Mission Fulfillment Committee

December 2017

December 14, 2017

7:45 a.m. - 10:45 a.m.

Boardroom, McNamara Alumni Center
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AGENDA ITEM: Diversity in Twin Cities Campus Undergraduate Enrollment

☐ Review  ☐ Review + Action  ☐ Action  ☒ Discussion  ☐ This is a report required by Board policy.

PRESENTERS: Karen Hanson, Executive Vice President and Provost
Robert B. McMaster, Vice Provost and Dean of Undergraduate Education
Sean Garrick, Associate Vice Provost, Office for Equity and Diversity

PURPOSE & KEY POINTS

The purpose of this item is to discuss the diversity of the Twin Cities campus undergraduate enrollment. The item will include:

- A high-level overview of some of the University's comprehensive student of color and American Indian student recruitment and retention efforts: important K–12 outreach and pipeline efforts: and longitudinal metrics including successes and challenges facing students of color, American Indian students, and the University.

- A discussion to address an increased focus on disaggregating student data by race in order to better understand how students are succeeding; identify key barriers to increasing enrollment yields of students of color; and explore possible solutions.

- A discussion of future opportunities to enhance recruitment and retention efforts for African American and Hispanic students on the Twin Cities campus and to more closely monitor – and improve – the satisfaction of students of color and American Indian students.

- A resolution regarding diversity in the undergraduate student population on the Twin Cities campus, which responds to feedback provided during related discussions at the Board’s June 2017 work session and February 2017 and December 2016 Board meetings.

BACKGROUND INFORMATION

The University continues to develop and improve strategies to meet the needs of students and their families. Staff and faculty across the system work to connect with students and families, build personal relationships, and encourage students to take steps toward enrolling at the University. In recent years, the University has increased its focus on the recruitment, enrollment, retention, and graduation of students of color and American Indian students.
Select student enrollment numbers on the Twin Cities campus include:

- The fall 2017 class includes the largest number of enrolled students since 1970, despite historically low numbers of college-bound students in Minnesota and surrounding states.
- The fall 2017 class has the largest number of students of color and American Indian students (n=+1,400), and overall total undergraduate enrollment of students of color and American Indian student is also the largest (n=+7,000).
- African American freshman enrollment increased 29.4 percent (n=1,752) and Hispanic student enrollment increased 51.8 percent (n=1,210) from 2013 to 2017.

These improvements are a result of recent recruitment and enrollment efforts of students of color and American Indian students. Twenty years ago, the University did not have a formal recruitment program in place and since that time, the University has built an effective and well-regarded program. The majority of the University’s students of color and American Indian student recruitment efforts are focused in the state of Minnesota.

While improvement has been made in terms of enrollment, retention, and graduation, there is still work to be done. The Student Engagement in the Research University (SERU) survey results indicate a concerning difference in student satisfaction between students of color and American Indian students and white students. The University is committed to improving the student experience for all students and the discussion will provide an overview of those efforts.
Dear colleague,

It is an honor to work side-by-side with University colleagues, community partners, and students and their families to enhance the diversity of the University of Minnesota Twin Cities undergraduate student body and to support student success at all levels. We are privileged to bear witness to a transformative season in our students’ lives. In our daily work, we have the privilege of working directly with eager young students as they progress to focused high school scholars, to high-achieving leaders on our own campus, to proud graduates who become leaders and advocates in our community.

In recent years, the University has increased its focus on the recruitment, enrollment, retention, and graduation of students of color and American Indian students. We are constantly developing and evolving our work to meet the needs of our students and their families. Staff in the Office of Admissions—in partnership and collaboration with staff and faculty from across the University—work tirelessly to connect with students and families, build personal relationships, and encourage students to take key steps toward enrolling at the University of Minnesota. This report attempts to provide a high level overview of some of the University’s comprehensive student of color and American Indian student recruitment efforts. At the heart of each program and initiative described in this report is a strong campus-wide commitment to diversity.

Early Outreach and Relationship Cultivation
Instead of waiting for students to apply before we recruit them, we identify students early on in their high school years to encourage them to consider the University and, ultimately, to enroll on our campus. We reach out to high schools and community organizations to help develop, prepare, and attract future students who have high potential for success at the University of Minnesota. This strategic approach to recruitment and enrollment management has helped the University move the dial on a number of key aspects of the undergraduate enrollment experience.

Building on Success
This report, entitled “Building on Success,” illustrates the significant strides we have made as we continuously seek to build upon existing efforts that enhance the diversity of our student body. Despite historically low numbers of college-bound students in Minnesota and surrounding states, the fall 2016 class included the largest number of enrolled students since 1970 and the largest number of enrolled students of color of all time. As an example of these exciting outcomes, African American freshmen enrollment increased 26.6 percent and Hispanic student enrollment increased 53.9 percent from 2011 to 2016. Additional information about our efforts to enhance student of color and American Indian enrollment on campus as well as additional data regarding key outcomes and metrics are included in this report. We are pleased to share this update on the University’s commitment to student of color and American Indian recruitment and enrollment efforts.

continued...
**Looking Forward**

Of course, our efforts to enhance the diversity of the undergraduate student body require continuous focus and ongoing enhancements.

Enrolling a diverse student body—with students bringing differing experiences, talents, and perspectives to their scholarly community—is essential to achieving the educational benefits of diversity for all students. Discovery and the exchange of ideas is central to the undergraduate experience. All University of Minnesota students benefit when students and scholars with an array of identities, experiences, and perspectives learn together in an environment that allows them to share their perspectives and challenge and support one another in their learning.

We thank our campus and community partners. Your collaboration and partnership is so important to recruit, enroll, and educate our leaders of tomorrow.

Sincerely,

Rachelle Hernandez
Associate Vice Provost for Enrollment Management and Director of Admissions,
University of Minnesota Twin Cities
PART TWO: STUDENT OF COLOR AND AMERICAN INDIAN RECRUITMENT HISTORY AND OVERVIEW

VISION:
The Office of Admissions will bring to the University of Minnesota Twin Cities a diverse class of academically prepared students who will benefit the University and themselves by their enrollment.

- The Office of Admissions will orchestrate a campus-wide recruitment effort.
  > The Office of Admissions will collaborate with our colleagues across campus—both colleges and units—to ensure we are speaking to students with one voice.

- The Office of Admissions will work with community partners to showcase the opportunities available at the U of M.

- Together, we will differentiate the University’s programs and showcase the benefits of a U of M education.

DIVERSITY AS A CORE VALUE
Diversity, broadly defined, is a core value of the University of Minnesota, and enrolling an academically qualified, diverse student body is essential to the University’s mission. A diverse student body greatly enhances the academic and social environment of the campus and it helps prepare students to thrive in a global society. Diversity is also one of the University’s Student Learning Outcomes; graduates are expected to “understand diverse philosophies and cultures within and across societies.”

The recruitment and enrollment of student of color and American Indian recruitment in the freshman class is a top priority of the University and the Office of Admissions. Twenty years ago, the University did not have a formal recruitment program in place. Since that time, the Office of Admissions has built one of the most effective and highly regarded recruitment programs in the country. The majority of the University’s student of color and American Indian recruitment efforts are focused in the state of Minnesota.

Recruitment is a campus-wide, collaborative effort between the Office of Admissions and University faculty, staff, currently enrolled students, and alumni. The Office of Admissions leads and orchestrates the University’s recruitment efforts of high-school aged students of color and American Indian students to ensure that the University “speaks with one voice.” Given that students of color and American Indian students are being aggressively recruited by colleges in Minnesota and across the country, it is essential that we make it easy for students to take key steps towards enrollment.

Over the last decade, significant progress has been made in the recruitment and enrollment of students of color and American Indian students. That said, further progress is needed, and student of color and American Indian student recruitment remains a top priority. The Office of Admissions continually works to expand and enhance the effectiveness of its recruitment efforts. A detailed listing of recruitment activities is included in the appendix of this report.
STUDENT SUCCESS AS A CORE VALUE

Student success is at the center of everything we do, and we consider recruitment and admissions to be the start of that work. The University’s focus on student success over the last decade has resulted in freshman retention rates that are at an all-time high. We encourage strong student preparation at the junior high and high school levels, as academic preparation is key to a student’s college success. We require submission of senior year grades to not only confirm high school graduation for financial aid eligibility, but also to confirm academic progress has remained strong during this important, foundation-building year.

Although academic preparation is the foundation for a student’s success on campus, we also take into consideration other factors that may lead to a student’s preparation for success at the University. As outlined in our University “Student Learning and Development Outcomes,” it is our goal to provide an educational environment that prepares our students “to be responsible and engaged citizens who, upon University graduation, are ready to participate in and meet the challenges of a complex, diverse, and global society.”

Our holistic review process ensures that we look at the whole student, which allows us to admit students who are not only academically ready for University study, but also those who will most benefit from and contribute to our thriving and diverse campus environment. We do not base our admissions decisions on an automated or numeric process. Our review process considers many factors, including a student’s likelihood of success at the University. In our admissions review process, we consider those characteristics that lend themselves to the success of our enrolled students. We positively recognize and consider characteristics that we know enhance student success and likelihood of timely graduation. No two students are alike. Students with similar academic credentials may have different interests and experiences, and the pool of applicants and fit for a particular program at the U of M can vary by student and freshman-admitting college. Our holistic review allows us to get to know our applicants, so that we can make the best decision possible for students and the University.

Holistic review allows us to support student success. Over the past decade the University has experienced record student satisfaction, retention, and graduation rates. These student success metrics inform our admissions practices as well as our recruitment and outreach practices.

OUTCOMES: A GOOD NEWS STORY

At the University of Minnesota Twin Cities, through strategic recruitment and enrollment management practices, enrollment of underrepresented students has increased significantly.

In particular, strategic recruitment efforts have increased enrollment of African American freshman students at the University of Minnesota Twin Cities by 26.6 percent in five years.

And, the academic preparation of the freshman class at the University of Minnesota Twin Cities has continued to increase.
A DECADE OF PROGRESS: 2006-2016

Widening the analysis from five years to ten years shows longer-term success. In 2006, students of color and American Indian students made up 20.8 percent of the freshman class. In 2016, students of color and American Indian students made up 22.3 percent of the freshman class. During this same time frame, the University’s freshman class increased in number by 8.1 percent overall, while the number of students of color and American Indian students in the freshman class increased by 19.1 percent. In addition:

- During the last 10 years when the enrollment of student of color and American Indian students freshmen increased slightly, there were also significant increases in the academic preparation of new freshmen and equally significant increases in their first year retention rates. (See charts below.)

- In 2016, approximately 77 percent of new student of color and American Indian student freshmen were from Minnesota.

- The University of Minnesota has an exceptional market share of college-prepared students of color and American Indian students in the state of Minnesota. As the chart below indicates, 25.2 percent of enrolled freshmen from Minnesota were students of color. This compares to 14.0 percent of Minnesota student of color high school graduates who took the ACT test and ranked in the top 25 percent of their high school class.
PART THREE: COMPETITIVE LANDSCAPE AND KEY STRATEGIES

COMPETITIVE LANDSCAPE
Numerous enhancements made to the undergraduate experience and admissions program have directly contributed to the University’s outstanding enrollment success. Despite declining and shifting demographics in Minnesota and surrounding states, the Office of Admissions has consistently met the University’s enrollment targets and worked to enhance the diversity and academic preparation of the freshman class. However, the recruitment environment is highly competitive. We are recruiting a population of students who have numerous options for their college experience. The University’s ability to continue to meet enrollment goals—especially in the face of shifting demographics—requires that we evolve and improve our recruitment approach.

THE “RECRUITMENT FUNNEL”
We develop relationships with prospective students throughout their high school careers and assist them with each stage of the college choice, application, and enrollment processes. We simultaneously target recruitment efforts to high school sophomores, juniors, and seniors to provide key information in the format they want it, when they want it. Managing three freshman classes at a time means communicating to and with hundreds of thousands of high school students. The phases of the recruitment cycle are divided into Project Filling the Basket, Project Choice Set, Project Application, and Project Commitment. During each phase, we implement strategic marketing campaigns and relationship-building initiatives to encourage students and their influencers (such as parents and school counselors) to take the next step towards enrolling at the University. We also work with transfer students, communicating information about next steps for applying to and enrolling at the University of Minnesota Twin Cities.

KEY STRATEGIES
1. Build relationships. Our admissions counselors serve as a personal and accessible connection to the University, and spend their time talking and meeting with students, families, community leaders, and other influencers to provide information and build personal relationships.

2. Make it easy. We work hard to make certain it is easy for students to take the steps necessary to enroll at the University. In our student of color and American Indian recruitment efforts, this means getting out into the community as often as possible.
This means communicating at multiple touchpoints in multiple channels so that when a student is ready to respond, it’s easy to do so. This also means offering many repeated opportunities to connect with students and families both on and off-campus.

3. **Authenticity as a cornerstone.** By making sure students and families can connect with currently enrolled students from similar backgrounds, we encourage U of M students to share their experiences on campus and as members of a community of students of color on our campus. These interactions are never scripted or prescribed—students are encouraged to share their own experiences so we can help students see themselves at the U of M.

4. **Customer service.** Our students are the reason we are here. We work to make it easy for students to get answers to their important questions. Further, we work to make sure our application and enrollment information is easily accessible and that our staff are readily available to answer student, family, counselor, and community member questions.

**FOCUS ON MINNESOTA**

We take great pride in our heritage as Minnesota’s only land grant university. As long as Minnesota has been a state, the University has been committed to providing educational opportunities to Minnesota residents, which is why Minnesota residents receive preference in our admissions process. Minnesota residents make up approximately two-thirds of the freshman class each year, and the University is committed to making certain that the enrollment of Minnesota students remains strong.

Demographic changes are making the recruitment environment even more competitive. As numbers of high school aged graduates in Minnesota have diminished in recent years, there are more competitors recruiting in our backyard. We have to work harder than ever to recruit students who are in our region. Our recruitment efforts address the challenges created by the decline in the number of high school graduates in Minnesota and neighboring states. The University’s recruitment and enrollment efforts are proactive and personal and ensure a strong commitment to Minnesota residents.

In addition to a comprehensive recruitment direct marketing effort targeting students and their families, we visit Minnesota high schools across the state to ensure that we are connecting with Minnesota students. In addition, we host events and participate in college fairs across the state, targeting both students and high school counselors. Our Minnesota recruitment efforts also include the recruitment of transfer students. Communications, campus visits, and college fair participation targeting transfer students are key to supporting access and enrollment of transfer students. We work closely with community colleges to enhance transfer opportunities for Minnesota students, including providing advising and support throughout the enrollment process.

**TARGETED COMMUNICATIONS**

Our communications are designed to support a recruitment strategy that provides extra-mile customer service and develops personal relationships to bring to campus a diverse and academically prepared student body.

Undergraduate recruitment communications:

- Showcase the benefits of attending the University of Minnesota Twin Cities and its colleges
- Distinctly convey the inspiring tone surrounding curiosity and discovery
- Contain a clear call to action (facilitate next steps in admissions/enrollment process)
- Contain appropriate messaging to both students and key decision influencers

**BASIC RECRUITMENT AND MARKETING ELEMENTS**

To ensure we meet the University’s enrollment goals, our operating philosophy is to be service-driven and results-oriented. Each recruitment activity, event, and communication has a specific purpose and message.

We identify prospective students through a variety of methods including list purchase from testing and survey agencies, placement on or participation in college search websites, alumni and community member referrals, campus visits run by Admissions, and other sources. Working with these names, we launch comprehensive direct marketing campaigns inviting students to ‘opt in’ to receive communication and contact from the University.
We utilize a combination of communication methods and campaign strategies to reach students across Minnesota including:

- Personalized, benefits-focused communications that differentiate the U of M from competitors. Communications are delivered across multiple channels throughout the recruitment life cycle. Extensive electronic and print communication campaigns are benefits-oriented and outcomes-driven.
- Exceptional customer service to make it easy to access and interact with the University.
- Customized visits and events to help students see themselves at the U of M. Each event showcases the University’s academic programs and opportunities, and a series of recruitment events are held on campus each year. We roll out the “maroon carpet” to make students and families feel welcomed and special.
- Visits to schools across Minnesota, sending admissions counselors directly into the school buildings to build relationships with school counselors, career counselors, and college-bound students.
- Participation in college fairs across the state and a commanding and engaging presence at the National College Fair in the Minneapolis convention center.
- Alumni Ambassador program recruitment and send-off events.
- Social media campaigns and engagement.
- Multi-channel communications to key decision influencers – counselors, parents, and guardians.
- Comprehensive over-the-phone and in-person outreach program to connect personally with students and facilitate their enrollment. Phone call campaigns from student staff and student volunteer groups, with multiple touchpoints over time, facilitate personal relationships with students.
- Leverage merit scholarships and University Honors Program admission to encourage top students to enroll at the U of M.
- Personal contact with professional admissions counselors who build 1:1 relationships with students, supported by strong communications, extra-mile customer service, and campus collaboration.

UNIVERSITY OF MINNESOTA’S CAMPUS-WIDE RECRUITMENT EFFORTS

In orchestrating the University’s recruitment efforts, the Office of Admissions collaborates closely with University colleges and key departments such as the Office for Equity and Diversity, the Multicultural Center for Academic Excellence (MCAE), and the student cultural centers and ethnic studies programs. These coordinated efforts have been key to connecting prospective students with faculty, staff, and enrolled students of color and American Indian students and showcasing the opportunities available for students at the University.

Recruitment of students of color and American Indian students includes outreach, communications to students and families, and ongoing personal attention. Recruitment events are family and community-oriented and focus on showcasing the University’s current students, faculty and staff, academic programs, and student groups. The Office of Admissions works closely with key partners on campus to keep them informed of current efforts, to provide updates on annual progress, and to ensure everyone is working toward a shared focus of attracting Minnesota’s students to the University of Minnesota. The Office of Admissions also works closely with several key community and high school partners.
to ensure we are available to students, parents, and others who may be assisting students in the college preparation, search, and enrollment process. The Office of Admissions strives to make it easy for students to work with and enroll at the University of Minnesota.

The Office of Admissions has dedicated recruitment efforts targeted to the recruitment of prospective students of color and American Indian students. While remaining culturally sensitive to students and communities, the Office of Admissions strives to provide an experience that is personalized for students and allows them to determine how they wish to interact with the University. Because student and family interaction and participation increases when communications and events are customized to individual student cohorts, most of our events and many of our communications are ethnic specific.

Admissions counselors and staff work closely with the University’s ethnic studies programs and multicultural student groups on campus, to leverage resources and increase touchpoints with students. Personal interaction with prospective students and collaborative efforts are central to effective student of color recruitment and enrollment efforts. The Office of Admissions takes the lead in identifying and engaging prospective students and then collaborates with colleges, faculty, key departments, and student groups to ensure that students and their families receive the information they need to consider and enroll at the University of Minnesota.

DEDICATED MULTICULTURAL STUDENT RECRUITMENT TEAM

While the entire Office of Admissions staff is committed to the recruitment of students of color and American Indian students, there is a team of five full-time professional staff members and one shared position working 25 percent time in the Office of Admissions and 75 percent time in the Center of Indigenous Nations. The work of these staff members includes specific responsibilities for outreach to and recruitment of high school students of color and American Indian students. These staff members serve as personal contacts for students and their families. They build relationships with students and frequently visit high schools with high enrollments of students of color and American Indian students throughout the academic year. They also take the lead in coordinating the Office of Admissions’ involvement at community events.

Our admissions counselors serve as a highly visible connection point between prospective students and families, community leaders, and campus communities. Our admissions counselors’ relationship building efforts are at the heart of our work.

Professional Affiliations

The University has long been a member of the Minnesota Association of Counselors of Color (MnACC). Each admissions counselor on the recruitment team is active in the MnACC organization and admissions counselors have historically served in key leadership roles within that organization. Staff members are currently serving in the following roles: Communications Chair, Scholarship Chair, Development Chair, and Advisory Chair.

Unit Structure

The Office of Admissions restructured its freshman recruitment unit in 2013 to focus additional resources on the recruitment of African American and Hispanic students. By reallocating existing resources and using some carry-forward funds, admissions counselors working with Hispanic and African American students are now able to dedicate their attention solely to the recruitment of students of color. Previously all counselors also had high school territory responsibilities. This shift is a significant change for the Office of Admissions and we are already seeing an impact from this change. Student recruitment intern units were also created to support the recruitment of African American male students. The Office of Admissions also renewed its partnership with Chicano Studies where we co-sponsor an intern to focus on yield activities and promote the CASA SOL Living Learning Community.

Student Staff Component: Authenticity and Engagement

The Office of Admissions also staffs a team of student territory managers. These currently enrolled students build relationships with prospective students of color and American Indian students. They refer questions to professional admissions counselors and work closely with the student of color recruitment team to ensure that students receive quick answers to their questions. Student territory managers also follow-up by mail and email with students they cannot reach by phone.
**Student Group Partnerships**

The Office of Admissions continues to work closely with several on-campus student groups and involves current students in all aspects of student of color and American Indian student recruitment including: student panels both on- and off-campus, recruitment, events, student calling outreach, and student visit experiences. One example of these partnerships is with the Minnesota Multicultural Recruitment Society, a professionally advised, registered student organization that was created in February 2015. The mission of the Recruitment Society is to incorporate the student voice into recruiting efforts to attract and retain underrepresented student populations at the University of Minnesota. Recruitment Society members work to recruit culturally diverse high school students to campus by participating in student panel discussions and connecting with prospective students at recruitment events.

**Continuous Feedback**

Focus group sessions are held periodically with current U of M students to gather their feedback and to help build and strengthen relationships between the Office of Admissions and current students. This is used to inform event planning and messaging.

**STRONG COMMUNITY PARTNERSHIPS**

We are proud to partner with many community colleagues and organizations in our expanding access to students and in support of the University’s enrollment efforts. A cornerstone of the University’s commitment to student of color and American Indian student outreach and recruitment is a focus on working with community members to support student college exploration and preparation as we encourage students to consider the University of Minnesota for their college home.

Our community partnerships ensure that students gain important access to the opportunities that exist at the U of M, and provide the University with opportunities to connect and build relationships with students so they may fully consider the University of Minnesota as one of their college options. The interactions fostered through our partnerships provide students with the experiences and interactions that give students the information and tools they need to prepare for a successful undergraduate experience at the U of M.

An example of these partnerships is the University’s relationship with Minneapolis Public Schools (MPS). Terry Henry, Executive Director of College & Career Readiness for the Minneapolis Public School system, had this to say about our relationship:

“During my (2-year) tenure as Executive Director of College & Career Readiness, one of our department’s most valuable partners is the University of Minnesota Twin Cities...While serving our urban school district (largely African-American, African, Latino/Chicano, Hmong and Native American), the University of MN has demonstrated an amazing ability to connect with our district leadership, instructional staff, and school communities. Both organizations’ strategic plans require intentional focus towards hiring/retaining staff from a variety of cultural backgrounds and student-life experiences. We are growing relationships that foster mutual respect, even within the toughest of political frames and social-economic disparities.”

We engage in many community partnerships. We’ve included below just a few brief examples of our many crucial community partnerships.

- **My Brother’s Keeper (MBK) Initiative (Minneapolis Public Schools):** A call to action to communities, originally started by former President Barack Obama, to enact “sustainable change through policy, programs, and partnerships.” In conjunction with Minneapolis Public Schools, we serve students of multicultural communities in many ways, including:

  - Lunch with 100+ Minneapolis Public School students after students attended “The Parchman Hour” at the Guthrie Theater on November 1, 2016.

  - Hosting 300 select middle and high school students on October 6, 2016 to introduce two Congressional Medal of Honor Recipients (discussing “Overcoming All Odds” & “Decision Making”), attend a U of M Campus Resource Fair, eat lunch at the Coffman Student Union, and have a one-hour campus visit hosted by the Office of Admissions.
Members of the Office of Admissions participating in the “100 Black Men Strong” event at Patrick Henry High School on January 13, 2017. In collaboration with Minneapolis Public Schools / My Brother’s Keeper Initiative and Success Mentor Initiative to provide chronically absent students in Minneapolis communities with school success mentors to increase their engagement and success. More than 400 black Male Scholars (middle/high school) attended, as well as more than 100 black male professionals to engage, empower, encourage, and equip the black male scholars to create hope for their futures.

Connecting Parents to Educational Opportunities (CPEO), Parents of Power program (POP), and Parent Academy: The Office of Admissions collaborates with MCAE and the College Readiness Consortium to host the families of high school students and provide an overview of post-secondary options and next steps.

College Possible: The Office of Admissions and College Possible partner closely on a number of efforts, including hosting the annual College Possible Launch graduation, bringing hundreds of participating College Possible students to campus each year to celebrate their accomplishments and launch the new fall cohort. Also, the hosting of Metro Visit Days, a partnership with College Possible that showcases to students the many opportunities at the U of M. In addition, Admissions also provides annual training and training resources for College Possible Coaches.

St. Paul Public Schools Mentoring Excellence Program (MEP): The Mentoring Excellence Program serves American Indian students and students of color in 10th-12th grade in the St. Paul Public Schools. The MEP and the Office of Admissions partnership exposes students to the college admissions process, academic and career opportunities upon graduation.

The Tazel Institute: This program exposes African-American Male Students to Career opportunities. Over the past two years, the Office of Admissions has hosted more than 120 male students from the Rosemount, Apple Valley, and Eagan School District to share information about admission into the University and the opportunities that exist at the University.

Prepare2Nspire: Provides an opportunity for personal connection with 75 students at the Prepare2Nspire program. This program prepares underserved students to succeed on grade-level, high-stakes mathematics exams, and to inspire them to continue their study of mathematics.

Indian Education Program High School and Campus Visits: The University’s American Indian Recruitment Coordinator works closely with Indian Education counselors in select high schools, and also with educators at Leech Lake Band of Ojibwe, Red Lake Band of Chippewa Indians, Fond Du Lac Band of Lake Superior Reservation, Shakopee Mdewakanton Sioux (Dakota) Community, White Earth Reservation, and Mille Lacs Band of Ojibwe to host students on campus. At these on-campus events, prospective students meet with current students and faculty, learn about the University’s academic options, including American Indian Studies, and develop connections with key University enrollment staff.

STEP-UP Achieve: STEP-UP Achieve is a community partnership with AchieveMpls, which connects Minneapolis youth ages 16-21 with paid internships at nearly 150 companies, public agencies, and nonprofit organizations across 17 industries. The U of M provides internship opportunities and the Office of Admissions hosts Golden Gopher Day, a day where students who participate in the internship program come to campus to learn about college admissions, hear from former STEP-UP Achieve participants and current U of M students, and experience the U of M Campus.
ON-CAMPUS RECRUITMENT EVENTS

The campus visit experience is often a key deciding factor for students as to whether or not they will apply to and enroll at the University of Minnesota. As such, the Office of Admissions has a robust visit program and hosts a number of recruitment events throughout the year. The purpose of the campus visit is to showcase the benefits of attending the University and to help students see themselves at the U of M. Events are hosted throughout the calendar year to provide students with a call to action for each step they must take towards admission and enrollment and to provide families with the information they want, as the need arises in their college searches.

On-Campus Visits

Daily visit program: The Office of Admissions offers customized campus visits Monday through Friday. During the visit, students and their families have the opportunity to:

- meet one-on-one with an admissions counselor
- attend a general information session and get answers to their questions about University colleges, programs, and services
- attend college- and program-specific information sessions
- meet with faculty, staff, and current students
- tour the campus
- attend walk-in financial aid appointments in collaboration with UMNTC One Stop student finance.

Saturday Visits

The Office of Admissions also offers regularly scheduled information sessions and tours on Saturdays during the academic year. Visit options on Saturdays are as follows:

- meet one-on-one with an admissions counselor
- attend a general information session and get answers to questions about University colleges, programs, and services
- tour the campus

Special Programs in Summer

- Golden Days of Summer: Special visit days on Mondays and Fridays throughout the summer with enhanced visit options.
- Sneak Previews: College-based visit events in the summer for rising junior and senior students. These events are collaborative efforts between the Office of Admissions and the freshman-admitting colleges. The Office of Admissions provides a multicultural student reception in conjunction with the College of Education and Human Development, the College of Liberal Arts, and the College of Food, Agricultural, and Natural Resource Sciences during their collegiate Sneak Preview events.

PART FOUR (APPENDIX): STUDENT OF COLOR AND AMERICAN INDIAN RECRUITMENT ACTIVITIES

Included in this section is a detailed overview of the multicultural recruitment activities orchestrated and conducted by the Office of Admissions each year.
**Group Visits**

The Office of Admissions works extensively with schools and multicultural and college-preparatory organizations to bring high school aged students to campus. The Office of Admissions also works closely with campus departments to coordinate these visits to ensure they meet the objectives of the group and provide students with a taste of campus life and the University experience. Activities include:

- specialized admissions information sessions
- tours and meetings with University staff from MCAE, Circle of Indigenous Nations, College of Liberal Arts Martin Luther King, Jr. Office, and the TRIO Program
- panel discussions with enrolled students
- tours of cultural centers on campus (e.g., American Indian Student Cultural Center, Black Student Union, Hmong Student Association, and La Raza)

A sampling of the groups the Office of Admissions hosts and with whom we work closely are:

- TRIO
- Upward Bound
- Educational Talent Search (ETS)
- Multicultural Excellence Program (MEP)
- College Possible
- Boys & Girls Club
- Hmong Youth Development College Prep Program
- El Colegio
- Neighborhood House
- AVID groups from Minnesota high schools
- Connecting Parents to Educational Opportunities (CPEO), Parents of Power program (POP), and Parent Academy. The CPEO program is offered in these schools:
  - Washburn High School – Minneapolis, MN
  - Roosevelt High School – Minneapolis, MN
  - Wellstone International High School – Minneapolis, MN
  - Edison High School – Minneapolis, MN
  - North High School – Minneapolis, MN
  - South High School – Minneapolis, MN
  - Southwest High School – Minneapolis, MN
  - Patrick Henry High School – Minneapolis, MN
- Minneapolis Public Schools My Brother’s Keeper program

**VIP Weekend For High School Students**

The first-ever VIP Weekend Leadership Retreat was held May 1–3, 2015. This event gave 68 high-achieving students an opportunity to experience a weekend-long look into life at the University of Minnesota, while also showing a path for success on campus. The second annual retreat was held July, 22-24, 2016, where 98 high-achieving students attended.

Many topics were covered as part of the leadership retreat, including sessions on filling out admissions applications, applying for financial aid, and preparing for a successful university experience by taking proper high school classes. Beyond that, students learned about developing leadership skills, time management, small group problem solving, travel abroad, and undergraduate research possibilities. University professors conducted breakout sessions, with a focus being on the importance of diversity. Students also had time to take a tour of campus, as well as time to visit cultural centers located at Coffman Memorial Union. Finally, the Office of Admissions devoted evenings for team building activities for the students to enjoy. For a sample of the enthusiasm generated from VIP weekend, see this video: [http://z.umn.edu/vip16](http://z.umn.edu/vip16)

The Office for Equity and Diversity and MCAE co-sponsored this successful event along with in-kind support from Gopher Athletics.
Feedback from VIP Weekend student attendees

“I learned about diversity and teamwork, and that we should advocate for others who can’t stand up for themselves despite their culture, skin, or background! I learned that college will have a lot of group projects just like the Grand Challenge, and we need teamwork!”

