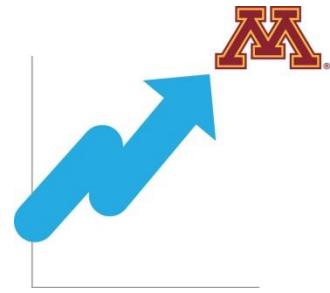


Assurance Argument

University of Minnesota-Twin Cities - MN

9/28/2015



Introduction

The University of Minnesota, the state's flagship and land-grant institution, is committed to its mission—summarized as improving the world through research, education, and outreach. To achieve this mission, University leaders actively engage the community—faculty, students, staff, and the broader public—in planning, review and reflection, development, and improvement. While current leadership remains focused on continued excellence in the delivery of the University's mission, this tradition transcends any one president or administration.

For example, over twenty years ago, leaders' assessment of the student experience led them to focus efforts to reshape the campus community, resulting in more on-campus housing, stronger orientation and student support, and greater emphasis on the undergraduate curriculum. More recently, the University reinvested in its scholarship and research infrastructure and, in 2009, restructured the Graduate School.

The results of these efforts provide evidence to support the claim that the University assesses performance toward its mission and commits itself to improvement. For example, since the University's last comprehensive review with the Higher Learning Commission in 2005, the institution has made extraordinary improvements related to undergraduate success. Four-year graduation rates have climbed nearly 30 percentage points, to over 60 percent, first-year retention rates are at an all-time high of 93%, and the number of undergraduate degrees granted each year has increased by over 1,500 awards. The University grants nearly 300 more doctoral degrees each year, and scholarly and research activity at the University remains strong, with over \$800 million in annual research and development expenditures.

Current leaders are continuing with their own priorities for success and development. These efforts, to name a few, include:

- strategic planning, which, among other things, channels efforts towards solutions to the world's grand challenges, recruiting and retaining field-shaping researchers and teachers, and rejecting complacency at all levels of the institution;
- community engagement with initiatives to improve the campus climate for all students, faculty, staff, and guests; and
- improved administrative efficiency through the President's Operational Excellence project and other initiatives.

In the sections that comprise the Assurance Argument, a discussion of policies, processes, initiatives, and strategies develop the argument that the University of Minnesota is dedicated to the high ideals of its mission, to the quality of its academic enterprise, and to continuous assessment and improvement.

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

The University of Minnesota Board of Regents develops its mission to align with institutional legacy and vision

The University of Minnesota's mission is aligned with its history as both a public land-grant institution and a comprehensive research university; it also reflects its statutory mission established by the state of Minnesota: "to offer undergraduate, graduate, and professional instruction through the doctoral degree and ... be the primary state-supported academic agency for research and extension services" (Minnesota Statutes 135A.052).

The University has a well-defined [Mission Statement](#) established by the Board of Regents, consistent with the statutory mission and in accord with the [Board's responsibility](#) for "clarify[ing] the mission of the University of Minnesota and approv[ing] programs necessary to fulfill that mission." As a Board policy, the mission statement is reviewed as part of the policy review process and was most recently updated in February 2008.

The Board of Regents regularly reviews programs, student services, and its enrollment profile consistent with [its responsibility](#) for "monitor[ing] and evaluat[ing] the performance of the institution in achieving its goals and fulfilling its mission." Typical Board agenda items include strategic planning updates, annual operating budget discussion, maximizing physical assets, financial asset status, annual report of undergraduate, graduate, and professional education programs, and addressing equity and diversity issues like Title IX and the national problem of sexual assault on campuses.

The University of Minnesota mission guides planning across the institution

The University carries out its mission through research, teaching, and outreach/engagement programs spanning 16 colleges and schools, nearly 50 interdisciplinary graduate degree programs, and over 200 collaborative institutes and centers. The institution's scope is aligned with its statutory role as the primary state-supported academic institution for research, advanced education through doctoral degrees, and extension activities benefiting the state of Minnesota.

