africa, and Nigeria; (ii) South-East Asia: Indonesia, Hong Kong, Singapore, and Thailand; and (iii) South America: Argentina, Chile, and Peru. Projects in other countries may be considered.

One program supports visits of international visitors from high-potential geographic regions who hold faculty or senior research positions at a university or research organization in their home country. Additional funding is provided to the hosting academic unit for networking events. The second targets capacity building in centers and institutes to develop international research collaborations. This funding opportunity was established recognizing the substantial coordination that is required for the development of international collaborations and grant proposals with international partners.

**Grand Challenges Research**

Grand challenges are, simply stated, society’s most complex and vexing problems. The focus on grand challenges research is part of the vision to enhance exceptional cross-disciplinary research strengths and expand collaborations for greater impact. Indeed, the goal is for the University to be preeminent in solving the grand challenges of a changing world. The overarching goal, however, is for institutional transformation—making the cultural and systemic changes that remove barriers and disincentives and support faculty scholarship in new ways. The identification of research grand challenges through a faculty-based process is one approach, but many opportunities are being created to foster and reward interdisciplinary and disciplinary research. The four-year-old MnDRIVE initiative provides one glimpse at what success and culture change looks like. The faculty’s innovations in disciplinary, interdisciplinary, and publicly engaged research are all efforts that collectively move the institution toward transformational change. The University announced an initial set of investments to seed high potential collaborations. See the Twin Cities Planning chapter on page 10 for more detail.

**Publicly Engaged Research**

Public engagement, in part, is the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity. Through these partnerships, engaged research can address critical societal issues and contribute to the public good. The local knowledge of community partners can be an important complement to the scientific inquiry that University researchers provide to address problems—with a focus on working with the community, rather than doing for the community.

Public engagement also serves as a strategy for enhancing research. By partnering with local, regional, and international community residents, agencies, businesses, governmental agencies, and others, public engagement can leverage research funding, provide new opportunities for faculty, enrich the student educational experience, and enhance the University’s contributions to addressing issues in local and broader societies. Faculty members in departments and centers across the University have developed quality partnerships with external entities that have leveraged research funding and have implemented research that focused on addressing important societal issues. See the following Outreach, Service, and Engagement chapter on page 97 for select examples of community-engaged research.

**Accelerating the Transfer of Knowledge**

**Economic Development**

The Office of University Economic Development (UED) was established in 2014 to address an increasing need for public-private partnerships in economic development. The office’s vision is that Minnesota’s economy will grow, diversify, and yield benefit to the state’s citizens—with the University of Minnesota pursuing innovative strategies to stimulate and contribute to shared economic success.

UED works to leverage the assets, resources, and knowledge of the University to encourage economic growth, building a vibrant innovation ecosystem that strengthens businesses and promotes discovery, entrepreneurship, and workforce development.
In fiscal year 2016, UED approved a strategic action plan that establishes a vision and set of strategic imperatives that create a framework for increasing statewide collaboration, pursuing public-private partnerships, and promoting economic opportunity.

In alignment with this strategic action plan, UED hosted 70 business and community partner visits at the University and made 40 on-site visits to business and community partners. Over a third of these visits were to greater Minnesota. UED represented the University’s innovation and talent resources at 68 conferences and events—presenting, hosting, sponsoring, or exhibiting at 22 of them.

UED is expediting access to the University’s resources for the drivers of Minnesota’s economic development—businesses, associations, governments, and communities in both the metro area and Greater Minnesota—and is implementing “best in class” tools and systems, including an enhanced online presence, a menu-based approach that serves diverse audiences and interests, and a portfolio management approach for developing, maintaining, and evaluating University-industry engagement.

UED responded to 166 “Front Door Requests” in 2016 (Figure 5-A), connecting business and community partners to University research and talent resources, a 70 percent increase from 2015. Sixteen percent of requests from industry involved Fortune 500 (or FT Global 500) companies.

Going forward, UED will identify new opportunities to connect the resources of the University with business, government, and community leaders working to advance talent, innovation, and global trade. Those efforts include developing a stronger voice in Minnesota’s workforce issues, participating in promotion of Minnesota as a business destination, and creating experiential learning opportunities within Minnesota’s business community, such as the Economic Development Fellows Program, which oversaw nine projects involving 65 graduate students during spring and summer 2016.

**Technology Commercialization**

The University is committed to accelerating the transfer of knowledge by creating opportunities for public-private partnerships that move information out of the University and into the world, where it can do the most good.

To this end, the Office for Technology Commercialization (OTC) has contributed to these successes:

- The University experienced another record year in fiscal year 2016 with 17 startups. This is the seventh consecutive year of launching a record number of startups.
- Since the OTC-Venture Center was formed in 2006, University startups have raised in aggregate almost $220 million in investment capital.
- The University has launched 101 startups, with over 80 percent still active, and has developed a strong startup pipeline.
- Minnesota Innovation Partnerships (MN-IP) has led to 261 agreements with 159 companies since its inception. MN-IP has two programs:
  - Try and Buy, a low-risk, low-cost trial to University technology, including pre-set, industry-friendly licensing terms.
  - MN-IP Create, which streamlines the process for industry-sponsored research and licensing of resultant IP with a menu of licensing options from which companies can choose, including a new option developed in fiscal year 2016 that allows for a worldwide non-exclusive royalty-free license for a single fee.
- Five promising University startup companies have been approved for funding consideration under the

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**Figure 5-A. Front Door requests by organization type, fiscal year 2016**

- Business/Industry: 45%
- Private Individuals: 32%
- Non-Profit and Gov’t: 16%
- Internal University: 7%

Source: University of Minnesota, Office of the Vice President for Research
Discovery Capital investment program. Launched in 2014, the program offers seed funding with a requirement that the investment be matched by external partners. The program has invested $1.1 million, attracting total matches of $9 million.

- The University is one of only three institutions with a National Institutes of Health Research Evaluation and Commercialization Hub (REACH) grant. When combined with University matching funds, these grants make a total of $6 million available to selected teams over three years. MN-REACH provides University-wide commercial expertise and resources to help develop and commercialize diagnostics, therapeutics, preventative medicine, and medical devices. Now in the middle of its second year of operation, the program has trained 59 faculty members and awarded grants totaling $1.59 million to eleven promising projects.

- MIN-Corps is the University’s site for I-Corps (Innovation Corps), part of the National Science Foundation’s (NSF) programming that focuses on expanding scientists’ skill set out of the laboratory to translate their discoveries into the commercial world. NSF funding provides University teams with micro-grants to fund initial prototyping and customer research. Funding is provided as part of a 14-week STARTUP curriculum in which students and faculty are paired with industry mentors to test their assumptions and search for a sustainable business model. A recent survey of participants since the program’s inception in 2013 found that respondents have raised $6.2 million in funding and that, collectively, the businesses are supporting 40 full-time employees and 100 part-time employees, most of which are based in the state of Minnesota. Beyond the STARTUP curriculum and MN-REACH support, MIN-Corps delivers training and information sessions to faculty and students to promote the University’s entrepreneurial culture. Over 350 faculty and students attended one or more MIN-Corps content offerings throughout the year.

- Staff continued to reinforce OTC’s internationally recognized leadership in university technology transfer, piloting a successful professional development leave (sabbatical) focused on benchmarking and sharing technology commercialization best practices, and being invited by the U.S. State Department as the only U.S. university to join an international group to discuss how best to facilitate transfer of academic technology to the marketplace.

External Stakeholder Engagement
The External Stakeholder Engagement program promotes collaborative research across disciplines with external stakeholders, such as industries, government agencies, nonprofits, and community organizations. The program started in 2016 with four pilot projects to co-locate visiting experts to accelerate the transfer of knowledge for the public good. One of the projects brings a graphic designer from a major graphic design firm to campus to bridge the experimental and practical worlds of graphic design through scholarship and creative production. Another project develops scientific methods to optimize workforce deployment at Metro Transit. The program emphasizes the bi-directional transfer of knowledge between academia and external stakeholders for the benefit of both the University and the external stakeholder. The visiting experts spend time embedded in academic units, and participate in research, scholarship, or artistic and creative experiences, with University faculty, students, and staff.

Promoting a Culture of Serendipity
Promoting a culture of serendipity is central to connecting researchers across departments, colleges, and disciplines—and with colleagues and communities outside of the University—to think creatively and cultivate new ideas. Connectors, individuals across and at all levels within the University, play essential roles in bringing together seemingly unrelated disciplines and ideas to foster creativity and innovation.

Convergence Colloquia
Convergence Colloquia are multi-disciplinary gatherings that advance cutting-edge research to develop innovative solutions and build long-term partnerships that improve the world. The idea behind the gatherings is to bring together University...
researchers with private, public, and nonprofit stakeholders to identify strategic collaboration opportunities that can lead to significant impact at the local, state, national, and global levels.

Seven highly successful Convergence Colloquia were held between February 2015 and May 2016 on the topics of smart cities and infrastructure, aging, health equity, renewable energy, sustainable food systems, water supply, and citizen science. More than 600 people, with roughly half from the University and half from outside, participated in these action-oriented “think tanks.” Internal participants came from all five University campuses and 15 colleges on the Twin Cities campus, and external participants represented the nonprofit, public, and private sectors.

Surveys of participants indicated a high level of satisfaction with the colloquia, with more than half reporting that they met more than five new people at their event and 95 percent or more of respondents saying they had productive opportunities for interaction and the chance to meet people outside their discipline.

The colloquia have been followed by the opportunity to build new collaborative research teams with funding from dedicated Serendipity Grants. For the first six Convergence Colloquia (smart cities and infrastructure, aging, health equity, renewable energy, sustainable food systems, and water supply), 21 Serendipity Grants (out of 49 proposals) were awarded for a total of $452,360, with $103,123 supported by the McKnight Foundation.

Serendipity Grants supported projects to map the age of infrastructure across Minnesota’s towns and cities to help inform policymakers’ decisions, to benchmark the growing sector of urban agriculture for environmental sustainability and production efficiency, and to examine the opportunities and barriers to the use of renewable energies by municipal and cooperative utilities in Greater Minnesota.

Connectors Network and Serendipity Team

Two new committees are working to identify, network, and empower the administrators, faculty, and staff that play an essential role in bringing together seemingly unrelated disciplines to foster creativity and innovation. The Connectors Network began convening to foster networking among collegiate and research center staff who are involved in research advancement activities and who play an important role in spurring cross-disciplinary research within their colleges and across the University. The related Serendipity Team draws on the expertise of administrators and faculty from across the University who are leaders in advancing cross-disciplinary connections. Both the Serendipity Team and Connectors Network are creating plans for events, meetings, and tools that will help the University leverage interdisciplinary work across the breadth of its many disciplines.
Outreach, Service, and Engagement

Partnering with communities to advance research, share knowledge, and provide students with powerful academic experiences that address society’s most challenging issues.
Introduction

The University’s three-fold mission includes the imperative to partner with communities to advance research, share knowledge, and provide students with the real-time, real-life academic experience. To this end, the University has put in place a comprehensive Ten-Point Plan for public engagement that focuses on what contemporary higher education calls a “new engagement.” This new engagement shifts the focus away from traditional, uni-directional outreach efforts to more academically integrated activities in which the University’s research, teaching, and learning efforts are designed to address societal issues through reciprocal, mutually beneficial partnerships.

Reciprocal public engagement is one of the four interrelated goals articulated in the Twin Cities campus strategic plan, which supports the vision of the University as preeminent in solving the grand challenges of a diverse and changing world. Although initially anchored in strategic planning for the Twin Cities campus, this vision—which supports dynamic University-community partnerships to advance discovery, create pathways for students, and benefit the state of Minnesota and the world—is consistent with the goals and strengths of all five campuses and their various colleges.

The University’s public engagement Ten-Point Plan supports building long-term relationships with public and private sectors and connects community engagement to all aspects of the institution’s identities—a land-grant university, an institution of higher learning, a research university, a metropolitan university, and a public university. Publicly engaged research, teaching, and outreach initiatives enhance the University’s capacity to produce research of significance, to improve educational experiences of students, and to be a source of knowledge and solutions for communities. The University’s campuses are located across the state, in thriving metropolitan areas and in rural regions with agricultural strengths and traditions. The University leverages the distinctive strengths and location of each campus to engage with a range of partners—communities, businesses, nonprofits, civic and governmental bodies, arts and cultural organizations.

While notable engagement programs exist across each campus and region of the state, a renewed emphasis on community-engaged research among faculty members will further integrate research, teaching, and outreach activities in ways that are able to more fully serve the public good. This emphasis includes the creation of the Public Engagement College Leaders Roundtable whereby representatives from each college on the Twin Cities campus present and share their agendas for deepening their respective college’s “new engagement” agenda through broader departmental, faculty, and student support. Other accomplishments this year include the implementation of an enhanced communication strategy for elevating the visibility of successful community engagement efforts, the improved recognition of public engagement activities in promotion and tenure decisions, and the broader inclusion of University-wide metrics for measuring the scale, scope, and impact of the University public engagement activities.

Leading Nationally as an Engaged University

During the 2015–2016 academic year, three of the University’s campuses—Crookston, Morris, and Twin Cities—were named to the 2015 President’s Higher Education Community Service Honor Roll, which recognizes institutions of higher education that support exemplary community service programs and raises the visibility of effective practices in campus-community partnerships. The Honor Roll’s Presidential Award is the highest federal recognition an institution can receive for its commitment to community, service-learning, and civic engagement.

Three faculty members and one community partner were inducted into the selective Academy of Community Engagement Scholarship. Inductees are singled out and recognized for significant contributions to strengthening collaborations between educational institutions and communities and for field-shaping work that furthers community-engagement theory, policy, and practice.

In addition, during this same period, the University of Minnesota was named one of four regional winners of the 2015 W. K. Kellogg Foundation Community Engagement Scholarship Award for the Hennepin-University Partnership. The award
recognizes programs that demonstrate how colleges and universities have redesigned their learning, discovery, and engagement missions to become even more involved with their communities. As a finalist for this award, the University was honored as a regional model at the national level as part of the C. Peter Magrath Community Engagement Scholarship Award, facilitated by the Association of Public and Land-Grant Universities.

The University was also named the winner in the Innovation category for the Association of Public and Land-Grant Universities’ 2015 Innovation and Economic Prosperity Universities Awards. The awards recognize exemplary, innovative, and sustainable efforts by universities to advance the engagement and economic well-being of their regions. The University took the prize for the MnDRIVE initiative, which has helped catalyze the launch of a record 17 startups in 2016, bringing its total to 101 since 2006. To be eligible for this prestigious award, an institution must first have been previously designated an Innovation and Economic Prosperity university. The University, which received designation in 2013, is one of 30 institutions across the nation to hold this title.

Both the Twin Cities and Morris campuses received Career Ready Internship Grants from the Great Lakes Higher Education Corporation and Affiliates to award paid internships in their field of study to low-income juniors and seniors. The Twin Cities campus funded 170 internships through a $374K grant and the Morris campus funded 191 internships through a $361K grant. For students who participated in this paid internships program, 96 percent either graduated or re-enrolled for fall semester.

The University remains an active member of and plays a leadership role in national and international peer networks devoted to strengthening and leading higher education’s “new engagement” agenda. These include: Campus Compact; Imagining America; the Council of Engagement and Outreach of the Association of Public and Land-Grant Universities; Big Ten Academic Alliance Engagement Council; Community-Campus Partnerships for Health; National Academy for Community Engagement Scholarship; International Association for Research on Service-Learning and Community Engagement; Coalition for Urban and Metropolitan Universities; National Review Board for the Scholarship of Engagement; Engagement Scholarship Consortium; and the Talloires Network.

Commitment to public service is one of the cornerstones of the University’s mission as a public land-grant institution. Like teaching and research, public service is embedded in the many diverse functions of the institution, from medical clinics and service-learning classes to extension research and education centers throughout the state and world. Although no one metric can capture the quality or impact of the University’s public service activities, expenditures on public service activities are an indication of its commitment, similar to expenditures on research activities (which is also a Progress Card measure). The University expects to maintain or increase its level of public service expenditures.

Deepening the Culture of Publicly Engaged Research and Teaching

Several strategic initiatives were advanced to strengthen and deepen the integration of local, regional, national, and international public engagement into faculty research, academic curricula, and student learning. These initiatives included engagement recognitions, policy developments, and actions that promote the principles of high quality, reciprocal University-community engagement. A few examples from the 2015–2016 academic year include:

- The Public Engagement Council, a system-wide deliberative body that addresses critical and complex issues concerning public engagement, advanced twelve policy issues including setting standards for community-engaged scholarship that can guide department- and college-level promotion and tenure review committees in assessing the quality and scholarly value of faculty members’ community-engaged research, teaching, and public engagement; and streamlining various transactional processes for community partners who collaborate with the University.
- Nine departments were selected through a competitive process to participate in the fifth cohort of the Engaged Department Grant Program. The program is designed to further the integration of public engagement into the research
and teaching agendas of academic departments. Participating departments include: American Indian Studies; Center for Learning Innovation (Rochester); Communication Studies; Educational Psychology; Gender, Women, and Sexuality Studies; Institute on Community Integration; Pharmacy Practice and Pharmaceutical Sciences; and Speech-Language-Hearing Sciences.

- The University selected nine faculty members as 2016 Community-Engaged Teaching and Learning Faculty Fellows. The fellows program, which aims to expand the quantity of community-engaged learning courses on the Twin Cities campus, provides support to faculty to utilize community-engaged learning through the development of new courses or through revisions of an existing course.

- University faculty, staff, students, and community partners showcased the University’s most innovative engagement practices through more than 100 presentations at the system-wide conference, “Meeting Society’s Grand Challenges through Community-Engaged Research, Teaching, and Learning.” Over 400 individuals from the University community attended this day-long conference.