“I liked everything about VIP Weekend, especially the diversity conversation with Dr. Keith Mayes.”

“I loved the lecture Dr. Mayes put on for us. It opened my mind to new things. The Grand Challenge was my favorite part. Include it next year for VIP Weekend!”

Experience Minnesota: An Open House for Multicultural Students
The tenth-annual Experience Minnesota event was held on September 17, 2016. Nearly 600 prospective multicultural students, as well as their families, attended the event at Ted Mann Theatre. Experience Minnesota (a weekend event) was held to highlight our diverse community and to inspire the students in attendance to take the next steps in the admissions process.

Experience Minnesota began with breakfast and dance and drum group performances at Northrop Memorial Auditorium. Keith Mosati, a 2016 U of M alumnus, gave a keynote address on his time as a student at the University. Dr. Katrice Albert, Vice President for Equity and Diversity and Dr. Robert McMaster, Vice Provost and Dean of Undergraduate Education, also addressed the audience. Students attended academic sessions, participated in admission application workshops, and learned about financial aid. Students and their families also visited the cultural centers at Coffman Memorial Union and took campus tours during the event.

Feedback from Experience Minnesota student attendees:

“I fell in love with this school! This is a great experience and really allows me to explore more about the U of M. The student guides and faculty members are all friendly and the stories they shared with us are really helpful in my future college admission decision. I hope I come for another round next year!”

“I really hope I can be a Gopher. I know what it takes— I can do it!”

Multicultural Connections: A University of Minnesota Event for Young Men
Multicultural Connections, a partnership event for young men co-hosted by the Office of Equity and Diversity and the Office of Admissions, was held on August 8, 2016, at Coffman Theater in Coffman Memorial Union.
More than 100 students attended the second annual event, ranging in age from 5th grade students to rising high school seniors. The event featured remarks on leadership development by U of M Regent Abdul Omari, as well as discussion groups for students and a Q&A panel for parents attending. Students also had opportunities to talk about University life with University of Minnesota staff and current students from a number of different freshman-admitting colleges and backgrounds.

Special Receptions
Fall special recruitment events showcase the University, its academic programs, and the campus multicultural communities to high school seniors considering the University of Minnesota Twin Cities. At these events, prospective students and their families have one-on-one conversations with admissions representatives, faculty, staff, and current students.

Special Reception for Hispanic Students
Recruitment event for high school-aged Hispanic students designed to provide information related to the application process while highlighting the academic and support resources available to Hispanic students at the University of Minnesota Twin Cities.

Special Receptions for African American Students
Recruitment event for high school-aged African American students designed to provide information related to the application process while highlighting the academic and support resources available to African American students at the University of Minnesota Twin Cities.

Special Reception for Asian and Pacific Islander Students
Recruitment event for high school aged students from underrepresented Asian populations designed to provide information related to the application process while highlighting the academic and support resources available to Asian and Pacific Islander students at the University of Minnesota Twin Cities. Invitations for this event are targeted to Minnesota high schools that serve high populations of underrepresented Asian students, including Hmong, Vietnamese, and Korean students.

Feedback from Special Reception attendees
“I liked how interactive the students were with us. They were genuinely interested and it made me feel like I belong” —Student comment from the Special Reception for African American Students

“I learned about the connection between staff and students. They really helped me get a better understanding of the U.” —Comment from student who attended the Special Reception for Asian and Pacific Islander Students

“I like the information about how the U of M is a place where there is an opportunity to have a dynamic home and various traveling choices around the world.” —Comment from Latino student who attended the Special Reception for Hispanic Students
Joining a Legacy: A Special Reception for Young African American Males

The fourth annual “Joining a Legacy” reception was held November 15, 2016 at Jones Hall. The event was tailored toward African American males in high school, and featured residents from Huntley House, a living-learning community for African American men that fosters leadership skills. Following dinner, students and their parents attended sessions that focus on the unique academic and support resources that advance African American male success at the U of M.

American Indian Campus Visit Day

The third annual American Indian Campus Visit Day was held on November 9, 2016. The event is held in collaboration with the Circle of Indigenous Nations, the Office of Undergraduate Education, and the Office of Admissions.

As part of this event, the Office of Admissions welcomed middle and high school age students from 10 Minnesota school districts. Attendees were provided the opportunity to learn about the University’s rich history of supporting American Indian student success, experience current student research, attend an application workshop, take a campus tour that highlighted resources for American Indian students on campus, and participate in a student panel discussion.

COMMUNICATIONS

Our communications plan ensures that the Office of Admissions can achieve the University’s enrollment targets for each fall’s freshman class, not only in terms of the total number enrolled, but also one that delivers a diverse class, shows a commitment to Minnesota residents, and demonstrates strong academics.

The communications team is tasked with developing and executing a communications strategy targeted to future students and their parents to facilitate the achievement of all intended enrollment outcomes. While each year has a plan that forms the basis of our efforts, additional efforts are added based on identified needs and emerging trends.

Communications Strategies

1. Illustrate the benefits of attending the University of Minnesota.

2. Conduct a number of communications touch points with each fall’s prospective student cohort to stay on the minds and in the hearts of future students.

3. Help future students see themselves at the U of M by sharing authentic voices and experiences of U of M students.

4. Build on U of M brand identity. Ensure the U of M brand is incorporated in each communications deliverable. Develop pride in the institution.

5. Emphasize calls to action.

The Office of Admissions has an extensive communications cycle in place and is in frequent contact with students who have expressed an interest in the University throughout their high school years. Communications are intended to keep students engaged with the University and generally have a single call to action to help them through each step of the college selection process from point of inquiry to enrollment confirmation. Print, electronic, and social communications are routinely deployed as research continues to underscore the importance of sending paper communications so parents can see them, and that sending a combination of paper and electronic messages yields the highest student response rates.
Below are some examples of key communications that are sent to students of color and American Indian students and their families:

- Letters and brochures that showcase multicultural opportunities and multicultural student life at the University of Minnesota Twin Cities.
- Targeted campus visit invitations to encourage multicultural students to visit campus.
- Frequent reminders about important upcoming dates, including application deadlines and ACT/SAT registration dates.
- “Commitment to Diversity” web page on Office of Admissions website with resources and information for prospective multicultural students (http://admissions.tc.umn.edu/opportunities/diversity.html).
- Special event invitation campaigns designed to provide students and families with an extra special “wow” factor—ensuring that students and families feel welcomed by the University. Event communications campaigns for multicultural student events including Experience Minnesota, special receptions, and Golden Evenings. Each campaign includes print and electronic invitations, reminder to attend emails, thank you for attending or sorry we missed you communications, follow-up communications, and personalized communications from admissions counselors.
- Scholarship award packets for scholarship recipients.
- Communications campaign that encourages applicants to complete their applications.
- A number of financial aid application reminders that also promote the University of Minnesota Promise Scholarship.
- Living Learning cultural house promotion communications, both print and electronic, that encourage admitted students to live in the cultural houses.
- Personalized letter from Assistant Vice President for Equity and Diversity to all admitted students of color and American Indian students and their families that encourages them to attend the University of Minnesota and attend the Multicultural Kick-Off.
- Outreach letters to targeted community groups and organizations to encourage students to consider the University of Minnesota.
- Frequent personalized communications from admissions counselors that provide students with their direct contact information.
- Every three years, the Office of Admissions partners with University Relations to develop a video campaign that showcases four enrolled students of color and American Indian students achieving their dreams at the University of Minnesota. This four-part campaign was later expanded to include the University’s other system campuses. These videos were accompanied by email campaigns sent directly to admitted students of color and American Indian students.
For Project Commitment, the recruitment season in which the Office of Admissions coordinates a campus-wide effort to persuade admitted students to choose the University of Minnesota for their enrollment, a number of communications for students of color and American Indian students are developed and sent. For the fall 2017 cohort, these communications included the following.

**Students of Color / American Indian Students Commitment Letter**

**Objectives:** To personally invite students of color to confirm their enrollment to the University of Minnesota and ask questions about the campus climate.

**Description:** This letter describes the opportunities and cultural communities found on campus, as well as highlights the great academics, opportunities, location, and value of the U of M. The letters are sent to admitted students in a custom window envelope on a rolling weekly basis from the Office of Equity and Diversity.

**Hand-Signed Dean’s Greeting Cards**

**Objectives:** Make students and their families feel extra special and proud of student’s accomplishments. Provide personal touch to recruitment process and stand out from competing schools’ communication series to admitted students.

**Description:** Printed cards signed by the Dean sent to targeted students of color, congratulating them on their admission to their College of admission. (This is done in tandem with the colleges, and appears in both the student of color/American Indian student and specific college commitment plans.)

**Diversity Brochure**

**Objectives:** To showcase the different types of multicultural opportunities that exist for students of color on the University of Minnesota campus, and to encourage students to explore additional options beyond the ones provided in the brochure itself.

**Description:** A printed, encompassing brochure that focuses on the benefits of attending the University of Minnesota as a student of color, including different multicultural communities, academics, location, and firsthand student voices on campus.

**Multicultural Living Learning Communities Letter and Pamphlet**

**Objectives:** To introduce to students the different multicultural Living Learning Communities (LLC) on campus, and to allow them to see themselves at the University as part of one of these communities. This also allows for an extended opportunity to sign up for the LLCs beyond the March 1, 2017 deadline.

**Description:** This is an all-encompassing letter that is mailed out following the March 1 signup deadline, and includes a pamphlet that describes a number of LLCs in more detail, including the American Indian Cultural House, CASA SOL, Tsev Hmoob (Hmong House), and the Huntley House for African American Males.

**Huntley House Letter and Accompanying Bookmark**

**Objectives:** To give prospective African American male students an enhanced view of the Huntley House, including its mission and vision, provide benefits, and give contact information for those interested. To encourage students to consider the Huntley House as a great fit as a Living Learning Community.

**Description:** This communication includes a letter regarding the Huntley House and an insert, which is provided by the Office of Equity and Diversity to highlight the benefits of the Huntley House for prospective students.
**ELECTRONIC COMMUNICATIONS**

### Students of Color / American Indian Students Video E-mail Series

**Objectives:** The purpose of these communications is to highlight the experience of a student of the same community (African American, Asian and Pacific Islander, American Indian, Hispanic) on the University of Minnesota campus to each targeted demographic. These videos have been developed by University Relations in partnership with the Office of Admissions, and are designed to show students discovering community, purpose, and opportunity. To encourage students of color to confirm their enrollment to the U of M.

### Cultural Center Emails

**Objectives:** To provide an authentic voice in the recruitment process. To find out what it’s like to be a student through firsthand accounts of current University of Minnesota students and provide a unique voice to the admitted student.

**Description:** These emails are written by current students who are involved in the cultural centers, such as the Black Student Union, to give students a firsthand idea of the opportunities that students can take advantage of by not only enrolling at the University of Minnesota, but also getting involved in the multicultural communities.

### Multicultural Introduction E-mail

**Objectives:** To introduce students to their admissions counselor and create a more personal relationship with them by connecting their names with photos of each counselor. To encourage students of color to confirm their enrollment to the University of Minnesota.

**Description:** The postcard contains photos and contact information for counselors who primarily deal with students of a particular demographic (African American, Asian and Pacific Islander, American Indian, Hispanic), as well as admissions counselors who work in targeted areas around the state. The postcard also reminds students to confirm their enrollment, as well as provide ways to contact the University with any questions they may have.
PHONE CALLS
Personal phone calls are a key recruitment tactic. Admissions counselors, student outreach representatives, and student territory managers routinely call students of color and American Indian students to build relationships with them and encourage them to visit campus, attend events, take the next steps in the application process, and facilitate their enrollment. Students are encouraged to email or call their admissions counselor directly with questions.

HIGH SCHOOL VISITS
The Office of Admissions visits high schools throughout Minnesota. Multiple visits are made to Minneapolis and St. Paul high schools and those in the surrounding suburbs that have high enrollments of students of color and American Indian students and first-generation college students. In addition to meeting students and promoting the University of Minnesota, relationships are developed with key decision influencers such as guidance counselors and career center and college preparatory program staff members. Recent high school visits include:

• College Fair at Cristo Rey Jesuit High School – Minneapolis, MN
• Washington Technology Magnet – Saint Paul, MN
• Twin Cities Academy – Saint Paul, MN
• Harding High School – Saint Paul, MN
• Como Park Senior High School – Saint Paul, MN
• Hmong College Prep Academy – Saint Paul, MN
• Humboldt Senior High School – Saint Paul, MN
• Community of Peace Academy – Saint Paul, MN
• Central High School – Saint Paul, MN
• John A. Johnson Senior High School – Saint Paul, MN
• Highland Park Senior High School – Saint Paul, MN
• Woodbury High School, Woodbury – MN
• Henry Sibley High School – Mendota Heights, MN
• Avalon School – Saint Paul, MN
• Open World Learning Community – Saint Paul, MN
• Concordia Academy – Roseville, MN
• AGAPE High School – Saint Paul, MN

Additional types of high school visits include:

APPLICATION WORKSHOPS
A number of application workshops are held at various high schools in Minneapolis, St. Paul, and the surrounding suburbs. Admissions counselors walk through the U of M application with students and answer their questions. Staff members spend time one-on-one with students to make sure they are supported through the application process. Application workshops include:

• College Knowledge Month
• Fall Special Receptions
• Experience Minnesota: An Open House for Multicultural Students

INDIAN EDUCATION PROGRAM VISITS
The American Indian Recruitment Coordinator, in partnership with MCAE, visits high schools that participate in the Minnesota Indian Education Program. The Office of Admissions and MCAE staff answer questions and provide application, admissions, and financial aid timeline information.

MAROON & GOLD NEXT STEPS EVENTS FOR ADMITTED STUDENTS
These celebratory events are held in select high schools for admitted students to congratulate them on their admission and encourage them to enroll. The curriculum for these sessions focuses primarily on the holistic steps that need to be taken to facilitate enrollment—including housing and financial aid applications. In spring 2017, Maroon & Gold Next Steps Events were held at 49 schools in Minnesota:

• Al Amal School
• Anoka High School
• Bemidji High School
• Blaine High School
• Brooklyn Center High School
• Burnsville High School met
• Central High School
• Century High School
• Champlin Park High School
• Cloquet Senior High School
• Community of Peace Academy
• Como Park Senior High School
• Coon Rapids High School
• Cristo Rey Jesuit High School
• DeLaSalle High School
Some of the college fairs and events the Office of Admissions participate in that target prospective students of color and American Indian students include:

- Hmong Academy College Fair – St. Paul, MN
- White Earth Job & Career Fair at Circle of Life School – White Earth, MN
- Hmong Youth Development Conference, North High School – North Saint Paul, MN
- Red Lake High School College & Career Fair – Red Lake, MN
- Parent Informational College Access Fair – Minneapolis, MN
- Leech Lake Career & Job Fair – Leech Lake, MN
- Leaders of Tomorrow – St. Paul, MN
- “Discover Innovation” – 2013 MN TRIO Day-Southern Tier – Minneapolis, MN
- YMCA Black/Hispanic Achievers Teen Summit College Fair – Bloomington, MN
- Osseo Indian Education Day – Osseo, MN
- Hmong Resource Fair – St. Paul, MN
- The Brotherhood – Eden Prairie, MN
- Opportunity Fair at Community of Peace Academy – Saint Paul, MN
- Multicultural Career Day and College Fair at Riverland Community College – Austin, MN
- MN Council for Economic Education – AVID
- Lac Courte Oreilles Ojibwa Community College AISES Chapter – Hayward, WI
- College Application week volunteers – Yes, You Can! Making College a Reality - Eisenhower Community Center – Hopkins, MN
- Neighborhood House College Fair – Saint Paul, MN
- Northern TRIO Day College Fair – Bemidji State University
- Fond Du Lac Tribal and Community College Fair – Cloquet, MN
- Asian American College Day – Minneapolis, MN
- Hmong Parents Club – Minneapolis, MN
- Building Bridges program in the Dental school – Minneapolis, MN
- Hmong American Partnership community event – St Paul, MN
- Cristo Rey Jesuit High School College Fair – Minneapolis, MN
- Anoka-Hennepin Indian Education College Fair – Coon Rapids, MN
TARGETED AFRICAN-AMERICAN RECRUITMENT ACTIVITIES

Minnesota Northern Stars Project: A comprehensive recruitment effort that encourages high-achieving Minnesota African American and Hispanic students to enroll at the University of Minnesota. These students demonstrate strong academic records, strong leadership, and strong community service. Recruitment activities include:

- Two special receptions (two for each cohort) in the fall and spring to showcase the African American and Hispanic communities at the University of Minnesota. Multicultural faculty, staff and current students attend the events and share their experiences at the University of Minnesota.

- A Golden Evening commitment event (one for each cohort) is held in the spring. This is a formal reception for admitted students that highlights the University of Minnesota, its resources, and its multicultural community.

- Partnerships with the Black Student Union on their College Day event and the Somali Student Association. (The Office of Admissions provides financial support and staffing for these efforts.)

- The admissions counselor for African-American recruitment assists with the promotion of Huntley House, a living learning community for African American males.

This counselor conducts outreach and recruitment at the following events and locations:

- Step Up Group Visit
- STEP-UP Achieve, Minneapolis, MN
- Urban Research and Outreach Engagement Center (UROC) opportunity Fair – Minneapolis, MN
- Prep 9 Visit Days
- BrandLab College Fair – Minneapolis, MN
- Hiawatha Mini College Fair – Minneapolis, MN
- 100 Black Men College Fair – Chicago, IL
- College Day at Patrick Henry – Minneapolis, MN
- FAIR School Visit – Minneapolis, MN
- PEASE College Fair – Minneapolis, MN
- Cookie Cart Preparing for College Session – Minneapolis, MN
- Roosevelt High School College Night – Minneapolis, MN
- Southwest High School College Day – Minneapolis, MN
- College Day in partnership with Black Student Union – Minneapolis, MN

TARGETED HISPANIC RECRUITMENT ACTIVITIES

- The Hispanic admissions counselor is a member of the Minnesota Network for Latinos in Higher Education, the Department of Chicano Studies, and serves on the CASA SOL planning committee.

- The CASA SOL Living Learning Community is promoted through a collaborative effort between the Office of Admissions, the Multicultural Center for Academic Excellence, and the College of Liberal Arts.

- The Hispanic admissions counselor has a special relationship with the Hispanic student cultural group on campus, La Raza. Through this partnership, the Office of Admissions has participated and supported several on campus group visits arranged by the organization, including La Escuelita, El Colegio, and Edison High School.

- Through a collaborative effort between the Office of Equity and Diversity and the Office of Admissions, the counselor participates in the Hispanic Scholarship Fund, empowers Latino families with the knowledge and resources to successfully complete a higher education, and provides scholarships and support services to as many exceptional Hispanic American students as possible.

Please see the Northern Stars section above for more information on targeted efforts for prospective Hispanic students.
TARGETED AMERICAN INDIAN RECRUITMENT ACTIVITIES

• The American Indian Recruitment Coordinator actively visits reservation schools and schools with high enrollments of American Indian students in Minnesota and Wisconsin. These include:
  > Mille Lacs Group Visit, Nay-Ah-Shing High School – Onamia, MN
  > South HS Indian Ed lunch – Minneapolis, MN
  > Oneida College Fair – Oneida, WI
  > Native American College Fair – Minneapolis, MN
  > Anoka-Hennepin Indian Education College Fair – Coon Rapids, MN
  > Harding HS Indian Ed program – Saint Paul, MN
  > Little Earth Resource Fair – Minneapolis, MN
  > Leech lake College Fair – Cass Lake, MN

• The American Indian Recruitment Coordinator works with Indian Education counselors and American Indian Reservations to bring groups of students to campus and show them that post-secondary education is within their reach and achievable at the University of Minnesota. These include:
  > Indian Ed Bagley School Group Visit
  > Meet with Warroad Ojibwe teacher and Indian Ed counselor
  > Meet with Hinckley-Finlayson/Cloquet/Nay Ah Shing/Onamia Indian Ed students and counselors
  > Meet with Waubun/Red Lake/ Bemidji/Cass Lake-Bena Indian Ed counselors
  > Meet Minneapolis, St. Paul, and Eagan Indian Ed Counselors

• The Coordinator develops partnerships with community organizations to build strong ties with the American Indian community.

• In collaboration with MCAE, the Office of Admissions helps promote the Ethel Curry American Indian Scholarship and the Shakopee Mdewakanton Sioux Community Endowed Scholarship.

• The American Indian Cultural House (AICH) is a residential living learning community that is the first in the nation to have a partnership with an academic unit (the American Indian Studies department). The American Indian Recruitment Coordinator works closely with prospective students, as well as enrolled students to support community awareness and celebrate American Indian culture on campus. The Office of Admissions coordinates and supports communications to both prospective and admitted American Indian students introducing them to the resources that are available, and inviting them to participate in the AICH.

• The Office of Admissions participates in various community outreach programs in conjunction with MCAE and Circle of Indigenous Nations, and a main priority is to continue to foster the partnership with the Indian Education Programs.

• The Office of Admissions provides event planning and communications for the Fall Feast and three AICH film studies events.

• The Office of Admissions coordinates the American Indian Visit Day during the fall semester in conjunction with Circle of Indigenous Nations, Department American Indian Studies and with American Indian Science and Engineering Society (AISES) to advertise our event as a breakout session for their national conference.

• The counselor participates at the Minnesota Indian Education Association (MIEA) Conference, a conference coordinated by Minnesota Indian Education Association, to establish and maintain communications and the promotion of quality education and unity for American Indians for the express purpose of continuity of communications and on-going awareness of local and statewide educational activities.
TARGETED ASIAN AND PACIFIC ISLANDER RECRUITMENT ACTIVITIES

• The admissions counselor for Asian and Pacific Islander recruitment visits Minnesota high schools with high enrollments of Asian and Pacific Islander students, including two charter schools:
  > Hmong Academy
  > Harding High School
  > Como Park Senior High School
  > Hmong College Prep Academy
  > Humboldt Senior High School
  > Community of Peace Academy
  > Central High School
  > John A. Johnson Senior High School
  > Highland Park Senior High School
  > Washington Technology Magnet
  > Open World Learning Community
  > Henry Sibley High School
  > Edison Senior High
  > Tartan Senior High School
  > Roseville Area High School
  > North High School
  > Patrick Henry High School
  > Park Center Ib World High School
  > Brooklyn Center High School

• The counselor collaborates closely with MCAE and actively engages with the Asian Student Union (ASU) and the Hmong Minnesota Student Association (HMSA).

• The counselor participates in the Asian & Pacific Islander American Scholarship Fund (APIASF) Jump Start College Tour, which was developed to provide college planning, leadership training, financial education and professional development tools and resources to students and their families.

• The counselor helps coordinate on-campus events to encourage Asian and Pacific Islander students to plan for higher education and to think of the University of Minnesota as a future destination, such as the HMSA’s “Spring 2 the U” event.

• Off campus, the counselor is active in the community and participates in many community celebrations.

• The counselor participates at the Hmong National Conference, a conference coordinated by Hmong National Development, Inc., to get parents actively involved and support their students in the college planning process.

• The University of Minnesota Twin Cities hosted the 2016 Midwest Asian American Students’ Union (MAASU) conference. This conference was coordinated by the Asian & Pacific Islander American (APIA) student groups to foster intellectual development within the field of Asian American Studies, strengthening communities both inside the University and with community partners, and coordinated APIA identity and leadership programs in order to develop the next generation of APIA leaders dedicated to advancing social justice.

KEY COMMUNITY PARTNERSHIPS

The Office of Admissions believes that it is important to foster and maintain relationships with community leaders, college preparation programs, and professional development organizations in our state. These partnerships are important to ensuring effective support and service to students and their families. Examples of some of the organizations with whom the Office of Admissions work include:

• Achieve! Minneapolis

• American Indian Education Program

• AVID groups from Minnesota high schools

• Boys & Girls Club

• College Possible

• Connecting Parents to Educational Opportunities (CPEO), Parents of Power program (POP), and Parent Academy

• Educational Talent Search (ETS)

• El Colegio

• Hmong Youth Development College Prep Program

• Minneapolis Public Schools
• Minneapolis Public Schools’ My Brother’s Keeper Cohort - Character Development Program at U of M - Department of College & Career Readiness

• Minneapolis School Counselors –
  > The Office of Admissions is participating annually in a fall counselor meeting and hosts a spring counselor luncheon. Campus academic departments, student programs, and resources are showcased and information on admissions requirements is provided. Counselor questions are also answered.

• Minneapolis STEP-UP Program. Each summer the Office of Admissions host Golden Gopher Day, a collaborative event between the Office of Admissions and the Minneapolis STEP-UP program. The event is held each July for STEP-UP program participants and includes activities such as campus tours, college information sessions, and a keynote address. The event showcases the multicultural community on campus

• Minnesota Association for College Admissions Counseling (MACAC); several staff members serve on the board, and on the Inclusion, Access and Success committee

• Minnesota Association of Counselors of Color (MnACC); several staff members actively serve on the MnACC Board

• Minnesota College Access Network (MCAN)

• Minnesota College Application Week Steering and Planning Committee; Admissions represents the U of M on this Minnesota Office of Higher Education Committee.

• Minnesota Minority Education Partnership (MMEP)

• Multicultural Excellence Program (MEP)

• National Association for College Admissions Counseling (NACAC) including presenting and participating in the Guiding the Way to Inclusion Conference

• Neighborhood House

• Northside Achievement Zone

• Tazel Institute

• TRIO

• University of Minnesota College Readiness Consortium

• Upward Bound

• Urban Research, Outreach/Engagement Center

• Wallin Scholarship Foundation
Diversity in Undergraduate Education on the Twin Cities Campus

Background Data
University of Minnesota System
Undergraduate Students of Color

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<td></td>
<td></td>
</tr>
<tr>
<td>Twin Cities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New First Year</td>
<td>17.0%</td>
<td>18.5%</td>
<td>18.0%</td>
<td>20.8%</td>
<td>22.3%</td>
<td></td>
</tr>
<tr>
<td>Overall UG enrollment</td>
<td>14.9%</td>
<td>16.8%</td>
<td>18.4%</td>
<td>20.4%</td>
<td>21.3%</td>
<td></td>
</tr>
</tbody>
</table>
Crookston Campus Undergraduate Student of Color Fall Semester Headcount Enrollment
Duluth Campus Undergraduate Student of Color
Fall Semester Headcount Enrollment

Year: 2000 to 2017

- Am Indian
- Asian
- Black
- Hispanic
- Hawaiian
Morris Campus Undergraduate Student of Color
Fall Semester Headcount Enrollment

[Graph showing enrollment data over time for different ethnic groups (Am Indian, Asian, Black, Hispanic, Hawaiian)]
Rochester Campus Undergraduate Student of Color
Fall Semester Headcount Enrollment

Am Indian  Asian  Black  Hispanic  Hawaiian

Twin Cities Campus Undergraduate Student of Color Fall Semester Headcount Enrollment
Growth in Multicultural Recruitment Initiatives 2012 to 2017

Comparison of Fall 2012 to Fall 2017

- 2012 Multicultural Recruitment Events: 7
  - Total Student Attendance: 963
  - Total Guest Attendance: 1,747

- 2017 Multicultural Recruitment Events: 13 (+53.8%)
  - Total Student Attendance: 1,213 (+79.3%)
  - Total Guest Attendance: 2,257 (+77.4%)
Growth in Multicultural Students Campus Visits 2012 - 2017

- Total Student Visitors: 9,000 in 2017, 3,500 in 2012
- African American: 300 in 2017, 100 in 2012
- Asian and Pacific Islander: 1,500 in 2017, 700 in 2012
- Hispanic: 1,200 in 2017, 500 in 2012
- American Indian: 50 in 2017, 30 in 2012
- 2 or More: 100 in 2017, 50 in 2012
High School Visits
Admissions counselors visit high schools throughout Minnesota. Multiple visits are made to Minneapolis and St. Paul high schools and those in the surrounding suburbs that have high enrollments of students of color, American Indian students, and first-generation college students. In addition to meeting students and promoting the University of Minnesota Twin Cities, relationships are developed with key decision influencers such as guidance counselors, career center staff, and college preparatory program members. There were 28 high school visits that took place in the fall of 2017.

Recent high school visits include:

<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Harding High School – Saint Paul, MN</td>
<td>Como Park Senior High School – Saint Paul, MN</td>
<td>Hmong College Prep Academy – Saint Paul, MN</td>
</tr>
</tbody>
</table>
Multicultural Recruitment Initiatives

Application Workshops
A number of application workshops are held at several high schools in Minneapolis, St. Paul, and the surrounding suburbs. Admissions counselors walk through the University of Minnesota Twin Cities application with students and answer their questions. Staff members dedicate one-on-one time with students to make sure they are supported through the application process.

Application workshops include:
- College Knowledge Month
- Fall Special Receptions
- Experience Minnesota: An Open House for Multicultural Students
Multicultural Recruitment Initiatives
Key Community Partnerships

- Achieve! Minneapolis
- American Indian Education Program
- AVID groups from Minnesota high schools
- Boys & Girls Club
- College Possible
- Connecting Parents to Educational Opportunities (CPEO), Parents of Power program (POP), and Parent Academy
- Educational Talent Search (ETS)
- El Colegio

- Hmong Youth Development College Prep Program
- Minneapolis Public Schools
- Neighborhood House
- Northside Achievement Zone
- Tazel Institute
- Upward Bound
- Urban Research, Outreach/Engagement Center
- Wallin Scholarship Foundation
The North Star STEM Alliance is an externally-funded, 17-member partnership among Minnesota colleges, universities, and community organizations committed to supporting multicultural students toward earning bachelor’s degrees in STEM.
North Star STEM Alliance

🌟 Programming

- Retains minority STEM students to the bachelor’s degree.
- Features academic support, community, research opportunities, STEM professional development.

🌟 Strengths

- We connect students to support services and cultural + STEM communities.
- We leverage opportunities such as undergrad research with MnDRIVE projects and national conferences to build students’ STEM identities.
- Partnership across MN 14 colleges & universities.