As one of the few major public land-grant research universities located in a major metropolitan area, and one of four campuses in the nation that have agricultural programs and an academic health center with a major medical school, the University plays a critical role in educating the state's health care professionals and in advancing knowledge for a state in which agriculture and agribusiness are primary industries. The University observed its 150th anniversary as a land-grant institution in 2012 and used this opportunity to celebrate and reflect on the myriad ways the University serves the state.

Strategic Planning

The mission is foundational to the University's current [strategic planning](#) initiative, a comprehensive effort begun in 2013 and led by the Senior Vice President for Academic Affairs and Provost. The Board of Regents approved the new strategic plan in fall 2014, establishing a ten-year vision for the campus that in turn will provide a framework for program planning and budgeting decisions. The University's [previous strategic positioning effort](#) began ten years ago and this new plan is the next chapter in a long history of thoughtful planning.

Strategic planning presentations to the Board of Regents, such as the [Provost's Strategic Planning Update](#) in March 2014, have affirmed the mission statement, framing the strategic planning effort as an articulation of a vision, goals, and supporting initiatives that would advance excellence in the fulfillment of the overarching mission. The Provost's Office is working with colleges and units to align initiatives with an overall framework of grand challenges, which stretch across disciplinary boundaries. Grand challenges are global in scope and are defining issues for local, state, and national communities. They drive workforce needs and redefine the knowledge and skills needed from our students who are preparing for careers that may not have existed a few years ago. The strategic plan is meant to be a starting point for ongoing transformational work and will evolve through continued reexamination and revision.

Enrollment Management

About 30,000 undergraduate and over 16,000 graduate and professional degree students were enrolled in fall semester 2014, along with 4,600 non-degree-seeking students. Consistent with its status as Minnesota's public land-grant research institution, the University draws about 72 percent of its undergraduate student population from Minnesota or adjoining states. As a globally engaged research university with many top-ranked academic programs, the University has a geographically diverse graduate and professional student enrollment profile and ranks 16th as a destination for international students in the United States.

The profile of enrolled students reflects both academic excellence (as measured by class rank and test scores) and access (as measured by economic and cultural diversity). The University is also committed to making its world-class education a great value for Minnesota families, guaranteeing a [U Promise Scholarship](#) for all eligible new Minnesota resident undergraduates with a family income of up to \$100,000. Additional information about the programs and enrollment profile of the campus is available in the [2014 University Plan, Performance, and Accountability Report](#) (see pp. [31–36](#) and [56–69](#)).

Academic Planning

Academic planning is aligned with mission through institutional policies and procedures. [University policy](#) makes explicit that academic plan development must clarify alignment with "unit compact statements and institutional, campus, and collegiate unit mission and strategic directions." Academic departments and colleges must submit proposed program additions or changes to the Senior Vice

President for Academic Affairs and Provost; recommendations then go to the Board of Regents for review and final approval. Proposals for changes to postbaccalaureate programs are also submitted as appropriate to the HLC or other accrediting bodies.

The ongoing development and evaluation of academic programs is part of a broader context of policies and processes that align academic programs and student services with mission. The [Undergraduate Student Learning and Development Outcomes](#), established by the University Senate in 2007 and approved by the Board of Regents in May 2007, encapsulates what students should learn in and out of the classroom. The outcomes statement provides a mission-driven framework for student planning, academic advising, and for academic curricular planning by the faculty.

The University establishes student services to support the mission, in particular through its [Office for Undergraduate Education](#) and the [Graduate School](#). The Office for Undergraduate Education coordinates campus-wide services that ensure educational excellence, a strong focus on access, a supportive institutional environment, and timely degree and academic program completion. This range of services was recognized as a national model by the Association of Public and Land-grant Universities in its naming the University one of six top universities in 2013 for supporting student success toward timely graduation (see [High Tech, High Touch: Campus-Based Strategies for Student Success](#)).

The University's current strategic planning initiative exemplifies its strong commitment to planning grounded in its mission and to ensuring its continued excellence by investing in new and existing areas of strategic importance. On an operational level, the institution links budgets to mission-focused planning through an incentive-based budget system. The annual academic and administrative compact planning process requires all units to align their directions, actions, and investments with institutional mission and goals. The University each year publishes a comprehensive [University Plan, Performance, and Accountability Report](#) that documents program performance in the context of its mission. See Core Component 5.C for more detail about budgeting and planning.