- Metropolitan Engagement Zones were established in North Minneapolis and the University District neighborhoods. The program aims to develop strategies for strengthening community-university partnerships operating within a particular metropolitan neighborhood or region and demonstrating the collective impact of the community-University partnerships in these specific geographic regions.

In addition to University-wide policy and strategic initiatives, many colleges and departments emphasize community, civic, and public engagement in their research, teaching, and outreach priorities.

**Addressing Societal Issues through Public Engagement**

The University’s publicly engaged research, teaching, and outreach activities address a broad range of societal issues across a diverse set of communities, settings, and regions. A small sample of the societal issues that are addressed through publicly engaged research, teaching, and/or outreach follows.

**Economic Development**

- The **Institute on the Environment**’s Acara program offers undergraduate students an intensive one-week course on how to turn an idea into a viable social business model. The goal of the class is to work on technologies, policies, interventions, or ideas that address a grand challenge in a self-sustaining manner. The students in the class are encouraged to focus on a specific community, whether local or global.

- The **Carlson School of Management’s MN Cup** is a startup competition and hub to connect Minnesota’s entrepreneurial ecosystem. MN Cup proactively works to recruit teams with a woman lead, minority lead, and veteran lead. In spring 2016, 79 startups competed in the MN Cup. In addition, the MN Cup attracted more than 70 sponsors, over 350 volunteers, and more than 1,500 participants.

- The **Metropolitan Design Center (MDC)**, within the Twin Cities campus’ College of Design, explores how an integrated urban design approach makes metropolitan communities more livable and sustainable. Using the Twin Cities area as a laboratory, the MDC’s teaching, research, and outreach programs bring University faculty and graduate students together to participate in critical design and research investigations of issues that make livable and sustainable cities possible.

- The **Robert J. Jones Urban Research and Outreach-Engagement Center’s Northside Job Creation Team (NJCT)** is more than halfway toward its goal of creating 1,000 sustainable wage jobs by 2019 in North Minneapolis through the recruitment of three new businesses—a food processor, a construction company, and a transportation company—to the area. The NJCT partners with business owners and community stakeholders to actively identify potential sites and facilities for start-up and relocation of businesses. The NJCT is a collaboration representing major stakeholders including the City of Minneapolis, the Governor’s Urban Initiative Board, Minneapolis Public Schools, Minneapolis Urban League, Pillsbury United Communities, and the local business and faith communities. University partners include Carlson School of Management’s
Carlson Consulting Enterprise, the Center for Urban and Regional Affairs, and Duluth’s Natural Resources Research Institute.

- Duluth’s Center for Economic Development works to strengthen the viability of the Duluth region as a recognized leader in small business development and assists local entrepreneurs and businesses to grow and succeed. In fall 2016, the Center recognized five regional businesses at the 24rd Annual Joel Labovitz Entrepreneurial Success Awards where over 350 business and community leaders convened.

- University of Minnesota Extension is using its Business Retention and Expansion model to assist Red Lake Nation’s Entrepreneur Program. Crookston’s Economic Development Administration Center, the Otto Bremer Foundation, and Red Lake Economic Development and Planning are also working to aid small businesses in the Red Lake community to promote economic growth.

- In addition, University of Minnesota Extension has targeted Farm Bill education to help farmers determine which insurance program is best for their operation. In two months, Extension delivered 73 meetings and reached nearly 15,500 people. Online courses were also developed, reaching over 2,300 individuals. With Extension guidance, Minnesota farmers received $600 million in payments in October 2015 and changed their choices in protection programs, helping Minnesota to become the number one state participating in the Dairy Margin Protection Program in the Midwest.

Environment and Sustainability

- Morris’s Office of Sustainability and Center for Small Towns received the 2015 Environmental Initiative—Community Action Award to honor their work with the Jefferson Center and Institute for Agricultural Trade Policy, the city of Morris, the Morris Area High School Future Farmers of America, and Federated Church on a project called “Morris Engaged: Planning and Action for Climate Resilience.” The project was developed to expand community-based efforts to address local climate and extreme weather impacts.

- Extension’s Water Resources Center sponsored the annual Minnesota Water Resources Conference. This two-day conference attracted over 700 practitioners, researchers, policy makers, citizens, and students. Through formal presentations and posters, participants were able to interact and understand the latest research, implementation, and effective outreach and engagement strategies.

- The Knight Foundation Fund awarded a $47,000 grant to Duluth’s Department of Communication to launch “One River, Many Stories,” a collaborative community journalism project focusing on the stories of the St. Louis River and its neighboring communities. The project tests ways media collaboration can inspire innovation and nurture engagement among professional journalists, educators, and citizen storytellers in the Duluth area.

- Extension’s Regional Sustainable Development Partnerships (RSDP) served Greater Minnesota with 145 active sustainable development projects across the state. RSDP contributed to regional vitality with 20 or more active projects in each of RSDP’s five regions of Greater Minnesota. More than 230 community organizations and more than 55 University units, departments, and centers were engaged by RSDP.

- Clean Energy Resource Teams (CERTs) awarded 39 Seed Grants to organizations in seven Minnesota CERT regions. Each region was awarded $20,000 to catalyze energy efficiency and renewable energy strategies. CERTs are a statewide partnership to connect individuals and their communities to resources needed to identify and implement community-based clean energy projects. CERTs has awarded over $1 million in Seed Grants to 269 projects since 2006.

- The Sea Grant College Program engages citizens in using science-based understanding of the environment to address issues concerning Lake Superior and Minnesota’s aquatic resources and related economies. Focused on four areas—healthy coastal ecosystems; sustainable coastal development; safe and sustainable seafood supply; and coastal community resilience—the program facilitates interactions among the public
Outreach and scientists to enhance communities, the environment, and economies along Lake Superior and Minnesota’s inland waters by identifying information needs, fostering research, and communicating results.

- Extension’s Master Naturalists program trains community members who, in turn, agree to offer 40 hours per year for natural resource projects in their communities. The program has educated over 250 instructors and reached more than 1,700 active users. In September 2015, Extension hosted 319 volunteers with 1,577 hours of service to fit 26,000 trees with bud caps, collect native seeds, and remove invasive species. During the 2015–2016 academic year, Extension conducted 61 invasive species removal projects, with an impact on about one million acres.

- As a student-led initiative, the Engineers Without Borders program develops students as humanitarians, engineers, and leaders. Working primarily on issues of water access, the program has partnered with three communities in Bolivia, Guatemala, and Uganda to design and implement important water access solutions such as harvesting rainwater and ensuring potable water reaches communities.

Equity and Diversity

- Over 150 people participated in the Indigenous Women and Women of Color Student Summit organized by the Women’s Center. The conference summit provided opportunities for attendees to examine issues in the context of leadership, confidence, and cultural strength. The summit is by and for indigenous women of color students to learn from each other, network, and explore leadership, personal, and professional development.

- The Gender and Sexuality Center for Queer and Trans Life partnered with Minneapolis and St. Paul Public Schools’ LGBTQIA ( Lesbian, Gay, Bisexual, Transgender, Queer, Insex, and Asexual) programs to host six students at the University to experience what life is like on a college campus as a LGBTQIA student. The center also partnered with the two school districts via Q-Qwest, the largest LGBTQIA conference for middle and high school students in the Twin Cities. The 2015 conference attracted over 400 students and will be held at Coffman Union in fall 2016.

- The Center for Urban and Regional Affairs (CURA) provided local communities with technical and analytical assistance to foster a partnership between neighborhoods, nonprofits, and governmental organizations that improves education, economic equality, and sustainability in the area. In spring 2016, CURA worked with the Corcoran Neighborhood Organization in Minneapolis to develop a tenant-advocacy campaign that calls for fair apportionment of utilities and more accountability of landlords.

Food and Agriculture

- Healthy Foods, Healthy Lives Institute and Extension partnered with a variety of community and state organizations to convene the 2015 Food Access Summit in Duluth. Over 500 participants from agriculture, anti-hunger, tribal, community development, education, retail, health, and philanthropy sectors gathered for two days to build upon existing partnerships, collaborations, and alliances that create an equitable food system for all, from the producer to the consumer.

- The Healthy Foods, Healthy Lives Institute was named the organizational host for the Minnesota Food Charter Network, a shared roadmap, developed by thousands of Minnesotans, that describes 99 policy and system change that can increase access to healthy food for all Minnesotans. As the host, the Health Foods, Healthy Live Institute is partnering with people and groups across the state to provide administrative, convening, strategy, communications, measurement, and fundraising support to all aspects of the network. Partners include the Minnesota Department of Health’s Statewide Health Improvement Program, which secured a grant from the Centers for Disease and Prevention, and the Center for Prevention at Blue Cross and Blue Shield of Minnesota, among others.

- Morris’s Office of Community Engagement celebrated the completion of one of its largest service-learning projects to date, the Pomme de
Terre Food Co-op Mural, where 14 first-year students in a Mural Painting and Public Art course learned about the role of public art in society while contributing to a real-life public mural in downtown Morris.

- The Center for Urban and Regional Affairs (CURA) partnered with the Urban Farm and Garden Alliance to research the effects of urban agriculture as a source of food production and positive community engagement. Called the “Peace Garden,” community leaders are resurrecting the community practice of growing food and addressing racial equity. CURA has connected researchers to the garden so that the impact can be studied, quantified, and appreciated.

- Since 2002, “Classes without Quizzes” has provided College of Food, Agricultural, and Natural Resource Sciences researchers with an engaging, informal platform to share new research with the general public. The 2016 program included a keynote presentation on soil and included breakout sessions on grocers in rural Minnesota, cows and technology, recreation on the North Shore, and Midwestern hops.

- Extension helped communities manage the avian flu epidemic affecting Minnesota’s $3 billion turkey industry through developing early communication channels with partners, educating poultry producers on the new biosecurity methods and information policy makers. Seventy percent of the farmers affected by the virus adopted the new biosecurity methods recommended and demonstrated by Extension. Extension’s economic impact analysis is now incorporated into the federal record to inform lawmakers.

Health, Medicine, and Well-Being

- The Clinical and Translational Science Institute’s Office of Engagement to Advance Research and Community Health fostered new community partnerships that are improving the patient experience, improving the health of the populations, and reducing the cost of care. In fall 2015, CTSI awarded over $300,000 to five University-community research partnerships through the Community Health Collaborative Grants. In addition, eight research collaborations between University researchers and Minnesota-based community organizations received funding through CTSI’s Dissemination and Implementation Awards program. The 2015–2016 academic year also marked the unveiling of the Community Research Van, a new mobile health lab designed to help University research teams conduct health studies in the community.

- The Robert Wood Johnson Foundation selected the School of Public Health, in collaboration with several external partners, to serve as the national center for the Foundation’s new Interdisciplinary Research Leaders (IRL) program. The IRL is a major initiative to develop diverse teams of interdisciplinary research leaders across the country to advance the vision of building a culture of health. Through this effort, the University will design and run the IRL in collaboration with Allina Health, AcademyHealth, community organizations, ISAIAM, the Twin Cities’ Local Initiatives Support Corporation, and the Minnesota Department of Health.

- The Pathways to Research Program provides an opportunity for undergraduate students from underrepresented populations with knowledge, skills, and experience in translational science and health equity research through a structured core curriculum including a mentored research project, weekly research seminars, small group discussions, and a poster presentation at the annual Clinical and Translational Science Institute’s Poster Session and Reception. The 2015–2016 program included ten students.

- The Minnesota LEND (Leadership Education in Neurodevelopmental and Related Disabilities) program named 17 fellows in 2015–2016 for their outstanding skills and commitment to improving the quality of life for children with neurodevelopmental disabilities and their families. The LEND Fellows include both graduate or postgraduate students and community members. The Minnesota LEND program is an interdisciplinary leadership training program spanning 16 disciplines across the University.

- Four University-community research teams were awarded pilot grants in health disparities research in fall 2015. Run by the Program in Health
Outreach

Disparities, the grants encourage community-initiated research and foster sustainable long-term collaborations between community-based organizations and academic researchers on research projects focused on reducing and eliminating health disparities.

- **Extension** programs in nutrition education and behavior reached more than 8,500 individuals in the 2015–2016 academic year, including 2,751 youth, 363 teens, and nearly 1,974 adults. These programs use research-based information from Extension to improve the participants’ intake of healthful food and engagement in physical activity. Program evaluations showed participants changed their eating behaviors, consuming more fruits and vegetables after the courses. Their physical activities were also improved with more time devoted for physical exercise.

- Four student teams from the Rochester campus competed in the **Innovative Minds Partnering to Advance Curative Therapies** (IMPACT) program, sponsored by Regenerative Medicine Minnesota and the Mayo Clinic’s Office of Applied Scholarship and Education Science, to encourage creative solutions to critical health questions through a collaboration between University students and the Mayo Clinic.

- A department within the University’s Academic Health Center, the **Community-University Health Care Center** (CUHCC) serves as a clinical training ground for nearly 300 health science students and medical residents. As the largest urban primary care center in Minnesota, CUHCC served nearly 11,000 patients last year with over 55,000 visits. The population the clinic serves comes from over twelve different racial and ethnic groups from five continents.

- The Clinical and Translational Science Institute’s Office of Engagement to Advance Research and Community Health piloted the **Community Engagement Studio** model. This tool aims to engage community members to help inform research conducted at the University. The pilot studio invited feedback from laryngeal cancer patients about how cancer treatment types are determined, how patients perceive that process, and how patients feel about their treatment outcomes. The Community Engagement Studio will be available to researchers across the Academic Health Center in 2017.

**Interdisciplinary Public Engagement**

- Juniors and seniors on the Rochester campus participate in the **Community Collaboratory** (CoLab), through which students take part in a project to improve the quality of life in Southeastern Minnesota and contribute to meaningful partnerships between the Rochester campus and the surrounding community. Through ongoing projects the campus has developed strong ties with local public, private, and nonprofit organizations, including the YMCA, where students are helping develop programs to fight childhood obesity; the Boys and Girls Club, where students help children learn about college and career options; and the Hawthorne Education Center, where they are working to fund a laptop program.

- The student-founded and -run group **Statistics in the Community** (STATCOM) provided free consulting services for community groups looking for help with statistical analysis. Working with a range of clients—from the Nice Ride Minnesota bike sharing service to Compassionate Action for Animals advocacy groups—STATCOM volunteers helped nonprofits advance their work.

- A new interdisciplinary online journal, **Open Rivers: Rethinking the Mississippi**, was launched in fall 2015 as a space for timely and critical conversations about people, community, water, and place. The journal includes work from multiple perspectives, sources, and knowledge bases, including academic scholarship and community-based knowledge. The journal has now released three issues, with the latest titled *Water, Art, and Ecology*.

- Six awards totaling $41,000 were awarded to graduate and professional students through the **Consortium on Law and Values in Health, Environment, and the Life Sciences**’ research awards. Students from the Law School, College of Education and Human Development, and the College of Veterinary Medicine worked on intramural projects related to the societal
implications of problems in health, environment, and the life sciences.

- The Faculty Interaction Research Program, facilitated by the Center for Urban and Regional Affairs, encouraged faculty to carry out research projects that involve significant issues of public policy for the state and that include interaction with community groups, agencies, or organizations in Minnesota. In fall 2015, four projects were funded that included research in the areas of environment and energy, public policy, arts and culture, economic development, education, and underrepresented populations.

- The Humphrey School of Public Affairs’s Policy Fellows Program is one of the country’s most respected public affairs leadership programs for emerging and mid-career professionals. The nine-month program is unmatched in its diversity, interaction with public officials, leadership training, and opportunity to undertake important projects that benefit the wider community. Thirty-nine fellows were named in spring 2016 and represented fields ranging from community-based organizations to statewide initiatives and K–12 education to large multi-national corporations.

- During 2015–2016, the Robert J. Jones Urban Research and Outreach-Engagement Center’s (UROC) research projects involved more than 200 University researchers and graduate students from ten colleges and two interdisciplinary centers. Located in North Minneapolis, UROC links the University in vital partnerships with urban communities to advance learning, improve quality of life, and discover breakthrough solutions to critical problems.

- In March 2016, the University of Minnesota Alumni Association launched Minnesota Sparks, a series of outreach events to bring University researchers into conversations with communities across Greater Minnesota. Three conversations were held in spring 2016 in Red Wing, the Brainerd Lakes area, and Mountain Iron to give leading University researchers the opportunity to connect with Minnesotans on topics that are relevant and specific to particular communities.

- The Interdisciplinary Journal of Partnership Studies is a peer-reviewed, open-access, electronic journal co-sponsored by the Center for Partnership Studies, the School of Nursing, and the University of Minnesota Libraries. The journal includes contributions from scholars and practitioners worldwide that explore and promote the partnership paradigm of mutual respect, social and economic justice, and gender and environmental balance, through research, innovation, and community-based applications.

- Extension delivered direct programming to over 927,000 Minnesotans and mobilized volunteers across Minnesota, giving them the capacity to serve and protect Minnesota’s land, water, children, families, and communities. Extension volunteers provided at least 1.2 million hours of service in fiscal year 2016 through 4-H programs, the Master Gardener program, the Master Naturalist program, the Regional Sustainable Development Partnerships, and other Extension programs. According to the Independent Sector, this volunteer service is valued at more than $30 million.

- The Crookston campus continued its “Meet Crookston Through Service” program where, as part of new student orientation, incoming students complete community engagement and service projects throughout the Crookston community. Before classes begin, students help prepare elementary school classrooms, clear cross-country ski trails, trim trees at local parks, work with animals at the humane society, assist with building Habitat Houses, make apple pies with residents of an assisted living center, prepare playground surfaces, pack boxes at the food bank, assist with work at historical museums, and many other projects. Community partners share in a dinner celebration and students learn about many community opportunities.