🌟 Challenges

- Attracting historically underrepresented minorities to UofM campuses (Community trust of University of Minnesota, Campus climate, Focus on test scores in admission).
- Affording higher education (59% Pell eligible and/or first generation, state aid available for 4 years while many graduate in 5-years, especially transfer students).
Alliance-wide Goals

URM STEM Degrees (projected 2017-22)

- Race Not Reported or Unknown
- Non-Minority
- More Than One Race Reported - Minority
- Native Hawaiian or Pacific Islander
- Native American
- Hispanic or Latino
- Black or African American

Year: 2004-05 to 2020-21

Projection: 2017-22
Disaggregation of Ethnicity and Race Data

- Providing information on the application for admission is voluntary.
- This information is not used in a discriminatory manner.
- The Office of Admissions uses this information to share campus community and engagement opportunities with prospective students.
  - Ex: On campus-multicultural Living Learning Communities (LLC) and student organizations that might be of interest to applicants.
- On all three application platforms (Coalition, Common, and Golden Gopher), ethnicity and race questions comply with the U.S. Department of Education’s standards for ethnic and racial data collection.
Disaggregation of Ethnicity and Race Data
Golden Gopher Application

- The University’s institutional application, *The Golden Gopher Application*, allows students to indicate further backgrounds that align with student services and resources available on campus to multicultural students:

  **Are you Hispanic/Latino?**
  Which best describes your background?
  - Central American
  - Cuban
  - Mexican
  - Puerto Rican
  - South American
  - Spanish
  - Other

  Regardless of your answer to the prior question, please indicate how you identify yourself. (Select any that apply.)
  - American Indian or Alaska Native
  - Asian
  - Black or African American
  - Native Hawaiian or other Pacific Islander
  - White

  **Asian**
  Which best describes your background?
  - Chinese
  - Hmong
  - Indian
  - Japanese
  - Korean
  - Pakistani
  - Filipino
  - Vietnamese
  - Other East Asian
  - Other South Asian
  - Other Southeast Asian

  **Black or African American**
  Which best describes your background?
  - U.S. / African American
  - Caribbean
  - Central African
  - East African
  - North African
  - South African
  - West African
  - Other
These questions are a part of the Coalition Profile. Questions are determined by Coalition and cannot be edited.

Are you Hispanic or Latino?
Choose the Option(s) That Best Describe(s) Your Hispanic or Latino Background
- Cuba
- Mexico
- Puerto Rico
- Spain
- Central America
- South America
- Other

Select one or more of the following races:
- American Indian or Alaska Native
- Asian
- Black or African American (including Africa, Sub-Saharan Africa, and Afro-Caribbean origin)
- Native Hawaiian or Other Pacific Islander
- White (including Middle Eastern)
Disaggregation of Ethnicity & Race Data
Common Application

These questions are a part of the Common Profile. Questions are determined by Common and cannot be edited.

Are you Hispanic or Latino?

Choose the Option(s) That Best Describe(s) Your Hispanic or Latino Background
- Central America
  - Cuba
  - Mexico
  - Puerto Rico
  - South America
- Spain
- Other

Select one or more of the following races:
- American Indian or Alaska Native
- Asian
- Black or African American (including Africa, Sub-Saharan Africa, and Afro-Caribbean origin)
- Native Hawaiian or Other Pacific Islander
- White (including Middle Eastern)
There are additional questions found on the Golden Gopher Application than on both the Common and Coalition Application Platforms:

Are you Hispanic/Latino?

Which best describes your background?
- Central American
- Cuban
- Mexican
- Puerto Rican
- South American
- Spanish
- Other
- Specify other Hispanic or Latino background

Regardless of your answer to the prior question, please indicate how you identify yourself. (Select any that apply.)

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or other Pacific Islander
- White
Disaggregation of Ethnicity & Race Data
Golden Gopher Application

There are additional questions found on the Golden Gopher Application than on both the Common and Coalition Application Platforms:

Ethnicity & Race

Providing the information below is voluntary, and this information will not be used in a discriminatory manner. In addition, the University will use this information to share campus community and engagement opportunities with prospective students. These opportunities may include, for example, our multicultural campus living learning communities and student organizations that might be of interest to our applicants. These questions comply with the U.S. Department of Education standards for ethnic and racial data collection.

Federal census bureau definitions for race/ethnicity groups are available here.

Are you Hispanic/Latino?

Regardless of your answer to the prior question, please indicate how you identify yourself. (Select any that apply.)

- [ ] American Indian or Alaska Native
- [ ] Asian
- [ ] Black or African American
- [ ] Native Hawaiian or other Pacific Islander
- [ ] White

Your Golden Gopher Application

Please log in to our application using your provided username and password. Or, click the button below to create a new account.

Federal census bureau definitions for race/ethnicity groups are available here.

Are you Hispanic/Latino? Which best describes your background?

Yes

- Central American
- Cuban
- Mexican

To select multiple responses on a phone or tablet, tap selections with your finger. On a PC, use control + click. On a Mac, use command + click.

Specify other Hispanic or Latino background
Disaggregation of Ethnicity & Race Data

Golden Gopher Application

There are additional questions found on the Golden Gopher Application than on both the Common and Coalition Application Platforms:

- **American Indian or Alaska Native**
  - For scholarship purposes, please indicate if you are enrolled in a federally-recognized American Indian tribe.
  - Yes
  - Please indicate your tribal affiliation.

- **Asian**
  - Which best describes your Asian background?
  - Select from below
  - Chinese
  - Hmong
  - Indian
  - Specify other Asian background

- **Black or African American**
  - Which best describes your Black or African American background?
  - Select from below
  - U.S./African American
  - Caribbean
  - Central African
  - Specify other Black or African American background
Disaggregation of Ethnicity & Race Data
Golden Gopher Application

There are additional questions found on the Golden Gopher Application than on both the Common and Coalition Application Platforms:

- Native Hawaiian or other Pacific Islander
  - Which best describe(s) your Native Hawaiian or Other Pacific Islander background?
    - Select from below
    - Guamanian
    - Hawaiian
    - Samoan
  - Specify other Native Hawaiian or Other Pacific Islander background

- White
  - Which best describe(s) your White background?
    - Select from below
    - European
    - Middle Eastern
    - Other
  - Specify other White background
MINNESOTA RESIDENT FRESHMAN APPLICANTS, ADMITS, AND ENROLLMENTS BY RACE AND ETHNICITY
Twin Cities Campus Minnesota Resident Student of Color New Freshman (NHS) Admission Inquirers
(Number of high school seniors on record in first week of December)

<table>
<thead>
<tr>
<th>Year</th>
<th>SOC Inquirers</th>
</tr>
</thead>
<tbody>
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<td>2010</td>
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<tr>
<td>2011</td>
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<tr>
<td>2012</td>
<td>6,353</td>
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<tr>
<td>2013</td>
<td>6,293</td>
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<td>2014</td>
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<tr>
<td>2015</td>
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</tr>
<tr>
<td>2016</td>
<td>7,587</td>
</tr>
<tr>
<td>2017</td>
<td>8,180</td>
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Twin Cities Campus Minnesota Resident American Indian Fall Semester New Freshman Applicants, Admits, and Enrollments

<table>
<thead>
<tr>
<th>Year</th>
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<th>Admits</th>
<th>Enrollment</th>
<th>Admit Yield</th>
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<td>2001</td>
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<tr>
<td>2003</td>
<td>103</td>
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<tr>
<td>2004</td>
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</tr>
<tr>
<td>2006</td>
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<td>87</td>
<td>36</td>
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</tr>
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<td>113</td>
<td>57</td>
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</tr>
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<td>2010</td>
<td>248</td>
<td>109</td>
<td>44</td>
<td>38.5%</td>
</tr>
<tr>
<td>2011</td>
<td>283</td>
<td>111</td>
<td>40</td>
<td>39.6%</td>
</tr>
<tr>
<td>2012</td>
<td>260</td>
<td>101</td>
<td>41</td>
<td>39.6%</td>
</tr>
<tr>
<td>2013</td>
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<tr>
<td>2015</td>
<td>256</td>
<td>98</td>
<td>48</td>
<td>41.8%</td>
</tr>
<tr>
<td>2016</td>
<td>248</td>
<td>111</td>
<td>54</td>
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</tr>
<tr>
<td>2017</td>
<td>309</td>
<td>120</td>
<td>60</td>
<td>50.0%</td>
</tr>
</tbody>
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Twin Cities Campus Minnesota Resident Asian Fall Semester New Freshman Applicants, Admits, and Enrollments

<table>
<thead>
<tr>
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<th>Admits</th>
<th>Enrollment</th>
<th>Admit Yield</th>
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</thead>
<tbody>
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<td>2002</td>
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<td>463</td>
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<tr>
<td>2006</td>
<td>1,295</td>
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<tr>
<td>2008</td>
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<tr>
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<td>445</td>
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</tr>
<tr>
<td>2017</td>
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</tbody>
</table>
Twin Cities Campus Minnesota Resident Black Fall Semester New Freshman Applicants, Admits, and Enrollments

<table>
<thead>
<tr>
<th>Year</th>
<th>Applications</th>
<th>Admits</th>
<th>Enrollment</th>
<th>Admit Yield</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
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<tr>
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<td>2002</td>
<td>454</td>
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</tr>
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<td>2003</td>
<td>679</td>
<td>419</td>
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<tr>
<td>2004</td>
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<td>2006</td>
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<td>1,102</td>
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<tr>
<td>2011</td>
<td>1,212</td>
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<tr>
<td>2013</td>
<td>1,230</td>
<td>361</td>
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</tr>
<tr>
<td>2014</td>
<td>1,280</td>
<td>354</td>
<td>203</td>
<td>52.9%</td>
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<tr>
<td>2015</td>
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<td>2016</td>
<td>1,462</td>
<td>346</td>
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</tr>
<tr>
<td>2017</td>
<td>1,488</td>
<td>336</td>
<td>245</td>
<td>52.9%</td>
</tr>
</tbody>
</table>
### Twin Cities Campus Minnesota Resident Hawaiian/Pacific Islander

#### Fall Semester New Freshman Applicants, Admits, and Enrollments

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Applications</strong></td>
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<td>45</td>
<td>44</td>
<td>42</td>
<td>47</td>
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<td>56</td>
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<td><strong>Admits</strong></td>
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<td>24</td>
<td>18</td>
<td>27</td>
<td>23</td>
<td>23</td>
<td>43</td>
<td>27</td>
</tr>
<tr>
<td><strong>Enrollment</strong></td>
<td>15</td>
<td>8</td>
<td>12</td>
<td>6</td>
<td>14</td>
<td>11</td>
<td>10</td>
<td>23</td>
<td>13</td>
</tr>
<tr>
<td><strong>Admit Yield</strong></td>
<td>45.5%</td>
<td>44.4%</td>
<td>50.0%</td>
<td>33.3%</td>
<td>51.9%</td>
<td>47.8%</td>
<td>43.5%</td>
<td>53.5%</td>
<td>48.1%</td>
</tr>
</tbody>
</table>

![Graph showing trends in applications, admits, and enrollments from 2009 to 2017]
Twin Cities Campus Minnesota Resident Hispanic Fall Semester
New Freshman Applicants, Admits, and Enrollments

<table>
<thead>
<tr>
<th>Year</th>
<th>Applications</th>
<th>Admits</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
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<td>2001</td>
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<td>187</td>
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<td>2003</td>
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<td>161</td>
<td>74</td>
</tr>
<tr>
<td>2007</td>
<td>340</td>
<td>214</td>
<td>93</td>
</tr>
<tr>
<td>2008</td>
<td>334</td>
<td>204</td>
<td>79</td>
</tr>
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<td>301</td>
<td>128</td>
</tr>
<tr>
<td>2016</td>
<td>847</td>
<td>316</td>
<td>146</td>
</tr>
<tr>
<td>2017</td>
<td>913</td>
<td>388</td>
<td>193</td>
</tr>
</tbody>
</table>

Admit Yield
- 2000: 52.9%
- 2001: 51.4%
- 2002: 56.3%
- 2003: 50.0%
- 2004: 40.2%
- 2005: 48.2%
- 2006: 46.0%
- 2007: 43.5%
- 2008: 38.7%
- 2009: 38.8%
- 2010: 41.9%
- 2011: 40.2%
- 2012: 41.1%
- 2013: 43.8%
- 2014: 42.1%
- 2015: 43.8%
- 2016: 46.2%
- 2017: 49.7%
MINNESOTA HS RANK AND ACT BENCHMARK PERCENTAGES BY RACE AND ETHNICITY
Percent of Underrepresented Minority Students Among MN HS Graduates, MN ACT Takers, and UMNTC MN Freshmen in 2016

- Minnesota HS Graduates: 15.43%
- Minnesota ACT Takers: 13.41%
- Top 50% HS Rank and Took ACT: 9.13%
- Top 25% HS Rank and Took ACT: 5.52%
- Top 50% HS Rank and Meets ACT Benchmarks: 3.80%
- Top 25% HS Rank and Meets ACT Benchmarks: 3.27%
- UMNTC Minnesota Freshmen: 10.92%

Note: Underrepresented minority students include African American, Latinx/Hispanic, and American Indian students
Percent American Indian Among MN HS Graduates, MN ACT Takers, and UMNTC MN Freshmen in 2016

- Minnesota HS... 1.67% 970 / 58,025
- Minnesota ACT Takers 0.81% 520 / 64,145
- Top 50% HS Rank... 0.50% 181 / 36,401
- Top 25% HS Rank... 0.34% 64 / 19,003
- Top 50% HS Rank... 0.16% 24 / 15,183
- Top 25% HS Rank... 0.15% 17 / 11,332
- UMNTC Minnesota... 1.42% 54 / 3,804
Percent African American Among MN HS Graduates, MN ACT Takers, and UMNTC MN Freshmen in 2016

- Minnesota HS Graduates: 9.03%, 2,240 / 58,025
- Minnesota ACT Takers: 5.94%, 3,812 / 64,145
- Top 50% HS Rank: 3.77%, 1,372 / 36,401
- Top 25% HS Rank: 2.72%, 516 / 19,003
- Top 50% HS Rank: 1.21%, 183 / 15,183
- Top 25% HS Rank: 0.98%, 111 / 11,332
- UMNTC Minnesota Freshmen: 5.63%, 214 / 3,804
Percent Asian/Pacific Islander Among MN HS Graduates, MN ACT Takers, and UMNTC MN Freshmen in 2016

- Minnesota HS: 6.95% (4,034 / 58,025)
- Minnesota ACT Takers: 5.36% (3,436 / 64,145)
- Top 50% HS Rank: 5.18% (1,884 / 36,401)
- Top 25% HS Rank: 5.43% (1,031 / 19,003)
- Top 50% HS Rank: 4.46% (677 / 15,183)
- Top 25% HS Rank: 4.67% (529 / 11,332)
- UMNTC Minnesota: 15.80% (146 / 3,804)
Percent Hispanic/Latinx Among MN HS Graduates, MN ACT Takers, and UMNTC MN Freshmen in 2016

- Minnesota HS... 6.05% 3,513 / 58,025
- Minnesota ACT Takers 6.66% 4,271 / 64,145
- Top 50% HS Rank... 4.87% 1,772 / 36,401
- Top 25% HS Rank... 3.53% 670 / 19,003
- Top 50% HS Rank... 2.44% 370 / 15,183
- Top 25% HS Rank... 2.14% 243 / 11,332
- UMNTC Minnesota... 3.84% 146 / 3,804
Percent of Students of Color Among MN HS Graduates, MN ACT Takers, and UMNTC MN Freshmen in 2016

- Minnesota HS Graduates: 23.71%
- Minnesota ACT Takers: 20.84%
- Top 50% HS Rank and Took ACT: 17.92%
- Top 25% HS Rank and Took ACT: 15.08%
- Top 50% HS Rank and Meets...: 11.46%
- Top 25% HS Rank and Meets...: 10.84%
- UMNTC Minnesota Freshmen: 26.65%

Note: Students of color include African American, Latinx/Hispanic, Asian, Hawaiian/Pacific Islander, and American Indian students.
TWIN CITIES COMPARISON GROUP AND BIG TEN FRESHMAN SOC AND URM PERCENTAGES COMPARED TO STATE HIGH SCHOOL GRAD PERCENTAGES
Difference of SOC Percentage of New Freshmen Compared to SOC Percentage of State High School Graduates

Fall 2015 IPEDS Freshman Headcounts and Spring 2015 WICHE High School Graduate Estimates

-1.3% -3.4% -3.6% -4.5% -4.5% -6.1% -7.1% -8.6% -11.7% -12.4% -15.0% -26.2% -29.1% -33.7% -34.9% -35.5%

-40.0% -35.0% -30.0% -25.0% -20.0% -15.0% -10.0% -5.0% 0.0% 5.0% 10.0% 15.0% 20.0% 25.0% 30.0% 35.0% 40.0%

Iowa Indiana Michigan Minnesota Ohio State Purdue Wisconsin Mich State Penn State Nebraska Rutgers Illinois Maryland Florida U of C Berkeley Texas UCLA
Difference of URM Percentage of New Freshmen Compared to URM Percentage of State High School Graduates

Fall 2015 IPEDS Freshman Headcounts and Spring 2015 WICHE High School Graduate Estimates

-1.7% to -50.0%
Race/Ethnicity Breakdowns

FIRST-YEAR NEW FRESHMAN (NHS) RETENTION RATES
## Twin Cities Campus New Freshman (NHS) First-Year Retention by Race/Ethnicity (Single Identification)

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>53</td>
<td>88.3%</td>
<td>56</td>
<td>82.1%</td>
<td>61</td>
<td>85.9%</td>
<td>55</td>
<td>91.7%</td>
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<tr>
<td>Asian</td>
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<td>611</td>
<td>93.9%</td>
<td>636</td>
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<td>688</td>
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<tr>
<td>Black</td>
<td>165</td>
<td>88.2%</td>
<td>193</td>
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<td>90.0%</td>
<td>233</td>
<td>92.1%</td>
<td>236</td>
<td>92.2%</td>
</tr>
<tr>
<td>Hawaiian</td>
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<td>79.2%</td>
<td>21</td>
<td>87.5%</td>
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<td>100.0%</td>
<td>22</td>
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<tr>
<td><strong>SOC Subtotal</strong></td>
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<td>989</td>
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<td>1,050</td>
<td>92.3%</td>
<td>1,123</td>
<td>93.6%</td>
<td>1,211</td>
<td>92.9%</td>
</tr>
<tr>
<td>International</td>
<td>261</td>
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<td>97.2%</td>
<td>314</td>
<td>93.5%</td>
<td>291</td>
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<td>319</td>
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<td><strong>UMNCT Total</strong></td>
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Twin Cities Campus Fall Semester American Indian and White New Freshman (NHS) First-Year Retention

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<th>Year</th>
<th>White</th>
<th>AmInd</th>
</tr>
</thead>
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<td>86.7%</td>
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</tr>
<tr>
<td>2003</td>
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</tr>
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</tr>
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<td>79.5%</td>
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<tr>
<td>2010</td>
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<td>83.6%</td>
</tr>
<tr>
<td>2011</td>
<td>91.0%</td>
<td>83.6%</td>
</tr>
<tr>
<td>2012</td>
<td>90.4%</td>
<td>88.3%</td>
</tr>
<tr>
<td>2013</td>
<td>92.4%</td>
<td>82.1%</td>
</tr>
<tr>
<td>2014</td>
<td>92.8%</td>
<td>85.9%</td>
</tr>
<tr>
<td>2015</td>
<td>93.1%</td>
<td>91.7%</td>
</tr>
<tr>
<td>2016</td>
<td>93.6%</td>
<td>87.8%</td>
</tr>
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Twin Cities Campus Fall Semester Asian/Hawaiian/Pacific Islander and White New Freshman (NHS) First-Year Retention

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<th>Asian</th>
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<td>81.3%</td>
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<tr>
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<td>86.4%</td>
</tr>
<tr>
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<td>79.2%</td>
<td>85.7%</td>
</tr>
<tr>
<td>2005</td>
<td>87.4%</td>
<td>87.5%</td>
<td>82.9%</td>
</tr>
<tr>
<td>2006</td>
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<td>100.0%</td>
<td>87.3%</td>
</tr>
<tr>
<td>2007</td>
<td>91.6%</td>
<td>88.7%</td>
<td>86.0%</td>
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<tr>
<td>2008</td>
<td>90.5%</td>
<td>90.7%</td>
<td>87.3%</td>
</tr>
<tr>
<td>2009</td>
<td>91.0%</td>
<td>91.1%</td>
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<td>93.7%</td>
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<tr>
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<td>95.2%</td>
<td>93.7%</td>
</tr>
<tr>
<td>2016</td>
<td>93.1%</td>
<td>95.2%</td>
<td>93.7%</td>
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Twin Cities Campus Fall Semester Black/African-American and White New Freshman (NHS) First-Year Retention

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<th>Black</th>
</tr>
</thead>
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<td>86.7%</td>
<td>82.2%</td>
</tr>
<tr>
<td>2003</td>
<td>87.0%</td>
<td>81.5%</td>
</tr>
<tr>
<td>2004</td>
<td>88.8%</td>
<td>80.1%</td>
</tr>
<tr>
<td>2005</td>
<td>87.4%</td>
<td>79.1%</td>
</tr>
<tr>
<td>2006</td>
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<td>79.2%</td>
</tr>
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<td>2007</td>
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<td>79.4%</td>
</tr>
<tr>
<td>2008</td>
<td>89.7%</td>
<td>83.4%</td>
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<td>90.6%</td>
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<tr>
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</tr>
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<td>2013</td>
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<td>89.8%</td>
</tr>
<tr>
<td>2014</td>
<td>93.1%</td>
<td>90.0%</td>
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<tr>
<td>2015</td>
<td>93.6%</td>
<td>92.1%</td>
</tr>
<tr>
<td>2016</td>
<td></td>
<td>92.2%</td>
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Twin Cities Campus Fall Semester Hispanic/Latinx and White New Freshman (NHS) First-Year Retention

<table>
<thead>
<tr>
<th>Year</th>
<th>White (%)</th>
<th>Hispanic (%)</th>
</tr>
</thead>
<tbody>
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<td>84.4%</td>
</tr>
<tr>
<td>2007</td>
<td>89.8%</td>
<td>84.5%</td>
</tr>
<tr>
<td>2008</td>
<td>91.6%</td>
<td>90.2%</td>
</tr>
<tr>
<td>2009</td>
<td>89.7%</td>
<td>89.8%</td>
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<tr>
<td>2010</td>
<td>90.5%</td>
<td>85.8%</td>
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<tr>
<td>2011</td>
<td>91.0%</td>
<td>87.1%</td>
</tr>
<tr>
<td>2012</td>
<td>90.4%</td>
<td>87.3%</td>
</tr>
<tr>
<td>2013</td>
<td>92.4%</td>
<td>91.8%</td>
</tr>
<tr>
<td>2014</td>
<td>92.8%</td>
<td>90.3%</td>
</tr>
<tr>
<td>2015</td>
<td>93.1%</td>
<td>92.0%</td>
</tr>
<tr>
<td>2016</td>
<td>93.6%</td>
<td></td>
</tr>
</tbody>
</table>
Race/Ethnicity Breakdowns

FOUR-YEAR NEW FRESHMAN (NHS) GRADUATION RATES
Twin Cities Campus New Freshman (NHS)
Four-Year Graduation by Race/Ethnicity (Single Identification)

<table>
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<tr>
<th>Race/Ethnicity</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>24.6%</td>
<td>26.6%</td>
<td>40.3%</td>
<td>34.7%</td>
<td>56.4%</td>
<td>45.9%</td>
<td>51.7%</td>
<td>44.6%</td>
</tr>
<tr>
<td>Asian</td>
<td>39.3%</td>
<td>42.6%</td>
<td>47.5%</td>
<td>49.6%</td>
<td>52.9%</td>
<td>54.2%</td>
<td>58.7%</td>
<td>65.9%</td>
</tr>
<tr>
<td>Black</td>
<td>24.6%</td>
<td>32.2%</td>
<td>33.6%</td>
<td>37.3%</td>
<td>39.6%</td>
<td>49.5%</td>
<td>50.3%</td>
<td>44.2%</td>
</tr>
<tr>
<td>Hawaiian</td>
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<td>43.8%</td>
<td>61.1%</td>
<td>66.7%</td>
<td>70.8%</td>
</tr>
<tr>
<td>Hispanic</td>
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<td>46.1%</td>
<td>52.0%</td>
<td>52.8%</td>
<td>53.7%</td>
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<td>60.7%</td>
<td>63.0%</td>
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<td>58.6%</td>
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<td>60.4%</td>
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<td>45.0%</td>
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<tr>
<td>White</td>
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<td>63.3%</td>
<td>63.8%</td>
<td>66.5%</td>
<td>67.5%</td>
<td>71.1%</td>
</tr>
<tr>
<td><strong>UMNTC Total</strong></td>
<td><strong>50.6%</strong></td>
<td><strong>54.6%</strong></td>
<td><strong>58.6%</strong></td>
<td><strong>59.5%</strong></td>
<td><strong>60.9%</strong></td>
<td><strong>63.3%</strong></td>
<td><strong>65.2%</strong></td>
<td><strong>68.4%</strong></td>
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Twin Cities Campus New Freshman (NHS) American Indian and White Four-Year Graduation Rates

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<th>Year</th>
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<th>White</th>
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<tr>
<td>2002</td>
<td>19.5%</td>
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<td>2003</td>
<td>12.8%</td>
<td>48.6%</td>
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<tr>
<td>2004</td>
<td>17.7%</td>
<td>48.9%</td>
</tr>
<tr>
<td>2005</td>
<td>26.8%</td>
<td>50.7%</td>
</tr>
<tr>
<td>2006</td>
<td>24.1%</td>
<td>54.4%</td>
</tr>
<tr>
<td>2007</td>
<td>23.4%</td>
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<tr>
<td>2008</td>
<td>40.3%</td>
<td>62.7%</td>
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<tr>
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<tr>
<td>2013</td>
<td>44.6%</td>
<td>71.1%</td>
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</table>
Twin Cities Campus New Freshman (NHS) Asian/Hawaiian/Pacific Islander and White Four-Year Graduation Rates

<table>
<thead>
<tr>
<th>Year</th>
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<th>White</th>
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<td>2005</td>
<td>34.8%</td>
<td>66.7%</td>
<td>50.7%</td>
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<tr>
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<td>38.4%</td>
<td>66.7%</td>
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<td>63.8%</td>
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Office of Undergraduate Education
Twin Cities Campus New Freshman (NHS) Black and White Four-Year Graduation Rates

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<td>66.5%</td>
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## Twin Cities Campus New Freshman (NHS) Hispanic/Latinx and White Four-Year Graduation Rates

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Race/Ethnicity Breakdowns

SIX-YEAR NEW FRESHMAN (NHS) GRADUATION RATES
## Twin Cities Campus New Freshman (NHS) Six-Year Graduation by Race/Ethnicity (Single Identification)

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<th>2008</th>
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<th>2011</th>
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<td>62.3%</td>
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<td>74.9%</td>
<td>77.7%</td>
<td>75.8%</td>
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<tr>
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<td>57.9%</td>
<td>54.9%</td>
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<td>83.3%</td>
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<td>70.9%</td>
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<td>77.5%</td>
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<td>79.0%</td>
</tr>
<tr>
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<td>76.3%</td>
<td>78.7%</td>
<td>82.2%</td>
<td>80.0%</td>
<td>80.4%</td>
<td>81.7%</td>
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<tr>
<td><strong>UMNTC Total</strong></td>
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<td><strong>70.5%</strong></td>
<td><strong>73.3%</strong></td>
<td><strong>75.8%</strong></td>
<td><strong>78.7%</strong></td>
<td><strong>77.6%</strong></td>
<td><strong>78.9%</strong></td>
<td><strong>80.6%</strong></td>
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## Twin Cities Campus New Freshman (NHS) American Indian and White Six-Year Graduation Rates

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<td>2003</td>
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<tr>
<td>2005</td>
<td>42.9%</td>
<td>74.5%</td>
</tr>
<tr>
<td>2006</td>
<td>43.9%</td>
<td>76.3%</td>
</tr>
<tr>
<td>2007</td>
<td>54.7%</td>
<td>78.7%</td>
</tr>
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<td>2008</td>
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<td>2010</td>
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<td>80.4%</td>
</tr>
<tr>
<td>2011</td>
<td>62.3%</td>
<td>81.7%</td>
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Twin Cities Campus New Freshman (NHS) Asian/Hawaiian/Pacific Islander and White Six-Year Graduation Rates

<table>
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<tr>
<th>Year</th>
<th>Asian</th>
<th>Hawaiian</th>
<th>White</th>
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<td>2004</td>
<td>61.6%</td>
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<td>2007</td>
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<td>78.7%</td>
</tr>
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<td>2008</td>
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<td>82.2%</td>
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<td>2009</td>
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<tr>
<td>2011</td>
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<td>81.7%</td>
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</table>
Twin Cities Campus New Freshman (NHS) Black and White Six-Year Graduation Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Black</th>
<th>White</th>
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<tbody>
<tr>
<td>2002</td>
<td>44.0%</td>
<td>68.7%</td>
</tr>
<tr>
<td>2003</td>
<td>48.4%</td>
<td>71.7%</td>
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<tr>
<td>2005</td>
<td>41.4%</td>
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<tr>
<td>2006</td>
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<td>2007</td>
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<tr>
<td>2008</td>
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<td>82.2%</td>
</tr>
<tr>
<td>2009</td>
<td>54.9%</td>
<td>80.1%</td>
</tr>
<tr>
<td>2010</td>
<td>63.1%</td>
<td>80.4%</td>
</tr>
<tr>
<td>2011</td>
<td>75.3%</td>
<td>81.7%</td>
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</table>
Twin Cities Campus New Freshman (NHS) Hispanic and White Six-Year Graduation Rates

<table>
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<th>Year</th>
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<td>2010</td>
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<td>80.4%</td>
</tr>
<tr>
<td>2011</td>
<td>76.3%</td>
<td>81.7%</td>
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</table>
Race/Ethnicity Breakdowns

NEW FRESHMAN (NHS) 1ST TO 4TH YEAR RETENTION RATE GAPS
Twin Cities Campus Freshman Retention Gap: Students of Color Compared to White/Unknown

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Twin Cities Campus Freshman Retention Gap: Asian/Pacific Islander Compared to White

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Twin Cities Campus Freshman Retention Gap: Black/African-American Compared to White

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Twin Cities Campus Freshman Retention Gap: Hispanic/Latinx Compared to White

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### Student Experience in the Research University (SERU) Survey: Perceptions of Campus Climate for Diversity

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<th>Intl</th>
<th>SOC</th>
<th>White/Unk</th>
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<tr>
<td>Students of my race/ethnicity are respected on this campus (% agreeing)</td>
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<tr>
<td>Campus community values diversity (% some/a great deal)</td>
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<tr>
<td>Students value diversity (% some/a great deal)</td>
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<tr>
<td>Faculty values diversity (% some/a great deal)</td>
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</table>

- **Intl**: International
- **SOC**: Socioeconomic status
- **White/Unk**: White/Unknown
Diversity in Undergraduate Education
on the Twin Cities Campus

Karen Hanson  
Executive Vice President and Provost

Robert McMaster  
Vice Provost and Dean Undergraduate Education

Sean Garrick  
Associate Vice Provost Equity and Diversity
<table>
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<tr>
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<td>11.5%</td>
<td>12.0%</td>
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<td>18.5%</td>
<td>18.0%</td>
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<tr>
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<td>18.4%</td>
<td>20.4%</td>
<td>21.3%</td>
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</table>
Twin Cities Campus Undergraduate Student of Color Fall Semester Headcount Enrollment

- Am Indian
- Asian
- Black
- Hispanic
- Hawaiian
Growth in Multicultural Recruitment Initiatives
2012 to 2017

Comparison of Fall 2012 to Fall 2017

- 2012 Multicultural Recruitment Events: 7
  - Total Student Attendance: 963
  - Total Guest Attendance: 1,747

- 2017 Multicultural Recruitment Events: 13 (+53.8%)
  - Total Student Attendance: 1,213 (+79.3%)
  - Total Guest Attendance: 2,257 (+77.4%)
Growth in Multicultural Student Visitors  
2012 to 2017

Comparison of fall 2012 to fall 2017

- 2012 Multicultural Student Visitors: 1,549
  - African American or Black: 360
  - Asian: 669
  - Hispanic or Latino: 456
  - American Indian or Alaska Native: 45
  - Native Hawaiian/Other Pacific Islander: 15
  - Two or More Races: 4

- 2017 Multicultural Student Visitors: 3,083
  - African American or Black: 472
  - Asian: 1,085
  - Hispanic or Latino: 1,446
  - American Indian or Alaska Native: 60
  - Native Hawaiian/Other Pacific Islander: 9
  - Two or More Races: 11
Growth in Multicultural Students Campus Visits 2012 - 2017

- Total Student Visitors: 3000 in 2017, 1000 in 2012
- African American: 200 in 2017, 100 in 2012
- Asian and Pacific Islander: 1000 in 2017, 500 in 2012
- American Indian: 100 in 2017, 50 in 2012
- 2 or More: 50 in 2017, 20 in 2012
Multicultural Recruitment Initiatives

High School Visits
Admissions counselors visit high schools throughout Minnesota. Multiple visits are made to Minneapolis and St. Paul high schools and those in the surrounding suburbs that have high enrollments of students of color, American Indian students, and first-generation college students. In addition to meeting students and promoting the University of Minnesota Twin Cities, relationships are developed with key decision influencers such as guidance counselors, career center staff, and college preparatory program members. There were 28 high school visits that took place in the fall of 2017.