Sources

- 2014 University Plan, Performance, and Accountability Report
- 2014 University Plan, Performance, and Accountability Report (page number 31)
- 2014 University Plan, Performance, and Accountability Report (page number 56)
- Achieving Excellence: Academic Strategic Positioning 2005-2010
- Board of Regents Policy: Responsibilities of the Board and Individual Regents
- Graduate School Overview
- High Tech, High Touch: Campus-Based Strategies for Student Success
- High Tech, High Touch: Campus-Based Strategies for Student Success (page number 23)
- Office of Undergraduate Education
- Policy: Adding, Changing, or Discontinuing Academic Plans
- Policy: Undergraduate Student Learning and Development Outcomes
- Promise Scholarship: Financial Aid for Minnesota Resident Undergraduate Students
- Provost's Strategic Planning Update to Regents, March 2014
- Strategic Planning Overview
- University of Minnesota Mission Statement

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

The University of Minnesota articulates its mission to the public

The University of Minnesota articulates its mission to the public as an extension of its commitment to “making the knowledge and resources created and preserved at the University accessible to the citizens of the state, the nation, and the world” ([Mission Statement](#)). The essence of this mission is carved in stone on [Northrop Memorial Auditorium](#), one of the University's most iconic buildings located in the heart of campus.

The University affirms its mission and priorities through various policies, including a [code of conduct](#) that describes the values of excellence and innovation, discovery and the search for truth, diversity of community and ideas, integrity, academic freedom, stewardship and accountability, sharing knowledge in a learning environment, application of knowledge and discovery to advance the quality of life and economy in Minnesota, and service as a land grant institution. Additionally, the [Board of Regents Policy on board operations and agenda guidelines specifically](#) outlines the reports, committees, and work plans used by the University to hold itself accountable to the public for accomplishing the mission, to meet openly in the spirit of the Minnesota Open Meeting Law, to foster communications with citizens and elected officials, and to work with the president to create a relationship characterized by openness and trust. Board of Regents and administrative policies are accessible on the [Policy Library](#) including, but not limited to, administration and operations, finance, human resources, education and student life, information technology, and research.

Since the University's establishment in 1851, public and University leaders have continuously reaffirmed the principle of accountability. Accountability for an institution as important and complex as the University of Minnesota has myriad forms and interpretations. In some contexts, accountability is demonstrated by a precise accounting of revenue and expenditures, an assurance of efficient management of resources, records of student performance, and explanations of the impact the University has on the State of Minnesota. The University describes its many accountability activities in the annual [University Plan, Performance, and Accountability Report](#). This report, which is one of the foundational governance documents for the Board of Regents, documents the University's progress in meeting mission-related goals. The mission informs legislative reports and testimony, financial reports, and other core public reports and updates. Detailed information about institutional priorities and goals is featured in monthly meetings of the Board of Regents, which are live streamed and available later on the Board's website.

Clear, public articulation of mission is a cornerstone of University communications efforts. In September 2012, a dotted-line reporting relationship was implemented between communications activities across campus and the central Office of University Relations. This function, as outlined on [University Relations' website](#), encompasses government and community relations, marketing communications, and a public relations and news service unit specifically charged with advancing understanding of, and building support for, the University's mission. The central office works with academic programs and units across the campus and develops practices and structures to improve the alignment of communications with mission and strategic priorities.

University initiatives, priorities, and issues are discussed in a wide variety of forums, demonstrating how the University is meeting the needs of the state, responding to the economic and political climate, meeting workforce needs, and dealing with current issues. For example, in February 2015, [President Kaler testified at the House Higher Education Policy and Finance Committee](#) on how the University has reduced administrative costs, increased access and affordability to qualified students, and improved the health of Minnesotans through research and health services. President Kaler also reaches citizens through interviews with various local and national media.