Youth and Education

- To narrow the education gap by promoting youth engagement, Participatory Action Research Initiatives have awarded four grants to the Twin Cities and Rochester campuses. Faculty worked with the Youth Action Committee of Saint Paul Neighborhoods to explore the impact of youth media on young people’s career trajectories; partnered with the Native Youth Worker Coalition
to examine school climate for Native American youth and its impact on educational disparities; researched how high school and undergraduate Latina/o youth connect on issues of Latina/o identity, ethnic studies, and heritage languages through a partnership with Minneapolis Public School; and identified barriers to health-related career paths for students of color, low-income, and first generation students.

- Students in the Carlson School of Management’s Entrepreneurship in Action program were instrumental in the development of the Nesel Pack, a backpack designed to improve the comfort and success of youth with autism. With the company’s CEO, the students developed a Kickstarter campaign that raised more than $35,000. The backpack features straps that mimic the pressure of hugging, and contains pouches and clips for sensory tools that some autistic youth need.

- Six University researchers from medicine, social work, education, and other fields have been named Generation Next/UROC Faculty Fellows to work in partnership with Generation Next, a nonprofit whose mission is to dramatically accelerate educational achievement of all children through an aligned partnership of community stakeholders. The researchers zero in on disparities and the structural roots of the achievement gap to create a scholarly roadmap that works in tandem with other University and Generation Next-based efforts.

- Nearly 200 middle and high schools across Minnesota have implemented Ramp-Up to Readiness, a school-wide program designed to help prepare all students for post-secondary success. The program, run by the University’s College Readiness Consortium, leads students through a research-based sequence of activities and workshops that prepares them for postsecondary success.

- Over 700 educators attended programs provided by the Minnesota Writing Project (MWP) in the 2015–2016 academic year. In addition, 13 K–college educators participated in the 26th MWP Invitational Summer Institute, a three-week professional development opportunity where attendees participated in writing groups, formed reflective practice groups, and presented teaching demonstrations.

- In the past year, Path to Reading Excellence in School Sites (PRESS)—a framework for data-driven decision making and interventions in elementary reading—provided professional learning workshops to over 2,300 educators at districts across Minnesota, Wisconsin, and Iowa. In addition, over 200 educators attended PRESS workshops at the University to learn and implement the framework.

- The Cedar Creek Ecosystem Science Reserve hosted 28 students and teachers during the Gidakiimanaaniwigamig (Gida) STEM Camp. The camp offered Native American students the opportunity to gain research experience and learn about ecology in a context that respects their own traditions. In addition to the Gida camp, young students from Cedar Creek and participants from Leech Lake Tribal College came together to share ideas for integrating Western and indigenous approaches to science at the Weaving Communities Indigenous Research Symposium.

- The College of Continuing Education has two dual enrollment programs that allow students to earn college credit while they are still in high school: College in the Schools and Post-Secondary Enrollment Options. The college partners with more than 130 high schools in Minnesota and serves over 8,500 students, of which over 20 percent are students of color. The program resulted in more than 13,000 course registrations with more than 52,000 college credits earned.

For a more complete list of the societal issue areas the University addresses through research, teaching, and outreach, visit engagement.umn.edu.
Operational Excellence: Faculty and Staff

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

The University of Minnesota’s success in achieving its mission and solving the grand challenges of a diverse and changing world can only be accomplished through its exceptional faculty and staff. With more than 26,000 employees system-wide, and with faculty and staff accounting for about 62 percent of the University’s total spending, people are by far the institution’s most important resource. As a knowledge-based organization, the University’s research and discoveries, teaching, community outreach, and public service depend on recruiting, retaining, and sustaining the highest caliber of talent.

The University is committed to providing its faculty and staff with competitive compensation, benefits, development opportunities, and a supportive work environment to foster employee engagement and wellbeing so they can achieve the University’s goals. This is reflected in the University’s employee value proposition: “You’re driven to change the world. We’re here to support you.”

A Highly Engaged Faculty and Staff

Creating a culture in which employees are fully engaged in their work benefits both the organization and the individual employee. University leaders see employee engagement as key to attracting and retaining top talent, while also aligning faculty and staff efforts in support of the mission.

A highly engaged workplace fosters collaboration and innovation, removes barriers to employees completing their work, and supports resilience, wellbeing, and high performance. The University’s employee engagement goal is to increase productivity, satisfaction, and the quality of service across all colleges, units, and campuses by developing effective work environments.

The University launched a research-based program in 2013 to measure faculty and staff engagement. The results of each survey are shared with leaders and managers in every unit and department, and action plans are developed to improve areas of opportunity.

The third-annual survey was conducted in fall 2015, with 67 percent of faculty and staff responding—the highest response rate ever for a University employee survey. Participation in the Employee Engagement Survey is a University Progress Card gold measure, and the response rate for both staff and faculty continues to grow. Staff participation rose from 68 to 70 percent, while faculty responses increased from 53 to 56 percent compared to the previous year (Figure 7-A).

Results for 2015 show the University continues to have very high levels of faculty and staff commitment and dedication. Employees continue to feel motivated to go beyond their day-to-day job responsibilities. Faculty and staff experience the University as a respectful and empowering environment, according to survey results. They also report high levels of pride in working for the University.

The survey data isn’t just collected—it is acted on. Departments receive results specific to their units, showing how their employees responded to dozens of detailed questions. Managers are encouraged to focus on areas to improve and to share their most effective ideas for increasing engagement. Colleges and units have appointed engagement leads who participate in an ongoing community of practice where they gather insights and ideas from colleagues across the University.

These efforts can have a major effect on improving the work environment at the University. Figure 7-B shows that colleges and departments that have
taken significant actions steps have shown more improvement in their employee engagement scores.

Academic leaders met in spring 2016 to discuss how engagement data is used for leadership and team development. A similar panel of administrative leaders met in August to discuss how they use their employee engagement data to take action to improve engagement and integrate actions into everyday employee engagement. Leadership and Talent Development consultants also work intensively with specific departments on employee engagement. Leaders now have three years of data to review, and 2016–17 will be focused on action planning. The next Employee Engagement Survey will be administered in fall 2017.

The University’s engagement program is one of the most robust among U.S. higher education. The University’s processes and results have been presented nationally and internationally to human resource academics and practitioners from other colleges and universities.

**Faculty Satisfaction**

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

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

**National and International Faculty Recognition**

The University actively promotes distinguished faculty as they compete for national and international research and teaching awards. In cooperation with distinguished faculty members, previous award winners, and senior leadership, efforts are being made to:

- understand and communicate the nomination procedures for the most prestigious national awards;
- form partnerships with deans and chairs to identify strong candidates, as well as potential nominators;
- identify a broad spectrum of prestigious academic awards and the faculty who have received them;
- analyze career trajectories of faculty members who may be poised for major awards;
- actively support nominators and candidates during the application processes; and
- advocate appropriately on behalf of University nominees.

The research, teaching, and service of University faculty are celebrated through research professorships, institutional teaching awards, and recognition of various types of institutional service. Faculty also continue to garner considerable recognition for their scholarly pursuits.
Since 2012, faculty have been recognized in many major academic award categories, including the prestigious American Academy of Arts and Sciences (six), Guggenheim Fellowships (four), the National Academy of Medicine (formerly the Institute of Medicine, two), the National Academy of Engineering (five), the National Academy of Public Administration (one), and the National Academy of Sciences (one).

In 2015, Reuben Harris (Biochemistry, Molecular Biology & Biophysics) was named a Howard Hughes Medical Institute Investigator, and Elizabeth Wilson (Public Affairs) received the new Carnegie Fellowship from the Carnegie Corporation.

In 2016, the Thurber Prize for American Humor was awarded to Julie Schumacher for her book, Dear Committee Members: A Novel. Also in 2016, professors Robert Nichols and Nancy Luxon (political science) and Jean O’Brien (history and American Indian studies) received an award from the Andrew W. Mellon Foundation funding a cross-disciplinary Sawyer Seminar planned for 2017–18, titled The Politics of Land: Colony, Property, Ecology.

An Emphasis on Diversity and Inclusion

The University has made a strong commitment to building a workforce that reflects the diversity of its community. Select efforts and accomplishments in the last year follow.

- The Office of Human Resources formed a new Diversity and Inclusion Recruiting Team. The group is composed of three diversity recruiters whose job is to help hiring managers build more diverse pools of applicants and to develop a broad network of community contacts that can bring more job candidates from underrepresented groups to the University.
- The Office for Equity and Diversity (OED) conducts implicit-bias workshops to help search committees understand inherent preconceptions and stereotypes and to prevent bias in the hiring process.
- OED’s Institute for Diversity, Equity, and Advocacy (IDEA) convenes scholars in many disciplines from the University and around the world to collaborate in innovative ways on issues of equity, diversity, and underrepresented populations.
- The Duluth campus designated a new cabinet level position, the Assistant to the Chancellor for Diversity and Inclusion, to oversee the Campus Climate Change Initiative. In addition, a half-time Faculty Fellow for Equity and Inclusion leads UMD’s Intercultural Leadership Development initiative. This position also provides training about implicit bias in the search process and for the Equity and Diversity Certificate (a system-wide program through the Office of Equity and Diversity).
- The Twin Cities campus was recognized in 2015 by the Campus Pride Index as one of the 50 most LGBTQ-inclusive campuses in the nation. The index is an overall indicator of institutional commitment to LGBTQ-inclusive policy, program, and practice.

Effective Faculty and Staff Development

The University has created a new leadership development approach specifically designed to help the University achieve its strategic priorities, which includes personalized coaching at the college and department level to build core competencies, support cultural change, and develop leadership capacity throughout the University. Faculty and staff at all levels have a wide array of resources to develop their skills, set and follow a vision, engage others, collaborate, and be accountable for their actions.

Research shows that leaders learn and retain insights best when they apply their knowledge immediately. In keeping with this research, the University has shifted from offering only in-person training to a broader, experience-based approach that includes in-person learning, online self-paced learning, assessments, on-the-job experience, group projects, peer accountability, and coaching.

Programs include:

- A cohort program for mid-level leaders, in which several people from the same college or unit work on common challenges via small-group
discussions and activities, case studies, and individual assessments.

- Leadership Essentials, a four-day course for supervisors to strengthen core leadership skills.
- Supervisory Essentials, an in-person and online program on key University supervisory policies.

Faculty and Academic Leadership Development

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

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

Department chairs and heads also play a critical role in establishing and nurturing a productive working environment for their faculty and staff. The University offers a comprehensive, full-year Provost’s Leadership Program for Academic Chairs and Heads, specifically targeting new chairs and heads and focused on mentoring faculty and staff, handling student issues, and addressing diversity and faculty life-course issues. “Talking Heads” is a leadership development initiative in which chairs and heads meet regularly to share best practices and learn about key leadership challenges across the University.

The University also holds workshops for chairs and heads on a wide variety of topics, including promotion and tenure, post-tenure review, and annual reviews of faculty to ensure that these leaders are knowledgeable about policies and procedures.

In addition, the University has greatly expanded its participation in the Academic Leadership Program, sponsored by the Big Ten Academic Alliance. Faculty participants in this program meet with a wide range of University leaders to discuss paths to leadership, roles of administrative offices, and decision-making. These meetings supplement three weekend seminars.

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

An Employer of Choice

The University is committed to attracting and retaining talented faculty and staff with competitive salaries and benefits, challenging and rewarding work, clear paths for advancement, a comprehensive compensation package, and a strong emphasis on health and wellbeing. The University strives to maintain a compensation package that is competitive with peers and labor markets, as directed by the Board of Regents. Compensation must also be balanced with the University’s overall need for cost containment and efficiency. The portion of the University’s total budget spent on compensation has remained relatively stable (roughly 62 percent) since 2009.

Comprehensive, Affordable, and Competitive Health Benefits

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

The University aggressively manages its health benefits costs by:

- self-insuring with UPlan;
- negotiating with vendors for cost savings and establishing performance guarantees;
- managing pharmacy costs through increased generic-drug usage;
- introducing restricted-network plan options such as using care system networks as base plans and promoting its Accountable Care Organization—a
low-cost, narrow-network plan emphasizing outcomes rather than fees for service; and
• promoting a strong wellness program.

For the 2016–17 year, UPlan’s health care costs are projected to trend below the national average for the seventh year in a row. Over the years the University has also been very aggressive in developing programs for controlling costs. In 2017, the ACO network offers with the addition of ACOs in greater Minnesota will be emphasized. After implementing an ACO model, the University has found the program is not only popular with participants but improves the quality of care while reducing cost, especially for high-risk members (see Figure 7-C and Figure 7-D). Last year 95 percent of ACO members retained their coverage from the previous year.

The University has also created a special pharmacy program to better manage prescription costs. Working in a unique collaboration with the College of Pharmacy, the program’s strategies have included developing a Medication Therapy Management pharmacist network and health coaching for employees managing multiple medications and medical conditions. As a result, generic-drug use is now at 83 percent. The number of prescriptions per member has declined steadily since 2010 and is well below the number for non-member employees. Drug trend costs have increased 8.9 percent compared to a national average of 13.1 percent.

Wellness Program
For more than ten years, the University has offered an extensive Wellness Program to increase the health, fitness, and wellbeing of its faculty and staff on all of its campuses. The program has been very well received by employees, and the University is continually looking for ways to enhance its offerings. By participating in University-sponsored wellness programs, employees can earn points that translate into $400 to $600 in savings on their insurance premiums. Wellness programs include health assessments, weight management, fitness, disease management, health coaching, and stress management.

Emphasizing the health, wellbeing, and quality of life of faculty and staff in turn leads them to be more fully engaged and productive in their jobs.

Committed to the Wellbeing of Faculty and Staff
The concept of wellbeing goes beyond health insurance and benefits. High-performing companies and institutions recognize that employees thrive and are more productive in a culture of health, wellness, happiness, and support. The University emphasizes a comprehensive approach to employee wellbeing, which includes:

• a total compensation package that includes salary, medical and dental benefits, disability and life

Figure 7-C. ACO data compared to broad network, 2014

![Figure 7-C. ACO data compared to broad network, 2014](image)

Source: Office of Human Resources, University of Minnesota

Figure 7-D. ACO costs compared to University plan average, 2014–2015

![Figure 7-D. ACO costs compared to University plan average, 2014–2015](image)

Source: Office of Human Resources, University of Minnesota
insurance, flexible spending accounts, long-term care insurance, and retirement;
• an award-winning Wellness Program;
• Boynton Health Service, with programs that include primary and dental care, a mental health clinic, physical therapy, a women’s clinic, urgent care, and more;
• a state-of-the-art recreation center;
• the Center for Spirituality & Healing, which offers innovative, multidisciplinary programs for whole-body care, as well as workshops and lectures on wellbeing, Mindfulness-based Stress Reduction, and other topics;
• the Employee Assistance Program, which provides confidential consulting and referrals for any personal or work concern affecting wellbeing, from relationships to substance abuse to stress;
• financial counseling that offers employees and family members up to six free sessions a year; and
• a farmers market on the Twin Cities campus, which invites local farmers to sell their fresh vegetables, berries, and flowers from July to October. The weekly market is sponsored by a dozen University units, including Boynton Health Service, Cornercopia Student Organic Farm, and the Bicycle Commuter Program.

Community Fund Drive
University employees believe in giving back to their community. The annual Community Fund Drive, an employee-run campaign to raise funds for local nonprofit organizations, has been a University tradition since 1931. In 2015, Twin Cities campus employees raised $1.2 million through the drive. In the last 20 years, the University has raised more than $20 million for worthy causes in Minnesota. The campaign works with seven nonprofit federations representing nearly 500 organizations: the Greater Twin Cities United Way, Community Health Charities of Minnesota, Open Your Heart to the Hungry and Homeless, United Negro College Fund, Minnesota Environmental Fund, Community Shares Minnesota, and the University of Minnesota Foundation. Giving back is itself a component of wellbeing. Recent research has found that the simple act of donating money or volunteering enhances personal wellbeing and can lead to improved psychological and physical health.
Operational Excellence: Organization

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

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

A Productive, Efficient Organization

Enterprise Asset Management
Maintaining and supporting physical assets is the University’s second largest cost after compensation. Good information and workflow management are key to the optimal management of space allocation and utilization, capital planning and project management, leases and real estate, maintenance, and custodial work. The University is therefore launching an Enterprise Asset Management (EAM) system, which will replace dozens of unique and disconnected systems to better provide integrated and complete data to support meaningful decision making about the lifecycle of physical assets (land, space, facilities, and equipment). Following a market analysis, a review of best practices, and a request for proposals, the University has selected a platform that is expected to advance these goals for the next ten years.

Network Upgrade
The University will begin upgrading its data network infrastructure at the end of 2016. This project will span three fiscal years and is estimated to cost around $70 million. The new data network is expected to provide a base service of one gigabit to all locations, and the new wifi system will be designed to stay ahead of the forecasted 20 percent annual growth in devices and number of connections. Academically, the University’s network must be able to support interactive and technology-rich classrooms and provide consistent student access. Research traffic must integrate with the Gopher Science Network to efficiently move large datasets and manage data-collection points. Demand is increasing more broadly for the management of simple devices, known as the “Internet Of Things,” that are tools for the educational mission and system automation. The new network’s projected life-span is expected to be ten years or more. This meets the longevity expectation set by the current network, which was installed in 2004.