Recent high school visits include:

<table>
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<tr>
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<tbody>
<tr>
<td>Harding High School – Saint Paul, MN</td>
<td>Como Park Senior High School – Saint Paul, MN</td>
<td>Hmong College Prep Academy – Saint Paul, MN</td>
</tr>
</tbody>
</table>
Multicultural Recruitment Initiatives

Application Workshops
A number of application workshops are held at several high schools in Minneapolis, St. Paul, and the surrounding suburbs. Admissions counselors walk through the University of Minnesota Twin Cities application with students and answer their questions. Staff members dedicate one-on-one time with students to make sure they are supported through the application process.

Application workshops include:
- College Knowledge Month
- Fall Special Receptions
- Experience Minnesota: An Open House for Multicultural Students
Multicultural Recruitment Initiatives

Key Community Partnerships

- Achieve! Minneapolis
- American Indian Education Program
- AVID groups from Minnesota high schools
- Boys & Girls Club
- College Possible
- Connecting Parents to Educational Opportunities (CPEO), Parents of Power program (POP), and Parent Academy
- Educational Talent Search (ETS)
- El Colegio
- Hmong Youth Development College Prep Program
- Minneapolis Public Schools
- Neighborhood House
- Northside Achievement Zone
- Tazel Institute
- Upward Bound
- Urban Research, Outreach/Engagement Center
- Wallin Scholarship Foundation
The North Star STEM Alliance is an externally-funded, 17-member partnership among Minnesota colleges, universities, and community organizations committed to supporting multicultural students toward earning bachelor’s degrees in STEM.
North Star STEM Alliance

Programming
- Retains minority STEM students to the bachelor’s degree.
- Features academic support, community, research opportunities, STEM professional development.

Strengths
- We connect students to support services and cultural + STEM communities.
- We leverage opportunities such as undergrad research with MnDRIVE projects and national conferences to build students’ STEM identities.
- Partnership across MN 14 colleges & universities.

Challenges
- Attracting historically underrepresented minorities to UofM campuses (Community trust of University of Minnesota, Campus climate, Focus on test scores in admission).
- Affording higher education (59% Pell eligible and/or first generation, state aid available for 4 years while many graduate in 5-years, especially transfer students).
Alliance-wide Goals

URM STEM Degrees (projected 2017-22)

- Race Not Reported or Unknown
- Non-Minority
- More Than One Race Reported - Minority
- Native Hawaiian or Pacific Islander
- Native American
- Hispanic or Latino
- Black or African American

Years:
- 2004-05
- 2008-09
- 2010-11
- 2012-13
- 2014-15
- 2016-17
- 2018-19
- 2020-21
Disaggregation of Ethnicity and Race Data

- Providing information on the application for admission is voluntary.
- This information is not used in a discriminatory manner.
- The Office of Admissions uses this information to share campus community and engagement opportunities with prospective students.
  - Ex: On campus-multicultural Living Learning Communities (LLC) and student organizations that might be of interest to applicants.
- On all three application platforms (Coalition, Common, and Golden Gopher), ethnicity and race questions comply with the U.S. Department of Education’s standards for ethnic and racial data collection.
Disaggregation of Ethnicity and Race Data
Golden Gopher Application

- The University’s institutional application, *The Golden Gopher Application*, allows students to indicate further backgrounds that align with student services and resources available on campus to multicultural students:

<table>
<thead>
<tr>
<th>Are you Hispanic/Latino?</th>
<th>Asian</th>
<th>Black or African American</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which best describes your background?</td>
<td>Which best describes your background?</td>
<td>Which best describes your background?</td>
</tr>
<tr>
<td>❑ Central American</td>
<td>❑ Chinese</td>
<td>❑ U.S. / African American</td>
</tr>
<tr>
<td>❑ Cuban</td>
<td>❑ Hmong</td>
<td>❑ Caribbean</td>
</tr>
<tr>
<td>❑ Mexican</td>
<td>❑ Indian</td>
<td>❑ Central African</td>
</tr>
<tr>
<td>❑ Puerto Rican</td>
<td>❑ Japanese</td>
<td>❑ East African</td>
</tr>
<tr>
<td>❑ South American</td>
<td>❑ Korean</td>
<td>❑ North African</td>
</tr>
<tr>
<td>❑ Spanish</td>
<td>❑ Pakistani</td>
<td>❑ South African</td>
</tr>
<tr>
<td>❑ Other</td>
<td>❑ Pakistani</td>
<td>❑ West African</td>
</tr>
<tr>
<td>❑ American Indian or Alaska Native</td>
<td>❑ Filipino</td>
<td>❑ Other</td>
</tr>
<tr>
<td>❑ Asian</td>
<td>❑ Vietnamese</td>
<td></td>
</tr>
<tr>
<td>❑ Black or African American</td>
<td>❑ Other East Asian</td>
<td></td>
</tr>
<tr>
<td>❑ Native Hawaiian or other Pacific Islander</td>
<td>❑ Other South Asian</td>
<td></td>
</tr>
<tr>
<td>❑ White</td>
<td>❑ Other Southeast Asian</td>
<td></td>
</tr>
</tbody>
</table>

Regardless of your answer to the prior question, please indicate how you identify yourself. (Select any that apply.)

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or other Pacific Islander
- White
Enrolling an academically qualified, diverse student body is essential to the University's mission.

UMTC uses a holistic review admissions approach in compliance with the framework established by the U.S. Supreme Court cases *Fisher v. University of Texas* and *Grutter v. Bollinger*

- Utilizes race conscious factors in the review process
- Race is considered as one factor among many factors, and admission decisions are not race based
- Use of quotas is not a legally acceptable method for achieving the educational benefits of diversity
Disaggregation of Ethnicity and Race Data

- Providing information on the application for admission is voluntary.

- This information is not used in a discriminatory manner.

- The Office of Admissions uses this information to share campus community and engagement opportunities with prospective students.
  - Ex: On campus-multicultural Living Learning Communities (LLC) and student organizations that might be of interest to applicants.

- On all three application platforms (Coalition, Common, and Golden Gopher), ethnicity and race questions comply with the U.S. Department of Education’s standards for ethnic and racial data collection.
MINNESOTA RESIDENT FRESHMAN APPLICANTS, ADMITS, AND ENROLLMENTS BY RACE AND ETHNICITY
Twin Cities Campus Minnesota Resident Student of Color
New Freshman (NHS) Admission Inquirers

(Number of high school seniors on record in first week of December)

<table>
<thead>
<tr>
<th>Year</th>
<th>SOC Inquirers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>5,399</td>
</tr>
<tr>
<td>2011</td>
<td>5,958</td>
</tr>
<tr>
<td>2012</td>
<td>6,353</td>
</tr>
<tr>
<td>2013</td>
<td>6,293</td>
</tr>
<tr>
<td>2014</td>
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<tr>
<td>2015</td>
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<tr>
<td>2016</td>
<td>7,587</td>
</tr>
<tr>
<td>2017</td>
<td>8,180</td>
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</tbody>
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Twin Cities Campus Minnesota Resident Asian Fall Semester
New Freshman Applicants, Admits, and Enrollments

<table>
<thead>
<tr>
<th>Year</th>
<th>Applications</th>
<th>Admits</th>
<th>Enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>848</td>
<td>758</td>
<td>456</td>
</tr>
<tr>
<td>2001</td>
<td>935</td>
<td>802</td>
<td>474</td>
</tr>
<tr>
<td>2002</td>
<td>917</td>
<td>808</td>
<td>478</td>
</tr>
<tr>
<td>2003</td>
<td>1,082</td>
<td>937</td>
<td>546</td>
</tr>
<tr>
<td>2004</td>
<td>1,191</td>
<td>945</td>
<td>520</td>
</tr>
<tr>
<td>2005</td>
<td>1,173</td>
<td>940</td>
<td>560</td>
</tr>
<tr>
<td>2006</td>
<td>1,295</td>
<td>957</td>
<td>523</td>
</tr>
<tr>
<td>2007</td>
<td>1,377</td>
<td>944</td>
<td>492</td>
</tr>
<tr>
<td>2008</td>
<td>1,273</td>
<td>955</td>
<td>462</td>
</tr>
<tr>
<td>2009</td>
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<td>2010</td>
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<td>900</td>
<td>475</td>
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<tr>
<td>2011</td>
<td>1,377</td>
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<td>2012</td>
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<td>2013</td>
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<td>493</td>
</tr>
<tr>
<td>2014</td>
<td>1,655</td>
<td>990</td>
<td>536</td>
</tr>
<tr>
<td>2015</td>
<td>1,697</td>
<td>1,024</td>
<td>578</td>
</tr>
<tr>
<td>2016</td>
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<td>610</td>
</tr>
<tr>
<td>2017</td>
<td>1,846</td>
<td>1,123</td>
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</tr>
</tbody>
</table>

Admit Yield:
- 2000: 60.2%
- 2001: 59.1%
- 2002: 68.3%
- 2003: 55.0%
- 2004: 49.3%
- 2005: 58.5%
- 2006: 57.1%
- 2007: 52.1%
- 2008: 48.4%
- 2009: 48.6%
- 2010: 62.8%
- 2011: 53.3%
- 2012: 52.3%
- 2013: 49.8%
- 2014: 52.3%
- 2015: 53.6%
- 2016: 54.3%
<table>
<thead>
<tr>
<th>Year</th>
<th>Applications</th>
<th>Admits</th>
<th>Enrollment</th>
<th>Admit Yield</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>408</td>
<td>313</td>
<td>147</td>
<td>47.0%</td>
</tr>
<tr>
<td>2001</td>
<td>427</td>
<td>289</td>
<td>172</td>
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<tr>
<td>2002</td>
<td>454</td>
<td>328</td>
<td>191</td>
<td>58.2%</td>
</tr>
<tr>
<td>2003</td>
<td>679</td>
<td>419</td>
<td>227</td>
<td>54.2%</td>
</tr>
<tr>
<td>2004</td>
<td>619</td>
<td>389</td>
<td>220</td>
<td>56.6%</td>
</tr>
<tr>
<td>2005</td>
<td>657</td>
<td>387</td>
<td>204</td>
<td>52.7%</td>
</tr>
<tr>
<td>2006</td>
<td>734</td>
<td>364</td>
<td>215</td>
<td>59.1%</td>
</tr>
<tr>
<td>2007</td>
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<td>2008</td>
<td>911</td>
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<tr>
<td>2009</td>
<td>1,051</td>
<td>400</td>
<td>204</td>
<td>51.0%</td>
</tr>
<tr>
<td>2010</td>
<td>1,102</td>
<td>336</td>
<td>170</td>
<td>50.6%</td>
</tr>
<tr>
<td>2011</td>
<td>1,212</td>
<td>329</td>
<td>166</td>
<td>50.5%</td>
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<tr>
<td>2012</td>
<td>1,175</td>
<td>278</td>
<td>143</td>
<td>51.4%</td>
</tr>
<tr>
<td>2013</td>
<td>1,230</td>
<td>319</td>
<td>168</td>
<td>52.7%</td>
</tr>
<tr>
<td>2014</td>
<td>1,280</td>
<td>361</td>
<td>187</td>
<td>51.8%</td>
</tr>
<tr>
<td>2015</td>
<td>1,392</td>
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<td>203</td>
<td>57.3%</td>
</tr>
<tr>
<td>2016</td>
<td>1,462</td>
<td>404</td>
<td>214</td>
<td>53.0%</td>
</tr>
<tr>
<td>2017</td>
<td>1,488</td>
<td>463</td>
<td>245</td>
<td>52.9%</td>
</tr>
</tbody>
</table>
Twin Cities Campus Minnesota Resident Hispanic Fall Semester New Freshman Applicants, Admits, and Enrollments

<table>
<thead>
<tr>
<th>Year</th>
<th>Applications</th>
<th>Admits</th>
<th>Enrollment</th>
<th>Admit Yield</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>141</td>
<td>121</td>
<td>64</td>
<td>52.9%</td>
</tr>
<tr>
<td>2001</td>
<td>179</td>
<td>146</td>
<td>75</td>
<td>51.4%</td>
</tr>
<tr>
<td>2002</td>
<td>187</td>
<td>151</td>
<td>85</td>
<td>56.3%</td>
</tr>
<tr>
<td>2003</td>
<td>216</td>
<td>176</td>
<td>88</td>
<td>50.0%</td>
</tr>
<tr>
<td>2004</td>
<td>226</td>
<td>174</td>
<td>70</td>
<td>40.2%</td>
</tr>
<tr>
<td>2005</td>
<td>268</td>
<td>193</td>
<td>93</td>
<td>48.2%</td>
</tr>
<tr>
<td>2006</td>
<td>259</td>
<td>161</td>
<td>74</td>
<td>46.0%</td>
</tr>
<tr>
<td>2007</td>
<td>340</td>
<td>214</td>
<td>93</td>
<td>43.5%</td>
</tr>
<tr>
<td>2008</td>
<td>334</td>
<td>204</td>
<td>79</td>
<td>38.7%</td>
</tr>
<tr>
<td>2009</td>
<td>432</td>
<td>232</td>
<td>90</td>
<td>38.8%</td>
</tr>
<tr>
<td>2010</td>
<td>520</td>
<td>246</td>
<td>103</td>
<td>41.9%</td>
</tr>
<tr>
<td>2011</td>
<td>545</td>
<td>246</td>
<td>99</td>
<td>42.1%</td>
</tr>
<tr>
<td>2012</td>
<td>520</td>
<td>263</td>
<td>108</td>
<td>43.8%</td>
</tr>
<tr>
<td>2013</td>
<td>600</td>
<td>261</td>
<td>110</td>
<td>42.5%</td>
</tr>
<tr>
<td>2014</td>
<td>608</td>
<td>260</td>
<td>114</td>
<td>46.2%</td>
</tr>
<tr>
<td>2015</td>
<td>726</td>
<td>301</td>
<td>128</td>
<td>49.7%</td>
</tr>
<tr>
<td>2016</td>
<td>815</td>
<td>316</td>
<td>146</td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>847</td>
<td>388</td>
<td>193</td>
<td></td>
</tr>
</tbody>
</table>
Percent of Students of Color Among MN HS Graduates, MN ACT Takers, and UMNTC MN Freshmen in 2016

- Minnesota HS Graduates: 23.71%
- Minnesota ACT Takers: 20.84%
- Top 50% HS Rank and Took ACT: 17.92%
- Top 25% HS Rank and Took ACT: 15.08%
- Top 50% HS Rank and Meets ACT...: 11.46%
- Top 25% HS Rank and Meets ACT...: 10.84%
- UMNTC Minnesota Freshmen: 26.65%

Note: Students of color include African American, Latinx/Hispanic, Asian, Hawaiian/Pacific Islander, and American Indian students
Percent of Underrepresented Minority Students Among MN HS Graduates, MN ACT Takers, and UMNTC MN Freshmen in 2016

- Minnesota HS Graduates: 15.43%
- Minnesota ACT Takers: 13.41%
- Top 50% HS Rank and Took ACT: 9.13%
- Top 25% HS Rank and Took ACT: 5.52%
- Top 50% HS Rank and Meets ACT Benchmarks: 3.80%
- Top 25% HS Rank and Meets ACT Benchmarks: 3.27%
- UMNTC Minnesota Freshmen: 10.92%

Note: Underrepresented minority students include African American, Latinx/Hispanic, and American Indian students.
Difference of SOC Percentage of New Freshmen Compared to SOC Percentage of State High School Graduates

Fall 2015 IPEDS Freshman Headcounts and Spring 2015 WICHE High School Graduate Estimates

1.9% -1.3% -3.4% -3.6% -4.5% -4.5% -6.1% -7.1% -8.6% -11.7% -12.4% -15.0% -26.2% -29.1% -33.7% -34.9% -35.5%
Difference of URM Percentage of New Freshmen Compared to URM Percentage of State High School Graduates

Fall 2015 IPEDS Freshman Headcounts and Spring 2015 WICHE High School Graduate Estimates

-1.7% -8.1% -9.6% -10.3% -10.4% -10.6% -12.1% -12.6% -13.1% -14.0% -15.7% -23.1% -25.7% -33.1% -33.8% -42.1% -45.5% -46.9%
# Twin Cities Campus New Freshman (NHS)
First-Year Retention by Race/Ethnicity (Single Identification)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>53</td>
<td>88.3%</td>
<td>56</td>
<td>82.1%</td>
<td>61</td>
<td>85.9%</td>
<td>55</td>
<td>91.7%</td>
<td>65</td>
<td>87.8%</td>
</tr>
<tr>
<td>Asian</td>
<td>589</td>
<td>91.0%</td>
<td>585</td>
<td>95.4%</td>
<td>611</td>
<td>93.9%</td>
<td>636</td>
<td>95.2%</td>
<td>688</td>
<td>93.7%</td>
</tr>
<tr>
<td>Black</td>
<td>165</td>
<td>88.2%</td>
<td>193</td>
<td>89.8%</td>
<td>208</td>
<td>90.0%</td>
<td>233</td>
<td>92.1%</td>
<td>236</td>
<td>92.2%</td>
</tr>
<tr>
<td>Hawaiian</td>
<td>19</td>
<td>79.2%</td>
<td>21</td>
<td>87.5%</td>
<td>13</td>
<td>100.0%</td>
<td>22</td>
<td>95.7%</td>
<td>27</td>
<td>96.4%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>139</td>
<td>89.7%</td>
<td>144</td>
<td>87.3%</td>
<td>157</td>
<td>91.8%</td>
<td>177</td>
<td>90.3%</td>
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<td>92.0%</td>
</tr>
<tr>
<td><strong>SOC Subtotal</strong></td>
<td><strong>965</strong></td>
<td><strong>89.9%</strong></td>
<td><strong>989</strong></td>
<td><strong>92.2%</strong></td>
<td><strong>1,050</strong></td>
<td><strong>92.3%</strong></td>
<td><strong>1,123</strong></td>
<td><strong>93.6%</strong></td>
<td><strong>1,211</strong></td>
<td><strong>92.9%</strong></td>
</tr>
<tr>
<td>International</td>
<td>261</td>
<td>92.2%</td>
<td>275</td>
<td>97.2%</td>
<td>314</td>
<td>93.5%</td>
<td>291</td>
<td>93.6%</td>
<td>319</td>
<td>93.3%</td>
</tr>
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<td>8</td>
<td>100.0%</td>
<td>19</td>
<td>100.0%</td>
<td>23</td>
<td>82.1%</td>
<td>46</td>
<td>95.8%</td>
</tr>
<tr>
<td>White</td>
<td>3,726</td>
<td>90.4%</td>
<td>3,851</td>
<td>92.4%</td>
<td>3,736</td>
<td>92.8%</td>
<td>3,927</td>
<td>93.1%</td>
<td>3,945</td>
<td>93.6%</td>
</tr>
<tr>
<td><strong>UMN Total</strong></td>
<td><strong>4,971</strong></td>
<td><strong>90.4%</strong></td>
<td><strong>5,123</strong></td>
<td><strong>92.6%</strong></td>
<td><strong>5,119</strong></td>
<td><strong>92.7%</strong></td>
<td><strong>5,364</strong></td>
<td><strong>93.2%</strong></td>
<td><strong>5,475</strong></td>
<td><strong>93.4%</strong></td>
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<tr>
<td>Race/Ethnicity</td>
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<td>2008</td>
<td>2009</td>
<td>2010</td>
<td>2011</td>
<td>2012</td>
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<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>24.6%</td>
<td>26.6%</td>
<td>40.3%</td>
<td>34.7%</td>
<td>56.4%</td>
<td>45.9%</td>
<td>51.7%</td>
<td>44.6%</td>
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<td></td>
</tr>
<tr>
<td>Asian</td>
<td>39.3%</td>
<td>42.6%</td>
<td>47.5%</td>
<td>49.6%</td>
<td>52.9%</td>
<td>54.2%</td>
<td>58.7%</td>
<td>65.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>24.6%</td>
<td>32.2%</td>
<td>33.6%</td>
<td>37.3%</td>
<td>39.6%</td>
<td>49.5%</td>
<td>50.3%</td>
<td>44.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hawaiian</td>
<td></td>
<td></td>
<td>50.0%</td>
<td>43.8%</td>
<td>61.1%</td>
<td>66.7%</td>
<td></td>
<td>70.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>44.0%</td>
<td>46.1%</td>
<td>52.0%</td>
<td>52.8%</td>
<td>53.7%</td>
<td>54.0%</td>
<td>60.7%</td>
<td>63.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International</td>
<td>43.5%</td>
<td>48.7%</td>
<td>53.4%</td>
<td>56.6%</td>
<td>58.6%</td>
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Student Experience in the Research University (SERU) Survey: Perceptions of Campus Climate for Diversity

- Students of my race/ethnicity are respected on this campus (% agreeing)
- Campus community values diversity (% some/a great deal)
- Students value diversity (% some/a great deal)
- Faculty values diversity (% some/a great deal)

Levels: 0.0% to 100.0%

Categories: Intl, SOC, White/Unk
REGENTS OF THE UNIVERSITY OF MINNESOTA

RESOLUTION RELATED TO

Diversity in Undergraduate Education on the Twin Cities Campus

WHEREAS, Board of Regents Policy: Equity, Diversity, Equal Opportunity, and Affirmative Action states that “a diverse student body enhances the academic and social environment for all students and prepares students to thrive in an increasingly diverse workforce and society”; and

WHEREAS, the Twin Cities campus strategic plan identifies diversity as a strategic necessity for advancing the University mission and enhancing academic excellence; and

WHEREAS, the University serves Minnesota by addressing the state’s most pressing problems including those related to ethnic, racial, and socio-economic disparities; and

WHEREAS, at its March 2016 meeting, the Board of Regents (Board) endorsed a five-year enrollment plan for the Twin Cities campus; and

WHEREAS, the African-American and Latinx populations in Minnesota are predicted to grow significantly over the next 30 years, with particularly high population concentrations in St. Paul and Minneapolis; and

WHEREAS, retention and graduation rates for African-American and Latinx students are below the average rate for undergraduate students on the Twin Cities campus; and

WHEREAS, African-American and Latinx students report lower satisfaction than the average of undergraduate students on the Twin Cities campus; and

WHEREAS, in March 2017, the Student Representatives to the Board of Regents recommended that the University collect and analyze disaggregated racial information from students in order to monitor and address the achievement gap; and

WHEREAS, in June 2017, the Board discussed increasing diversity in undergraduate enrollment at the Twin Cities campus.
NOW, THEREFORE, BE IT RESOLVED that the Board of Regents (Board) directs the president to increase diversity in undergraduate education on the Twin Cities campus in the following ways:

1. Enhance and measure efforts with the Minneapolis and St. Paul public high schools to increase participation in University-sponsored recruitment events held throughout the Twin Cities.
2. Record and evaluate, on an annual basis, the number of direct contacts with students, and the specific places where the University is recruiting.
3. Reduce the four- and six-year graduation rate gaps for African-American and Latinx students by 50 percent by 2025 and establish a separate graduation rate goal for transfer students.
4. Collect, record, and monitor the rates for locally significant underrepresented populations not currently recorded, including but not limited to Hmong and East African populations in order to identify gaps in the four- and six-year graduation rates.
5. Improve the satisfaction of students of color and Native American students with the Twin Cities campus climate by reducing the difference compared to all other domestic students by half by 2025, as measured by the Student Experience in the Research University (SERU) survey of undergraduates.

BE IT FURTHER RESOLVED that the president will report to the Board annually on these efforts, with the first report to the Mission Fulfillment Committee in December 2018.
Mission Fulfillment

December 14, 2017

AGENDA ITEM: 21st Century Outreach Mission, Part II: Statewide Public Engagement

☐ Review ☐ Review + Action ☐ Action ☒ Discussion

☐ This is a report required by Board policy.

PRESENTERS: Karen Hanson, Executive Vice President and Provost
            Andrew Furco, Associate Vice President for Public Engagement

PURPOSE & KEY POINTS

The purpose of this item is to discuss the University's statewide public engagement efforts within the context of the outreach mission. This is the second conversation in a series about the 21st century outreach mission.

The discussion will include an overview of units whose primary mission is not outreach, and will examine the University's strategic efforts to connect the University's research, teaching, and service activities more directly to the needs and interest of external stakeholders – defined as individuals, groups, organizations, and associations external to the University of Minnesota. Such entities can include public and private organizations at the local, state, regional, national, and global levels. They include, but are not limited to, non-profits, businesses, industries, governmental organizations, educational institutions, neighborhoods, and community or demographic groups, among others.

The University’s public engagement agenda focuses on deepening the integration of campus-community partnerships into the research and discovery, teaching and learning, and outreach and service agendas of academic and affiliated units across the campus to enhance the impact of the University’s work for external stakeholders.

The presentation will address the following questions:

- What are the goals of the 21st century outreach agenda through the lens of public engagement?
- What are the University's current outreach and public engagement activities across the state?
- What is the impact of the University's outreach efforts for external stakeholders?
- What is the University doing to enhance outreach and engagement metrics?
- What are issues to consider as the University sets a course for the next phase of 21st century public engagement?
1. **What are the goals of the 21st-century outreach agenda through the lens of public engagement?**

The University’s outreach and public service commitment, as articulated in the mission statement approved (1994, 2008) by the Regents, is:

> To extend, apply, and exchange knowledge between the University and society by applying scholarly expertise to community problems, by helping organizations and individuals respond to their changing environments, and by making the knowledge and resources created and preserved at the University accessible to the citizens of the state, the nation, and the world.

The University of Minnesota has been recognized as a leader in building a more “engaged university” through the advancement of a 21st-century approach to university outreach.¹ This has been accomplished through the establishment of a comprehensive, system-wide “public engagement” agenda that has focused on integrating and embedding outreach and public service into the University’s research and teaching missions.

This agenda has sought to build on the excellent work of outreach-focused units (i.e., Extension and the Research and Outreach Centers) by extending and incorporating the University’s outreach and engagement efforts into the work of units (i.e., academic units, research centers) whose primary function is not outreach, but rather research/discovery and teaching/learning.

A 21st-century outreach agenda calls for elevating the importance and strengthening the societal impact of the University’s outreach efforts—elevating the role of outreach and public service across the institution and helping more of the University’s faculty, students, and academic units in connecting their work with the needs of our communities and the broader society. This agenda is important if we are to respond to new expectations for research, quickly evolving student demographics, and a growing external demand for universities to play a greater role in addressing societal challenges.

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¹ The University of Minnesota was one of only ten public research universities to receive the first institutional Community Engagement designation from the Carnegie Foundation in 2006. In addition, the University of Minnesota has received several national and international awards and recognitions for its institutional external engagement efforts and the University’s public engagement strategic effort has been featured as a model in several volumes addressing higher education’s 21st-century outreach agenda.
Guiding this agenda is the University of Minnesota’s definition of public engagement, adopted in 2005:

“Public engagement is the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.”

Public engagement is distinct from traditional outreach and service in four ways:

- In public engagement, engagement with the external entities and the broader community is seen as integral to fulfilling the institution’s research and teaching agendas; public engagement is not only about advancing the institution’s outreach/service mission;

- Public engagement is operationalized through core academic programs and units; it encourages the participation of units, departments, and individuals whose primary work is not outreach;

- Public engagement is less focused on developing independent, discrete, time-limited community-based “projects” and more focused on cultivating coordinated, multi-faceted, interdisciplinary, long-term campus-community “partnerships” that optimize the assets and resources of all members of the partnership to address society’s grand challenges and complex issues; and

- Public engagement is less a matter of doing “for” a community and more a matter of developing mutually beneficial, reciprocal engagement approaches that work “with” external stakeholders as co-investigators, co-educators, and co-producers of knowledge.

With the re-envisioning of university research to focus more intently on addressing societal challenges, and with the growing student demand for educational experiences that engage them more fully in experiential activities situated in community settings, the traditional approaches to outreach are evolving to involve a greater array of academic units, departments, and scholars.

At the University of Minnesota, the goals of this 21st-century public engagement agenda are woven throughout the campuses’ strategic plans, colleges’ academic plans, and promotion and tenure documents. Public Engagement Action Plans have been completed and are being implemented at the Twin Cities, Morris, and Rochester campuses, with work ongoing at Crookston and Duluth. A system-wide Ten-Point Plan for Advancing and Institutionalizing Public Engagement at the University of Minnesota (2008) has guided key efforts to reduce institutional barriers to conducting publicly engaged research, teaching, and outreach. As part of the system-wide Engaged Department Grant Program (established in 2009), 30 academic departments have completed Department-wide Action Plans to incorporate a 21st-century public engagement framework. The public engagement agenda is a central component of the Twin Cities Campus Strategic Plan, Driving Tomorrow, and will also be incorporated into various components of the system-wide strategic planning efforts now underway.
2. What are the University’s current outreach and public engagement activities across the state?

Each of the five campuses offers a range of outreach and public engagement activities that connect faculty, staff, and students from across the campus in partnerships with a broad range of stakeholders to address a variety of stakeholder needs through research, teaching/learning, and direct public service efforts. These outreach and engagement efforts are operationalized through academic units (departments, schools, colleges) and research institutes, as well as outreach-focused centers, and are supported by sponsored and non-sponsored funds.