An [annual public perception survey](#) asks Minnesota residents how well they believe the University is delivering on various aspects of its mission. The [2014 survey report](#) indicated that more than half of survey respondents believed the University provides a high-quality education, is a top public research university, and provides important outreach services.

The mission is featured on the [University's website](#), is the top result for keywords "mission" or "mission statement" in the University's web search, and is articulated in wide-ranging communications to varied constituencies. For example, the [Office of Human Resources Job Center](#) tells those interested in working at the University that they will take "pride in working for one of the top public research universities in the world, with a mission and track record of being a leader in education, research, and outreach." The University News Service issues news releases on Board of Regents meetings to frame its discussions and decisions within the context of the University's overall mission (e.g., [Press Release: Board of Regents discusses goals of U's strategic plan](#)). [Discover.UMN.edu](#) is dedicated to "showcasing the University's search or knowledge and drive to share that search with students and the larger community." The site aggregates news and stories from across the campus and evidences the articulation of the institution's mission in news releases, presidential speeches, alumni relations, and academic program communications across the institution.

Sources

- 2014 Public Perception Survey
- 2014 Public Perception Survey Report
- 2014 Public Perception Survey Report (page number 17)
- 2014 University Plan, Performance, and Accountability Report
- 2014 University Plan, Performance, and Accountability Report (page number 9)
- Board of Regents Policy: Board Operations and Agenda Guidelines
- Board of Regents Policy: Code of Conduct
- Discover.UMN.edu
- Northrop Memorial Auditorium
- Office of Human Resources Job Center
- President's Testimony to State Legislative Higher Ed Committee, February 2015

- Press Release: Board of Regents discusses goals of U's strategic plan
- University of Minnesota Homepage: About Us
- University of Minnesota Mission Statement
- University Policy Library
- University Relations Overview

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

The University of Minnesota embraces equity and diversity as central to its mission

The University's [mission statement](#) articulates the University's commitment to fostering a diverse community of learners and teachers, global engagement, and the preparation of students for active roles in a multiracial and multicultural world. This is especially important to the University as [Minnesota's demographics](#) have shifted in recent years, with large numbers of immigrants arriving from Mexico, India, Laos, Somalia, Vietnam, Thailand, and China.

The [Board of Regents Policy on Equity, Diversity, Equal Opportunity, and Affirmative Action](#) provides detailed, guiding principles to advance the commitment to access, opportunity, and diversity and establishes goals for implementation and monitoring. In addition, the [Board of Regents Policy on Targeted Business, Urban Community Economic Development, and Small Business Programs](#) establishes, as a University strategic priority, the enhancement of employment and business opportunities for women, disabled persons, and other underrepresented groups, as well as the advancement of economic growth in urban communities.

Equity and diversity is central to strategic planning efforts and the University provides strong institutional support to infuse equity and diversity throughout its academic programs and support units. This value is articulated and advanced through the [Equity and Diversity Vision Framework](#), an outgrowth of a strategic positioning [Task Force on Diversity](#).

The Vision Framework makes clear that the University embraces equity and diversity not only as driving forces for excellence, but also as *necessary conditions* for excellence. It commits the University to a vision of excellence as truly achievable *only* in an environment that fully supports engagement with diverse cultures and perspectives. The tenets of the framework are for equity and diversity to be:

1. Integrated into the work and lives of every student, faculty, and staff member.
2. Recognized as core institutional values that will inform thinking, policies, and practices throughout the University—from mission statements to strategic plans to admissions to hiring, promotion, and tenure.
3. Inherently intertwined with academic excellence and the development of leaders for a globally inclusive society.

The University provides key leadership and resources to advance this vision through the Office for Equity and Diversity (OED), led by the Vice President for Equity and Diversity, who reports directly

to the President and is charged with closely collaborating with “senior academic and administrative leadership and diverse communities both within the University and with external partners and communities to shape, promote and implement the strategic direction set for the University” (see [Vice President for Equity and Diversity Position Description](#)).