Ensuring a Safe University
Maintaining safety is a 24/7 job, and students, faculty, staff, and visitors continue to experience a safe environment on the University’s campuses. In fact, the Crookston campus was cited as one of USA Today’s “Ten Safest College Campuses in the Nation” in 2015. There is a system-wide focus on working with public safety partners on and off campus to help develop better safety and crime reduction strategies while improving communication and effectiveness. Community and student engagement has become a priority for building strong connections and communicating safety strategies. On the Twin Cities campus, crime totals account for less than 0.3 percent of the violent crime in the City of Minneapolis—even with over 80,000 people coming to campus on any given day. Police and safety personnel engaged the campus community by hosting various community orientated policing events, an open house, and a student safety summit. While managing many sporting, entertainment, and cultural events, Public Safety staff trained on emergency response tactics and collaborated with safety partners to improve services. The UMPD is the first agency in the state to have all its sworn officers certified in crisis intervention, which is a major component of police work on a college campus.

eProcurement
In 2012, the President’s Operational Excellence committee endorsed a recommendation to implement a robust eProcurement tool now known as UMarket, which went live July 1, 2013. Overall UMarket sales activity has grown from $21 million to over $47 million in the first three years. Based on third-year activity, UMarket has saved University departments an estimated $2.7 million in procurement costs. UMarket’s ongoing success can be attributed to the addition of new suppliers and increased product offerings. Through a partnership with University
Bookstores this past year, Apple computers and accessories became available through UMarket at educational pricing. Integrated with eProcurement, UMarket continues to advance centralized logistics services on the Twin Cities campus, reducing vehicles and increasing pedestrian safety.

**Twin Cities Campus Development Framework**

In 2016, the Board of Regents discussed land use and a development framework that articulates a vision for the Minneapolis campus. The development framework guides decision making about campus evolution over time. It indicates appropriate places for buildings, uses, and movement/connections, and identifies locations for significant campus growth and change. The development framework was created to provide a way to understand, reinforce, and acknowledge the various characteristics and needs of distinct campus districts when planning for the future. It supports future infrastructure and will be important to future campus planning decisions, within the University community and in concert with partners at the city and neighborhood level.

**Thirty-Year Vision for the Southeast Gateway on the Twin Cities Campus**

Planning for the future of the southeast gateway area of the Twin Cities campus was completed in 2016. This work, an element of the broader development framework, incorporates the investments identified in the Governor’s Blue Ribbon Commission report approved by the Legislature in 2014 (specifically, investments in health sciences education and clinical research facilities). The vision included potential sites for a replacement hospital as well as locating student housing along the riverfront in the long-term. The southeast gateway vision was adopted by the Board of Regents in July 2016. The plan identifies buildings that will be renovated, new building sites, and demolition sites. It directly informs the University’s 2016 Six-Year Capital Plan, which outlines a series of three investments in the future of the Academic Health Center. Among these investments is a plan to demolish the Mayo Building. This 850,000 square foot facility represents just over 10 percent of the total amount of poor and critical space systemwide, and would make significant progress on one of the Progress Card maroon measures.

**Housing Strategy**

Following nearly two years of staff work and Board discussion, Housing and Residential Life launched a multi-pronged effort to provide University-managed housing for 90 percent of first-year students, 25 percent of students who return for a second year, and 10 percent of incoming transfer students. The first component is the protection of current residence hall capacity to provide enough beds for all first-year students who apply by the May 1 deadline. This is achieved through ongoing reinvestment in the University’s 5,700 residence hall rooms and a complete renovation of historic Pioneer Hall, slated to begin construction in spring 2017 and consistent with the 30-year vision for the southeast gateway. A second piece involves master leasing privately built apartment facilities in desirable locations. Approximately 1,000 new beds will come into University inventory in fall 2017 at both Keeler Apartments (across from 17th Avenue residence hall and dining center) and Radius on 15th (across from the under-construction Athletes’ Village.) These apartments will supplement the 400 beds at University Village leased by the University for many years. Finally, the University’s first 29 undergraduate housing scholarships were awarded in fall 2016. Funded by philanthropic giving, these awards provide for 50 percent room and board to eligible students who typically would not be able to have an on-campus residence hall experience.

**A Building-By-Building Strategy**

The University’s capital strategy group guides planning and vision for the future of capital assets system-wide. The primary tool for outlining capital investment priorities is the Six-Year Capital Improvement Plan. Its objectives are to:

- advance strategic priorities;
- enhance the campus-based experience;
- align projects with available revenue sources;
- increase utilization and functionality of physical assets;
- complete capital investment sequences; and
- reduce poor and critical space.

To support the Capital Strategy Group in this effort, a building-by-building strategy continues to be
developed. Under this initiative, University Services is working to identify needs in each of the system’s 916 buildings, and to classify them as “catch up / keep up,” “sustain,” or “do not invest” based on a combination of factors including facility condition, historic consideration, programmatic relevance, and adaptability. With this information, the University and its colleges and departments can plan investments and prioritize projects accordingly. In addition, the University has used these data to realign HEAPR and R&R investments to increase investment into “catch up / keep up” buildings by diverting it from “do not invest buildings.” The 2016 Six-Year Plan includes priorities that if funded, would reduce poor and critical space by three million square feet.

Lab and Research Safety
The Lab and Research Safety Program has completed several cycles of laboratory audits. The program is maintaining a cycle of audits based on risk bands with only high-risk laboratories visited every year. In addition, the program has taken significant steps to coordinate lab visits with other University regulatory bodies to minimize burden to researchers. Research safety staff are working with safety committees and department safety officers to improve the culture of safety, and are now engaged with student groups such as the model rocketry club to guide them toward adequate written risk assessment and an enhanced culture of safety. Management of regulated waste has improved this past year with a focus on assigned roles and improving customer experience. A software system has been implemented that will allow greatly simplified procedures for users. Additional chemical inventory software will support University operations, facilitate emergency response, and assist with regulatory compliance. The system integrates with the University’s hazardous waste disposal system and helps to categorize waste for disposal.

Reducing Greenhouse Gas Emissions
Since the adoption of Board of Regents Policy: Sustainability in Energy Efficiency in 2004, efforts have been made to advance this issue on the teaching, research, and operational fronts. One specific area of focus is the reduction of the University’s greenhouse gas emissions. Included as a maroon measure on the Progress Card, the current target is a 50 percent reduction in emissions by 2020 (with 2008 levels as a baseline). Ongoing initiatives include building commissioning and recommissioning, the Smart Labs program, lighting conversion, renewable energy procurement, and transportation demand management.

This year the University entered a long-term subscription for power from a solar farm in Dakota County, expected to provide 2 mW of renewable power for 25 years. On the Twin Cities campus, a combined heat and power plant is nearing completion. When operational, this facility will generate both electricity to power the campus and steam to provide heat or drive chillers, netting two uses for each unit of fuel. In addition to an expected $2 million per year cost savings, this plant will significantly reduce the campus carbon footprint.

A Multipurpose U Card
The University and the Metropolitan Council reached an agreement this past year for the issuance of dual technology cards, which will allow the University community to use their U Card for Metro Transit fare validation. The U Card Office began issuing hybrid cards with two smart chips (one for University building access, one for Metro Transit farebox validation) to incoming staff and students on the Twin Cities campus in summer 2016. This hybrid card will eliminate the need to carry two cards, reduces costs, and is expected to increase ridership and customer satisfaction for both the University and Metro Transit. Students, faculty, and staff who have this new U Card and a transit contract can ride Metro Transit buses, trains, and light rail by simply touching their U Card to the validator.

Facilities Role Consolidation
University Services units (Facilities Management, Capital Planning and Project Management, University Health and Safety, Public Safety) have had multiple points of contact for any given college or administrative unit regarding security, construction, space management, and facilities. While some roles have had formal responsibilities, others were more loosely defined and unevenly applied across campus. An initiative to streamline roles led to a simplified structure, with three new roles created out of seven disparate ones to ensure single points of contact and enhanced authority and accountability levels:
• RRC Facilities Lead (represents each academic and administrative unit);
• Department Facilities Representative (represents each department); and
• Primary Building Contact (represents each building).

Under this simplified structure, the University has 47 RRC Facilities Leads and over 500 Department Facilities Representatives. Online forms and reports with role contact information have been consolidated into a special portal for employees in these roles to begin streamlining several work processes. Early successes include improved building security through a continually updated list of authorized requestors and more timely updated building emergency plans due to every building having an employee coordinating the needed information.

Financial Effectiveness

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

Table 8-1. Moody’s Investor Service ratios

<table>
<thead>
<tr>
<th>Ratio Description</th>
<th>Ratio Details</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Total Financial Resources to Direct Debt University 6/30/15 = 2.74 Median = 2.33</td>
<td>Measures the ability of the University to cover its direct obligations with all its financial resources: divide total financial resources (all net assets, except capital assets) by direct debt. The higher the ratio, the stronger the financial condition of the institution.</td>
<td></td>
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<tr>
<td>2. Expendable Financial Resources to Direct Debt University 6/30/15 = 1.80 Median = 1.77</td>
<td>Similar to the first ratio, but this one includes only “expendable” resources, those available for immediate expenditure, divided by direct debt. If expendable funds = long term debt, the ratio would be 1.0. Again, the higher the ratio, the stronger the financial condition of the institution.</td>
<td></td>
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<tr>
<td>3. Actual Debt Service to Operations University 6/30/15 = 3.6% Median = 3.3</td>
<td>Measures the debt service burden on the annual operating budget: debt service (principal plus interest) divided by total operating expenses. A high ratio indicates a greater burden on the budget, which could compromise the ability of the institution to meet its goal of supporting the vision of the University.</td>
<td></td>
</tr>
<tr>
<td>4. Expendable Financial Resources to Operations University 6/30/15 = .77 Median = .73</td>
<td>Measures the relative time the University could operate without new additional revenue: “expendable resources” divided by the total operating expenses for the year. A ratio of .5 would mean the institution could operate for six months without additional resources. The higher the ratio, the better the financial outlook.</td>
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</tr>
</tbody>
</table>

Based on these ratios, and a variety of other financial considerations, such as the University’s strength of management, the demand for University mission activities (instruction, research, and public service), and the predicted state support for the University, Moody’s has consistently assigned a debt rating of Aa1, one notch below AAA, the top rating possible.

A second measure of financial effectiveness is the ability of the University to produce an operating budget on an annual basis that appropriately balances planned expenditures within available resources, addresses the existing or emerging financial challenges in specific units, invests in priority initiatives, holds costs down for students, and is ultimately approved by the Board of Regents. The University has continued to achieve this goal by developing an annual budget process that holds all units accountable for the financial activities that occur within them, and yet allows leadership to make decisions that advance University priorities and address significant financial needs. The financial model requires transparency in decision making by academic leadership and a concentrated effort on the part of all support and administrative units to provide value-added, excellent service. It promotes incentives for sound fiscal management and continuous improvement, as all units benefit from lowering costs and maximizing revenues.

Under this model, the University has consistently produced a balanced budget while improving quality, growing revenues, and increasing the demand for its programs and services. Since 2012, the University...
has also benchmarked its expenditures on leadership and oversight as a percentage of spending on mission and mission-support activities to facilitate mission-centered investments and to limit spending where possible on oversight and overhead (Progress Card measure).

**Financial/Budget Efficiency**

Over the last ten years, the global economic downturn resulted in budget challenges at the state level and for the University. From 2008 to 2012, the state appropriation to the University dropped by almost $140 million. This drop in revenue, coupled with the need to maintain quality and cover regular and unavoidable increases in operating costs, led the University to implement moderate tuition increases in the early years, while extensive expense reductions and internal reallocation of resources has continued throughout the period. The annual budget process has required every unit to review its operations and make decisions that would increase revenues where possible and reduce expenses throughout. In the 2014–2017 academic years, the University strategically chose to implement historically low increases in the undergraduate resident tuition rates (see below), so even with a slight uptick in state appropriations for the current and last biennia (an incremental $31 million in fiscal year 2014, $14 million in fiscal year 2015, $26.6 million in fiscal year 2016, and $900,000 in fiscal year 2017), the University has continued to increase efficiency; to produce more and better outcomes with less waste and financial burden on students. Two bold efforts demonstrate this continued commitment:

- **Administrative Reductions:** Following discussions with the state legislature during the 2013 legislative session, President Kaler announced that he would meet and exceed their expectations for administrative reduction at the University. He committed the University to implementing $90 million of strategic reductions in administrative costs over a six-year period (fiscal years 2014–19). Through the annual budget process, every unit is asked to propose actions that will result in identifiable expense cuts to activities outside of direct mission (instruction, research, and public service). In the first two fiscal years of this plan (2014 and 2015), $38.4 million of such reductions were implemented, and the approved budget for fiscal years 2016 and 2017 include an additional planned reduction of $32.1 million. After four years, the University has achieved or specifically planned $70.5 million toward the $90 million goal.

- **Tuition Relief:** For the last two biennium, the University’s request to the state included a renewed partnership related to tuition. If the state would commit to supporting the University with an incremental increase in appropriations of $14.2 million in both fiscal years 2014 and 2015, the University would commit to holding the resident undergraduate tuition rate at the 2012–13 academic year level for both years of the biennium. The first proposal was successful: both the state and the University made and honored that commitment. For the current biennium, the University again proposed a tuition freeze: if the state would commit to supporting the University with an incremental increase in appropriations of $21.5 million in fiscal year 2016 and $22.2 million in fiscal year 2017, the University would commit to holding the resident undergraduate, graduate, and professional tuition rates at the 2014–15 academic year level (resulting in a four-year freeze for resident undergraduate students). The state supported this request in part with an appropriation increase of $11.1 million in fiscal year 2016. In response, the University followed through that year with tuition rate increases that reflect the appropriation change: an increase of 1.5 percent on the resident undergraduate rate and an average increase of 2.5 percent on the resident graduate and professional rates. In addition, the University budgets during this time frame have included historically low increases in other required fees and room and board costs, with total increases of 2.2 percent or less on all campuses. In the current year (2016–2017), even with no increase in state appropriation to address unavoidable cost increases, the University held the resident undergraduate tuition rates flat on each of the system campuses and implemented only a 2.5 percent increase for the resident undergraduate rate on the Twin Cities campus, with the increase in graduate and professional tuition rates ranging from 0 to 2.5 percent on average.
# APPENDIX A:
## KEY DATA SOURCES AND WEB LINKS

### Key Data Sources
- Association of American Universities Data Exchange: aaude.org
- Association of American Universities: www.aau.edu
- Association of Research Libraries: www.arl.org
- Institute of International Education: www.iie.org
- National Center for Education Statistics: nces.ed.gov/ipeds
- National Institutes of Health: www.nih.gov
- National Research Council: www.nationalacademies.org/nrc
- National Science Foundation: www.nsf.gov

### University of Minnesota Links
- Twin Cities Campus: www.umn.edu
  - Strategic Plan: strategic-planning.umn.edu
- Duluth Campus: www.d.umn.edu
  - Strategic Plan: www.d.umn.edu/chancellor/planning
- Morris Campus: www.morris.umn.edu
  - Strategic Plan: digitalcommons.morris.umn.edu/camp_doc/11
- Crookston Campus: www.crk.umn.edu
  - Strategic Plan: www.crk.umn.edu/strategic-planning
- Rochester Campus: www.r.umn.edu
- University of Minnesota Extension: www.extension.umn.edu

### Research and Outreach Centers
- North Central Center at Grand Rapids: ncroc.cfans.umn.edu
- Northwest Center at Crookston: www.nwroc.umn.edu
- Southern Center at Waseca: sroc.cfans.umn.edu
- Southwest Center at Lamberton: swroc.cfans.umn.edu
- UMore Park at Rosemount: www.umorepark.umn.edu
- Urban Research and Outreach-Engagement: uroc.umn.edu
- West Central Center at Morris: wroc.cfans.umn.edu
### University of Minnesota Links, Continued

<table>
<thead>
<tr>
<th>Office</th>
<th>Website</th>
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</thead>
<tbody>
<tr>
<td>Academic Health Center</td>
<td><a href="http://www.health.umn.edu">www.health.umn.edu</a></td>
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<tr>
<td>Board of Regents</td>
<td><a href="http://www.regents.umn.edu">www.regents.umn.edu</a></td>
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<tr>
<td>Controller’s Office</td>
<td><a href="http://www.controller.umn.edu">www.controller.umn.edu</a></td>
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<tr>
<td>Global Programs &amp; Strategy Alliance</td>
<td><a href="http://www.global.umn.edu">www.global.umn.edu</a></td>
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<tr>
<td>Office for Equity and Diversity</td>
<td>diversity.umn.edu</td>
</tr>
<tr>
<td>Office for Public Engagement</td>
<td><a href="http://www.engagement.umn.edu">www.engagement.umn.edu</a></td>
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<tr>
<td>Office for Student Affairs</td>
<td><a href="http://www.osa.umn.edu">www.osa.umn.edu</a></td>
</tr>
<tr>
<td>Office of Budget and Finance</td>
<td><a href="http://www.budget.umn.edu">www.budget.umn.edu</a></td>
</tr>
<tr>
<td>Office of the Executive Vice President and Provost</td>
<td><a href="http://www.academic.umn.edu/provost">www.academic.umn.edu/provost</a></td>
</tr>
<tr>
<td>Office of Institutional Research</td>
<td><a href="http://www.oir.umn.edu">www.oir.umn.edu</a></td>
</tr>
<tr>
<td>Office of the President</td>
<td><a href="http://www.umn.edu/president">www.umn.edu/president</a></td>
</tr>
<tr>
<td>Office of University Relations</td>
<td>university-relations.umn.edu</td>
</tr>
<tr>
<td>Office of Vice President for Research</td>
<td><a href="http://www.research.umn.edu">www.research.umn.edu</a></td>
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<tr>
<td>University Libraries</td>
<td><a href="http://www.lib.umn.edu">www.lib.umn.edu</a></td>
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<tr>
<td>University of Minnesota Alumni Association</td>
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</tr>
<tr>
<td>University of Minnesota Foundation</td>
<td><a href="http://www.giving.umn.edu/foundation">www.giving.umn.edu/foundation</a></td>
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</table>
APPENDIX B:
BOARD OF REGENTS