**List of Outreach and Engagement Activities:** Each unit (department, office, center, college, campus) manages and maintains its own list of outreach and engagement efforts and activities. These webpages present information, data, and stories on the various outreach activities underway within the sponsoring unit. The centers, institutes, and academic departments with extensive public engagement agendas tend to include more detailed information about the scale, scope, and focus of their engagement and outreach activities. Most other units provide more general, less detailed information about their outreach efforts. The information contained in these web pages reveals the University’s strong and deep involvement and impact across the state in addressing a broad range of societal issues through partnerships with diverse external stakeholders.

**Locations of Outreach Activities:** Beyond the efforts of well-established outreach units including Extension and the ROCs, the outreach and engagement activities of many other University units are found in every part of the state. Mechanisms to capture all of the University’s various outreach activities and their locations continue to be explored, and several past efforts have attempted to map the locations of outreach and engagement activities.

For example, in 2014, the Office for Public Engagement established an initiative that engages leaders of public engagement efforts to enter data regarding the location(s) of their outreach sites by zip code, and to briefly describe the nature of their outreach activities. The locations are entered into Google Maps to present visually the range of outreach activities across the state. (See Figure 1.) While efforts such as these provide interesting displays of the University’s reach and impact, they do not provide a comprehensive or complete account. They are a snapshot of the University’s outreach efforts, based on the available data at a particular point in time. How best to capture the scale, scope, and impact of the University’s outreach activities remains a question.

**Meeting Stakeholder Needs:** Each unit or group that facilitates outreach efforts has its own approach to gathering external stakeholder input to help align unit goals with stakeholder needs. Some of the stakeholder feedback mechanisms and protocols have been formalized in community stakeholder committees, such as community advisory and governing boards (e.g., the Center for Transportation Studies, the Community-University Health Care Center (CUHCC), the Program in Health Disparities, among many others) that help shape the units’ research, teaching, and outreach agendas. In many other cases, external input is facilitated through ad hoc input and exchange sessions that are offered periodically, as new opportunities for partnerships arise or existing partnership opportunities expand.

**Figure 1. Map of Outreach and Engagement Efforts in Minnesota**
**Societal Issues Addressed**: The University’s publicly engaged research, teaching, and outreach activities span a broad range of community topics and issues. Foci are typically driven by the one or more of the following: external stakeholder requests or input; funding opportunities for community-engaged efforts; individual investigator or student interest; or a unit’s particular focus.

Data methods are currently being enhanced to facilitate a more systematic capture of issue areas that the University’s outreach and public engagement activities address. However, the data sources below do offer reliable and useful information on the range and scope of societal issues that the University’s publicly engaged research, teaching, and outreach activities are addressing:

- The Civic and Community Engagement Module of the *Student Experience at the Research University* (SERU) survey of undergraduate students asks students to identify the issues they are addressing through their community-engaged work. Over the last six administrations of the survey, the majority of students who engaged in outreach activities have consistently reported addressing issues in five topical areas: *hunger, health, youth mentorship, poverty, and K–12 education*. To a lesser degree, students have reported participating in community outreach efforts in the areas of *animal welfare, arts cultivation, disabilities, housing and homelessness, nutrition and agriculture, senior/elderly services, substance abuse, and women’s issues*.

- The U of M Public Engagement Network (UM-PEN) is a consortium of approximately 100 program coordinators from across the system who facilitate publicly engaged research, teaching, and outreach efforts for faculty, students, and staff in their units. These leaders meet monthly to share their public engagement efforts and provide data and details on their unit’s engagement and outreach efforts through the University’s [Public Engagement Website](#). (Links to individual unit websites are collated and organized on the Public Engagement website. See [Centers and Units](#).) The data show that
the University’s centers and units conduct outreach and engagement in the areas of arts, business/industry development, community economic development, disaster relief, diversity and inclusion, education, environment, health, homelessness, immigration, poverty, public policy, rural development, transportation, workforce development, and youth development.

- A growing number of colleges and schools, as well as the system campuses, are developing webpages and databases focused specifically on providing details on the range and scope of their respective outreach and engagement activities and the societal issues addressed. A few examples include: College of Biological Sciences (UMTC), School of Dentistry (UMTC), School of Fine Arts (UMD), College of Liberal Arts (UMD), College of Liberal Arts (UMTC), College of Science and Engineering (UMTC), Swenson College of Science and Engineering (UMD), Office of Community Engagement (UMM), Community Engagement (UMC). The information contained on these websites demonstrates the ways in which the University’s outreach and public engagement efforts are tackling critical issues and are meeting the needs of a broad range of stakeholder groups across the state.

The Community Engagement Collaborative of the Big Ten Academic Alliance (BTAA) asserts that one of the greatest challenges of university outreach is accounting for the number, scale, scope, locations and impacts of outreach and engagement activities. To date, none of the outreach metrics strategies utilized at the BTAA campuses (or the campuses of the Association of Public and Land Grant Universities) has proven to have the clarity or comprehensiveness needed to draw institution-wide conclusions about the scale and impact of outreach efforts.

The BTAA’s Community Engagement Consortium identified the following challenges in securing reliable and comprehensive data on outreach activities: decentralized outreach agendas; large variation in duration of activities; segmentation factors associated with the integration of outreach, teaching and research activities; and questions about attributing community impact to the institution, since University outreach is often a contributor to community change, but not always the sole cause of the change.

3. What is the impact of the University’s outreach efforts for external stakeholders?

This challenge of accounting for the scale, scope, reach, and depth of outreach activities does not suggest that the University’s outreach and broader public engagement activities are not robust or are not having an impact for Minnesota communities. In fact, the University’s publicly engaged research, teaching and outreach efforts are meeting external stakeholders’ needs across the state and beyond, and are impacting communities in innumerable ways.

Evidence of the positive impact of the University’s outreach and engagement activities on various stakeholders across the state can be found on the webpages of units that conduct publicly engaged work. In addition to the presentations of data and stories that appear on the University’s Public Engagement website, evidence of the University’s engagement impact is spotlighted in the monthly, system-wide public engagement e-newsletter, Engaging U, which has more than 2,000 internal (University-wide) and external subscribers.
The data that appear on our websites and in publications and reports reveal an impressive array of benefits that the external stakeholders and communities across the state derive from the University’s outreach and engagement activities. A few examples demonstrate the depth, scope, and breadth of these benefits: keeping rural roads drift-free (statewide, 4,000 sites); creation of 1000+ jobs for low income residents (North Minneapolis); improvement of the health of turkeys (Willmar); improvement in conditions of pregnant, incarcerated women and their babies through new state legislation (Twin Cities metro); expanded renewable energy options for low-income residents (Backus); improvement of sales for struggling retailers (Twin Cities); integration of immigrants into the Minnesota workforce (St. Cloud, Rochester, Worthington, and statewide), etc.

Examples are abundant. Still, strengthening units’ capacity to account systematically for the scale and community impact of their outreach efforts and streamlining unit data into a University-wide system continues to be a priority for the University.

The institutional challenge is to gather systematically and somehow align data from thousands of individual, discrete outreach activities undertaken each year in multiple units, so that the University can make valid and meaningful statements about the overall impact of the University’s work on particular stakeholders, communities, or issues. Efforts to find strategies to capture the full range of outreach and public engagement activities continue. Some success in developing these metrics has been achieved. (See next section.)

4. What is the University doing to improve the outreach and engagement metrics?

Two system-wide Public Engagement Metric Task Forces have sought to identify ways to strengthen assessment of the University’s publicly engaged research, teaching, and outreach activities.

A key recommendation of the first task force was to avoid the pitfall that other institutions have encountered. Specifically, the task force recommended avoiding the temptation to develop institution-wide data collection systems focused exclusively on capturing outreach and engagement data. Complaints of survey fatigue, data overload, and mismatched data sets that cannot be aggregated at an institution-wide level tend to plague such an approach. Instead, the task force recommended that efforts be made to embed public engagement-related items into the University’s existing institutional metrics systems.

Following this recommendation, the University began the process of implementing several public engagement metrics items into existing systems. This effort has allowed the capture of key institutional data that previously were not available:

- **Sponsored Projects Proposal Routing Form.** As of 2014, investigators submitting funding proposals must indicate whether their sponsored project involves external stakeholders, and if so, which sectors the stakeholders represent (health care agency, for-profit business, government agency, etc.) and what role(s) the stakeholders play (e.g., co-investigator, research site, etc.) This information enables tracking of both the number
of proposals and the amounts awarded for sponsored projects that include outreach and engagement.

- **WORKS Faculty Activity Reporting System.** With the current redesign of the faculty activity reporting system, faculty members are now asked to describe their work with external entities and communities not only in the *outreach and service* areas of the report, but also in the *research* and *teaching* sections. This provides an opportunity for faculty to document the ways in which their research, scholarship and teaching serve the public good. As more units move to the WORKS system for faculty reporting, more robust data can be gathered about the ways in which faculty engage with external communities and the particular societal issues they address.

- **Student Experience at the Research University (SERU).** The Civic and Community Engagement Module of the SERU survey was expanded in 2012 to include more detail on the types of public engagement and outreach activities in which the undergraduate students at the Twin Cities campus participate. These data are providing useful information on the issues students are addressing and the number of hours in which they are engaged in outreach activities. They also capture trend data and allow assessments of the extent to which students consider community outreach and engagement important to their educational experience.

- **Community-Engaged Learning Attribute.** Across the system, faculty members who teach courses that include an outreach or engagement component can now select “community engagement” as an attribute that identifies their courses as offering a community-engaged learning experience. The course must meet specific criteria (e.g., at least 25 percent of the course experience is community-engaged, etc.) and can incorporate one or more community-engaged learning approaches (e.g., internships, field studies, service-learning, learning abroad, entrepreneurship, practicum, research, field study, clinical, and student teaching).

  The attribute is now (as of fall 2016) incorporated system-wide in the ECAS course registration system, thus allowing for tracking course offerings, student enrollments, and the types of publicly engaged teaching activities in which students enrolled. In addition, the availability of this attribute provides students with opportunities to find courses with community-engaged learning experiences when they register for classes. Efforts are underway to insure faculty are informed about this new attribute, so that more robust and complete data about courses with community-engaged learning components can be gathered.

In all of these cases, the University’s Public Engagement Council, which serves under the Executive Vice President and Provost as a system-wide consultative body for public engagement policy, has played an important and influential role in securing institution-wide implementation of these various public engagement metrics.

5. **What are issues that should be considered for the next phase of 21st-century public engagement?**
Building a more contemporary approach to university outreach is a topic that features prominently in national discussions on the future of higher education. The clarion call is for universities to strengthen engagement with external entities by connecting traditional “outreach” approaches to a more contemporary 21st-century “public engagement” agenda, aligning all aspects of the university mission.

A. Changing Criteria for Research Funding

Key federal agencies are increasingly requiring universities to identify the broader societal impact of proposed research and the inclusion of external stakeholders in the development and shaping of the research investigations (community-engaged research). For example:

National Science Foundation (NSF)

“NSF values the advancement of scientific knowledge and activities that contribute to the achievement of societally relevant outcomes. Such outcomes include, but are not limited to…increased public scientific literacy and public engagement with science and technology; improved well-being of individuals in society; development of a diverse, globally competitive STEM workforce; increased partnerships between academia, industry, and others …”

*National Science Foundation, Proposal Preparation Instructions, Chapter II, January 2013*

National Institutes of Health (NIH)

“NIH has created a new impetus toward participatory research through an increase in funding mechanisms that require participation and through its current focus on “translation” (i.e., turning research into practice by taking it from “the bench to the bedside and into the community”) Increasingly, community participation is recognized as necessary for translating existing research to implement and sustain new health promotion programs, change clinical practice, improve population health, and reduce health disparities.”


The University has taken steps to align with this emerging and growing community-engaged research agenda in order to remain competitive for some federal grants. Through various units’ efforts, our researchers are provided support mechanisms (workshops, professional development, seed grants, etc.) to build partnerships with external stakeholders, identify community and external stakeholder needs, and align research to the needs of communities.

The engagement and outreach-related data on the Sponsored Projects Proposal Routing Form provides a means to track community-focused grants. The data from this form reveal that the University remains strong in its capacity to garner publicly engaged research grants, and maintains a very promising research trajectory, including robust future competitiveness for funding from key federal agencies.

During fiscal years 2014–18, **1,525** funding proposals from across the system indicated an activity with the community or other outside entity, with the requested amount totaling more than **$1.4 billion**.
Forty-six percent (46%) of these publicly engaged research proposals were funded. (See Table 1.)

Table 1. Proposals Indicating Publicly Engaged Research 2014–18

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Table 2 presents the type of external entities involved in the research and Table 3 presents the number of community-engaged proposals and awards by unit.

Table 2. Type of External Entity Involved in Research

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*Investigators can select more than one type of entity in a proposal.
The data presented in Table 4 show a consistent increase in research proposal submissions that include a public engagement component.

### Table 4. Submissions by Fiscal Year

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<td>1</td>
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<tr>
<td>TOTAL</td>
<td>1,525</td>
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</tbody>
</table>
And below is the list of 20 top sponsoring agencies to which the University submitted proposals that contained a public engagement component (2014–17):

1. National Institutes of Health (192)
2. National Science Foundation (184)
3. US Department of Education (55)
4. US Department of Agriculture (48)
5. Legislative-Citizen Commission on Minnesota Resources (41)
6. US Department of Health & Human Services (30)
7. National Aeronautics and Space Administration (26)
8. Minnesota Department of Agriculture (18)
9. Robert Wood Johnson Foundation (18)
10. Agency for Healthcare Research and Quality (16)
11. Minnesota Department of Human Services (16)
12. Centers for Disease Control and Prevention (15)
13. Fermi National Accelerator Laboratory (15)
14. Minnesota Office of Higher Education (14)
15. The Bush Foundation (14)
16. US Department of Energy (13)
17. Minnesota Pollution Control Agency (13)
18. Hennepin County (11)
19. Minnesota Department of Health (11)
20. North Central Region Sustainable Agriculture Research & Education (11)

B. Expanding the Role of Public Engagement in Advancing Student Success

Today’s students, especially undergraduate students, seek educational experiences that connect their classroom and academic learning to experiences in the community. Six administrations of the SERU survey (2010–17) show that at least 50 percent of University of Minnesota students report spending one or more hours per week performing community service. Students also emphasize the importance to them of having opportunities for community service and opportunities to connect community-engaged learning experiences to their academic work, as shown in Figure 2 below.
Figure 2. Student Civic and Community Engagement at the University of Minnesota: Findings from the 2010–17 Student Experience in the Research University Survey

Fully 89 percent of our students agree that opportunities to connect academic work with community-based experiences are important to them, and about 80 percent of the students agree that opportunities for conducting community service while at the University of Minnesota are important and that participation in community service while at the University influences their desire to participate after graduation.

The University continues to explore ways to optimize community-engaged learning experiences for undergraduate, graduate, and professional students in ways that not only enhance students’ educational experiences but also address important issues across the state. A growing number of departments and colleges are requiring students to complete community outreach activities that are integrated with the academic curriculum and degree expectations. For example:

- Undergraduate students in the College of Food, Agricultural and Natural Resource Sciences (CFANS) must complete an experiential learning experience, which often includes community-based learning activities.
- Rochester students address health issues through a community-based, interdisciplinary service-learning experience.
- Humphrey graduate students complete a community-based master’s thesis that addresses a community-focused policy issue.
- Second-year medical students complete a community-based service-learning experience to cultivate intercultural competence and professional skills.
- Dental students provide pro-bono dental services to areas across the state that have limited or no access to dental care services.

Positive Educational Impacts. Research conducted at the University of Minnesota has found that community outreach experiences, especially through service-learning, promote positive
educational outcomes for students. For underrepresented students (i.e., first-generation students, students of color, students from lower socio-economic backgrounds), participation in service-learning is associated with higher grade point averages and higher retention and graduation rates. Other research studies point to the importance and value of community-engaged experiences to the enhancement of students’ leadership capacity, multicultural awareness, and career and professional skills.

C. Demonstrating the University's Value and Impact on Society

The image of institutions of higher education as ivory towers disconnected from the realities of the world sometimes persists. Despite much progress in deepening universities’ engagement with communities and embedding community-based experiences in the outreach, research and teaching missions, there is still much work to do to improve public perceptions of the value and contributions of higher education. This is a national challenge.

The University of Minnesota continues to play a leadership role in moving the discussion forward, and remains widely respected by peers for its bold and systematic public engagement agenda. The University is frequently sought out and visited by leaders of peer institutions to learn more about our strategic approach to building outreach and a more engaged university.

Finding ways to capture more fully the University’s publicly engaged research, teaching, and outreach in a systematic and compelling way is key. The campus-wide Public Engagement Action Plans that have been completed, or are being completed, are helpful steps forward, as is the “metric-gathering” recommended by the system-wide Public Engagement Council.
University of Minnesota
21st-Century Outreach Mission

Part II: Statewide Public Engagement

Karen Hanson, Executive Vice President & Provost
Andrew Furco, Associate Vice President for Public Engagement

Board of Regents Mission Fulfillment Committee  |  December 14, 2017
UMN 21st-Century Outreach Mission: Statewide Public Engagement

- What are the goals of the 21st-century outreach agenda through the lens of public engagement?
- What are the UMN’s outreach/public engagement activities across MN?
- What is the impact of UMN outreach for external stakeholders?
- What is the UMN doing to enhance outreach and engagement metrics?
- What are issues to consider as the UMN sets a course for the next phase of 21st-century public engagement?
University of Minnesota

21st-Century Outreach Mission: Public Engagement

- Sheila Riggs, Associate Professor and Chair, Department of Primary Dental Care, School of Dentistry
- Joe Polacek, Master of Urban Planning Program, Humphrey School of Public Affairs; Research Assistant, Center for Sustainable Building Research, College of Design
- Kevin Linderman, Curtis L. Carlson Professor in Supply Chain and Operations, Carlson School of Management
Where are we in MN?

MN Affiliate Sites (11)
- Cass Lake Hospital – Cass Lake
- Community University Health Care Center – Minneapolis
- Cook Dental Clinic (Scenic Rivers Health Services) – Cook
- East Side Family Clinic – St. Paul
- Hibbing Community College Dental Clinic
- Min-No-Aya-Win Health Center – Cloquet
- Mobile Dental Clinic – Urban & Rural MN
- Native American Community Clinic – Mpls.
- Red Lake Hospital – Red Lake
- Rice Regional Dental Clinic – Willmar
- White Earth Health Center – Ogema
Snapshot of School of Dentistry MN Outreach Clinics

Cook Dental Clinic (SRHS) (Cook)

East Side Family Clinic (St. Paul)

Hibbing Community College Dental Clinic

Mobile Dental Clinic (Urban & Rural MN)

Native American Community Clinic (Minneapolis)

Rice Regional Dental Clinic (Willmar)
COMMUNITY MASTERPLAN

Thief River Falls

New Vision for Downtown
- Development of urban design scenarios
- Plan and facilitation of community input workshops
- Creation of final report with recommendations

Project Partners:
- Thief River Falls Chamber of Commerce
- TRF Downtown Development Association
- Center for Urban and Regional Affairs (CURA)
- Center for Sustainable Building Research (CSBR)
- Northwest Minnesota Foundation
- College of Design, University of Minnesota
Illustrative Projects

1. Promoting Environmental Improvements
   • MTAP: Improvements, recommendations, reminders
   • MPCA: Regulatory inspections, sanctions, penalties

2. Material Online Waste Exchange
   • Match buyers & suppliers of online waste
   • Product characteristics
University of Minnesota
21st-Century Outreach Mission
Part II: Statewide Public Engagement

Questions and Discussion

Review ☐  Review + Action ☐  Action ☐  Discussion ☒

This is a report required by Board policy.

PRESENTERS: Allen Levine, Vice President for Research

PURPOSE & KEY POINTS

The purpose of this item is to brief the Board on the status of the University's research and technology commercialization programs. The discussion will address:

- Research statistics.
- National and global comparative analysis.
- Technology commercialization statistics and outcomes.
- Economic development outcomes.
- Capacity building programs and funding.
- Research strategic priorities.

BACKGROUND INFORMATION

The Vice President for Research provides an annual report to the Board, summarizing the University's research metrics for the past year, documenting the trends in research productivity, scholarship and commercialization of intellectual property, as well as benchmarking the University's performance and ranking among its peers. The report addresses progress on a set of broad, interconnected strategic priorities that build upon the University's history of strength in research and highlights the obstacles facing large research institutions.

Allen S. Levine
Vice President for Research

12/14/2017
Each year the Vice President for Research provides the Annual Report on the Status of University Research and Commercialization of Intellectual Property for the Board of Regents, summarizing the University of Minnesota’s research metrics for the past fiscal year, documenting the trends in research productivity, scholarship, and commercialization of intellectual property as well as benchmarking the University’s performance and ranking among its peer group. In addition, the Vice President reports progress on a broad set of strategic priorities and national trends.

The FY2017 annual report includes:

- Message from the Vice President for Research 2
- Research Statistics (award funding) 4
  - Current year totals and comparison with previous year
  - 10-year award trends by external source of funds and peer comparison
  - Business & Industry Funding
- National and Global Comparative Analysis (expenditures) 10
  - Higher education research and development (R&D) expenditures
  - National and global rankings among public research universities
- Technology Commercialization 11
- Economic Development 14
- Capacity Building Programs 15
  - Minnesota’s Discovery, Research, and InnoVation Economy (MnDRIVE)
  - University Grand Challenges Research
  - OVPR Research Advancement Funding Programs
  - Increasing Informatics Capabilities
- Ethical Standards in Research Practices 19
- Research Strategic Priorities: Year Three Progress 21
- Appendices 24
  - Understanding Facilities and Administrative (F&A) Costs
  - MnDRIVE Success Metrics
Message from the Vice President for Research Allen S. Levine

Louis Pasteur said “chance favors only the prepared mind.” I think of genius as the ability to recognize the potential importance of a laboratory accident or other chance event. Regents Professor Emeritus Ron Phillips encourages fellow scientists, “[S]tart your experiments on an important question but be sure to follow serendipitous leads as an effective way to make new discoveries.” He can point to five important serendipitous discoveries that led to important advances in his research on maize breeding and genetics.

The pacemaker was discovered at the University of Minnesota by accident when the wrong resistor was placed into an electrical circuit built to record heart sounds and the device began producing a rhythmic electrical pulse that could be used to regulate a heart instead. We saw serendipity at work, too, in the gene transfer system called the Sleeping Beauty Transposon, which was initially developed at the University of Minnesota to help counter genetic pressure toward slow growing fish in northern Minnesota lakes but now shows great promise as a gene therapy mechanism that can be used to reprogram the human immune system to find and attack cancer cells.

Stories like these demonstrate how investments in discovery, even when there seems to be no applicable purpose for a study, can and often do result in important practical uses. Curiosity driven research can strike the public as a luxury, especially when there are many other contemporary calls on the public purse, but, even as funders request more specific applicability for basic research, a researcher may not truly know what their work means until much later on.

As a major research university in the early twenty-first century, we tread a fine but important line between, on the one hand, selling the practical application of our research, both to public officials and, increasingly, the industry partners we have cultivated, and, on the other, highlighting the importance of basic, curiosity-driven research. Both solution- and curiosity-driven research are important components of a university’s research portfolio.

This year, our office took on an increased role in advocacy for federal funds in the face of potential cuts in direct and indirect research costs (see Appendix A for the U’s nationally lauded indirect cost advocacy flyer). In the end, important appropriators on Capitol Hill rejected major cuts to large science agencies, and although some areas of research were successful targets of reduction, National Institutes of Health (NIH) funding was actually increased by $2 billion in federal FY2017.

Our office annually reports on the overall status of the University’s research, both its impact and how it compares to our peers. In FY2017, our research awards saw a decline of 5.5% from FY2016, the first decline in four years. It should be noted that a similar decline was also seen by many of our peers in the Big Ten. A one-year drop in awards is not
necessarily meaningful unless it indicates a future trend. Award levels reflect both the timing and availability of funds, especially within federal agencies, so we will continue to monitor and advocate for funding within a particularly uncertain federal landscape.

On the positive side, we have seen the value of strategic research priority setting as investments by the Office of the Vice President for Research and other leaders at the University and they have begun to show up in our research statistics, most notably as a steady increase in business and industry partnerships and funding and a noticeable bump in the number of research clinical trials. The University of Minnesota also maintained its position among its peer institutions when measured by total research expenditures, an indicator tracked by the National Science Foundation.

While it is our University researchers who drive their individual projects and research questions and successfully attract resources, the role of our office is to facilitate partnership, discovery, and integrity across the research enterprise. FY2017 represents year three of the University’s five-year research strategic plan, which has helped guide OVPR’s work, focused on research excellence, transdisciplinary partnerships, knowledge transfer for the public good, and serendipity.

In FY2017, we can see great examples of how our people and our programs are helping the University of Minnesota forge these new strategic directions, which will no doubt lead to discoveries like the pacemaker and the Sleeping Beauty of the future.
Research Statistics: Fiscal Year 2017

University of Minnesota faculty and staff competed successfully for $745 million in externally sponsored research awards in FY2017, down 5.5% from FY2016. This $43 million decrease follows a sustained pattern of growth since FY2012. The average total amount received per award decreased as well, from $169,000 per award in FY2016 to $154,000 per award in FY2017.

Figures 1 and 2 display more detail about the $745 million awarded by external sponsors, aggregating these data by funding source and by college or system-wide campus. The University was awarded $438.9 million from federal agencies, down $27.0 million (5.8%) from the previous year, but continuing as the largest share of external research awards (59.0%); private funding totaled $229.3 million was down $1.6 million (0.7%) compared to last year; and funding from State & Local sponsors totaled $76.4 million, down $14.5 million (16.0%). Funding from all nonfederal sources, totaling $306.1 million, declined $16.1 million (5.0%) from the previous year. In summary, the total amounts awarded by federal and non-federal sources declined though some individual categories such as business and industry increased slightly.

Awards from the National Institutes of Health (NIH), the largest single federal funding source within the University’s portfolio, fell by $13.1 million (5.1%). In recent years, the timing of major NIH awards has affected the University’s totals and shifted overall award totals as much as $30 million in one year. In contrast to award amounts, the number of NIH grants grew by 58 to 669 in FY2017.

For the National Science Foundation (NSF), the second largest federal sponsor of University research, funding was down $12.6 million (15.0%), and the number of awards dropped by 32 to 270 in FY2017. The remaining other federal funding agencies also had an overall decrease in funding, down $1.3 million (1.1%) to $123.3 million.

State of Minnesota funding decreased this year by $13.8 million (16.4%), with a decline in large awards compared to a relative high water mark in FY2016, but similar to FY 2015. The awards received this year were distributed across broad areas of research, including biotechnology and medical genomics, regenerative medicine, and nutrition. The state’s other large research investment, MnDRIVE, is accounted for separately from these totals and discussed later in this report.

Business & Industry (B&I) funding was up $3.1 million (3.8%) in FY2017. B&I funding continued its growth pattern and now accounts for more than 11% of all externally funded research. The funding levels grew this past year from $80.8 million to $83.9 million. The growth in the number of B&I awards was even more impressive—1,578 this year compared with 1,361 in FY2016, or an increase of 15.9%. The increase in the number of awards was largely attributable to increases in the number of awards to the Clinical and
Translational Science Institute (CTSI) Clinical Trials Hub (143 awards) and the Medical School (93 awards). About one quarter of the increase in awards (54 out of the 217 additional awards) is for Phase I, II, or III clinical trials. **Growing clinical trials research has been a major senior leadership priority in the Academic Health Center over the past three years.**

**Figure 1: Awards by Source (FY2017)**

Figure 2 illustrates how the $745 million of externally sponsored research funding is distributed within the University by college and campus. Those colleges with the largest annual percentage increases include the School of Dentistry, up $3.2 million (69.6%) and the Hubert H. Humphrey School of Public Affairs (which is part of the “other” category), up $5.9 million (118.2%). **The Medical School after several years of a downward trend**
was up $29.5 million (16.2%). Those with the largest decreases included the College of Liberal Arts, down $10.1 million (43.0%), and the College of Pharmacy, down $9.0 million (39.9%). The School of Public Health was down $25.7 million (24.5%) primarily due to the reasons stated earlier about NIH funding.

**Figure 2: Awards by College & Campus (FY2017)**

Dollar amounts represented in millions
Office of the Vice President for Research Data Services
College and campus abbreviations: CFANS for College of Food, Agricultural and Natural Resource Science; CEHD for College of Education of Education and Human Development; CBS for College of Biological Sciences; CLA for College of Liberal Arts; UMC for Crookston campus; UMM for Morris campus; UMR for Rochester campus; and CSE for College of Science and Engineering.

**10-Year Trends**

Figure 3 and Table 1 below summarize a ten-year distribution trend of externally sponsored research awards in nominal dollars (not adjusted for inflation) for FY2008 to FY2017. As is common with award funding, there is considerable fluctuation that occurs between years caused by many factors including changes (commonly delays) in agency funding cycles and awards that fund multiple years. While federal funds were down, two
nonfederal sources, B&I awards (up 38.6%) and awards from the Other Private category (up 22.8%), grew substantially, demonstrating diversification away from federal funds to private sources.

Figure 3: Awards by Major Source (FY2008-2017)

Table 1: Awards by Major Source (FY2008-2017)

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<td>$103.2</td>
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<td>$111.3</td>
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<td>$123.9</td>
<td>$116.8</td>
<td>$130.1</td>
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<td>$61.8</td>
<td>$50.0</td>
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<td>$787.7</td>
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Dollar amounts represented in millions
Office of the Vice President for Research Data Services
ARRA: The American Recovery and Reinvestment Act (ARRA) is an economic stimulus package enacted by the 111th United States Congress and signed into law by President Barack Obama on February 17, 2009.
Business & Industry funding reached an all-time high of $83.9 million in FY2017, continuing a growth trend in this category since FY2013, as shown in Figure 4 (left axis), which also shows an increase in the number of awards over this same period of time (right axis). The year-to-year increase in funding activity coincides with priorities focused on public private partnerships including the previously mentioned increase in number of clinical trial awards in the CTSI and the Medical School.

*Figure 4 Business and Industry Activity 2013-2017*

![Graph showing Business and Industry Activity 2013-2017](image)

Award dollar amounts represented in millions  
Office of the Vice President for Research

In addition, OVPR launched several significant public-private partnership strategies since FY2011, including MnDRIVE, the Minnesota Innovation Partnerships (MN-IP) program, and the Corporate Engagement Workgroup (CEW), that have helped drive growth in the B&I portfolio. MnDRIVE-supported researchers attracted $6.5 million in B&I funding in FY2017, and, as indicated in Table 3, the funding level of industry sponsored research projects using MN-IP agreements continues to grow.

Figure 5 compares research award funding over 10 years with selected members of the Big Ten Academic Alliance (BTAA, formerly the Committee on Institutional Cooperation). Within this elite group of universities, the University of Minnesota continued to rank third among Big Ten schools.
Figure 5: Award Funding by Big Ten Academic Alliance (BTAA) Institutions (FY2008-2017)

Dollar amounts represented in millions
Big Ten CIC database.
National and Global Analysis: Peer Comparison

Analysis of Research Expenditures
According to the most recent 2016 National Science Foundation Higher Education Research and Development (NSF HERD) Survey, the University maintained its top 10 status, holding its rank in the eighth position among public research universities and posting over $910 million in research expenditures (Table 2).