Honorable Dean Johnson, Chair
At-Large Representative
Elected in 2007, 2013
Term expires in 2019

Honorable David McMillan, Vice Chair
Congressional District 8
Elected in 2011
Term expires in 2017

Honorable Thomas Anderson
Congressional District 7
Elected in 2015
Term expires in 2021

Honorable Richard Beeson
Congressional District 4
Elected in 2009, 2015
Term expires in 2021

Honorable Laura Brod
At-Large Representative
Elected in 2011
Term expires in 2017

Honorable Linda Cohen
At-Large Representative
Elected in 2007, 2013
Term expires in 2019

Honorable Thomas Devine
Congressional District 2
Elected in 2012
Term expires in 2017

Honorable Michael Hsu
Congressional District 6
Elected in 2015
Term expires in 2021

Honorable Peggy Lucas
Congressional District 5
Elected in 2013
Term expires in 2019

Honorable Abdul Omari
At-Large Representative
Elected in 2013
Term expires in 2019

Honorable Darrin Rosha
Congressional District 3
Elected in 1989, 2015
Term Expires in 2017

Honorable Patricia Simmons
Congressional District 1
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 C: Senior Leadership

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eric W. Kaler</td>
<td>President</td>
</tr>
<tr>
<td>Karen Hanson</td>
<td>Executive Vice President and Provost</td>
</tr>
<tr>
<td>Ann Aronson</td>
<td>Chief Marketing Officer and Deputy Chief of Staff to the President</td>
</tr>
<tr>
<td>Mike Berthelsen</td>
<td>Interim Vice President for University Services</td>
</tr>
<tr>
<td>Kathryn Brown</td>
<td>Vice President for Human Resources</td>
</tr>
<tr>
<td>Brian Burnett</td>
<td>Senior Vice President for Finance and Operations</td>
</tr>
<tr>
<td>JD Burton</td>
<td>Interim Special Assistant to the President for Government and Community Relations</td>
</tr>
<tr>
<td>Mark Coyle</td>
<td>Athletic Director</td>
</tr>
<tr>
<td>Bernard Gulachek</td>
<td>Interim Vice President and Chief Information Officer</td>
</tr>
<tr>
<td>Brian Herman</td>
<td>Vice President for Research</td>
</tr>
<tr>
<td>Brooks Jackson</td>
<td>Vice President for Health Sciences and Dean of Medical School</td>
</tr>
<tr>
<td>Gail Klatt</td>
<td>Associate Vice President for Internal Audits</td>
</tr>
<tr>
<td>Lisa Lewis</td>
<td>President and CEO of the University of Minnesota Alumni Association</td>
</tr>
<tr>
<td>Doug Peterson</td>
<td>General Counsel</td>
</tr>
<tr>
<td>Amy Phenix</td>
<td>Chief of Staff to the President</td>
</tr>
<tr>
<td>Kathleen Schmidkofer</td>
<td>President and CEO of the University of Minnesota Foundation</td>
</tr>
<tr>
<td>Chuck Tombarge</td>
<td>Chief Public Relations Officer and Deputy Chief of Staff to the President</td>
</tr>
<tr>
<td>Lendley Black</td>
<td>Chancellor, University of Minnesota Duluth</td>
</tr>
<tr>
<td>Jacqueline Johnson</td>
<td>Chancellor, University of Minnesota Morris</td>
</tr>
<tr>
<td>Michelle Behr</td>
<td>Chancellor, University of Minnesota Morris (effective February 6, 2017)</td>
</tr>
<tr>
<td>Stephen Lehmkuhle</td>
<td>Chancellor, University of Minnesota Rochester</td>
</tr>
<tr>
<td>Fred E. Wood</td>
<td>Chancellor, University of Minnesota Crookston</td>
</tr>
<tr>
<td>Barbara Keinath</td>
<td>Interim Chancellor, University of Minnesota Crookston (effective January 1, 2017)</td>
</tr>
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Progress Card Measures 
Definitions 

GOLD MEASURES

Measure
4- and 6-year graduation rates, by campus

Definition/Discussion
The percentage of first-time, full-time new entering freshmen that graduated within four or six years. The University counts as a successful completion a student that first enrolls at any U of M campus and graduates from any U of M campus in the given timeframe. (For federally reported measures, a student must begin and graduate from the same campus to be counted as a successful completion for that institution.)

The four-year graduation rates reported in 2021 will be based on the 2017 entering cohorts, while the six-year graduation rates in 2021 will be based on the 2015 entering cohorts. The Provost on the Twin Cities campus and Chancellors on the system campuses were asked to set reasonable stretch goals for their individual campuses given incoming student characteristics, availability of degree programs, and peer comparisons.

Measure
4-year graduation rates of Pell-awarded students (system)

Definition/Discussion
The percentage of first-time, full-time new entering freshmen who received federal Pell grants their first year and graduated within four years.

This is a system-level measure of undergraduates at all campuses. Similar to overall four-year graduation rates, this measure takes an incoming cohort of students receiving Pell grants and examines their graduation levels four years later. Ideally financial need would not be a barrier to graduation, yet we know that Pell eligibility can also correlate with other graduation risk factors such as being a first-generation student.

The ultimate goal for these students would be to bring their graduation rate up to that of the student body as a whole. Although this may be unrealistic in a shorter time frame, the proposed goal grows the graduation rate of Pell-awarded students at twice the rate of the proposed growth rate for the student body overall.

Measure
Twin Cities entering freshman average ACT
Definition/Discussion
The composite score on the ACT exam for entering students. The ACT uses a 36-point scale on four multiple-choice testing areas: Math, English, Science, and Reading.

A long-time measure of the academic preparedness of the incoming class, the average ACT score of the freshmen class has been rising steadily, from 24.8 in 2003 to 28.2 in 2015. However, given state demographics, natural limits, and the desire to meet multiple goals for the incoming class (including access for students across Minnesota, students of color, and students from diverse socio-economic backgrounds), it is unlikely that the University will see or desire a significant increase in this measure in the near future.

The University has a goal of exceeding an average ACT of 28.0 while continuing to monitor student access to a University education.

Measure
Institutional gift aid (system)

Definition/Discussion
The total amount of student gift aid provided by the University across all campuses. Gift aid includes Promise scholarships, admissions scholarships, collegiate and department scholarships, athletic scholarships, Regents scholarships, and graduate assistant tuition benefits. This measure does not include state or federal grants, student employment, or loans.

While there is no “correct” level of institutional gift aid, the University has a long standing commitment to making education as affordable as possible for students, and increasing gift aid through fundraising and institutional resources is an important strategy in meeting that commitment. The goal represents a three-percent annual increase in institutional gift aid through 2021.

Measure
R&D expenditures

Definition/Discussion
The total dollar amount of research and development expenditures defined and collected annually by the National Science Foundation through the Higher Education Research & Development Survey. All institutions expending at least $150,000 on R&D in the fiscal year are surveyed, and the data is comprehensive of all sources of R&D expenditures. For FY 2014, UMTC had $877M in R&D expenditures; for the University system, R&D expenditures exceeded $900M.

Though this measure includes the many sources of an institution’s R&D funding, the largest source continues to be federally sponsored funding. The federal investment in sponsored research projects has been flat for several years and is predicted to remain so for the foreseeable future. Despite this, the Office of the Vice President for Research has proposed a goal that would increase R&D expenditures by nearly five percent over the next few years.

Measure
Medical School ranking

Definition/Discussion
An annual ranking based on the total dollar amount of grants from the National Institute of Health to medical schools as analyzed by the Blue Ridge Institute for Medical Research.
Medical school rankings have traditionally been based on National Institute of Health (NIH) awards to U.S. medical schools in a given year. In 2015, the University of Minnesota’s medical school received nearly $128 million in NIH awards and ranked 32nd in the country. In 2015 the University of California–San Francisco Medical Center was the top-ranked school in the country, with $497 million in NIH awards. Minnesota ranked 4th in the Big 10, behind Michigan (12th), Northwestern (18th), and Wisconsin (23rd). The Mayo Clinic in Rochester was 19th in the country in 2015.

Senior Vice President and Dean of the Medical School Brooks Jackson has stated the desire to return to being a “Top 20” medical school. The 20th ranked school in 2015, the Baylor College of Medicine, had $206 million in NIH awards, so achieving that ranking is an ambitious goal over a relatively short time period.

**Measure**  
Faculty awards

**Definition/Discussion**  
The number of prestigious national awards received by faculty in the arts, humanities, sciences, engineering, and health fields and the institutional ranking based on those awards as measured annually by the Center for Measuring University Performance (MUP) at Arizona State University.

The MUP analyzes and ranks research universities in nine different areas, including the number of prestigious national faculty awards. The twenty-four awards included in their analysis range from the Guggenheim Fellowships, MacArthur Foundation Fellowships, and National Humanities Center Fellowships to the NSF CAREER awards.

This measure can be quite variable from year to year, but the University desires to maintain its place among the top 10 public research universities with regard to prestigious national awards. The ranking goal requires approximately 25-30 of these faculty awards annually, and the numeric goal of 35 or more faculty with annual awards aligns with the strategic emphasis on faculty excellence.

**Measure**  
Participation in the employee engagement survey (system)

**Definition/Discussion**  
The system-level survey response rate for faculty and staff on the annual Employee Engagement survey. Though employee engagement is a nebulous concept to attempt to measure at the all-University level, a private-sector standard is to measure participation in such a survey so that local-level units can receive as much rich and comprehensive data as possible. The University measures faculty and staff participation in this survey.

Although employee survey participation is already high compared to other higher education institutions, the University strives to increase participation by 2 percent with each administration of the survey.

**Measure**  
Operational excellence

**Definition/Discussion**  
The President has set as a goal a minimum of $90M in cost savings over a six-year period (FY14–FY19). The cost savings are identified annually in the budget process and must come from categories not directly related to mission activities of instruction, research, or public service.

The goal for this measure is $90M by FY19.
MAROON MEASURES

Measure
Twin Cities transfer student 3-year graduation rate

Definition/Discussion
The percentage of students who previously attended a postsecondary institution outside the University system and graduated within three years of transferring to the Twin Cities campus.

Though not generally reported on a nation-wide basis, the ability to graduate transfer students is an equally important and worthy goal to traditional freshman graduation rates. There is more variability in these cohorts, with some students entering with 30 credits or less, while a few bring in as many as 90 credits. The three-year graduation rate for transfer students would be comparable to the five-year traditional rate, understanding the additional variability among these students. Much like goals for increasing the traditional four- and six-year rates, the University believes it should also increase these graduation rates.

The University has a goal of exceeding a 65 percent graduation rate for transfer students.

Measure
Graduate and professional degrees awarded (system)

Definition/Discussion
The total number of master’s, doctoral, and professional degrees awarded annually across the University.

The University is the primary generator of graduate and professional degree recipients for the State of Minnesota. The ongoing need for an educated workforce, both throughout the general population but also at the highest levels of education, requires the University to maintain its priorities in this area.

Graduate enrollments have predictably been falling as the economy has improved. However, the University has been opening new programs at the professional master’s level, filling demand for new emerging areas in technology, business intelligence, international law, and other fields. The University will need new programs such as these to maintain current degree completions above 5,250 per year.

Measure
Median undergraduate debt at graduation (system)

Definition/Discussion
The median amount of student debt accumulated by undergraduates with student debt at the time of their graduation.

This measure can be heavily influenced by many factors, only some of which the University controls. Along with tuition and institutional aid policies, other factors that influence student debt include federal and state financial aid policies, program choice and time to degree, and student and parent behaviors and choices. Because this measure is relevant to all students in the U of MN system, we monitor this at the all-University level.

The University proposes a goal of limiting increases in the median amount of cumulative debt for undergraduates with debt to no greater than the consumer price index, with adjustments according to state and federal policy changes. Although a wide variety of factors will influence this measure, it is an important priority for the Board and administration to continue to monitor.
Measure
Students of color with a favorable sense of belonging on campus (SERU survey)

Definition/Discussion
Percentage of undergraduate students of color responding agree or strongly agree to the statement “I feel that I belong at this campus.” Data is collected as part of the Student Experience in the Research University (SERU) survey, administered to all undergraduates on the Twin Cities campus.

The University’s goal is to improve the campus climate and sense of campus belonging for all students. The goal for this measure would be to have the student of color favorable sense of belonging metric match the nonstudent of color response. The data source for this measure is the SERU survey, which will next be administered in 2017.

Measure
Percent of new entering (and all currently enrolled undergraduate) students who are Minnesota high school graduates

Definition/Discussion
Percent of the University’s new entering students and the percent of all enrolled undergraduate students who identified Minnesota as their home location prior to enrollment. The source for this measure is the University’s enrollment statistics. This measure analyzes fall enrollments to help assess access for Minnesota students throughout their academic careers. The percent of Minnesota high school students among both new entering and all undergraduate students throughout the University system wide has remained consistently high.

The goal for this measure is to maintain the historical access of Minnesota students to the University of Minnesota.

Measure
Percent of recent Minnesota high school graduates choosing a Minnesota college who enroll at the University

Definition/Discussion
The percent of Minnesota public high school students who graduate in the spring and enroll at a Minnesota postsecondary institution in the fall of that year who choose the University of Minnesota. The source for this measure is the Minnesota Office of Higher Education’s Basic Data Series.

This measure focuses service to Minnesota students to those recent high school graduates who choose to continue their education in Minnesota. The University has traditionally been an attractive choice for Minnesota students seeking a bachelor’s degree and has increased its share of the Minnesota college-bound students who graduate from a Minnesota high school. Approximately 1/5 of Minnesota high school graduates choose a postsecondary institution outside of Minnesota and 1/3 do not attend a postsecondary institution the following fall after graduation. Those students are not included in this measure.

The goal for this measure is to maintain the historical access of Minnesota high school graduates to the University of Minnesota.

Measure
Enrollment in health science specialties with shortages (Nursing, Pharmacy, Dentistry)
Definition/Discussion
The annual fall enrollments in health sciences fields identified by the Minnesota Department of Employment and Economic Development’s Labor Market Information Office as leading to Occupations in Demand in Minnesota.

The University has a crucial role in meeting the need for growing the health care workforce across the state. In particular, the University recognizes its ability to meet the needs for health care professionals in high demand throughout the state, and has prioritized enrollments at all educational levels in the fields of nursing, dentistry, and pharmacy. The University proposes to increase enrollments to greater than 2,100 students in these fields.

Measure
Total enrollment in the AHC schools and Center for Allied Health

Definition/Discussion
The total combined fall enrollments in the Academic Health Center schools of Dentistry, Medicine, Nursing, Pharmacy, Public Health, and Veterinary Medicine, and the Center for Allied Health. This measure includes enrollments on the Twin Cities, Duluth, and Rochester campuses.

In keeping with the goals of the AHC’s strategic plans and recommendations from the Governor’s blue-ribbon committee on the medical school, expanding access to health education across the AHC is a key component in returning to national leadership in healthcare training, research, and care. In addition to the state-level demand for healthcare workers identified in the preceding measure, expanding enrollments across the AHC addresses the growing needs for doctors and other health professionals across a wide variety of in-demand specialties at the state and national levels. The University proposes to increase enrollments to above 6,350 students, an increase of over 156 students.

Measure
National public research university ranking

Definition/Discussion
The annual ranking by the National Science Foundation of public higher education institutions according to total annual research and development expenditures.

Reported annually by the Vice President for Research, the public research university rankings are compiled from the Higher Education Research & Development Survey completed by all institutions with at least $150,000 in dedicated R&D expenditures in a fiscal year. While the total R&D expenditures metric is our primary measure of research productivity, monitoring the ranking allows the administration and Board to evaluate the relative competitiveness of the University.

The University continues to be among the top 10 public institutions on this measure and strives to stay at this high level understanding that there will be year-to-year variance.

Measure
Minnesota intellectual property agreements

Definition/Discussion
The total number of intellectual property agreements executed annually through the MN-IP Program.

Over the past few years, the University has prioritized making it easier for business to partner with the University to transform discoveries into innovative solutions. MN-IP is designed to improve access to University-developed
technology while reducing the risk and cost associated with licensing intellectual property (IP) and sponsoring research. Programs to help both create and license University IP have been developed, and increasing the number of agreements is an important policy direction.

With limited trend data for this emerging program, it is unclear what the optimal rate for increasing the annual number of MN-IP agreements should be. Currently, the University has a goal of increasing agreements 10 percent year-over-year, with updated information provided by the Vice President for Research as it becomes available.

**Measure**  
Public service expenditures (system)

**Definition/Discussion**  
The University’s total annual expenditures on public service. The University records its mission-related expenditures into instruction, research, and public service categories.

There are no agreed-upon comprehensive measures of public service and outreach in higher education, in part because public service and outreach informs much of the work of a land-grant institution. The wide range of activities and expenditures included broadly under public service and outreach makes it difficult to identify a single measure of progress. While exploring and defining a more comprehensive measure, the University proposes to continue to monitor our overall expenditures.

The University has had a staunch commitment to public service and outreach as a core mission function and plans to keep its expenditures above $245 million annually.

**Measure**  
Average citations per faculty member

**Definition/Discussion**  
The number of times a recent faculty publication is cited by scholars during a five-year period as measured by Academic Analytics, a data analytics source provider. The total number of citations is averaged across all faculty at the institution and pertains to works published within that same five-year period.

There are several different services for faculty citation counts, none of which are comprehensive. The University proposes to further discussion of this measure by using currently available data from Academic Analytics, a national leader in academic scholarship data and analytics, while exploring data options for use across campus, including by the libraries and the Faculty and Academic Affairs office.

The specific goal of maintaining an average citation count per faculty above 125 annually may be updated with different data sources, but the goal’s emphasis on faculty scholarship and excellence will continue.