Table 2: Top 20 US Public Research Universities

<table>
<thead>
<tr>
<th>University</th>
<th>NSF/HERD 2016</th>
<th>CMUP 2016</th>
<th>ARWU (SHANGHAI) 2017</th>
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<td>WORLD</td>
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<td>UC SAN FRANCISCO*</td>
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<tr>
<td>WASHINGTON</td>
<td>3 $1,277,679</td>
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<td>WISCONSIN</td>
<td>4 $1,057,680</td>
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<td>UC SAN DIEGO</td>
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<td>NORTH CAROLINA</td>
<td>6 $1,045,358</td>
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<td>UCLA</td>
<td>7 $1,037,528</td>
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<td>MINNESOTA—TWIN CITIES</td>
<td>8 $910,181</td>
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<td>TEXAS A&amp;M</td>
<td>9 $892,718</td>
<td>8 of 9</td>
<td>101-150</td>
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<td>PITTSBURGH</td>
<td>10 $897,993</td>
<td>6 of 9</td>
<td>68</td>
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<td>TEXAS M.D. ANDERSON CANCER*</td>
<td>11 $852,095</td>
<td>4 of 9</td>
<td>101-150</td>
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<td>PENN STATE</td>
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<td>85</td>
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<td>OHIO STATE</td>
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<tr>
<td>FLORIDA</td>
<td>14 $791,294</td>
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<td>GEORGIA TECH</td>
<td>15 $790,706</td>
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<td>UC BERKELEY</td>
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<td>UC DAVIS</td>
<td>17 $741,922</td>
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<td>RUTGERS</td>
<td>18 $630,212</td>
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<td>ILLINOIS</td>
<td>19 $625,800</td>
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<td>TEXAS (AUSTIN)</td>
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<td>MICHIGAN STATE</td>
<td>21 $613,569</td>
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<td>101-150</td>
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Dollar amounts represented in thousands
National Science Foundation’s HERD Survey
*The University of California - San Francisco and University of Texas M.D. Anderson Cancer Center are stand-alone medical schools without undergraduate education programs. Therefore, the highest CMUP ranking they can obtain is 8 rather than 9 as they do not have SAT scores for ranking purposes.
The HERD survey is the primary source of comparative information on R&D expenditures at US colleges and universities. It is completed by over 900 universities and colleges every year, producing the most accurate statistics on US higher education R&D spending. Because of survey reporting requirements, the University’s $910.2 million represents research expenditures for the Twin Cities campus only. **When all U of M campuses are reported together, total R&D expenditures system-wide is $939.6 million.**

As is evidenced in Table 2, the University remains among an elite group of US public research universities. While there is no single indicator or composite number that accurately represents what an individual institution has done, can do, or will do, the HERD survey data does provide a credible and nationally accepted basis for comparison. The University of Minnesota is among the top 2% of colleges and universities reporting in the HERD survey. The University’s expenditures remain closer to the next five lower ranked public universities than to the next highest public university, reflecting the crowded tier of institutions with expenditures between $800 and $900 million.

In addition, Table 2 also includes two other widely accepted and cited ranking systems, the Center for Measuring University Performance (CMUP) and the Academic Ranking of World Universities (ARWU). These systems rely on a number of indicators that serve as a proxy for accomplishments and strength relative to the best performing research institutions in the country and the world. By both these additional measures, the University remains highly competitive and has not lost any ground when compared with its peers.

**Technology Commercialization**

The University continued its strong performance and productivity in FY2017 with many key performance measures showing growth over the previous fiscal year (see Table 3). Significant technology commercialization highlights include:

- **A 2017 Milken Institute study ranked the U’s Office for Technology Commercialization (OTC) 4th among US tech transfer offices** in executing license deals and 6th among US public tech transfer offices overall.
- **A record 18 startup companies were launched in FY2017** in a wide variety of sectors. Since 2006, the University has launched a total of 119 start-ups with 78 percent still active.
- The MN-IP Create program, launched in December 2012, has brought in more than $2 million in licensing revenue, and over $50 million in sponsored research funding. In FY2017, MN-IP brought in over $20 million to fund UMN research.
- The number of new MN-IP customer agreements are down when compare with FY2016 (from 81 to 72), however as noted above sponsored research commitment dollars are up by more than 70%. The increase in commitments indicates existing
customers' high level of satisfaction with the program reflecting joint efforts by OTC and Sponsored Projects Administration (SPA).

**Table 3: Technology Commercialization Data (FY2013-2017)**

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
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Dollar amounts represented in millions
Office for Technology Commercialization, InfoEd System; U of M Enterprise Financial System
New Licenses and Current Revenue Generating Agreements: Updated in FY2014 to include express licenses with revenue greater than $1,000; FY2015 includes 94 licenses for the FAST technology, spun out that year as FastBridge Learning.
New Patent Filings: Updated FY2015 to include both US and foreign filings. Pre-FY2015 data include only US filings.

- A technology to help heal broken jaws developed in the Medical Devices Center Innovation Fellows program received approval from the FDA. The device is now marketed by UMN licensee Summit Medical.
- Sironix Renewables was the first UMN startup to participate in the National Science Foundation’s (NSF) I-Corps program, an intensive skills development and customer discovery experience designed to maximize the probability of successful startup launches.
- The first commercial fruit of the new Rave® apple developed by UMN researchers was produced. This new apple is heir to the widely popular Honey Crisp® apple.
The University’s Discovery Capital program has invested $2.2 million in seven University start-up companies, attracting total matches of $17.9 million.

2017 Inventor Recognition Event

On March 28, 2017 OTC hosted the 2017 Inventor Recognition Event to recognize the extraordinary innovations created by UMN researchers. The event celebrated all researchers who engage with OTC, including the 220 inventors whose technology had been licensed or patented the two previous fiscal years 2015-2016. The awards ceremony also honored four UMN researchers who were chosen by their peers for special recognition of their contributions across a wide variety of disciplines:

**EARLY INNOVATOR AWARD**
Mikael Elias, Ph.D. Biological Sciences - Enzymes that fight antibioticresistant bacteria by hijacking the bacteria’s ability to form the structures that lead to resistance. Patent protection and licensing is ongoing for this exciting invention.

**IMPACT AWARD**
Perry Hackett, Ph.D. Biological Sciences - The Sleeping Beauty Transposon System, a gene transfer platform used to reprogram the immune system which may lead to new ways to fight cancer. Intrexon and Ziopharm have licensed the Sleeping Beauty technology.

**COMMITTEE’S CHOICE AWARD**
Amy Hewitt, Ph.D. - Education and Human Development DirectCourse, an online training program for people who work with individuals with developmental disabilities. Dr Hewitt’s curriculum has been successfully licensed to Elsevier.

**ENTREPRENEURIAL RESEARCHER AWARD**
Marc Hillmyer, Ph.D. - Science and Engineering Biodegradable plastics made from renewable sources, such as sugar, and materials that can filter salt, viruses, and bacteria from water. These technologies have been spun out into a startup company, Valerian Materials.

**MN-REACH**

The MN-REACH grant program provides University-wide commercial expertise and resources to help develop and commercialize diagnostics, therapeutics, preventative medicine, and medical devices. MN-REACH, now in the middle of its third year of operation, has provided coaching for more than 63 faculty teams; provided skills development offerings for more than 200 faculty, post-docs, and graduate students; and awarded research grants totaling $2.95 million to 26 promising projects addressing 24 unique, unmet clinical needs.
Economic Development

The Office of University Economic Development (UED) was established in 2014 to help business and industry partners connect with University resources, services, and expertise, and to work with government and economic development partners to identify opportunities for collaboration that grow and diversify Minnesota’s economy. It serves as the front door and more for economic development at the University of Minnesota.

UED has hosted 200 business and community partner visits to the University and made 231 on-site visits to business and community partners. Over 20% of these visits were to greater Minnesota. UED represented the University’s innovation and talent resources at 224 conferences and events—presenting or exhibiting at a third of them.

UED Business and Partner Meetings, 2014-2017

In early 2016, UED and the Office of the Vice President for Research (OVPR) brought together a diverse group of stakeholders from the state, the University, and the private sector to discuss the current and future role of international immigration in meeting the needs of Minnesota’s workforce. The Committee on Minnesota Workforce and Immigrants was co-led by UED and the Humphrey School of Public Affairs, and included representatives from the Minnesota Chamber of Commerce, Greater MSP, Governor’s Workforce Development Board, Minnesota Department of Employment and Economic Development (DEED), Minnesota Department of Human Services, and the Greater St. Cloud Development Corporation.

The committee identified the need for a well-researched foundation for discussion of the role of immigrants in Minnesota’s workforce and commissioned Humphrey School of Public Affairs Associate Professor Ryan Allen to author this report. Published in early
2017, "Immigrants and Minnesota’s Workforce" (z.umn.edu/immigrantworkforce) found that the future strength of Minnesota’s economy depends on attracting and integrating immigrants into its workforce. The report included three case studies of community integration of immigrants in Minnesota. Members of UED and the Minnesota Chamber of Commerce took the report on the road in spring of 2017 to nine destinations, including Rochester, Faribault, St. Cloud, and Sartell, to engage community leaders and economic development professionals on its findings.

In January 2016, UED launched the Economic Development Fellows (EDF) Consulting Program with support from the Graduate School. EDF connects regional companies with graduate students, professional students, and postdocs seeking opportunities to gain experience in business consulting. Thirty companies, from a variety of industries, including medical devices, biotechnology, pharmaceuticals, retail, and environmental technology, have participated in the EDF program since it launched. To date, over 150 students from 15 colleges have participated in the program.

In fiscal year 2017, UED responded to 309 “Front Door Requests,” connecting business and community partners to University research and talent resources. Twenty-three percent of requests from industry involved Fortune 500 (or FT Global 500) companies. Twenty-one percent of requests from industry involved companies in the Corporate Engagement Workgroup (CEW), a program co-led by OVPR and the University of Minnesota Foundation which develops comprehensive engagement strategies connecting University programs and units to strengthen industry-university partnering.

**Capacity Building Programs**

The following grant programs are open to all campuses and are supported by funds from a variety of sources, including technology commercialization revenue. Funding programs like MnDRIVE, Grand Challenges Research and OVPR Research Advancement are designed to support and nurture a diverse research portfolio with investments aimed at growth and innovation.

**Minnesota’s Discovery, Research, and InnoVation Economy (MnDRIVE)**

*The State of Minnesota’s landmark annual investment, partnering university researchers and state industries to enhance quality of life and economic vitality in Minnesota and beyond*

MnDRIVE is a partnership between the University and the State of Minnesota that aligns areas of University strength with the state’s key and emerging industries to produce breakthrough research that addresses our state and society’s greatest challenges. Starting in 2013, $17.5 million in state funding was authorized each year for research across the four MnDRIVE research areas: robotics, sensors, and advanced manufacturing; global food ventures; advancing industry, conserving our environment; and discoveries and
treatments for brain conditions. Funding has catalyzed projects involving more than 980 researchers across three campuses (Twin Cities, Duluth, and Morris), including more than 100 departments within dozens of colleges. For all success metrics see Appendix B.

With these funds and others leveraged, the four MnDRIVE areas have hired 677 people, including 31 new faculty, who in turn are responsible for 106 of hires, which include lab technicians, graduate students, undergraduate researchers, and post-doctoral fellows.

During the first half of 2017 alone (January 1 - June 30), researchers involved in MnDRIVE work have disclosed 28 inventions for patents or licensing and have received more than $25 million in funding from external sources such as the National Science Foundation, Dupont, Allina Health, and Xcel Energy.

In its 2017 session, the Minnesota Legislature passed additional funding ($4 million per year) for a MnDRIVE cancer initiative, which will focus on creating a network of statewide multi-site cancer clinical trials. Cancer is the leading cause of death in Minnesota, and a broadened network will enhance providers’ knowledge, increase patient access to care, and lessen the time it takes to find a cure.

University Grand Challenges Research

The Provost’s Grand Challenges Research Initiative seeks to address societies most difficult and pressing problems by enhancing ambitious transdisciplinary research and expanding collaborations for greater impact, as outlined in the Driving Tomorrow strategic plan for the Twin Cities campus.

Through the Grand Challenges Research Initiative, the University is implementing new strategies to engage interdisciplinary teams of faculty, students, and community partners in collaborative research. An overarching goal is to build new institutional pathways and mechanisms for transdisciplinary research, deepening engagement with communities and leading to innovative solutions.

The University has made internal investments to seed and foster high-potential collaborations in five Grand Challenges areas, and is leveraging existing mechanisms for collaboration, including the MnDRIVE program. All collaborations to address grand challenges build on the expertise and strengths of faculty in both interdisciplinary and disciplinary research, as well as in teaching excellence and in outreach and public engagement.

1 Note: After four years, MnDRIVE is a mature initiative with many accomplishments. Moving forward, OVPR's reporting on MnDRIVE will be on an annual basis rather than cumulative to more precisely reflect the program’s activities, research, and impacts.
The Institute on the Environment, one of OVPR’s Centers and Institutes, played an important role in supporting water-related grants under the Grand Challenges Research initiative’s second phase, which solicited proposals in the spring of 2017.

**OVPR Research Advancement Programs**

Over the past five years, several research advancement funding programs under the Office of the Vice President for Research (OVPR) have provided more than $25.1 million ($34.3 million with matching funds) to researchers.

**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 researcher’s opportunities to pursue research and scholarship that may not yet have received external funding. In the past five years, $14 million has been awarded through the GIA program. For every dollar invested, $7.1 in external funding was generated in FY2011-2015.

**Grant Match**

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

**Minnesota Futures**

The Minnesota Futures program supports extraordinary research by nurturing interdisciplinary ideas. There were three, two-year grants this year totaling $500,000 a year. They are supported by technology commercialization revenue and they fund research opportunities that cross disciplinary and professional boundaries and support in-depth research that aims to address society’s grand challenges. Since 2008, 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. For every dollar invested, $7.6 in external funding was generated in FY2010-2014.
The 2017 Minnesota Futures grants went to three projects: The University Sexual Violence Prevention (U-SIREN) Collaboratory to study under-examined aspects of sexual violence prevention; the Art and Science of Nesting Bees, which will create wild bee nesting structures that are attractive as art and analyze bee nesting materials; and Customized Radio-Frequency Identification (RFID) Nanowire Tags for Exosome Enrichment in Blood Biopsies to discover biomarkers that may be important to understanding cancer.

**Research Infrastructure Investment Program**

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 2017, $1.3 million were matched one-to-one by funds from supporting colleges or centers, yielding over $2.6 million in total awards.** The 13 projects that received funding this year will impact researchers from 25 departments, units and centers, representing 8 colleges, and the Crookston campus. Supported projects include updated facilities for the University of Minnesota Zebrafish Core Facility within the Medical School’s Department of Neuroscience and establishment of the Crookston Center for Collaborative Research.

**Increasing Informatics Capabilities**

OVPR established Research Computing as an umbrella to consolidate management of research computing services provided by the Minnesota Supercomputing Institute (MSI), the University of Minnesota Informatics Institute (UMII), and U-Spatial. These three units offer standardized and customized resources for compute- and data-intensive research to the University of Minnesota 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 close to 800 research groups and over 4,500 users, MSI enables high-impact research across the life, health, and social sciences and the high-performance computing tasks common to the engineering and physical sciences. In close collaboration with the College of Food, Agricultural and Natural Resource Sciences on the Twin Cities campus, MSI is developing a platform for secure data sharing and analysis to foster public-private research collaborations in the agricultural sector.

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 works closely with core research facilities, such as the University of Minnesota Genomics Center, to develop standardized analysis workflows for high-throughput data. This facilitates and accelerates research of the University community and is a significant step toward addressing the reproducibility crisis.

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. U-Spatial is increasing its support of research within Academic Health Center departments. Three examples are the development of a tool with Veterinary Medicine researchers to monitor safe swine transportation, working with researchers in Pediatrics to measure community support for GLBTQ teens, and with Cardiology to map the prevalence of stroke patients throughout the United States.

**Ethical Standards in Research Practices**

**Human Research Protections**

Many key research discoveries in human health and social sciences would not have been possible without individuals willing to participate in research projects. 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 implemented major changes to enhance its human research protection program. The Advancing Human Research Protections initiative had the goals of strengthening protections for human research participants and establishing a program that will serve as a national model.

The initiative completed its implementation phase in December 2016, having put in place the more than four dozen recommendations from the review as well as additional enhancements. Almost nothing in the University’s work with human participants went untouched. The University has taken the advice of the broader community and incorporated suggestions from critics, especially in engaging research participants and training and expectations for our staff and faculty. Among the enhancements implemented are:

- An expanded and restructured Institutional Review Board (IRB), which increased the number of members and the range of expertise represented, allowing for more rigorous IRB reviews
- New policies for research participants who have impaired or fluctuating capacity to consent
- New checklists, worksheets, and tools that provide transparency for researchers applying to the IRB
- Additional professional training for researchers and staff on the updated policies
and practices

- Expanded post-approval review activities to monitor and support compliance
- Creation of the Fairview University Research Oversight Committee (FUROC) to improve communication and partnership between researchers and patient care staff at the University of Minnesota Medical Center
- A research ethics campaign to build awareness of the University’s principles, policies, and processes that uphold ethical research practices
- New approaches for managing conflicts of interest
- Formalized community participation through a new Community Oversight Board
- A new online IRB management system called ETHOS, which began rolling out in 2017

Although implementation of the plan has ended, the University now has more staff and improved processes in place to ensure compliance with University standards as well as state and federal regulations, enhanced IRB reviewing capacity, and regular community feedback and consultation.

In December 2016, the University’s Human Research Protection Program was reaccredited with special distinction by the Association for the Accreditation of Human Research Protection Programs. The special distinction that accompanies the reaccreditation commends the University for its new policy on adults with limited or diminished capacity to consent to participating in research. The policy stipulates a high level of protection to such potential participants and clearly conveys these expectations to the research community.

**Fetal Tissue Research Oversight**

Research using human fetal tissue or cell lines derived from human fetal tissue for therapeutic purposes shows much promise for treating serious diseases and disorders such as diabetes, sepsis, HIV/AIDS, spinal cord injuries, and neurodegenerative diseases.

During 2017, the University added and enhanced policies and procedures related to research using human fetal tissue to ensure compliance with a state law passed in May 2017 that added further reporting and administrative requirements to the University's use of fetal tissue.
Research Strategic Priorities
Five Years Forward: Year 3 Progress

The following primary research focus areas represent a set of strategic priorities identified by the research community, leadership, and external partners in 2014 to advance the University's research mission. These areas were developed through a robust strategic planning process and now serve as organizing principles for distribution of institutionally shared resources and new investments. Summarized within each focus area are three-year highlights and a progress summary of key research initiatives and programs supporting those areas.

Enhance Research Excellence

Enhance research excellence by investing in research infrastructure and faculty and educating our students for the challenges and opportunities of tomorrow.

- Identified return on investment (ROI) for OVPR's internal research funding programs for faculty and departments (grant-in-aid, grant match and research infrastructure)
- Following a rigorous review and assessment of its human research policies and practices, the University implemented major changes to enhance its human research protection program
- New enterprise technology supporting research, including an electronic IRB submission system called Ethos
- U D2D research facility at the 2017 State Fair showcasing the breadth and excellence of University research, communicating research results directly to the public, acting as a pipeline to studies conducted at the University, and enhancing the University's reputation in human research protection.
- Reduced administrative burden through master agreements and creating efficiency in administrative services provided

Advance Transdisciplinary Partnerships

Advance transdisciplinary partnerships by encouraging collaboration between researchers and among disciplines to derive new concepts and approaches and enable new ways of understanding.

- MnDRIVE program – a partnership with the State of Minnesota
- Minnesota Futures grants fostering opportunities for researchers to cross disciplinary and professional boundaries and respond to emerging interdisciplinary research and scholarship opportunities
• Grand Challenges Research leveraging existing mechanisms for collaboration, including the MnDRIVE program and the Institute on the Environment.

Accelerate Knowledge Transfer for the Public Good

Accelerate the transfer of knowledge by creating opportunities for public-private partnerships that move information out of the ivory tower and into the community, where it can do the most good.

• Discovery Capital Investment Program helping to accelerate the process of turning breakthrough research into a commercially available product by providing startups the seed funding needed in the highly critical early stages
• MN-IP (Minnesota Innovation Partnerships) streamlining partnerships between business and industry
• Corporate Engagement Workgroup (CEW), a program co-led by OVPR and the University of Minnesota Foundation developing comprehensive engagement strategies to strengthen industry-university partnering.
• The Economic Development Fellows (EDF) consulting program with support from the Graduate School connects regional companies with graduate students, professional students, and postdocs seeking opportunities to gain experience in business consulting.

Promote a Culture of Serendipity

Promote a culture of serendipity where researchers can come together across departments, colleges, and disciplines—and with colleagues and communities outside the University—to think creatively and to cultivate new ideas.

• Connector's Network and Serendipity Team
• Convergence Colloquia and Serendipity Grants
• Discovery Nexus, a co-location space for UMN groups with a business or community engagement focus
Conclusion

The University of Minnesota is a top-10 public research institution committed to conducting breakthrough research. Our researchers improve our understanding of the world and how we work and live. As the state’s only major research university, we are also among the nation's most comprehensive institutions—one of only a few that has agricultural programs as well as an academic health center with a major medical school.

If we believe that our research enterprise remains vital to our success as a society and a nation, we need to continue to make the case for public investment. But that cannot be the whole of it; we need to look carefully and pay attention to where more than two-thirds of U.S. research and development resources are today—in business and industry—and based on this, develop strategies to align with those resources.

We have seen the value of such strategic research priority setting by the Office of the Vice President for Research and other leaders at the University and they have begun to show up in our research statistics, most notably as a steady increase in business and industry partnerships and funding and a noticeable bump in the number of research clinical trials. The University of Minnesota also continues to maintain its position among its peer institutions when measured by total research expenditures.

The University of Minnesota has many assets, in its people and in its infrastructure. If it can continue to make the case for public investment and develop new strategies for alternate ways to fund research, it can be a leader in adapting to the new research reality.
APPENDICES

Appendix A

UNDERSTANDING F&A COSTS

What are F&A costs?
Facilities and administrative costs, also called F&A, are the human labor, lab infrastructure, and building utilities costs that come along with the act of conducting research.

Examples of F&A

FACILITIES

ADMINISTRATIVE

INTERNET AND DATA STORAGE

PAYSROLL, ACCOUNTING, AND PURCHASING

LABS

COMPLIANCE ACTIVITIES TO MEET FEDERAL, STATE, AND LOCAL REGULATIONS

UTILITIES

SAFETY PRACTICES

HAZARDOUS WASTE DISPOSAL

Without sufficient F&A funds...

Research facilities could deteriorate

Compliance problems could go undetected

Tuition may increase to cover costs that have been shifted to the institution

The US would lose its edge in science and innovation as university research suffers

Universities may not be able to accept research awards that require large institutional F&A contributions

F&A at the U of M

U of M and the federal government work to renegotiate F&A rates every three to four years.

Federal guidelines limit administrative costs to 2.5%, despite the growing overhead costs related to increases in federal compliance requirements.

The actual indirect cost of a specific project varies based on the amount of space occupied, heating and cooling costs of the building, and renovations to support certain types of research.

US research institutions spend over 34% of their own research and development funds ($167 billion in FY15) to help cover what federal F&A funding does not.

Facilities costs have increased from the cost of non-U of M facilities and the renovation of existing areas.

100% of F&A recovery funds return to the U of M school or college that generated the costs.

Federal research grants provide funding for F&A to help reimburse universities, which have already spent funds on these costs.

Compiled in part from information provided by the Association of American Universities and the Association of Public and Land-grant Universities.

Produced by the Office of the Vice President for Research. This publication/material is available in alternative formats upon request.

Direct requests to ovpcomms@umn.edu.

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Appendix B

Discovering solutions to our greatest challenges

MnDRIVE is a landmark partnership between the University of Minnesota and the state that aligns areas of University strength with the state’s key and emerging industries to produce breakthrough research that addresses our state and society’s greatest challenges. In 2013, the Minnesota Legislature began a recurring annual investment of $18M in four university research areas:

- **Robotics, sensors and advanced manufacturing** – Leveraging strengths in STEM fields to develop innovations and industries that propel the state’s economy forward and fulfill workforce needs
- **Global food ventures** – Partnering research, agriculture and industry to develop sustainable solutions for securing the global food supply
- **Advancing industry, conserving our environment** – Research-based solutions to environmental challenges in support of sustainable economic growth
- **Discoveries and treatments for brain conditions** – Partnering with industry to develop new treatments for brain conditions that improve human health and quality of life

Since its inception, MnDRIVE research across the four research areas has involved more than 980 researchers in more than 100 departments, and dozens of colleges across three campuses (Twin Cities, Duluth and Morris).

In its 2017 session, the Minnesota Legislature passed additional funding ($4 million per year) for a MnDRIVE Cancer initiative, which will focus on creating a network of statewide multi-site cancer clinical trials. Cancer is the leading cause of death in Minnesota, and a broadened network will enhance providers’ knowledge, increase patient access to care, and lessen the time it takes to find a cure.

**Highlights**

- To date, MnDRIVE research has resulted in 677 hires, including 31 faculty and 106 lab technicians, graduate students, undergraduate researchers and post-doctoral associates.
- So far 60 trainees involved with MnDRIVE research have graduated and gained employment with organizations such as Boston Scientific, Ecolab, Sundial Solar Energy, and Reg Life Sciences.
- During the first six months of 2017 alone, researchers involved in MnDRIVE work have disclosed 28 inventions for patents or licensing and have received more than $25 million in funding from external sources such as the National Science Foundation, Dupont, Allina Health,
and Xcel Energy. The total amount of external funding leveraged through MnDRIVE to date is more than $200 million.

**Notable successes**

- **Robotics** – New MnDRIVE faculty initiated an industry collaboration with NovaCentrix, the industry leader in photonic curing tools for flexible electronics manufacturing.
- **Global food** – A deep-winter greenhouse prototype has been designed in collaboration with local industry, and has the potential to make access to fresh, local greens a reality for more Minnesotans year-round.
- **Environment** – Research on phosphate removal by a MnDRIVE faculty hire (Dr. Mikael Elias) received the University of Minnesota Grand Challenge award.
- **Brain conditions** – The Abbott Infinity System, a deep-brain stimulation device, was implanted for the first time ever in Minnesota by new MnDRIVE faculty, Dr. Michael Park.

**Media inquiries:** Dan Gilchrist, communications director, dang@umn.edu, 612-624-2609

*Last updated: 9/25/17*
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AWARDS BY SOURCE

- NIH: $244.0M
- DOD: $10.2M
- DOE: $14.6M
- USDA: $26.1M
- OTHER DHHS: $25.6M
- OTHER FEDERAL: $21.4M
- BUSINESS & INDUSTRY: $839M
- NSF: $71.6M
- STATE & LOCAL: $76.4M
- OTHER PRIVATE: $145.4M

Total: $745M, down 5.5%
AWARDS BY COLLEGE & CAMPUS

RESEARCH STATISTICS

$745M

Dollar amounts shown in millions
ADDRESSING DISPARITIES IN THE CHILD WELFARE SYSTEM

The Center for Regional and Tribal Child Welfare Studies in the Department of Social Work at the University of Minnesota Duluth is leading a five-year, $2.28 million project funded by the US Department of Health and Human Services to create a better delivery system for the Indian Child Welfare Act (ICWA), a law that aims to keep Native American families together. The study involves local and regional partners, including courts, child welfare agencies, and tribes, to determine the best methods to help children and families.

Lead researcher: Priscilla A. Day, Center for Regional and Tribal Child Welfare Studies; project director: Bree Bussey, Department of Social Work, University of Minnesota Duluth
U of M researchers are leading a multi-year, $12 million National Science Foundation project, Sustainable Healthy Cities. This network of universities, cities, governments, NGOs, and industry partners is co-developing the science and practical knowledge that enables urban infrastructure transformation toward environmentally sustainable, healthy, and livable cities.

Lead researcher: Anu Ramaswami, Hubert H. Humphrey School of Public Affairs and College of Food, Agricultural, and Natural Resource Sciences; fellow, Institute on the Environment
AWARDS BY MAJOR SOURCE

Dollar amounts shown in millions
# Awards by Major Source

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</tr>
<tr>
<td><strong>State &amp; Local</strong></td>
<td>$75.9</td>
<td>$46.8</td>
<td>$61.8</td>
<td>$50.0</td>
<td>$59.7</td>
<td>$53.1</td>
<td>$64.6</td>
<td>$79.3</td>
<td>$90.9</td>
<td>$76.4</td>
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<tr>
<td><strong>Business &amp; Industry</strong></td>
<td>$52.8</td>
<td>$41.7</td>
<td>$45.5</td>
<td>$43.6</td>
<td>$55.2</td>
<td>$47.6</td>
<td>$55.2</td>
<td>$78.0</td>
<td>$80.8</td>
<td>$83.9</td>
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<tr>
<td><strong>Federal</strong></td>
<td>$442.9</td>
<td>$409.3</td>
<td>$472.7</td>
<td>$488.5</td>
<td>$507.7</td>
<td>$475.2</td>
<td>$490.0</td>
<td>$463.1</td>
<td>$465.9</td>
<td>$438.9</td>
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<tr>
<td><strong>Total</strong></td>
<td>$674.8</td>
<td>$601.9</td>
<td>$822.7</td>
<td>$769.1</td>
<td>$749.1</td>
<td>$693.4</td>
<td>$740.6</td>
<td>$753.6</td>
<td>$787.7</td>
<td>$744.5</td>
</tr>
</tbody>
</table>
BUSINESS & INDUSTRY

Dollar amounts shown in millions

Award Amount

- FY13: $47.7 million
- FY14: $55.2 million
- FY15: $78.0 million
- FY16: $80.8 million
- FY17: $83.9 million

Number of Awards

- FY13: 1,116
- FY14: 1,190
- FY15: 1,239
- FY16: 1,361
- FY17: 1,578

Dollar amounts shown in millions
NEW TREATMENTS FOR PARKINSON'S DISEASE

In 2017, the U of M was designated a Udall Center of Excellence for Parkinson's Disease Research, one of eight other centers in the US, to advance clinical, multidisciplinary, translational, and basic research that improves the understanding of and develops better treatments for patients with Parkinson's disease. The Udall Center, which will receive $9 million over the next five years from the NIH National Institute of Neurological Disorders and Stroke, will explore developing new treatments for Parkinson’s disease using deep brain stimulation (DBS).