**Measure**  
National scholarship awards to students

**Definition/Discussion**  
The number of prestigious national awards annually received by University undergraduates. The seven leading student awards included in this measure are the Beinecke, Churchill, Truman, Rhodes, Fulbright, Goldwater, and Astronaut awards.

These awards represent a wide variety of fields and expertise and are some of the most prestigious student awards
in the world. Any given year can be quite variable in the number of awards our students apply for and receive; additionally, many of these leading awards have limitations based on location of the students’ institution or home residence.

As such, the measure examines awards in five-year blocks (2015-20) of awards, with a goal of exceeding the previous half-decade’s achievement. The Board will also receive annual progress updates on this measure.

Measure
Spending on leadership & oversight vs. mission and mission support

Definition/Discussion
The percentage of University expenditures on leadership and oversight as determined by the University’s internal cost benchmarking study, which has divided all University expenditures into mission, mission-support, and leadership and oversight categories since 2012.

One purpose of this study is to ensure that the University continues to make investments in mission-related activities, while limiting new investment where possible in oversight and overhead. The University now has three years of data, and has shown the ability to contain leadership and administrative costs. However, monitoring levels vs. setting an actual target is probably prudent, as many variables go into this metric.

The University proposes to maintain and continue to try to decrease the percentage of spend on leadership and oversight, understanding that there is a natural floor for this percentage of expenditures.

Measure
University square feet considered in “poor” or “critical” condition

Definition/Discussion
The number of gross square feet of University facilities system wide rated through the Facilities Condition Assessment as being in “poor” or “critical” condition.

The University has for a number of years completed a comprehensive facility condition assessment (FCA) on many of its buildings. Beginning in 2013 this was extended to all buildings system wide with an enhanced methodology.

The University proposes a goal of tracking the total number of gross square feet considered either “poor” or “critical” by this methodology and decreasing the total square footage in these categories over time.

Measure
Sustainability – Metric tons of greenhouse gasses

Definition/Discussion
The number of metrics tons of greenhouse gasses produced annually across the University system.

The Board of Regents policy on Sustainability and Energy Efficiency directs campus operations to reduce emissions to the environment. In addition, the institution has committed to regular greenhouse gas inventories as part of the American College and University Presidents’ Climate Commitment, and the Minnesota state legislature has also established emission reduction requirements for buildings constructed with state funds.

In 2008, when we first began measuring greenhouse gas emissions, the University set as a goal a 50 percent reduction in emissions by 2021. With changes to the emission calculation methodology in 2016 to more accurately
reflect trend data in purchased electricity and campus steam plants, the base level of 703,311 metric tons yields a 50 percent reduction target of 351,656 metric tons by 2021.

**Measure**
University credit rating

**Definition/Discussion**
Moody’s Investors Services routinely monitors the University’s credit rating and takes into account several factors related to the University’s overall financial health, student demand, financial statement analysis, state support, and analysis of the University’s management strength. Moody’s credit ratings range from a high of Aaa to C.

The University works to maintain its current credit rating per Board policy.

**Measure**
Athletics graduation success rate (GSR)

**Definition/Discussion**
The percentage of first-time, full-time undergraduates in Division I athletics who begin at the Twin Cities campus as freshmen or transfers, receive athletic aid their first year, and graduate within six years of their first term at any institution. The GSR excludes student athletes who leave the University in good academic standing with remaining athletic eligibility.

Though it functions much like a traditional graduation rate statistic, the GSR is a measure unique to intercollegiate athletics. The GSR holds colleges accountable for graduating those student athletes who transfer into the University and but also does not penalize an institution’s graduation rate for student athletes that transfer or leave an institution with athletic eligibility and in good academic standing.

The University already ranks very highly in this measure and has the goal to maintain the significant gains of the past several years.
AGENDA ITEM: Building Community: Neighborhood Engagement and University Community Safety

☐ Review ☐ Review + Action ☐ Action ☒ Discussion

This is a report required by Board policy.

PRESENTERS: Michael Berthelsen, Interim Vice President, University Services
Matt Clark, Chief, University of Minnesota Police Department
Andrew Furco, Associate Vice President for Public Engagement
Monique MacKenzie, Director of Planning, Capital Planning and Project Management
Jan Morlock, Director of Community Affairs
Maggie Towle, Associate Vice Provost for Student Life

PURPOSE & KEY POINTS

The purpose of this item is a discussion related to the University's neighborhood engagement efforts and how such efforts affect the community. The discussion will include:

• An overview of neighborhood trends near campus.
• Principles to guide University engagement efforts.
• A status report on the University's neighborhood engagement activities since July 2014.
• A discussion of safety-related issues in surrounding neighborhoods.

As higher education evolves, the University's place-based learning experience is, and is expected to be, one of its greatest competitive advantages. UMTC's urban location means the boundaries between campus and city are fluid, and impacts in one area can affect another. More students than ever live near campus and walk, bike, or commute to campus through adjacent neighborhoods. In this dynamic environment, ensuring a great place-based experience for students, faculty, and staff requires the University to be more deliberately engaged in the processes that influence the quality and livability of the campus communities.

The University's community engagement efforts fall into three areas: faculty and student academic engagement, livability issues, and planning and development. These categories provide context for where University engagement efforts fall along the Public Participation Spectrum developed by the International Association for Public Participation (included in the docket, and as follows). This construct allows the University to engage in a clear, transparent conversation with community members about expectations regarding the areas in which they interact with the University.
The following questions will help guide the Board's discussion:

- In five years, what changes do you envision for how the University engages with the surrounding neighborhoods?
- Are there specific topics the University should consider when strengthening engagement with the surrounding communities? How should these be prioritized?
- Should the University consider expanding the amount of resources (financial or human) it dedicates to near-campus betterment? If so, what criteria should the University consider in its decision-making?

BACKGROUND INFORMATION

The Board has discussed or adopted the following planning efforts and action items related to community engagement:

Neighborhood Engagement Resolution, 2014

In July 2014, the Board adopted a resolution supporting strategies and actions to increase external engagement and cooperation with the City of Minneapolis, Hennepin County, and other public and private partners to achieve a vibrant, welcoming, safe, and attractive environment in and around UMTC. Furthermore, the Board supports strategies that advance key interests of both the University and the surrounding community, including public safety, transportation, building code enforcement, housing, public-private partnerships, and creating community amenities that will
enrich the livability of the neighborhoods around the Minneapolis portion of the Twin Cities campus.

**Twin Cities Campus Master Plan, 2009**

The Board adopted the updated Twin Cities Campus Master Plan. The second guiding principle of the plan is to "strengthen connections to adjacent communities." The plan projects growth over a 10-year period to promote an understanding of the University's plans for the future and identifies conditions under which the University would acquire properties outside the current campus boundaries. The plan also identifies “Areas of Influence” and “Joint Planning Areas,” both of which are intended to provide guidance as to how the University will engage with landowners, neighborhoods, and the respective municipalities.

**University District Alliance, 2007**

The University District Alliance was established in 2007 after an impact study commissioned by the Minnesota Legislature found that neighborhoods in the U district were losing balance as owner-occupied homes were nudged out in favor of rental properties. The University District Alliance is made up of interested and committed people from the U District neighborhoods of Marcy-Holmes, Prospect Park, Southeast Como, and West Bank/ Cedar-Riverside, business associations, University student government, the City of Minneapolis, Augsburg College, and the University of Minnesota Minneapolis campus and neighborhood.

**Stadium Area Advisory Group, 2004**

The Stadium Area Advisory Group was established in 2004 as part of the TCF Bank Stadium Environmental Impact Statement (EIS) process to invite representatives of adjacent municipalities, neighborhoods, and business districts to advise the University on the planning, development, and operation of an on-campus Gopher football stadium. The Board took formal action approving the adequacy of the EIS in March 2006.

**Real Estate Transactions**

The Board periodically approves real estate transactions that implement the University's strategy to acquire real estate to support direct mission activities or take advantage of opportunities on the edges of campus. The Board has occasionally sold property to support private developments that serve the University community.
Presentation overview

• Why is community engagement important?
• How does the University engage with the Community?
• What principles guide us in our engagement strategy?
• What progress has been made since the July Board of Regents 2014 Resolution?
Why is community engagement important?
Place-Based Experience
New and Planned Near-Campus Housing
Property Tax Status

Note: Non-residential parcels are excluded from the map.

- Homesteaded
- Non-Homesteaded
- Mixed (e.g. condominium)
- University buildings
- University land

Source: Metropolitan Council MetroGIS Regional Finance Data, October 2020; University of Minnesota - University Services, Real Estate Office.

The information in this document may not be disclosed, reproduced, or shared without University of Minnesota authorization, 2/18/2017.
How does the University engage with the Community?

- Faculty & Student Academic Engagement
- Livability Issues
- Planning and Development
Faculty and Student Academic Engagement

- Scholarly Value of Engagement
- Accounting and Assessment
- Student Experiences and Development
- Community Connections
- Cultivating and Supporting Campus Leaders

- Visibility and Value
- Program Alignment and Integration
- Internal Networking
- National and International Networking
- Leveraging External Funds
Livability Issues: Office of Off Campus Living

- Living in near campus neighborhoods
- Renter Education
  - Landlord/tenant
  - City ordinances
  - Responsible hosting
  - Conduct code extends off campus
- Roommate Finder
- Community & neighborhood involvement
- Neighborhood Liaison Program
Livability Issues / Planning and Development:
University District Alliance and Stadium Area Advisory Group
Planning and Development:
2009 Twin Cities Campus Master Plan – Projected 10 year Growth

• Anticipated acquisitions between Oak and Huron

• Scenarios for additional acquisition:
  – Strategic adjacencies
  – Expanding programs
  – University Alliance objectives
  – Joint planning areas – strategic value
Areas of Influence:

- Land and housing markets impacted by the U
- Need for greater partnerships and project collaboration

Joint Planning Areas:

- Locations adjacent to campus
- Signals University’s desire to work collaboratively with landowners, neighborhoods, and City
- Future change of mutual interest to U and neighbors
What principles guide us in our engagement strategy?
• Boundary to guide future planning (understanding potential for acquisitions outside the boundary)
• New U development to contribute to community vibrancy
• U development on edges respect adjacent urban environment
• Participate in improving pedestrian access routes to campus
• Support efforts to promote local businesses and services
2009 Campus Master Plan Guidelines (continued)

- Support shared interests between campus and neighborhoods
- Collaborate with others to reinvest in near campus housing initiatives
- Promote community-building and communications
- Expand community policing and safety partnerships
- Incorporate Crime Prevention through Environmental Design (CPTED) into campus design
2014 Board of Regents Resolution

- U and neighborhoods inextricably linked
- Vital interest in well-being of students living off-campus
- Need for welcoming, safe and attractive neighborhoods
- U will collaborate with local governments, community members, institutions, and private sector

- U benefits from private investment in neighborhoods
- Benefit of mix of residents, housing stock, businesses
- Need for strong and lasting partnerships
- Need for articulating shared goals and clarifying roles and responsibilities
Now, therefore, be it resolved that the Board of Regents supports University of Minnesota strategies and actions to increase external engagement and cooperation with the City of Minneapolis, Hennepin County, and other public and private partners to achieve a vibrant, welcoming, safe and attractive environment in and around the Twin Cities/Minneapolis campus. Furthermore, the Board supports strategies that advance key interests of both the University and the surrounding community, including public safety, transportation, building code enforcement, housing, public-private partnerships, and creating community amenities that will enrich the livability of the neighborhoods around the Minneapolis portion of the Twin Cities campus.
### Public Participation Spectrum

**Developed by the International Association for Public Participation**

<table>
<thead>
<tr>
<th><strong>Public Participation Goal</strong></th>
<th><strong>Inform</strong></th>
<th><strong>Consult</strong></th>
<th><strong>Involve</strong></th>
<th><strong>Collaborate</strong></th>
<th><strong>Empower</strong></th>
</tr>
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<tbody>
<tr>
<td>To provide the public with balanced and objective information to assist them in understanding the problems, alternatives and/or solutions.</td>
<td>To work directly with the public throughout the process to ensure that public issues and concerns are consistently understood and considered.</td>
<td>To place final decision-making in the hands of the public.</td>
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</tr>
<tr>
<td><strong>Promise to the Public</strong></td>
<td>We will keep you informed.</td>
<td>We will keep you informed, listen to and acknowledge concerns and provide feedback on how public input influenced the decision.</td>
<td>We will look to you for direct advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Example Tools</strong></td>
<td>Fact sheets, Websites, Open houses</td>
<td>Public comment, Focus groups, Surveys, Public meetings</td>
<td>Workshops, Deliberate polling</td>
<td>Citizen Advisory committees, Consensus-building, Participatory decision-making</td>
<td>Citizen juries, Ballots, Delegated decisions</td>
</tr>
</tbody>
</table>
What progress has been made since the July 2014 Resolution?

• Faculty & Student Academic Engagement
• Livability Issues
• Planning and Development
Academic Engagement: Examples of Community-Partnered Research

• Cedar Riverside - Dr. Chelsea Thul, Kinesiology - Improving gender equality for women in sports

• Prospect Park - Dr. Barbara McMorris, School of Nursing and Brian Hissong, Big Brothers Big Sisters - Fostering Healthy Habits for Youth

• Southeast Como - Dr. Elizabeth Wattenberg and Dr. Peter Raynor, School of Public Health - Tri-Chloro-Ethylene (TCE) vapor contamination
Academic Engagement: Examples of Student Service-Learning and Community Service

- PA 3481 Cedar Riverside: Where The World Meets MN
- Southeast Como Improvement Association student internships
- Cedar-Riverside Adult Education Collaborative
- Student volunteering – Pratt School in Prospect Park
Livability Issues: Good Neighbor Fund

- Activities must be in, and benefiting, the neighborhood communities adjacent to UMTC
- Promote the beauty, stability, vitality, and security of the adjacent communities
- A Fund Management Committee made up of representatives of the campus-area communities reviews applications and makes funding recommendations.
Livability Issues: Neighborhood life

- Pack and Give Back
- Greek loan program
- City of Minneapolis Ordinance Changes
- Open Streets
Livability Issues: Neighborhood Life

- UMPD and Off-Campus Living collaboration with Minneapolis Police and neighborhood organizations to address noise and unruly assemblies in the neighborhoods

Noisy/Unruly Assemblies violations

![Graph showing Noisy/Unruly Assemblies violations across different years and locations.]
Livability Issues: Safety

- Robbery and Crime Suppression Patrols
- Work with City Licensing and MPD on Neighborhood Bar Issues
- Attendance at Community Meetings and Events
Livability Issues: Safety

• Collaboration with Partner Law Enforcement and Public Safety Orgs. on Criminal Investigations, Crime Intelligence Meetings, and Joint Response Exercises
• Work with Alcohol Policy and Abuse Prevention committee (APAP) and other OSA Programs in neighborhood
• Lighting and camera investments
Livability/Planning and Development: Transportation Study

- Coordinated investment in roadways and transportation network to support development on campus and in surrounding community.
- Over long term horizon (25yrs), new roadways must be built to keep road network functional.

iap2 public participation spectrum

developed by the international association for public participation

<table>
<thead>
<tr>
<th>PUBLIC PARTICIPATION GOAL</th>
<th>INFORM</th>
<th>CONSULT</th>
<th>INVOLVE</th>
<th>COLLABORATE</th>
<th>EMPOWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>To provide the public with balanced and objective information to assist them in understanding the problems, alternatives and/or solutions.</td>
<td>To obtain public feedback on analysis, alternatives and/or decision.</td>
<td>To work directly with the public throughout the process to ensure that public issues and concerns are consistent, understood and considered.</td>
<td>To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.</td>
<td>To place final decision-making in the hands of the public.</td>
<td></td>
</tr>
</tbody>
</table>
Planning and Development: Real Estate Acquisitions

- Limitations: public information and impact on transactions
- Information about acquisition once finalized
- Potential for engagement about planned projects
• University as a participant
• Intentional focus to leverage University strengths
• Focus on campus edges
• Attention to unique identity, human scale density, mixed use, safety and health, natural amenities, sustainability
Planning and Development: UDA Joint Planning Task Force

Task Force Process:

• Define Processes for Joint Planning in University District
• Representatives from U, City, Neighborhoods + Neutral Facilitator
• Consensus document
• Primary issues resolved, some details require further discussion
Planning and Development: UDA Joint Planning Task Force

Task Force Results:
• For all proposers in UD, commitment to engage at appropriate levels.
• UMN offers inclusion of ‘Community Engagement Scorecard’ starting in predesign
• Project Summary to Board of Regents to include summary of impact
• UDA Board will review
Planning and Development: Example
Clinics and Surgery Center

- Scope of project defined by UMN
- Engagement with interested neighborhoods and others at milestones in project development
- Issues addressed building siting, lighting, signage, materials
Discussion Questions
Discussion Questions

• In five years, what changes would you envision the University has adopted regarding how the University engages with the surrounding neighborhoods?

• Are there specific topic areas that the U should consider as priorities when focused on strengthening engagement with the surrounding communities? How should these be prioritized?

• Should the University consider expanding the amount of resources (financial or human) it dedicates to near campus betterment? If so, what criteria should the University consider in its decision-making?
AGENDA ITEM: Progress Update on Twin Cities 5-Year Enrollment Plan

☐ Review ☐ Review + Action ☐ Action ☒ Discussion

This is a report required by Board policy.

PRESENTERS: President Eric W. Kaler
Karen Hanson, Executive Vice President and Provost
Robert McMaster, Vice Provost and Dean of Undergraduate Education

PURPOSE & KEY POINTS

The purpose of this item is to discuss progress updates on the Enrollment Management Plan of the University of Minnesota-Twin Cities.

This enrollment plan is based on the following 10 principles:

1. Modest enrollment growth.
3. Affordability and access for Minnesota residents.
4. High-quality education and student experience.
5. Maintain commitment to transfer students.
6. Value ethnic, social, economic, and geographic diversity.
7. Support timely graduation.
8. Adjust enrollment levels and tuition rates to provide revenues.
9. Continue need-based and merit-based aid programs.
10. Direct attention to workforce needs.

BACKGROUND INFORMATION

The Board has engaged in the following recent discussions on the topic of enrollment management:

- March 2016: Resolution on Enrollment Principles and Tuition/Aid Philosophy, Board of Regents
- October 2015: Principles and Objectives to Govern Enrollment Management Through 2025, Board of Regents Work Session
- October 2015: University Enrollment Management, Academic and Student Affairs
- October 2015: Tuition and Financial Aid Management, Academic and Student Affairs
- February 2015: Balancing UMTC Strategies around Enrollment and Financial Aid, Academic and Student Affairs
In addition, the Academic and Student Affairs Committee receives an annual update on UMTC undergraduate education.
Board of Regents
February 10, 2017

Update on Enrollment Management Plan

Eric Kaler
President

Karen Hanson
Senior Vice President for Academic Affairs and Provost

Robert McMaster
Vice Provost and Dean of Undergraduate Education
Twin Cities Campus
Board of Regents Resolution on Undergraduate Enrollment Management at the UMTC: 2016-2021

- Recognize the distinctive enrollment strategies and goals of each U of M campus.
- Attract the very best and brightest students from the State of Minnesota.
- Maintain financial access and affordability.
- Maintain diversity; broadly defined to include ethnic, racial, geographical, socio-economic, and gender; in the undergraduate student body.
- Maintain strong need-based (including middle-income) and merit-based financial aid programs.
- Keep resident tuition and fee rates as low as possible, and set competitive non-resident tuition rates.
- Ensure a high-quality student experience and timely graduation.
1. Modest total enrollment growth

CURRENT: 30,500 full-time undergraduates

TARGET: Gradual increase to approximately 32,000 to 33,000

FOCUS: STEM, Health, Environment
Twin Cities Campus Fall Semester New Freshman (NHS) Headcount Enrollment History
### Example Model for Undergraduate Headcount Enrollment Increase

<table>
<thead>
<tr>
<th>College</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
<th>Fall 2021</th>
<th>Fall 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Freshman (NHS) Potential Targets</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall NHS</td>
<td>5,880</td>
<td>5,825</td>
<td>5,875</td>
<td>5,925</td>
<td>5,975</td>
<td>6,000</td>
<td>6,000</td>
</tr>
<tr>
<td><strong>New Transfer (NAS) Potential Targets</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall NAS</td>
<td>2,300</td>
<td>2,200</td>
<td>2,200</td>
<td>2,200</td>
<td>2,200</td>
<td>2,200</td>
<td>2,200</td>
</tr>
<tr>
<td>Spring NAS</td>
<td>860</td>
<td>860</td>
<td>860</td>
<td>860</td>
<td>860</td>
<td>860</td>
<td>860</td>
</tr>
<tr>
<td><strong>Total Undergraduate Headcount Enrollment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total UG</td>
<td>30,975</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>32,500</strong></td>
</tr>
</tbody>
</table>

*Note: Fall 2016 represents actual enrollment, all other figures are model estimates.*
2. Admit for success

- Students who have a strong probability of being retained and graduating in a timely manner (i.e., 4 years)
- Holistic review of applicants using primary and secondary characteristics
- Appropriate selectivity

TARGET: Maintain average ACT of \( \geq 28 \)
Use of ACT/SAT in the Undergraduate Admissions Process

Holistic Review Process

Admission decisions are based on a very careful, overall assessment of each student's academic preparation and performance, and of the additional information provided in the application.

No single factor is the deciding factor in the decision.

We do not use test score cut-offs for admissions decisions or for scholarship decisions.
Twin Cities Fall 2016 New Freshman (NHS) ACT Composite Scores by College: 25th Percentile, 75% Percentile, 25th to 75th Range, and Mean

<table>
<thead>
<tr>
<th>College</th>
<th>75th Pct</th>
<th>Range</th>
<th>25th Pct</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSOM</td>
<td>31</td>
<td>3</td>
<td>28</td>
<td>29.4</td>
</tr>
<tr>
<td>CEHD</td>
<td>27</td>
<td>6</td>
<td>21</td>
<td>24</td>
</tr>
<tr>
<td>CSE</td>
<td>33</td>
<td>3</td>
<td>30</td>
<td>31.7</td>
</tr>
<tr>
<td>CBS</td>
<td>32</td>
<td>4</td>
<td>28</td>
<td>30.1</td>
</tr>
<tr>
<td>CLA</td>
<td>29</td>
<td>4</td>
<td>25</td>
<td>27.3</td>
</tr>
<tr>
<td>CDES</td>
<td>28</td>
<td>3</td>
<td>25</td>
<td>26.7</td>
</tr>
<tr>
<td>CFANS</td>
<td>29</td>
<td>5</td>
<td>24</td>
<td>26.5</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>5</td>
<td>26</td>
<td>28.3</td>
</tr>
</tbody>
</table>
3. Affordability and access for MN residents

- Affordability = stabilizing or reducing student debt
- Access = commitment to broad spectrum of students, especially MN students
- Attentiveness to students from across MN, especially Greater MN

TARGET: 65% MN residents in freshman class
         68% MN residents in transfer class

Mindful of system-wide % MN undergraduates
4. High-quality education and student experience

Adjust enrollments to capacity of resources and make continued investments to provide an exceptional educational experience.

<table>
<thead>
<tr>
<th>Target Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing</td>
</tr>
<tr>
<td>Advising</td>
</tr>
<tr>
<td>Classrooms</td>
</tr>
<tr>
<td>Chemistry</td>
</tr>
<tr>
<td>Academic Support</td>
</tr>
<tr>
<td>Co-curricular</td>
</tr>
</tbody>
</table>
Student Success Initiatives

CAPE (Center for Academic Planning and Exploration)
- Coaches for undecided students

SMART Learning Commons
- Tutoring for the most demanding courses

PES (President’s Emerging Scholars)
- Enrolls 525 students each year

First-Year Programs and Welcome Week
- An intensive introduction to college life

Advising Task Force
- Increased advising capacity and enhanced training, improved use of APLUS
5. Maintain commitment to transfer students

- Increase campus-wide collaboration around transfer student recruitment and admissions
- Facilitate a seamless transition to UMTC through central orientation and welcome programs
- Monitor specific transfer pipelines and students’ success

TARGET: Continue to enroll approximately 33% of new undergraduates as transfer students
### Top 25 Primary Previous Institutions of Twin Cities Campus 2015-16 (Fall + Spring) Internal (IUT) and External (NAS) Transfer Students

<table>
<thead>
<tr>
<th>Institution</th>
<th>N</th>
<th>Institution</th>
<th>N</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>MNState2: Normandale CC</td>
<td>305</td>
<td>MNState2: St Paul College</td>
<td>58</td>
<td>Wisc: UW Madison</td>
</tr>
<tr>
<td>UMN: UofM Duluth</td>
<td>227</td>
<td>UMN: UofM Morris</td>
<td>53</td>
<td>WA: Green River CC</td>
</tr>
<tr>
<td>MNState2: Mpls CTC</td>
<td>187</td>
<td>Wisc: UW Eau Claire</td>
<td>46</td>
<td>ND: NDSU Fargo</td>
</tr>
<tr>
<td>MNState2: Anoka-Ramsey CC</td>
<td>117</td>
<td>Priv: U of St Thomas (MN)</td>
<td>43</td>
<td>MNState2: Rochester CTC</td>
</tr>
<tr>
<td>MNState2: Century College</td>
<td>112</td>
<td>MNState4: St Cloud State</td>
<td>42</td>
<td>INTL: Inti College</td>
</tr>
<tr>
<td>INTL: Shandong U Fin&amp;Econ</td>
<td>95</td>
<td>MNState4: Winona State</td>
<td>40</td>
<td>UMN: UofM Crookston</td>
</tr>
<tr>
<td>MNState2: Inver Hills CC</td>
<td>94</td>
<td>IA: Iowa State University</td>
<td>37</td>
<td>Priv: Hamline University</td>
</tr>
<tr>
<td>MNState2: N Hennepin CC</td>
<td>86</td>
<td>ND: UND Grand Forks</td>
<td>36</td>
<td>WA: Edmonds CC</td>
</tr>
<tr>
<td>MNState4: MSU Mankato</td>
<td>67</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Transfers Between Colleges in First Two Years: Fall 2014 Entering Freshmen (NHS) by Entry College (Column) and Fall 2016 College of Enrollment (Row)

<table>
<thead>
<tr>
<th>College</th>
<th>CSOM</th>
<th>CEHD</th>
<th>CSE</th>
<th>CBS</th>
<th>CLA</th>
<th>CDES</th>
<th>CFANS</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSOM</td>
<td>492</td>
<td>10</td>
<td>13</td>
<td>3</td>
<td>67</td>
<td>2</td>
<td>3</td>
<td>590</td>
</tr>
<tr>
<td>CEHD</td>
<td>3</td>
<td>281</td>
<td>5</td>
<td>10</td>
<td>103</td>
<td>3</td>
<td>13</td>
<td>418</td>
</tr>
<tr>
<td>CSE</td>
<td>3</td>
<td>3</td>
<td>886</td>
<td>13</td>
<td>89</td>
<td>5</td>
<td>4</td>
<td>1,003</td>
</tr>
<tr>
<td>CBS</td>
<td>0</td>
<td>2</td>
<td>13</td>
<td>358</td>
<td>47</td>
<td>0</td>
<td>4</td>
<td>424</td>
</tr>
<tr>
<td>NURS</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>85</td>
<td>0</td>
<td>1</td>
<td>94</td>
</tr>
<tr>
<td>CLA</td>
<td>12</td>
<td>60</td>
<td>37</td>
<td>48</td>
<td>1,502</td>
<td>14</td>
<td>22</td>
<td>1,695</td>
</tr>
<tr>
<td>CCE</td>
<td>0</td>
<td>7</td>
<td>4</td>
<td>6</td>
<td>54</td>
<td>4</td>
<td>2</td>
<td>77</td>
</tr>
<tr>
<td>CDES</td>
<td>1</td>
<td>6</td>
<td>7</td>
<td>4</td>
<td>34</td>
<td>165</td>
<td>4</td>
<td>221</td>
</tr>
<tr>
<td>CFANS</td>
<td>1</td>
<td>7</td>
<td>8</td>
<td>19</td>
<td>63</td>
<td>0</td>
<td>220</td>
<td>318</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>4</td>
<td>8</td>
<td>3</td>
<td>24</td>
<td>0</td>
<td>0</td>
<td>40</td>
</tr>
<tr>
<td>Total Enrolled</td>
<td>513</td>
<td>383</td>
<td>982</td>
<td>468</td>
<td>2,068</td>
<td>193</td>
<td>273</td>
<td>4,880</td>
</tr>
<tr>
<td>Not Enrolled</td>
<td>32</td>
<td>51</td>
<td>78</td>
<td>31</td>
<td>384</td>
<td>27</td>
<td>47</td>
<td>650</td>
</tr>
<tr>
<td>Entry Cohort</td>
<td>545</td>
<td>434</td>
<td>1,060</td>
<td>499</td>
<td>2,452</td>
<td>220</td>
<td>320</td>
<td>5,530</td>
</tr>
</tbody>
</table>
6. Value ethnic, social, economic, geographic diversity

- Maintain a national and global presence to attract a broad range of students (14% “national” and 6+% international)
  - Undergraduates consistently comment on the value of geographical diversity
- Attract, retain, and graduate students from multicultural backgrounds
- Be attentive to the diversity in MN high schools in recruitment and admissions
- Continue to build pipelines from other states and countries
Twin Cities Campus Fall Semester New Freshman (NHS) Student of Color Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>SOC Fr</th>
<th>% SOC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>1,059</td>
<td>20.1%</td>
</tr>
<tr>
<td>2008</td>
<td>1,043</td>
<td>20.4%</td>
</tr>
<tr>
<td>2009</td>
<td>1,032</td>
<td>19.1%</td>
</tr>
<tr>
<td>2010</td>
<td>960</td>
<td>18.0%</td>
</tr>
<tr>
<td>2011</td>
<td>994</td>
<td>18.5%</td>
</tr>
<tr>
<td>2012</td>
<td>1,077</td>
<td>19.5%</td>
</tr>
<tr>
<td>2013</td>
<td>1,076</td>
<td>19.4%</td>
</tr>
<tr>
<td>2014</td>
<td>1,139</td>
<td>20.6%</td>
</tr>
<tr>
<td>2015</td>
<td>1,201</td>
<td>20.8%</td>
</tr>
<tr>
<td>2016</td>
<td>1,310</td>
<td>22.3%</td>
</tr>
</tbody>
</table>
## Twin Cities Student of Color and American Indian Undergraduate Headcount Enrollment

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Am. Indian</td>
<td>175</td>
<td>183</td>
<td>180</td>
<td>181</td>
<td>189</td>
<td>234</td>
<td>261</td>
<td>274</td>
<td>280</td>
<td>339</td>
<td>369</td>
<td>372</td>
<td>390</td>
<td>372</td>
<td>367</td>
<td>397</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>2,245</td>
<td>2,290</td>
<td>2,336</td>
<td>2,574</td>
<td>2,656</td>
<td>2,694</td>
<td>2,760</td>
<td>2,777</td>
<td>2,791</td>
<td>2,833</td>
<td>2,879</td>
<td>2,880</td>
<td>2,957</td>
<td>3,010</td>
<td>3,121</td>
<td>3,229</td>
<td>3,391</td>
</tr>
<tr>
<td>Black</td>
<td>1,092</td>
<td>1,096</td>
<td>1,180</td>
<td>1,260</td>
<td>1,282</td>
<td>1,326</td>
<td>1,357</td>
<td>1,392</td>
<td>1,397</td>
<td>1,490</td>
<td>1,524</td>
<td>1,458</td>
<td>1,354</td>
<td>1,384</td>
<td>1,433</td>
<td>1,506</td>
<td>1,616</td>
</tr>
<tr>
<td>Hawaiian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>506</td>
<td>524</td>
<td>532</td>
<td>569</td>
<td>582</td>
<td>612</td>
<td>589</td>
<td>615</td>
<td>645</td>
<td>690</td>
<td>760</td>
<td>780</td>
<td>797</td>
<td>858</td>
<td>900</td>
<td>1,004</td>
<td>1,062</td>
</tr>
</tbody>
</table>
2016-17 Multicultural Student Enrollment Efforts

Recruitment Examples
• VIP Weekend (OUE/OED partnership)
• Experience Minnesota
• Multicultural Connections (OUE/OED partnership)
• Golden Gopher Visit Days
• American Indian Visit Day
• Joining a Legacy – Huntley House Showcase
• Golden Evening, culturally specific, on-campus recruitment receptions
• 45+ Minneapolis/St. Paul and AI Targeted High School Visits and Events

Outreach Examples
• Connecting Parents to Educational Opportunities (CPEO events)
• On-campus College Possible Events
• Special Programs Outreach: Medal of Honor, My Brother’s Keeper, Tazel Institute, Hispanic National Scholarship, APISFA Jumpstart, Expanded Group Visit Program
2016-17 In-Person National Recruitment Efforts

In-Person Recruitment

• 30+ Recruitment events (targeted to prospective and admitted students) in CA, CO, IA, IL, KS, MD, MO, NE, NY, NJ, Washington DC, and TX
• 160+ High School Visits
• 100+ parent nights, panels, college fairs, presentations

Enhanced High School Counselor Relations

• 10 Counselor Workshops
• In-person counselor advisory meetings
7. Support timely graduation

- Link financial aid, tuition, and enrollment strategies
- Allocate resources to support students

<table>
<thead>
<tr>
<th>Graduation rates</th>
<th>goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>New High School (freshmen)</td>
<td>Four-year</td>
</tr>
<tr>
<td>New High School</td>
<td>Six-year</td>
</tr>
<tr>
<td>New High School, Pell recipients</td>
<td>Four-year</td>
</tr>
<tr>
<td>Transfer</td>
<td>Three-year</td>
</tr>
</tbody>
</table>
Twin Cities Campus Fall Semester New Freshman (NHS) First-Year Retention: Students of Color and All Other Domestic Students

<table>
<thead>
<tr>
<th>Year</th>
<th>SOC</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>84.0%</td>
<td>88.9%</td>
</tr>
<tr>
<td>2007</td>
<td>83.5%</td>
<td>89.8%</td>
</tr>
<tr>
<td>2008</td>
<td>87.3%</td>
<td>91.6%</td>
</tr>
<tr>
<td>2009</td>
<td>88.9%</td>
<td>89.7%</td>
</tr>
<tr>
<td>2010</td>
<td>89.0%</td>
<td>90.4%</td>
</tr>
<tr>
<td>2011</td>
<td>90.3%</td>
<td>91.0%</td>
</tr>
<tr>
<td>2012</td>
<td>89.9%</td>
<td>90.4%</td>
</tr>
<tr>
<td>2013</td>
<td>92.2%</td>
<td>92.5%</td>
</tr>
<tr>
<td>2014</td>
<td>92.3%</td>
<td>92.8%</td>
</tr>
<tr>
<td>2015</td>
<td>93.6%</td>
<td>93.1%</td>
</tr>
</tbody>
</table>
Twin Cities Fall Semester New Freshman (NHS) Four-Year and Six-Year Graduation Rates by Year of Entry