Lead researcher: Jerrold Vitek, Neurology, Medical School
ANNUAL AWARDS BY BIG TEN INSTITUTION

Dollar amounts shown in millions
NATIONAL & GLOBAL ANALYSIS
# TOP 15 INSTITUTIONS

<table>
<thead>
<tr>
<th>Institution</th>
<th>Rank</th>
<th>Expenditures (in thousands)</th>
<th>NSF/HERO 2016</th>
<th>CMUP 2016</th>
<th>ARWU (SHANGHAI) 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>PUBLIC</td>
<td>EXPENDITURES</td>
<td>PUBLIC</td>
<td>WORLD</td>
</tr>
<tr>
<td>MICHIGAN</td>
<td>1</td>
<td>$1,456,448</td>
<td>9 of 9</td>
<td>24</td>
<td>19</td>
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<tr>
<td>UC SAN FRANCISCO</td>
<td>2</td>
<td>$1,294,261</td>
<td>7 of 9</td>
<td>21</td>
<td>17</td>
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<tr>
<td>WASHINGTON</td>
<td>3</td>
<td>$1,277,679</td>
<td>8 of 9</td>
<td>13</td>
<td>11</td>
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<tr>
<td>WISCONSIN</td>
<td>4</td>
<td>$1,157,680</td>
<td>9 of 9</td>
<td>28</td>
<td>21</td>
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<tr>
<td>UC SAN DIEGO</td>
<td>5</td>
<td>$1,082,187</td>
<td>8 of 9</td>
<td>15</td>
<td>13</td>
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<tr>
<td>NORTH CAROLINA</td>
<td>6</td>
<td>$1,043,333</td>
<td>9 of 9</td>
<td>33</td>
<td>23</td>
</tr>
<tr>
<td>UCLA</td>
<td>7</td>
<td>$1,037,528</td>
<td>9 of 9</td>
<td>12</td>
<td>10</td>
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<tr>
<td>MINNESOTA–TWIN CITIES</td>
<td>8</td>
<td>$910,181</td>
<td>9 of 9</td>
<td>34</td>
<td>24</td>
</tr>
<tr>
<td>TEXAS A&amp;M</td>
<td>9</td>
<td>$892,718</td>
<td>8 of 9</td>
<td>101-150</td>
<td>49-60</td>
</tr>
<tr>
<td>PITTSBURGH</td>
<td>10</td>
<td>$889,793</td>
<td>6 of 9</td>
<td>68</td>
<td>35</td>
</tr>
<tr>
<td>TEXAS M.D. ANDERSON CANCER</td>
<td>11</td>
<td>$852,095</td>
<td>4 of 9</td>
<td>101-150</td>
<td>49-60</td>
</tr>
<tr>
<td>PENN STATE</td>
<td>12</td>
<td>$825,561</td>
<td>6 of 9</td>
<td>85</td>
<td>43</td>
</tr>
<tr>
<td>OHIO STATE</td>
<td>13</td>
<td>$818,464</td>
<td>9 of 9</td>
<td>80</td>
<td>40</td>
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<tr>
<td>FLORIDA</td>
<td>14</td>
<td>$791,254</td>
<td>8 of 9</td>
<td>88</td>
<td>46</td>
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<tr>
<td>GEORGIA TECH</td>
<td>15</td>
<td>$790,706</td>
<td>7 of 9</td>
<td>85</td>
<td>43</td>
</tr>
</tbody>
</table>

All U of M campuses: $940M

*Dollar amounts shown in thousands*
TECHNOLOGY
COMMERCIALIZATION
& ECONOMIC DEVELOPMENT
A 2017 Milken Institute study ranked OTC 4th among US tech transfer offices in executing license deals and 6th among US public tech transfer offices overall. The University holds more than 900 issued patents and 1,800 current licenses.

<table>
<thead>
<tr>
<th>TECHNOLOGY COMMERCIALIZATION &amp; ECONOMIC DEVELOPMENT</th>
</tr>
</thead>
</table>

### TECHNOLOGY COMMERCIALIZATION

<table>
<thead>
<tr>
<th>GENERAL</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
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<tbody>
<tr>
<td>INVENTION DISCLOSURES</td>
<td>331</td>
<td>343</td>
<td>354</td>
<td>402</td>
<td>406</td>
</tr>
<tr>
<td>NEW LICENSES†</td>
<td>91</td>
<td>154</td>
<td>268</td>
<td>194</td>
<td>213</td>
</tr>
<tr>
<td>CURRENT REVENUE GENERATING AGREEMENTS†</td>
<td>331</td>
<td>429</td>
<td>544</td>
<td>528</td>
<td>545</td>
</tr>
<tr>
<td>GROSS REVENUES</td>
<td>$39.5</td>
<td>$27.4</td>
<td>$20.2</td>
<td>$46.9</td>
<td>$22.6</td>
</tr>
<tr>
<td>OUTGOING MATERIAL TRANSFER AGREEMENTS†</td>
<td>281</td>
<td>288</td>
<td>297</td>
<td>273</td>
<td>233</td>
</tr>
</tbody>
</table>

### PATENTS

| ISSUED PATENTS (US AND FOREIGN)               | 129  | 104  | 136  | 168  | 147  |
| NEW PATENT FILINGS†                           | 148  | 138  | 146  | 202  | 232  |

### MN-IP

| MN-IP RESEARCH AGREEMENTS                    | 41   | 51   | 69   | 81   | 72   |
| COMPANIES W/ MN-IP RESEARCH AGREEMENTS       | 38   | 44   | 54   | 62   | 51   |
| SPONSORED RESEARCH COMMITMENTS               | $3.8 | $4.3 | $10.8| $12.2| $209 |

### STARTUPS

| STARTUP COMPANIES                            | 14   | 15   | 16   | 17   | 18   |

Dollar amounts shown in millions

* New Licenses and Current Revenue Generating Agreements: Updated in FY2014 to include express licenses with revenue greater than $1,000; FY2015 data includes 94 licenses for the FAST technology, spun out that year as FastBridge Learning.

* New Patent Filings: Updated in FY2015 to include both US and foreign filings. Pre-FY2015 data include only US filings.
UNIVERSITY STARTUPS

By the end of FY2017, 119 startups had been launched based on technology developed at the University of Minnesota.

![Bar chart showing companies by fiscal year from 2006 to 2017]

![Pie chart showing companies by industry area: Bio & Pharma 26%, Engineering 13%, Software & IT 27%, Medical Device 19%, Energy 11%, Food & Agriculture 4%]

**Aggregate Investment Capital Raised**

$397,920,000
ACCELERATING MICROBIOME RESEARCH

Recently launched U of M startup company CoreBiome combines expertise in genomics and informatics to provide analysis of microbial communities for agricultural, environmental, and human health applications. The company successfully raised $800,000 in investment funding and has booked over $1 million in sales in the first six months of operation. The company has also partnered with Kaleido Biosciences, a clinical-stage biotechnology company in Massachusetts, to accelerate the company's clinical development programs.

Co-founders: Dan Knights, Department of Computer Science and Engineering, BioTechnology Institute; Kenneth Beckman, director, University of Minnesota Genomics Center (UMGC); Daryl Gohl, UMGC
UNIVERSITY ECONOMIC DEVELOPMENT

- Since 2014, hosted 200 campus visits and 231 onsite visits for business/community partners (1/5 in Greater Minnesota)
- Economic Development Fellows Consulting Program in collaboration with the Graduate School: 30 companies, 150 students, and 15 colleges
- Immigrants and Minnesota’s Workforce: Report and roadshow with Minnesota Chamber of Commerce
MnDRIVE

$17.5M annual state investment
677 people hired, including 31 new faculty
980 researchers
100+ departments, 3 campuses
60 trainees now employed with Boston Scientific, Ecolab, Sundial, REG Life Sciences and others
$25M in external funding, January – June 2017
28 inventions disclosed, January – June 2017
New MnDRIVE cancer trials initiative ($4M annually)
GRAND CHALLENGES RESEARCH

- Assuring Clean Water and Sustainable Ecosystems
- Fostering Just and Equitable Communities
- Solving the Grand Challenges of a Diverse and Changing State, Nation, and World
- Feeding the World Sustainably
- Enhancing Individual and Community Capacity for a Changing World
- Advancing Health through Tailored Solutions
An interdisciplinary team of scientists at the Center for Quantum Materials will research chemical compounds, called complex oxides, that are notable for their wide range of magnetic and electrical properties. Funded by a three-year, $2.6 million award from the US Department of Energy, Office of Basic Energy Sciences, researchers will study materials at the most fundamental level that could improve important technologies such as data storage, superconductors, fuel cells, and electrical power plants.

Lead researcher: Martin Greven, School of Physics and Astronomy, College of Science and Engineering; director, Center for Quantum Materials

UNLOCKING THE POWER OF QUANTUM MATERIALS
In the past five years, OVPR has invested $25M in research funding across the U of M campuses.

<table>
<thead>
<tr>
<th>Grant-in-Aid:</th>
<th>Grant Match:</th>
<th>Minnesota Futures:</th>
<th>Research Infrastructure:</th>
</tr>
</thead>
<tbody>
<tr>
<td>$14M (FY13-FY17)</td>
<td>$2M (FY17)</td>
<td>$1M (FY17)</td>
<td>$1.3M (FY17)</td>
</tr>
<tr>
<td>ROI $7.10:$1.00</td>
<td></td>
<td>ROI: $7.60:$1.00</td>
<td>Matched 1:1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 grants</td>
<td>13 grants</td>
</tr>
</tbody>
</table>
INCREASING INFORMATICS CAPABILITIES

OVPR’s Research Computing office consolidates management of University-wide research computing services.

- Minnesota Supercomputing Institute (MSI)
- University of Minnesota Informatics Institute (UMII)
- U-Spatial
ETHICAL STANDARDS IN RESEARCH PRACTICES
ADVANCING HUMAN RESEARCH PROTECTIONS

• An expanded and restructured Institutional Review Board (IRB)
• New policies for research participants
• New tools for researchers
• Additional professional training for researchers and staff
• Expanded post-approval review activities

• A research ethics campaign
• New approaches for managing conflicts of interest
• A new Community Oversight Board
• A new online IRB management system called ETHOS

RESEARCH ETHICS

PROTECTING PARTICIPANTS  UPHOLDING STANDARDS  IMPROVING PRACTICES
In January 2017, the University's Human Research Protection Program was fully reaccredited by the Association for the Accreditation of Human Research Protection Programs (AAHRPP) and received special distinction for its commitment to protecting adults with limited or diminished capacity to consent to participating in research.
RESEARCH STRATEGIC PLAN

Year 3 Progress

Enhance Research Excellence

Advance Transdisciplinary Partnerships

Accelerate Knowledge Transfer for the Public Good

Promote a Culture of Serendipity
SYSTEMWIDE STRATEGIC PLANNING

Research and Discovery

- Review internal research and entrepreneurial support funding
- Examine research talent recruitment and retention practices
- Review technology commercialization and economic development efforts systemwide
- Review the role of interdisciplinary research centers and institutes in systemwide context
CONCLUSIONS
DATA SOURCES

AWARDS BY SOURCE

AWARDS BY COLLEGE & CAMPUS

AWARDS BY MAJOR SOURCE

OVPR Data Services

TECHNOLOGY COMMERCIALIZATION

OTC InfoEd System; UMN Enterprise Financial System

ANNUAL AWARDS BY BIG TEN INSTITUTION

Committee on Institutional Cooperation (researchadmin.iu.edu/cic.html)

Photos: iStock

TOP 15 INSTITUTIONS

Association of American Universities Data Exchange (aaude.org)

University of California, San Francisco

University of Texas M.D. Anderson Cancer Center

National Science Foundation (nsf.gov/statistics/srvyherd/)

Center for Measuring University Performance (mup.asu.edu)

Note: Rankings are based on nine measures: Total Research, Federal Research, Endowment Assets, Annual Giving, National Academy Members, Faculty Awards, Doctorates Granted, Postdoctoral Appointees and SAT/ACT range.

Academic Ranking of World Universities (shanghairanking.com)

Note: Rankings are determined by several indicators, including alumni and staff winning Nobel Prizes and Fields Medals, highly cited researchers, papers published in Nature and Science, papers indexed in major citation indices, and the per capita academic performance of an institution.
BOARD OF REGENTS
DOCKET ITEM SUMMARY

Mission Fulfillment

December 14, 2017

AGENDA ITEM: System-Wide Enrollment Planning: Morris

☐ Review ☐ Review + Action ☐ Action ☒ Discussion

This is a report required by Board policy.

PRESENTERS: Michelle Behr, Chancellor, University of Minnesota Morris

PURPOSE & KEY POINTS

The purpose of this item is to discuss enrollment trends and initiatives at the Morris campus within the context of the University of Minnesota system. The discussion will address:

- Historic and current enrollment context and trends at the Morris campus.
- Strategic visioning and planning on the Morris campus.
- Campus work to enhance recruitment and retention at Morris.

BACKGROUND INFORMATION

The committee discussed system-wide enrollment planning at the September 2017 meeting. The Board endorsed a Twin Cities campus five-year enrollment plan and directed the administration to develop five-year enrollment plans for the Crookston, Duluth, Morris, and Rochester campuses in the March 2016 Resolution Related to Undergraduate Enrollment Management at the University of Minnesota (2016-2021).
System-wide Enrollment Planning: Morris

Presentation to the Board of Regents
Mission Fulfillment Committee
December 14, 2017

Michelle Behr, UMM Chancellor
The University of Minnesota, Morris provides a rigorous undergraduate liberal arts education, preparing its students to be global citizens who value and pursue intellectual growth, civic engagement, intercultural competence, and environmental stewardship.

As a public land-grant institution, UMM is a center for education, culture, and research for the region, nation, and world. UMM is committed to outstanding teaching, dynamic learning, innovative faculty and student scholarship and creative activity, and public outreach. Our residential academic setting fosters collaboration, diversity, and a deep sense of community.
Strategic Visioning and Planning Process

Morris is working to define and achieve our vision for a vigorous, sustainable institutional future.

Fall 2017

Community context-setting conversations
Topics: The Larger Higher Ed Context; Accreditation and Accountability; Tomorrow's Students; The Political Environment; The Fiscal Environment; Innovation in the Liberal Arts

Spring 2018

Community visioning exercise

Fall 2018

Strategies and tactics to achieve our vision
Morris’s Distinctive Role in the University of Minnesota System

A “public-private”—access to a high-quality and rigorous liberal arts college experience

- Collaboration with faculty on research (more than 50%)
- Internships and field experiences (almost 80%)
- Culminating senior experience—i.e., capstone course, senior project (more than 90%)
- Study abroad (almost 50%; compared to 20% for other colleges)

Diversification of the UM student body: Our historic mission has been to serve talented underserved populations

- Greater than 40% first generation
- 20% of Native American heritage
- Most ethnically diverse campus in the UM system
  - 30% of the student body comprised of Native American and students of color
Morris alumni excel, contributing to the entire state of Minnesota

- ~14,000 Morris alumni in Minnesota, almost half residing outside the Metro area

- 95% of graduates are employed or enrolled in graduate school within a year of graduation

- Graduates are employed across the state—in small businesses and by over half the Fortune 500 companies in Minnesota
Morris Student Enrollment, 2000–2017

Year

Degree-seeking Headcount
Non-degree Headcount

Number of Students

0 100 200 300 400 500 600 700 800 900 1000 1100 1200 1300 1400 1500 1600 1700 1800 1900 2000


Page 216 of 254
### Geographic Origins of Morris Students, fall 2007–2017

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Minnesota Students</td>
<td>85%</td>
<td>85%</td>
<td>84%</td>
<td>84%</td>
<td>82%</td>
<td>81%</td>
<td>80%</td>
<td>78%</td>
<td>77%</td>
<td>76%</td>
<td>74%</td>
</tr>
<tr>
<td>Out of State Students</td>
<td>12%</td>
<td>12%</td>
<td>11%</td>
<td>11%</td>
<td>10%</td>
<td>9%</td>
<td>11%</td>
<td>12%</td>
<td>13%</td>
<td>13%</td>
<td>15%</td>
</tr>
<tr>
<td>International Students</td>
<td>3%</td>
<td>4%</td>
<td>4%</td>
<td>6%</td>
<td>9%</td>
<td>10%</td>
<td>9%</td>
<td>10%</td>
<td>10%</td>
<td>11%</td>
<td>12%</td>
</tr>
<tr>
<td>MN as % of U.S. students</td>
<td>87%</td>
<td>88%</td>
<td>89%</td>
<td>89%</td>
<td>89%</td>
<td>90%</td>
<td>88%</td>
<td>86%</td>
<td>85%</td>
<td>86%</td>
<td>83%</td>
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</table>

**Minnesota Origins:**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Morris Surrounding Counties</td>
<td>10%</td>
<td>11%</td>
<td>11%</td>
<td>11%</td>
<td>10%</td>
<td>8%</td>
<td>8%</td>
<td>7%</td>
<td>6%</td>
<td>8%</td>
<td>7%</td>
</tr>
<tr>
<td>7 County Metro Area</td>
<td>37%</td>
<td>38%</td>
<td>36%</td>
<td>35%</td>
<td>34%</td>
<td>34%</td>
<td>33%</td>
<td>33%</td>
<td>31%</td>
<td>29%</td>
<td>28%</td>
</tr>
</tbody>
</table>
Fall 2017
Morris Student Body: Minnesota Students

Origin of the UMM Student Body Fall 2017

<table>
<thead>
<tr>
<th>Region</th>
<th>Counties</th>
<th>Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>MINNESOTA</td>
<td>78</td>
<td>1,200</td>
<td>(73.7%)</td>
</tr>
<tr>
<td>OUT-OF-STATE</td>
<td>32</td>
<td>239</td>
<td>(14.7%)</td>
</tr>
<tr>
<td>INTERNATIONAL</td>
<td>24</td>
<td>188</td>
<td>(11.6%)</td>
</tr>
<tr>
<td><strong>TOTAL STUDENTS</strong></td>
<td></td>
<td><strong>1,627</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Morris Student Enrollment and First Year Median ACT, fall 2007–2017

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall New Freshmen</th>
<th>Fall New Transfers</th>
<th>Fall Total Headcount</th>
<th>Median ACT Composite</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>363</td>
<td>101</td>
<td>1,686</td>
<td>25</td>
</tr>
<tr>
<td>2008</td>
<td>374</td>
<td>79</td>
<td>1,607</td>
<td>25</td>
</tr>
<tr>
<td>2009</td>
<td>405</td>
<td>103</td>
<td>1,705</td>
<td>25</td>
</tr>
<tr>
<td>2010</td>
<td>419</td>
<td>132</td>
<td>1,811</td>
<td>25</td>
</tr>
<tr>
<td>2011</td>
<td>465</td>
<td>126</td>
<td>1,932</td>
<td>25</td>
</tr>
<tr>
<td>2012</td>
<td>413</td>
<td>111</td>
<td>1,896</td>
<td>25</td>
</tr>
<tr>
<td>2013</td>
<td>469</td>
<td>99</td>
<td>1,946</td>
<td>25</td>
</tr>
<tr>
<td>2014</td>
<td>413</td>
<td>119</td>
<td>1,899</td>
<td>25</td>
</tr>
<tr>
<td>2015</td>
<td>416</td>
<td>109</td>
<td>1,856</td>
<td>25</td>
</tr>
<tr>
<td>2016</td>
<td>376</td>
<td>101</td>
<td>1,771</td>
<td>25</td>
</tr>
<tr>
<td>2017</td>
<td>356</td>
<td>92</td>
<td>1,627</td>
<td>25</td>
</tr>
</tbody>
</table>
## Ethnic/Racial Composition of Morris Domestic Student Body, Fall 2010–2017

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>221</td>
<td>257</td>
<td>281</td>
<td>306</td>
<td>326</td>
<td>317</td>
<td>315</td>
<td>321</td>
</tr>
<tr>
<td>Students of Color*</td>
<td>133</td>
<td>131</td>
<td>133</td>
<td>161</td>
<td>159</td>
<td>163</td>
<td>167</td>
<td>164</td>
</tr>
<tr>
<td>American Indian and Students of Color</td>
<td>354</td>
<td>388</td>
<td>414</td>
<td>467</td>
<td>485</td>
<td>480</td>
<td>482</td>
<td>485</td>
</tr>
<tr>
<td>% American Indian and Students of Color</td>
<td>19.5%</td>
<td>20.1%</td>
<td>21.8%</td>
<td>24.0%</td>
<td>25.5%</td>
<td>25.9%</td>
<td>27.2%</td>
<td>29.8%</td>
</tr>
<tr>
<td>White</td>
<td>1,306</td>
<td>1,348</td>
<td>1,269</td>
<td>1,479</td>
<td>1,227</td>
<td>1,170</td>
<td>1,072</td>
<td>943</td>
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<tr>
<td>International</td>
<td>100</td>
<td>164</td>
<td>185</td>
<td>179</td>
<td>176</td>
<td>193</td>
<td>201</td>
<td>188</td>
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<tr>
<td>Headcount</td>
<td>1,811</td>
<td>1,932</td>
<td>1,896</td>
<td>1,946</td>
<td>1,899</td>
<td>1,856</td>
<td>1,771</td>
<td>1,627</td>
</tr>
</tbody>
</table>

*Students of Color include those who self-identify as African American, Asian, Hawaiian, or Hispanic.*
Enrollment Challenges

• Declining numbers of traditional-aged students in Minnesota, Upper Midwest
• Increasing numbers of students with higher financial and other support needs, including mental health
• Unique niche = competition from many sectors of the higher education landscape
  • Private colleges, increasingly challenged to make their own enrollment goals, are heavily discounting tuition
  • Impact of enrollment growth on the Twin Cities campus
• Wider cultural context that currently values specific job-focused curricula over liberal arts curricula
• Awareness of the Morris campus—urban vs. rural
• Student retention
• Determining how to fund our obligation for the American Indian Tuition Waiver
Recruitment Initiatives Underway at the Morris Campus

- Enhancing athletic recruitment through increased coordination
- Creating articulation agreements with community colleges
- Development of new and expanded student pipelines
- Redesigning Admissions’ communications and visitation experiences
- Coordination of communications and messaging to potential students across campus offices
- Earlier financial aid award notifications—first in UM system (December vs. February)
- Examination of scholarship deployment to assure the most strategic use of scholarship money
Morris First-Year Student Retention

Retention rates for comparison groups

- Institutional peer group (78%)
- Council of Public Liberal Arts Colleges (COPLAC) (75%)
- Aspirational liberal arts college peer group (91%)
  - Retention at Morris campus only
Current Retention Evaluation and Strategies

• Over 20 retention efforts implemented on campus in the last five years
• Initiative to **analyze retention practices** and to **improve retention** among first year students
  • Assessment of Retention Initiatives
  • Fostering Student Mental Health and Wellbeing
  • High Impact Practices in the First Year

• **Goals**
  • Become more efficient and effective in our retention efforts
  • Identify gaps and opportunities
  • Increase retention rates
Planning within the System-Wide Strategic Plan Framework

“…market and rebrand around fit and campus distinctiveness.”

• Commitment to collaborating with other campuses and implementing the System-Wide Enrollment Management plan

• Particularly interested in formalizing pathways and pipelines to graduate and professional programs at University of Minnesota campuses
Recommendation 1: …maximize System undergraduate enrollment, optimize undergraduate enrollment at each of the …five campuses…

Priority Actions:

- Undertaking campus analyses, in conjunction with Morris Strategic Visioning and Planning, to develop goals and targets around enrollment
- Working with the UM System to clarify support for campus efforts given the cost pool model and budget decision making
Recommendation 2: …competitive analysis of forces affecting system undergraduate enrollment…as a whole and on each of the five campuses

Priority Actions:

- Reviewing financial aid and other competitiveness factors
- Strategic responses to external factors such as demographic trends
- Analyzing how Twin Cities undergraduate growth impacts enrollment at Morris
Recommendation 3: Leverage the strengths of the individual campuses to advance the system by ensuring active communication around the distinctiveness of each system campus

Priority Actions:
• Collaborating with other campuses to elevate all five campuses

• Supporting strength of Morris within the system brand and leveraging our distinctive mission within the UM system

• Collaborating with University Relations to help Minnesota residents understand our distinctive role within the system
Recent accolades and awards at Morris

• Committed alumni and friends:
  Largest ever ‘Give to the Max Day’; **third highest result** in the UM system

• Only public institution on the Association for the Advancement of Sustainability in Higher Education’s (AASHE) **baccalaureate top ten list of sustainability leaders**

• Four student **Fulbright award** grantees

• Awarded five-year Ronald E. McNair Post-Baccalaureate Achievement Program Grant for $1.2 million dollars to **prepare low income, first generation and other underrepresented students** for doctoral study
AGENDA ITEM: Consent 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

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

I. Request for Approval of New Academic Programs
   • Swenson College of Science and Engineering (Duluth campus)—Create undergraduate minor in Statistics

II. Request for Approval of Changed Academic Programs
   • College of Education and Human Development (Twin Cities campus)—Deliver the post-baccalaureate certificate in Infant and Early Childhood Mental Health online
   • College of Design (Twin Cities campus)—Discontinue sub-plans in Landscape Planning and Landscape Design within the B.E.D. degree in Landscape Design and Planning

III. Request for Conferral of Tenure for Outside Hires
   • Joel Farley, Professor with tenure, Pharmaceutical Care and Health Systems, College of Pharmacy (Twin Cities campus)
   • Helen Kinsella, Associate professor with tenure, Political Science, College of Liberal Arts (Twin Cities campus)
   • Robert Palumbo, Professor with tenure, Mechanical and Industrial Engineering, Swenson College of Science and Engineering (Duluth campus)

IV. Request for Conferral of Tenure for Internal Hire
   • Laura Bloomberg, Professor with tenure, Humphrey School of Public Affairs (Twin Cities campus)
BACKGROUND INFORMATION

Board of Regents Policy: Reservation and Delegation of Authority calls for items, such as tenure and/or promotion recommendations, the establishment, naming, and changes of colleges, academic institutes, programs, and courses of study, to be brought before the Board of Regents for action.

PRESIDENT’S RECOMMENDATION

The President recommends approval of the consent report.
I. Request for Approval of New Academic Programs

- **Swenson College of Science and Engineering (Duluth campus)—Create undergraduate minor in Statistics**

  The Swenson College of Science and Engineering on the Duluth campus requests approval to create an undergraduate minor in Statistics, effective fall 2018. The proposed program consists of traditional mathematics courses, as well as introductory and elective statistics courses. The coursework allows students to demonstrate their quantitative, critical-thinking, and problem-solving skills. The proposed program makes use of existing courses and resources.

II. Request for Changes to Academic Programs

- **College of Education and Human Development (Twin Cities campus)—Deliver the post-baccalaureate certificate in Infant and Early Childhood Mental Health online**

  The College of Education and Human Development on the Twin Cities campus requests approval to deliver the post-baccalaureate certificate in Infant and Early Childhood Mental Health online, effective fall 2018. The proposed online delivery makes the program more accessible to working professionals.

- **College of Design (Twin Cities campus)—Discontinue sub-plans in Landscape Planning and Landscape Design within the B.E.D. degree in Landscape Design and Planning**

  The College of Design on the Twin Cities campus requests approval to discontinue the sub-plan in Landscape Planning and Landscape Design within the Bachelor of Environmental Design (B.E.D.) degree in Landscape Design and Planning, effective fall 2018. The proposed change is in response to the development of a more comprehensive curriculum for all students.
Tenured Outside Hires

The decision of the Board of Regents to confer tenure and rank for any individual faculty hire from outside the University of Minnesota becomes effective on the first day of that faculty member’s academic appointment at the University.

Tenured Hires for the December 2017 Board of Regents meeting – Twin Cities campus
Recommended by Executive Vice President and Provost Karen Hanson

Joel Farley
Professor with tenure
Pharmaceutical Care and Health Systems
College of Pharmacy

Joel Farley earned his Ph.D. in Social, Administrative, and Clinical Pharmacy from the University of Minnesota—Twin Cities in 2006. He was previously an associate professor and interim director of the Center for Medication Optimization through Practice and Policy at the University of North Carolina at Chapel Hill. Dr. Farley’s research focuses on evaluating the effectiveness of pharmaceutical managed care policies, evaluating and improving the delivery of care to patients with chronic health conditions, and understanding the pharmacoepidemiology of chronic health conditions.

Helen Kinsella
Associate professor with tenure
Political Science
College of Liberal Arts

Helen Kinsella’s research lies at the intersection of international relations, contemporary political theory, and gender and women’s studies with a particular focus on gender and armed conflict. She earned her Ph.D. in Political Science from the University of Minnesota—Twin Cities in 2004. Professor Kinsella is currently an associate professor at the University of Wisconsin—Madison.

Tenured Internal Hire

Laura Bloomberg
Professor with tenure
Hubert H. Humphrey School of Public Affairs

Laura Bloomberg received her Ph.D. in Educational Policy and Administration from the University of Minnesota in 1996. Her research and policy work focuses on community-based leadership, public value creation, cross-cultural dialogue, and educational policy. Dr. Bloomberg serves as dean of the Hubert H. Humphrey School of Public Affairs.
Tenured Hires for the December 2017 Board of Regents meeting – Duluth Campus
Recommended by Chancellor Lendley Black

Robert Palumbo
Professor with tenure
Mechanical and Industrial Engineering
Swenson College of Science and Engineering

Robert Palumbo earned his Ph.D. in Mechanical Engineering from the University of Minnesota—Twin Cities in 1987. He is currently professor of Mechanical Engineering at Valparaiso University and has served several times as department chair. Dr. Palumbo’s work is in the area of thermodynamics and heat transfer with a particular focus on the high temperature solar energy.
AGENDA ITEM: Information Items

☐ Review  ☐ Review + Action  ☐ Action  ☑ Discussion

☐ This is a report required by Board policy.

PRESENTERS: Karen Hanson, Executive Vice President and Provost

PURPOSE & KEY POINTS

Information Report

This report highlights select activities at the local, regional, national, and global level in the areas of teaching, research, outreach, and other academic achievements at the University.

Twin Cities Campus Liberal Education Redesign Update

This report provides an overview of the Twin Cities campus liberal education redesign efforts including historical context, the work of the Pre-Planning Committee, charge of the current Liberal Education Redesign Committee, and timeline.

Student-Athlete Code of Conduct

In alignment with the President’s Initiative to Prevent Sexual Misconduct, the Student-Athlete Code of Conduct is being revised. A redline version is included for information. While Board approval is not required for departmental policies such as this, the administration welcomes input from the Board and members of the University community as changes are finalized and implemented.

BACKGROUND INFORMATION

This report appears as a regular item on the Mission Fulfillment Committee agenda.
This report highlights select activities at the local, regional, national, and global level in the areas of teaching, research, outreach, and other academic achievements at the University.

University Highlights
The Carlson School of Management’s Medical Industry Leadership Institute (MILI) has won the MBA Roundtable 2017 Innovator Award in recognition of its Medical Industry Valuation Lab. The valuation lab is MILI’s signature course and represents interdisciplinary, experiential learning at its finest. The MBA Roundtable Innovator Award was created in 2011 to promote educational initiatives that advance innovation in MBA education and acknowledge the institutions that drive change in the field.

An alumnus of the College of Design’s Landscape Architecture program, and spouse, have committed $3 million to the University of Minnesota’s College of Design (CDes). The donation, a future commitment, is the largest CDes has received to date as part of their Driven by Design Campaign. The endowed fund will enable full-tuition graduate fellowships for one-third of the students in the Master of Landscape Architecture program.