- 2001: 37.1%
- 2002: 41.3%
- 2003: 45.6%
- 2004: 46.0%
- 2005: 47.3%
- 2006: 50.6%
- 2007: 54.5%
- 2008: 58.1%
- 2009: 59.1%
- 2010: 60.9%
- 2011: 63.3%
- 2012: 65.2%
Twin Cities Campus New External Transfer (NAS) 3-Year Graduation Rate

- Grad%
  - 2004: 53.3%
  - 2005: 52.1%
  - 2006: 57.0%
  - 2007: 55.7%
  - 2008: 60.1%
  - 2009: 56.4%
  - 2010: 58.6%
  - 2011: 62.5%
  - 2012: 61.4%
  - 2013: 62.4%
8. Adjust enrollment levels & tuition rates to provide revenues

- Maintain and enhance high-quality educational programs
- Annual review of
  - Resident tuition rates
  - Non-resident tuition rates
  - Fees, housing rates, and total cost of attendance
- With consideration of
  - Adequacy of state support
  - Market forces
  - Peer comparisons
  - Available financial aid resources
For Fiscal Year 2018

Resident increase of 2.0%
Non-resident increase of 10%
9. Continue need-based and merit-based aid programs

- Distribute need-based aid (including middle income) to ensure fiscal access for MN students
- Allocate merit-based aid to attract the very best students
- Maintain allocation of all financial aid at roughly 2/3 need-based, 1/3 merit-based
- Grow overall institutional gift aid to $275 million

- Committee working on redesigning financial aid models and price sensitivity RFI
- Plans for the Capital Campaign
Supporting the Undergraduate Enrollment Plan with Financial Aid

Talent Magnet for State
- Attracting the best and brightest

Enhancing the Student Experience
- Encouraging undergraduate students to conduct research, study abroad, and other curricular/co-curricular programs

Affordability
- Ensuring the University is affordable for MN residents

Future of MN
- Being attentive to state, national, and global workforce needs
10. Direct attention to workforce needs

- Help to meet workforce needs of MN and the world
- Particular attention to STEM fields important to MN
  - Food science
  - Health disciplines
  - Environmental science
  - Climate change
  - Emerging fields and new technologies

TARGET: Increase number of STEM majors who graduate from 3,300 now to 3,600 by 2020-21
Twin Cities Campus Baccalaureate STEM Degrees Awarded

<table>
<thead>
<tr>
<th>Year</th>
<th>STEM</th>
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<tbody>
<tr>
<td>2002-03</td>
<td>1,909</td>
</tr>
<tr>
<td>2003-04</td>
<td>1,938</td>
</tr>
<tr>
<td>2004-05</td>
<td>2,073</td>
</tr>
<tr>
<td>2005-06</td>
<td>2,096</td>
</tr>
<tr>
<td>2006-07</td>
<td>2,240</td>
</tr>
<tr>
<td>2007-08</td>
<td>2,284</td>
</tr>
<tr>
<td>2008-09</td>
<td>2,212</td>
</tr>
<tr>
<td>2009-10</td>
<td>2,445</td>
</tr>
<tr>
<td>2010-11</td>
<td>2,519</td>
</tr>
<tr>
<td>2011-12</td>
<td>2,708</td>
</tr>
<tr>
<td>2012-13</td>
<td>2,751</td>
</tr>
<tr>
<td>2013-14</td>
<td>2,983</td>
</tr>
<tr>
<td>2014-15</td>
<td>3,124</td>
</tr>
<tr>
<td>2015-16</td>
<td>3,320</td>
</tr>
</tbody>
</table>
AGENDA ITEM: Twin Cities Campus ROTC Overview

☐ Review  ☐ Review + Action  ☐ Action  ☒ Discussion

☐ This is a report required by Board policy.

PRESENTERS: Robert McMaster, Vice Provost and Dean of Undergraduate Education
            Captain Curtis Gilbert, Navy ROTC
            Lt. Colonel Lizabeth Wenzel, Air Force ROTC
            Lt. Colonel Collin Keenan, Army ROTC

PURPOSE & KEY POINTS

The purpose of this item is to provide an overview of the Reserve Officer Training Corps program (ROTC) at the Twin Cities campus, including its history, governance, and issues. The commanders will provide brief updates on the staff, cadets, and accomplishments of their respective units.

BACKGROUND INFORMATION

The ROTC program at the University began in 1869 when the first Military Science courses were first offered. In 1916, the University formally established the ROTC. The Navy ROTC was established in 1939 and the Air Force ROTC in 1949.

Currently, 72 UMTC students serve as cadets in the Army ROTC, 43 UMTC students who serve in the Navy ROTC Battalion, and 75 UMTC students who serve as cadets in the Air Force ROTC.
Board of Regents
February 10, 2017

ROTC Update

Robert McMaster
Vice Provost and Dean of Undergraduate Education
Twin Cities Campus

Captain Curtis Gilbert, Navy

Lieutenant Colonel Lizabeth Wenzel, Air Force

Lieutenant Colonel Collin Keenan, Army
Collectively, we proudly develop future Army, Navy, Marine Corps, and Air Force officers.
History of ROTC

• The mission of Land Grant institutions, as set forth in the Morrill Acts of 1862 and 1890, was to focus on the teaching of practical agriculture, science, and military science and engineering. It should be noted that military science was explicitly named in the Morrill Act.

• Early on, all male students had exposure to military training at this university.

• The U of M ROTC program has a long and distinguished history and dates back to 1869. Major General Richard W. Johnson became the University’s first Professor of Military Science and Tactics (what was known as the PMS&T), and also taught mathematics, history, and geography here from 1869 to 1871.
History of ROTC

• On December 5th, 1916, the University of Minnesota dissolved the existing Cadet Corps and formally established ROTC.

• It is interesting that military service had been required for all men. But in June 1934, the Board of Regents voted (6-5) to make this optional after 65 years.

• In 1939, the Navy ROTC program was established and, ten years later in 1949, the Air Force ROTC program started. We have now had all three programs for over 65 years at this university.
Governance of ROTC

PROVOST

- Federal Government
- Vice Provost and Dean of Undergraduate Education
- Senate Subcommittee on ROTC
- Army ROTC
- Air Force ROTC
- Navy (Marines) ROTC
Issues for ROTC

• Changes in Federal government policy (increases and decreases in scholarships)
• Lack of housing scholarships
• Facility issues
• Turnover of key Commanding and Executive Officers (as required by the federal government)
• Academic and physical demands on students
Army ROTC: Unit Staff

**PMS**
LTC Collin Keenan

**Admin/Log**
AGR – MAJ Dave Wagner

**HRA**
GS7 – Ms. Shanna Young
Univ – Ms. Maggie Marchesani

**Supply**
GS7 – Mr. Dave Lykens
Univ – Mr. John Joyner

**USAR Adjunct Faculty**
MAJ Nick Fox
MAJ Steve Scott

**SMI**
*MSG Pierre Berube

**Ops/Tng**
APMS – *CPT Ryan Goltz
Ops NCO – SFC Jason Benjamin
MSI – *SSG Jace Thorn
MSI – Mr. Dave Leard (CTR)

**ROO**
GS11 – Mr. Mitch Ruedebusch
APMS – *CPT Steven Cole
MNARNG Recruiter –
SSG Nathan Ross (Part Time)

**Retention**
APMS – CPT Ursula Gardner

*Pending loss*
### Army ROTC: Cadet Composition

#### By University

<table>
<thead>
<tr>
<th>University</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Minnesota</td>
<td>72</td>
</tr>
<tr>
<td>University of St. Thomas</td>
<td>19</td>
</tr>
<tr>
<td>Bethel</td>
<td>6</td>
</tr>
<tr>
<td>Augsburg</td>
<td>4</td>
</tr>
<tr>
<td>Hamline</td>
<td>4</td>
</tr>
<tr>
<td>Concordia</td>
<td>3</td>
</tr>
<tr>
<td>Macalester</td>
<td>3</td>
</tr>
<tr>
<td>St Catherine</td>
<td>0</td>
</tr>
<tr>
<td>Metropolitan State</td>
<td>1</td>
</tr>
<tr>
<td>Northwestern</td>
<td>1</td>
</tr>
<tr>
<td>North Central</td>
<td>0</td>
</tr>
<tr>
<td>Crown</td>
<td>0</td>
</tr>
<tr>
<td>Century</td>
<td>0</td>
</tr>
<tr>
<td>Normandale</td>
<td>0</td>
</tr>
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</table>

#### Class/total/UMN scholar/total scholar

<table>
<thead>
<tr>
<th>Class/total/UMN scholar/total scholar</th>
<th>Freshmen</th>
<th>Sophomores</th>
<th>Juniors</th>
<th>Seniors/Completion</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class/total</td>
<td>26</td>
<td>33</td>
<td>32</td>
<td>22</td>
<td>113</td>
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<tr>
<td>UMN scholar</td>
<td>8</td>
<td>13</td>
<td>18</td>
<td>7</td>
<td>46</td>
</tr>
<tr>
<td>total scholar</td>
<td>16</td>
<td>23</td>
<td>26</td>
<td>18</td>
<td>83</td>
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</table>

#### By Major

<table>
<thead>
<tr>
<th>Major</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADM 1 Liberal Arts/ Social Science</td>
<td>31</td>
</tr>
<tr>
<td>ADM 2 KIN/Business/Econ/Communication</td>
<td>31</td>
</tr>
<tr>
<td>ADM 3 Math/Biology/Chemistry/Physics</td>
<td>28</td>
</tr>
<tr>
<td>ADM 4 Engineering</td>
<td>19</td>
</tr>
<tr>
<td>ADM 5 Nursing</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Diversity

<table>
<thead>
<tr>
<th>Diversity</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>28</td>
<td>25</td>
</tr>
<tr>
<td>Students of Color</td>
<td>23</td>
<td>20</td>
</tr>
</tbody>
</table>

#### Average GPA Last semester

- 3.19
Army ROTC: Curriculum
Army ROTC: Accomplishments (Fall 2016)

- FTX
- Army Ten-Miler
- Ranger Challenge
- Honor Flight
- MOH Convention
- Mega Lead Labs
- JROTC
- 9 Fall Commissions
Navy ROTC: Unit Staff

Professor of Naval Science: Captain Curt Gilbert, USN (Surface Warfare)

*Retiring September 1st, 2017.*

Captain Ron Oswald (Surface Warfare), *arrives August 2017.*

Associate Professor: Commander Chris Carter, USN (Aviator)

Assistant Professors: Major Mike Jiabia, USMC (Infantry)

Lieutenant Dave Shaffer, USN (Surface Warfare)

Lieutenant Mike Dreiss, USN (Submariner)

Lieutenant Terry Driver, USN (Aviator)

Class Advisor: SSgt Ricardo Lomeli, USMC (Aviation Operations)

Federal Civilian Employees: Mr. Rob Malewicki (Retired Navy Senior Chief Petty Officer)

Mrs. Susan Vasquez (Career Civil Servant), *retiring April 2017*

University Employee: Ms. Susie Sanchez
## Navy ROTC: UMN Battalion

<table>
<thead>
<tr>
<th>By University</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Minnesota</td>
<td>43</td>
</tr>
<tr>
<td>University of St. Thomas</td>
<td>10</td>
</tr>
<tr>
<td>Macalester College</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>53</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>By Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>12</td>
</tr>
<tr>
<td>Sophomores</td>
<td>15</td>
</tr>
<tr>
<td>Juniors</td>
<td>11</td>
</tr>
<tr>
<td>Seniors</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>By Major</th>
<th>Diversity</th>
<th>#</th>
<th>%</th>
<th>Average GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tiers 1 &amp; 2 (Engineering, Sciences)</td>
<td>Females</td>
<td>10</td>
<td>19</td>
<td>3.180</td>
</tr>
<tr>
<td>Tier 3 (Business, Liberal Arts, Education)</td>
<td>Students of Color</td>
<td>11</td>
<td>21</td>
<td>3.180</td>
</tr>
</tbody>
</table>
Navy ROTC: Highlights

- Serve as mentors/judges for JROTC drill meets and support local Sea Cadets
- Countless volunteering hours among the midshipmen
- Joint Honor Flight support
- Color Guard Services
- Leadership Lecture Series (DASN Greene)
- MoH recipients visits; MIDN Lynum awarded $4,000 scholarship
- New Student Orientation
- Field Training Exercise at Fort McCoy
- 5K fundraiser
- Family night for freshmen and seniors
- Navy Ball/Marine Corps Ball
Navy ROTC: Teaching and Mentoring Our Nation’s Future Leaders
Air Force ROTC: Unit Staff

**Professor of Aerospace Science**
Lieutenant Colonel Lizabeth Wenzel
*Retiring August 1, 2017*

Lieutenant Colonel Christopher Hughes
*(Awaiting University Approval, inbound July 2017)*

**Recruiting Flight Commander**
Capt Justin Mason
*Arrived July 2016*

**Operations Flight Commander**
Captain Christopher Johnson
*Departs Summer 2017*

Capt Daniel Hatzung *(inbound mid July 2017)*

**Personnel**
Technical Sergeant Benjamin Bulfer
*Departs Summer 2019*

**Knowledge Operations**
Staff Sergeant Krystal Jarrett
*Departs Summer 2020*

**University**
Mr. Alberto “DJ” DeJesus (MSG [Ret], USA)
## Air Force ROTC: Cadet Composition

### By University

| University of Minnesota | 75 |

### Class | Scholarship | Total |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>10</td>
<td>26</td>
</tr>
<tr>
<td>Sophomores</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>Juniors</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>Seniors/Extended</td>
<td>14</td>
<td>21</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>(55%) 41</strong></td>
<td><strong>75</strong></td>
</tr>
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### By Major

<table>
<thead>
<tr>
<th>Major</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Tech (Elec Eng/Comp Engr)</td>
<td>4</td>
</tr>
<tr>
<td>Technical (Engineering/Math/Phys/Chem)</td>
<td>33</td>
</tr>
<tr>
<td>Non-Technical (Poly Sci/Sociology/Bio)*</td>
<td>31</td>
</tr>
<tr>
<td>Nursing</td>
<td>2</td>
</tr>
<tr>
<td>Foreign Language</td>
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<tr>
<td>Graduate Law Program</td>
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### Diversity

<table>
<thead>
<tr>
<th>Diversity</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>16</td>
<td>21</td>
</tr>
<tr>
<td>Students of Color</td>
<td>15</td>
<td>20</td>
</tr>
</tbody>
</table>

| Average GPA last semester | 3.18 |
Air Force ROTC: Curriculum
Air Force ROTC: Accomplishments

- Large freshman class – 26 total/Large upper-class – 36!
- 12 cadets/2 cadre attended the Air Force marathon in Ohio
- POW/MIA ceremony with local community on September 30th/Cadet Vigil on cobblestone
- Special guests:
  - Air Force Association Executive VP, Major General (Retired) Barrett
  - AF ROTC Region Commander, Colonel Paul Kucharek,
  - HQ Top Enlisted, CMSgt William Harrington
  - AF Special Operations Vice Commander, Major General Haase, alum
  - F-22 Pilot, Lt Col Skalicky, US Air Force
- Air Force ROTC Army 10-miler team placed 7/188 teams in DC
- Cadre orchestrated largest cadet training exercise in 4 years at Camp Ripley (obstacle courses, rappelling, etc.) 40 cadets/6 cadre
- 25 Cadets/2 Cadre attended Career Day at University of St. Thomas AF-ROTC
- MAJ Wagner (Army), LT Schaffer (Navy) & SSgt Lomeli (Marines) guest speakers for senior class for Dets 410 & 415
- Reigning JMAC (Joint Military Athletic Competition) Champs (re-compete this Spring)
Professor of Aerospace Science  
Lt Col Bryan Graddy

Recruiting Flight Commander  
Major Karl Huber

Operations Flight Commander  
Capt Kylie Prachar

Personnel  
TSgt Eugene Ibalio

Knowledge Operations  
TSgt Jim Lewis

University  
Ms. Helen Sandwick

### Class and Scholarship Distribution

<table>
<thead>
<tr>
<th>Class</th>
<th>Scholarship</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Sophomores</td>
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<td>14</td>
</tr>
<tr>
<td>Juniors</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Seniors/Extended</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>15 (37%)</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>

### By Major

- Critical Tech (Elec Eng/Comp Engr)  
23
- Technical (Engineering/Math/Phys/Chem)  
- Non-Technical (Poly Sci/Sociology/Bio)*  
17

### Average GPA Last semester
3.26
AGENDA ITEM: Report of the Committees

☐ Review  ☐ Review + Action  ☐ Action  ☐ Discussion

☒ This is a report required by Board policy.

PRESENTERS: Regent Dean E. Johnson

PURPOSE & KEY POINTS

Pursuant to Board of Regents Policy: Board Operations and Agenda Guidelines, “The Board conducts business through meetings of the Board and its committees... [and] Committees provide recommendations for action by the Board. Typically, standing committees have the following responsibilities:

- Recommend action on matters where the Board has reserved authority to itself as outlined in Board of Regents Policy: Reservation and Delegation of Authority and other Board policies;
- Provide governance oversight on topics within the committee’s purview;
- Review and make recommendations on relevant new and existing Board policies;
- Receive reports on policy-related issues affecting University departments and units;
- Receive information items (e.g., status reports on current issues of concern and administrative searches); and
- Review other items placed on the agenda by the Board chair in consultation with the president and Board vice chair.”

The Board chair will call on the chair of each committee to present recommended actions and provide a brief report.

BACKGROUND

Current committee chairs:
- Academic & Student Affairs Committee – L. Cohen
- Audit & Compliance Committee – L. Brod
- Facilities, Planning & Operations Committee – D. McMillan
- Faculty & Staff Affairs Committee – P. Simmons
- Finance Committee – R. Beeson
- Governance & Policy Committee – L. Cohen
- Litigation Review Committee – T. Devine