The Institute on Community Integration has been awarded a $2.5 million "Stepping-Up Technology Implementation" grant from the U.S. Department of Education to develop tools that support the expanded national implementation of two evidence-based, web-supported interventions over the next five years.

The School of Nursing has received the 2017 Health Professions Higher Education Excellence in Diversity Award, a national honor recognizing U.S. medical, dental, pharmacy, osteopathic, nursing, and allied health schools that demonstrate an outstanding commitment to diversity and inclusion. The school is one of just seven in the country to receive the award this year.

The Nursing Collaboratory, a partnership between the School of Nursing and Fairview Health Services/University of Minnesota Health System received the 2017 Exemplary Academic-Practice Partnership Award from the American Association of Colleges of Nursing. This award honors partnering institutions that model highly productive and creative academic and clinical collaboration.
The University of Minnesota was recently named the “2017 Corporation of the Year” by the North Central Minority Supplier Development Council. The recognition is a reflection of the vision of the University’s Board of Regents decision to develop policy for the creation of a Supplier Diversity program in November 1996.

The University of Minnesota Crookston was ranked #1 among the “Best Online Colleges in Minnesota” and at #5 among the “Best Online Colleges in America” by Niche, an online educational resource.

The University of Minnesota, Morris has earned a $1.2 million Ronald E. McNair Post-Baccalaureate Achievement (McNair) Program grant from the US Department of Education. The grant will fully fund Morris’s McNair project, which will provide eligible students with effective preparation for doctoral study as they seek to obtain the PhD or EdD degree.

The University of Minnesota Medical School’s Center for Magnetic Resonance Research (CMRR) has been awarded a grant from the National Institutes of Health’s BRAIN Initiative. The project will develop new, efficient and safe stimulation paradigms for Deep Brain Stimulation (DBS), which is used to treat common symptoms of neurological disorders including Parkinson’s Disease.

The University of Minnesota Water Resources Center (WRC), a unit of the College of Food, Agricultural and Natural Resource Sciences (CFANS) and University of Minnesota Extension, have received a grant of $2.5 million from the Innovations at the Nexus of Food, Energy and Water Systems (INFEWS) program. Sponsored by the National Science Foundation (NSF), the grant will fund research on innovations for sustainable food, energy, and water supplies in intensively cultivated regions.

**Faculty and Staff Activities and Awards**

Gedas Adomavicius recently received an INFORMS Information Systems Distinguished Fellow Award. This is the top honor given by the society. This award recognizes individuals who have made outstanding intellectual contributions to the information systems discipline, including publications and intellectual leadership and stewardship.

Anne Bantle, Medical School, won the 2017 Early Investigators Award from the Endocrine Society. This award provides monetary support to assist in the development of early career investigators and recognition of their accomplishments in areas of general endocrinology.

Jerica Berge, family medicine and community health, received the Family Oriented Health Care Award by the Collaborative Family Healthcare Association (CFHA). This award recognizes clinicians and researchers who incorporate the principles of family-oriented care into their day-to-day work with families managing their health.

Five U of M researchers have been named American Association for the Advancement of Science (AAAS) Fellows. Election as a Fellow is bestowed upon AAAS members by their peers. Among the 396 members honored this year by AAAS because of their distinguished efforts to advance science and its applications are:
David Bernlohr, biochemistry, molecular biology, and biophysics (Section of Biological Science)
Ashley T. Haase, microbiology and immunology (Section of Biological Science)
Reuben Harris, biochemistry, molecular biology, and biophysics (Section of Biological Science)
David Odde, biomedical engineering (Section of Engineering)
Keshab Parhi, electrical and computer engineering (Section of Engineering)

Gordon Burtch, information and decision sciences, is a recipient of the 2017 INFORMS ISS Sandra A. Slaughter Early Career Award. The award recognizes and honors early career individuals who are on a path toward making outstanding intellectual contributions to the information systems discipline.

James Cloyd, experimental and clinical pharmacology, has been selected to receive the American Epilepsy Society (AES) 2017 J. Kiffin Penry Award for Excellence in Epilepsy Care. Established in 1997 with an original gift from Abbott Laboratories and now supported through the J. Kiffin Penry Fund of AES, this award recognizes individuals whose work has had a major impact on patient care and improved the quality of life for persons with epilepsy as well as recognizing excellence in the care of persons with epilepsy.

Andres Gomez, animal science, was part of short documentary that aired on HBO Friday, October 6. The VICE 82 documentary was the HBO segment that featured Gomez’s work with microbiome research and explores how western populations have lost substantial diversity in their gut microbiomes compared to populations living under traditional hunter-gatherer lifestyles.

Jon Hallberg, family medicine and community health, was named a fellow of the American Academy of Family Physicians (AAFP). This fellowship recognizes AAFP members who have distinguished themselves among their colleagues, by their advancement of health care to the American people, and by their professional development through medical education and research.

David Largaespada, genetics, cell biology and development, was renewed as an American Cancer Society Research Professor for a 5-year term. This grant is awarded to mid-career investigators who have made seminal contributions that have changed the direction of basic cancer research.

Kelvin Lim, psychiatry, was named to the Scientific Council of the Brain and Behavior Research Foundation. This foundation is committed to alleviating the suffering caused by mental illness by awarding grants that will lead to advances and breakthroughs in scientific research.

Nabil Matar, English, will receive the Kuwait Foundation for the Advancement of Sciences award in the category of Comparative Literature and Literary Translation for his decades of research on "cultural engagements and the meeting of civilizations." This award recognizes intellectual achievements that contribute to scientific advancement and raise the standard of academic dialogue.
Deborah Roedder John, marketing, was recently selected as Fellow of the Association for Consumer Research (ACR), which is the largest international organization for researchers in marketing and consumer behavior. This award was instituted in 1979 and is the highest honor bestowed by the organization. It recognizes the career contributions for significant impact on scholarly work in consumer behavior.

Pinar Karaca-Mandic, finance, received a $1.6 million grant from the Agency for Healthcare Research and Quality. This four-year grant will fund a project to understand the physician, healthcare delivery organization, and market-level factors related to how doctors discontinue using ineffective treatments. As principal investigator, Karaca-Mandic will work with collaborators from the U of M School of Public Health, Mayo Clinic, Harvard Medical School, and Yale University.

Susan O’Conner-Von, School of Nursing, was selected to receive the Dr. Jo Eland, Excellence in Pediatric Nursing Award from the American Society for Pain Management. This award is presented to a nurse in recognition of outstanding contribution to the field of pain management for the pediatric patient.

Joe Redden, marketing, was recently named one of the “Top 40 Undergraduate Business Professors” by Poets & Quants. Redden’s current research is focused on how to help consumers extract more enjoyment out of a product without changing it, how to reduce consumer boredom, and how to encourage (and enjoy) healthier eating.

Michael Rodriguez, education, was appointed chair of the Department of Defense’s Advisory Committee for Military Personnel Testing. The advisory committee designs, develops, and validates research of the Armed Services Vocational Aptitude Battery and related tests, including non-cognitive assessments addressing readiness for military life.

Jodi Sandfort, Humphrey School, has been named a fellow of the National Academy of Public Administration (NAPA), an independent, nonprofit, nonpartisan organization chartered by Congress to provide expert advice to assist government leaders. The fellowship features more than 800 fellows, lifetime appointees, who help all government agencies address management challenges and in building more effective, efficient, accountable, and transparent organizations.

Supply Chain and Operations Professor Emeritus Roger Schroeder is the recipient of the first-ever Lifetime Distinguished Service Award from the Twin Cities Chapter of APICS, a professional association for supply chain management. The award recognizes those who have made a significant impact in the field of supply chain and operations management.

The National Alliance on Mental Illness has awarded Sophia Vinogradov, psychiatry, the annual Scientific Research Award. Supported by the Peter Corbin Kohn Endowment, this award recognizes researchers who move our scientific understanding and treatment of mental illness forward and "inspire hope through research."
Shaker Zahra, Carlson School of Management, was recently given the Midwest Scholar Recognition Award by the Midwest Academy of Management. This award honors outstanding professional achievements, which constitute significant contributions to research, theory, and practice of management.

**Student Activities and Awards**

A joint Carlson School/School of Public Health student team won first place in the graduate division of the MinneMUDAC (Midwest Undergraduate Data Analytics Competition) data science/data analytics competition, hosted by MinneAnalytics. Team members included Carlson MSBA students Aastha, Srihari Gopi, and Hemanth Rao Natarajan, and health policy management doctoral student Alex Everhart.

Bridget Ayers Looby (M.L.A. ’16) was awarded the American Society of Landscape Architects’ (ASLA) highly coveted Student Award of Excellence in the category of general design. Selected from 295 entries representing 52 schools, ASLA’s student awards honor the top work of landscape architecture students in the U.S. and around the world.

The University of Minnesota Distinguished Master's Thesis Award has been awarded to Jenna Cavallin for her thesis “Pathway-based approaches in ecotoxicological research: Evaluation of complex mixtures on fathead minnow reproduction and development.” She received her M.S. degree in Integrated Biosciences from UMD in July 2015 under the direction of Gerald Ankley. In addition to receiving a $500 honorarium from the Graduate School, Cavallin will compete for the Distinguished Master's Thesis Award of the Midwestern Association of Graduate Schools (MAGS).

Biomedical engineering Ph.D. student Lizzy Crist is the 2017 NCAA Woman of the Year. The award recognizes graduating female student-athletes who have distinguished themselves in athletics, academics, leadership and community service.

Abigail Hencheck, Law School ('19), has been selected to receive a 2017-18 Benjamin B. Ferencz Fellowship in Human Rights and Law. The fellowship, which is awarded by World Without Genocide, an organization based at Mitchell Hamline School of Law in St. Paul, is named in honor of international human rights advocate Benjamin B. Ferencz. As a Ferencz Fellow, Hencheck will work on legislation to address gender discrimination and violence at local, state, national, and international levels.
The University of Minnesota’s liberal education requirements were established in the early 1990s and revisited in 2006 with modest changes. The University determined that a more thorough review would be appropriate after this period of time. The first step in this process was to form a pre-planning faculty committee who would determine whether a complete review and possible revision of the University’s requirements would be appropriate.

In May 2016, a Pre-Planning Committee was established. The Pre-Planning Committee met from May 2016 through September 2017. The goal was to review the status of our current LE requirements and determine whether the Twin Cities campus should consider a revision. Issues included the concerned with the current requirement, who is eligible to teach in the current liberal education curriculum, and how a future curriculum may be connected to the Grand Challenge Curriculum. Input was gathered from the faculty and staff across the Twin Cities campus in three open forums and the feedback received was made available to the broader University community.

The Pre-Planning Committee also discussed the connection of the University’s curriculum to the Minnesota Transfer Curriculum (McTC), reviewed national trends in liberal education, and met with the budget office to discuss the relatedness of the curriculum to the budget model.

Since the beginning of this process, this has been a faculty-led process and has included open forums and consultation with faculty committees, University Senate leadership, Faculty Consultative Committee, Senate Committee on Education Policy, and Council on Liberal Education.

In early Fall 2017, it was determined that there was sufficient faculty and University-community interest to warrant more extensive review and development of potential models for a revised curriculum. In November 2017, the Liberal Education Redesign Committee began to meet. This committee is composed of 20 faculty from all colleges on the Twin Cities campus and is being chaired by Professor Sally Gregory Kohlstedt from the College of Science and Engineering. The work will be coordinated by the Office of Undergraduate Education, who is responsible for the University-wide liberal education curriculum.

The committee has been asked to consider the following:

- What design would best serve the UMTC students?
- What is the best credit load for a basic, required curriculum?
- Should there be any limit on which colleges or units may offer liberal education courses?
- Should the majority of the liberal education curriculum be focused in the first two years or spread throughout the undergraduate experience?
• How should the revised or new curriculum be assessed?
• Should the curriculum be offered by tenured and tenure-track faculty and long-term P&A instructors, as in the current arrangement?
• By what process should courses be determined for inclusion in the liberal education curriculum?
• Should specific learning outcomes be attached to each course?

The committee will develop one or more possible models for a revised liberal education curriculum and these models will be discussed throughout the academic year. The University is committed to adopting a proposal that has been distributed in advance to the faculty, has had extensive opportunity for faculty discussion, and most importantly, the opportunity for the faculty to vote to adopt the proposal. The difficulty of the decision-making process may be impacted by how many alternative curricula are developed. The Liberal Education Redesign Committee is also committed to avoiding options that either privilege or disadvantage the status quo. The hope is that we will have a vote by the full UMTC Faculty Senate in late spring or early fall 2018. The overall plan is to implement the results by the fall 2019 or fall 2020.
I. CONDUCT POLICY STATEMENT

Student-athletes at the University of Minnesota are expected to represent themselves, their team and the University with honesty, integrity, and character whether it be academically, athletically or socially. Participation on an intercollegiate team is a privilege and should be treated as such. It has many benefits and brings with it a responsibility to be positive and effective members of the team, department, campus and broader communities.

The athletics department is a window to the University and student-athletes often are in the spotlight. For better or worse, their behavior is subject to scrutiny by many including peers, campus, local and national communities and media. The actions of one student-athlete may result in a generalization to all student-athletes and reflects on the individual, team, department and University. It is expected that all student-athletes abide by team, department and University policies. Team guidelines and the Intercollegiate Athletics student-athlete code of conduct will be available to all student-athletes.

Student-athletes who do not conform to this code may be subject to consequences for their actions that may include but are not limited to: a warning, dismissal from the team, reduction or withdrawal of athletically related financial aid, and dismissal from the University. In addition to all University policies, student-athletes are responsible for following all city, state and federal laws.

II. INTERIM SUSPENSIONS: LOCAL, STATE AND FEDERAL LAWS

Student-athletes arrested for, charged with, or under investigation for alleged violations of one or more local, state and federal criminal laws will be subject to team and department sanctions upon a case-by-case review.

The athletics director (or a designee), in consultation with other athletic department administrators and the head coach as appropriate, will determine and impose the appropriate sanctions. Sanctions may include, but are not limited to: verbal or written reprimand; suspension from the team; reduction, cancellation or non-renewal of athletics scholarship aid; and dismissal from the team. Additional sanctions may be imposed by the broader University, including probation, suspension from school, or expulsion.

Student-athletes arrested for, charged with, or under investigation for alleged criminal violations involving physical violence, sexual violence, illegal use of weapons, or driving while under the influence will be subject to immediate suspension from team activity pending final disposition of the criminal matter. Additional sanctions may also be imposed.
When the disposition of any criminal matter involves an admission of guilt or responsibility, or results in a conviction, the imposition of a sanction or penalty, imposition of probation, or agreement to a term of diversion or stay of adjudication, team and department sanctions will be imposed upon a case-by-case review notwithstanding whether interim sanctions have been imposed. Student-athletes who are the subject of harassment restraining orders, sanctions, penalties, or other civil or administrative remedies are also subject to proportional sanctions upon a case-by-case review.

III. CONDUCT GUIDELINES

A. Student-Athletes Are Expected To:

1. Be respectful of all others and to treat people as they would want to be treated. Communicate with their teammates, coaches, faculty, and other members of the campus community with honesty and timeliness.
2. Follow all Team, Intercollegiate Athletics, University, Big Ten, WCHA and NCAA rules and guidelines.
3. Attend all classes as scheduled unless absences are approved.
4. Complete their academic coursework in a timely fashion and make progress towards a degree each semester.
5. Give their best effort academically, athletically and socially.

B. Alcohol/Drug Consumption

The use of alcohol or drugs by student-athletes while involved in any team-related practices, competitions, banquets, travel or other activities is prohibited, regardless of age. Student-athletes under the legal age to consume (21 years of age) in Minnesota are expected to abide by city, state and federal laws. Consequences for violating this policy may include treating the incident as a first positive drug test under the University of Minnesota athletics department Alcohol and Drug Education policy. Additional consequences may include, but are not limited to, the following:

1. Verbal and written warning
2. Participation in educational sessions
3. Required chemical dependency assessment and/or treatment
4. Suspension from the team
5. Loss of eligibility and dismissal from the team
6. Loss of athletics related scholarship aid
7. Dismissal from the University
Additionally, it is expected that the consumption of alcohol by student-athletes who are of legal age will be within the parameters of team, department and University policies and will be handled responsibly. Consequences for underage alcohol use, inappropriate alcohol use by student-athletes of legal age to consume, or illegal drug use will be determined on a case by case basis. The head coach, Alcohol and Drug Education Review Board and the Athletics Director (or his/her designee) may be involved in determining the sanctions for violating this policy. The Athletics Director has final approval for all decisions.

See the Intercollegiate Athletics Alcohol and Drug Education policy for more specific and complete guidelines.

C. Local, State and Federal Laws

Student-athletes who are alleged (including arrested or charged) to have broken local, state and federal laws will be subject to team and department sanctions upon a case by case review. Violations involving physical and/or sexual violence, use of illegal weapons, or driving while under the influence will be subject to immediate suspension from team activity pending further investigation. The head coach, in consultation with the athletics director (or his/her designee), will impose sanctions.

Team or Athletics Department disciplinary sanctions may be imposed in advance of any campus disciplinary and/or criminal actions. Disciplinary sanctions may include, but are not limited to: verbal or written reprimand; suspension from the team; reduction, cancellation or non-renewal of athletics scholarship aid; and dismissal from the team. Additional sanctions may be imposed by the broader University, including probation, suspension from school, or expulsion.

For the purposes of this code of conduct, suspension from the team means that student-athletes may not practice, compete or travel with any University of Minnesota Intercollegiate Athletics team. However, suspended student-athletes may, with the approval of the coach and designated sport administrator, attend team meetings and retain privileges to access training table, the athletic training room, academic support services and individual use of weight training. Exceptions to any of these terms may be made by the Athletics Director or his/her designee.

CD. Sexual Harassment Policy

The Athletics Department is committed to providing a safe and healthy environment for all of its student-athletes. Sexual harassment is unethical and unlawful and may result in department, University and legal sanctions. Sexual harassment includes unwelcome sexual advances, sex-based conduct that is intimidating, hostile or offensive, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature that is prohibited by the University. Complaints of sexual harassment by a student-athlete will be promptly addressed and should be reported to the Office for Community Standards. Consequences for harassment may include:
1. Verbal and written warning and participation in educational sessions
2. Suspension from the team
3. Loss of eligibility and dismissal from the team
4. Loss of athletics related scholarship aid
5. Dismissal from the University

Examples of prohibited conduct:

a. Unwelcome sexual flirtation, advances or propositions.
b. Continued or repeated verbal abuse of a sexual nature
c. Sexually degrading language to describe an individual
d. Unwelcome remarks of a sexual nature to describe a person’s body or clothing
e. Display of sexually demeaning objects or pictures
f. Offensive physical contact, such as unwelcome touching
g. Coerced sexual intercourse
h. Sexual assault
i. Rape, date or acquaintance rape, or other sex offenses either forcible or non-forcible

DE. Hazing Policy

Hazing by any member of the University community is prohibited at the University of Minnesota. Hazing is prohibited whenever it occurs on University premises or in connection with any University-affiliated group or activity. Student-athletes who violate the prohibition against hazing are subject to discipline. Any criminal complaints will be reported to law enforcement.

Hazing is an act that endangers the mental or physical health or safety of an individual (including, without limitation, an act intended to cause personal degradation or humiliation), or that destroys or removes public or private property, for the purpose of initiation in, admission to, affiliation with, or as a condition for continued membership in a group or organization.

Such activities and situations include but are not limited to:

1. Physical punishment, contact, exercise, or sleep deprivation that causes excessive fatigue and/or physical or psychological shock;
2. Forced or coerced consumption of food, drink, alcohol, tobacco, and/or illegal drugs;
3. Forced or coerced transportation of individuals;
4. Public humiliation, ridicule, indecent exposure or ordeal;
5. Coercing or forcing illegal acts;
6. Coercing or forcing acts that are immoral or unethical;
7. Blocking an individual’s academic, athletic, health or person success;
8. Personal servitude;
9. Mental harassment;
10. Sexual harassment;
11. Deception;
12. Threat of social exclusion;
13. Any activity that involves the use of alcohol or any controlled substance,
14. Any activity that is not in accordance with the University’s established policies.

A person commits a hazing offense if the person:
1. Engages in hazing;
2. Solicits, encourages, directs, aids, or attempts to aid another in hazing activities;
3. Intentionally, knowingly, or recklessly permits hazing to occur;
4. Has firsthand knowledge of the planning of a specific hazing incident involving a student and fails to report the plan to the athletics department to prevent the hazing;
5. Has firsthand knowledge that a specific hazing incident has occurred, and knowingly fails to report it to the Athletics Director or other appropriate official of the institution.

Typically, hazing has occurred in connection with initiation activities. Even if an initiation activity is optional, an individual may not feel empowered to refuse participation. Individuals involved in any form of hazing (including prospects on campus for an official visit) will be held accountable for their actions and will be subject to disciplinary action by the Athletics Department as well as the University. Disciplinary action may include immediate suspension from the team, withdrawal or cancellation of financial aid, permanent dismissal from the team, or dismissal from the University.

If a student-athlete chooses to file a hazing grievance against an individual or group, it should be reported to the Athletics Director or a sport administrator. If requested, every effort will be made to protect the identity of the person reporting the grievance, where permissible under the law. It is possible that a student-athlete may initially voluntarily agree to participate in an initiation activity, and that he or she may later decide within a reasonable period of time that it was an unacceptable hazing activity. A grievance need not be filed for a disciplinary action to occur.

F. Gambling Policy

Student-athletes are expected to abide by the NCAA rule (Bylaw 10.3) which prohibits student-athletes from knowingly:

a. Providing information to individuals involved in organized gambling activities concerning intercollegiate athletics competition;
b. Soliciting a bet on any intercollegiate team;

c. Accepting a bet on any team representing the institution;

d. Soliciting or accepting a bet on any intercollegiate competition for any item (e.g., cash,

___. shirt, dinner) that has tangible value; or

e. Participating in any gambling activity that involves intercollegiate athletics or

_____ professional athletics, through a bookmaker, a parlay card or any other method

employed

e. by organized gambling, athletics or professional athletics, through a bookmaker, a

parlay card or any other method employed by organized gambling.

Furthermore, a student-athlete who is involved in any activity designed to influence the outcome
of an intercollegiate contest or participates in a wager involving a University of Minnesota contest, the student-athlete shall lose all remaining regular and post-season eligibility in all

sports.

III. DEPARTMENT SUSPENSIONS

Department suspension determinations are made by the athletics director (or designee), in
consultation with other athletic department administrators and the head coach as appropriate.
Suspension determinations are not appealable.

For the purposes of this code of conduct, suspension from the team means that student-athletes
may not compete or travel with any University of Minnesota Intercollegiate Athletics team.
However, suspended student-athletes may, with the approval of the coach and designated sport
administrator, practice, attend team meetings and retain privileges to access training table, the
athletic training room, academic support services and individual use of weight training.
Exceptions to any of these terms may be made by the athletics director (or designee).

As a condition of a period of suspension, or in lieu of a suspension in appropriate cases, the
athletics director (or designee), in consultation with other athletic department administrators and
the head coach as appropriate, may require the student-athlete be subject to other remedies and
restrictions, including, but not limited to, curfews, regular consultation and supervision by a
mentor or specially-designated coach, no contact directives, and education and training sessions.

Nothing in these suspension provisions restricts head coaches or their staff from addressing
violations of team rules by taking away playing privileges or other appropriate actions (i.e., team
suspending/sanctions).

IV. INTERIM SUSPENSIONS VIOLATIONS OF LOCAL, STATE AND FEDERAL LAWS
Student-athletes arrested for, charged with, or under investigation for alleged violations of one or more local, state and federal criminal laws will be subject to team and department sanctions upon a case-by-case review.

The athletics director (or a designee), in consultation with other athletic department administrators and the head coach as appropriate, will determine and impose the appropriate sanctions. Sanctions may include, but are not limited to: verbal or written reprimand; suspension from the team; reduction, cancellation or non-renewal of athletics scholarship aid; and dismissal from the team. Additional sanctions may be imposed by the broader University, including probation, suspension from school, or expulsion.

Student-athletes arrested for, charged with, or under investigation for alleged criminal violations involving physical violence, sexual violence, illegal use of weapons, or driving while under the influence will be subject to immediate suspension from team activity pending resolution of the criminal matter. Additional sanctions may also be imposed.

When the resolution of any criminal matter involves an admission of guilt or responsibility, or results in a conviction, the imposition of a sanction or penalty, imposition of probation, or agreement to a term of diversion or stay of adjudication, team and department sanctions will be imposed upon a case-by-case review notwithstanding whether interim sanctions have been imposed.

Student-athletes who are the subject of harassment restraining orders, sanctions, penalties, or other civil or administrative remedies are also subject to proportional sanctions upon a case-by-case review.

V. INTERIM SANCTIONS: WHEN CAMPUS DISCIPLINARY PROCEEDINGS ARE PENDING

In addition to the interim and other sanctions described in this Code Section II for matters involving local, state and federal law, sanctions may be imposed by the athletics director (or designee) on student-athletes while a campus disciplinary proceeding is pending. For purposes of this code of conduct, a campus disciplinary proceeding begins at the start of an investigation by the Office of Equal Opportunity and Affirmative Action (EOAA) or the Office for Community Standards (OCS). At the time of the initiation of an investigation, EOAA or OCS will inform the Athletic Director of the investigation of a respondent student-athlete and will provide the Athletic Director a description of complainant’s allegations, other relevant information, and, if applicable, copies of police reports.

Sanctions under this Student Athlete Code of Conduct, such as an interim suspension, will generally not be imposed before initial findings have been made by EOAA or OCS. Exceptions are reserved for where the alleged conduct, if found to have occurred, would, in the judgment of EOAA, likely subject a student-athlete to suspension or expulsion from the University and where, in the judgment of the Athletic Director, the relevant evidence of responsibility is substantial, corroborated, and compelling. The Athletic Director will make the decision on
whether to impose an interim suspension or other interim sanctions, and may consult other athletic department administrators or the head coach as appropriate. In any event, other remedies and restrictions, such as curfews, regular consultation and supervision by a mentor or specially-designated coach, no contact directives, and education and training sessions, can be imposed in appropriate cases.

In the event EOAA or OCS issues initial findings of responsibility as to any University Code of Conduct violation and where OCS has offered a sanction of a suspension or expulsion, the student-athlete will be suspended from athletics pending a hearing before the appropriate University disciplinary panel. Other interim sanctions might also be imposed. The continued imposition of interim sanctions will be reassessed by the athletics director (or designee) based upon the panel’s findings, subsequent review by the Provost, and any related University sanction imposed.

In matters where EOAA or OCS makes initial findings of responsibility relating to any University Code of Conduct violation, but where OCS has offered a sanction that does not include suspension or expulsion, the student-athlete will generally not be suspended from athletics pending a hearing before the appropriate disciplinary panel. Other interim sanctions might be imposed. In the event the disciplinary panel issues a finding of responsibility as to any such matter, or such a determination is made by the Provost upon appeal, then sanctions may, and likely will, be imposed by the athletics director (or designee).

VIII. STUDENT HEARING & APPEAL PROCESS

The Athletics Director has final approval regarding a student-athlete’s dismissal from the team. This decision is not appealable. Student-athletes may appeal department decisions in the following areas:

1. reduction or cancellation of aid during the period of the award;
2. non-renewal of financial aid;
3. denial of permission to contact for transfer;
4. denial of one-time transfer exception.

A student-athlete may appeal the decisions related to #’s 1-4 above and is entitled to a review by a hearing panel. The three-member panel is composed of the following individuals: 1) the respective NCAA Faculty Representative (will serve as Chair), 2) a member of the Faculty Oversight Committee and/or Advisory Committee on Intercollegiate Athletics, and 3) a representative from the Office of the Vice President and Chief of Staff. The decision of the hearing panel is final.

The procedures for the hearings in items # 1 through 4 above are available through the Athletics Compliance Office, but will basically follow this timeline:

1. The athletics department makes the decision that is going to be appealed.
2. The athletics department issues a letter of such decision to the student-athlete.
3. The letter notifies the student-athlete that s/he has a right to a hearing on the decision and must make such a request within two weeks.
4. Upon receipt of a request for a hearing, a hearing panel will be appointed and a hearing convened as soon as possible.
5. The hearing panel will issue a written decision within two weeks of the hearing.

IVII. BIG TEN CONFERENCE SPORTSLIKE CONDUCT POLICY AND STATEMENT

STUDENT-ATHLETES ARE EXPECTED TO:

1. Treat opponents with respect.
2. Play hard but within the rules.
3. Exercise self-control at all times setting the example for others to follow.
4. Respect officials and accept their decisions without gesture or argument.
5. Win without boasting, lose without excuses and never quit.
6. Always remember that it is a privilege to represent the school and community.

ACTS OF UNSPORTSLIKE CONDUCT SHALL INCLUDE, BUT NOT BE LIMITED TO:

1. Striking or attempting to strike or otherwise physically abusing an official, opposing coach, spectator or athlete. Any person committing such an act shall be subject to a public reprimand and suspended for up to 50% of the scheduled contests in the sport as deemed appropriate for the first offense, and publicly reprimanded and suspended for such number of additional contests as deemed appropriate for an additional similar offense.
2. Intentionally, or with careless disregard for one’s conduct, inciting participants or spectators to violent or abusive action. Violators shall be subject to a public reprimand and a suspension for up to 20% of the scheduled contests in the sport for the first offense, and a public reprimand and a suspension for such number of additional contests as deemed appropriate for an additional similar offense.
3. Using obscene gestures or profane or unduly provocative language or action toward an official, student, coach or spectator. Violators shall be subject to a
public reprimand for the first offense, and a public reprimand and a suspension for up to 20% of the scheduled contests for an additional similar offense.

VIII. RULES VIOLATION REPORTING POLICY

The University of Minnesota is committed to operating its athletics programs in a manner consistent with the letter and the spirit of NCAA, Big Ten Conference, WCHA and University rules and regulations. Toward that end, our compliance program combines the training and education of coaches, staff and students; the review and modification of athletics department and University operating procedures to ensure compliance with those rules; and prompt institutional response when rule violations do occur.

Our goals are to educate coaches, staff and students in their responsibilities under the rules, to develop operating systems within the Athletics Department and the University that guide staff and students in their efforts to work within the rules, and to respond to each rule violation so that we can correct the situation that led to the problem.

We affirm that staff members and student-athletes of the University of Minnesota Athletics Department have an obligation to report any violations or potential violations of NCAA or Big Ten Conference rules of which they are aware.


Violations or alleged violations of NCAA or Big Ten Conference rules can lead to ineligibility determinations, suspensions, and other sanctions in addition to those of this Intercollegiate Athletics Student-Athlete Code of Conduct.

The Intercollegiate Athletics Student-Athlete Code of Conduct is in addition to, and does not replace, the Student Conduct Code of the University of Minnesota. It is applicable to all student-athletes on the current team squad list for actions that occur while matriculated at the University of Minnesota or that are prosecuted while enrolled as a student-athlete at the University.

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