The University of Minnesota vision for equity and diversity is well-articulated at all levels of the institution

The Office for Equity and Diversity (OED) oversees multiple units and offices that form an institution-wide infrastructure to advance the University’s commitment to equity and diversity both administratively and academically, including [programs to infuse diversity into the curriculum and services to create a welcoming and affirming climate for diverse individuals and communities on campus](#). OED also works with units to develop and implement mission-driven strategic equity and diversity goals in support of excellence and success in their local environments.

OED's vision and related strategic priorities are [shared at Board of Regents meetings](#); with the University community on the [OED website](#); and in [campus-wide messages](#). These priorities are shared with the broader community at events such as the annual [Equity and Diversity Breakfast](#) attended by over 500 campus, corporate, and community leaders. At the 2014 breakfast, the [welcome remarks](#) underscored the critical importance of diversity to the University and the state.

In addition to centralized policies, functions, and initiatives, implementation of equity and diversity goals is carried out in every college, academic program, research centers, and other units. These offices and resources are widely publicized (see the [Campus Diversity Directory](#) and the [Multicultural Resources Directory](#)).

The University has policies and initiatives to advance diversity in concrete ways throughout all of its activities and operations, including its curriculum, scholarly activity, student enrollment, faculty hiring, contracting, and outreach and engagement. The University’s [Student Learning and Student Development Outcomes](#) explicitly include "appreciation for diversity." Appreciation for diverse cultures and perspectives is implicit in the [Liberal Education Requirements](#), which apply to all undergraduate degrees.

Diversity is a priority in recruitment and employment of faculty and staff and supported by a [toolkit for ensuring equity and diversity in the search process](#). The admissions offices for undergraduate students and for graduate students both have robust initiatives and resources advancing diversity (see [Office of Admissions Commitment to Diversity](#) and [Office for Diversity in Graduate Education](#)).

Senior leaders were charged in Spring 2014 to look closely at the campus climate and identify what it takes to be an institution where everyone feels welcomed, respected, and valued. The group's work included a [series of five events](#) that provided opportunities for faculty, staff, and students to engage in meaningful dialogue to better understand campus climate concerns and to develop concrete strategies for lasting change. The [Campus Climate Workgroup's report](#), issued in January 2015, outlines four broad strategies for fostering a welcoming campus climate, and the [website](#) provides the community with information about progress and accomplishments.

In October 2014, the Board of Regents approved a new [strategic plan](#) with a foundational commitment to “access, diversity, and inclusion” and a vision that “the University of Minnesota Twin Cities will be preeminent in solving the grand challenges of a diverse and changing world.”

While these efforts are extensive, the University acknowledges that challenges remain and that not all

community members will believe the University is doing enough to address issues of diversity, equity, and inclusion. For example, in February 2015, a group calling itself "Whose Diversity?" staged a sit-in protest inside President Kaler's Morrill Hall office. They advanced eight issues, which were responded to in a [statement at that time](#). University leaders have since made [changes to its approach to suspect descriptions in crime alerts](#) and have [altered background questions on the undergraduate admissions application](#).

Sources

- Board of Regents Policy: Equity, Diversity, Equal Opportunity
- Board of Regents Policy: Targeted Business, Urban Community Economic Development, Small Business
- Campus Climate Engagement Events
- Campus Climate Homepage
- Campus Climate Report
- Campus Diversity Directory
- Equity and Diversity Breakfast
- Equity and Diversity Breakfast Remarks
- Equity and Diversity Email Update, April 2014
- Equity and Diversity Homepage
- Equity and Diversity in the Search Process Toolkit
- Equity and Diversity Presentation to Board of Regents, Feb 2014
- Equity and Diversity Programs and Services
- Equity and Diversity Vision Framework
- Liberal Education Requirements
- Memo from Provost Hanson re changes to background questions for prospective undergraduates
- Minnesota State Demographic Center Information About Immigration and Language
- Multicultural Resources Directory
- Office for Diversity in Graduate Education
- Office of Admissions Commitment to Diversity
- Policy: Undergraduate Student Learning and Development Outcomes
- Press Release: U of M changes approach to suspect descriptions in Crime Alerts
- Report of the Systemwide Academic Task Force on Diversity
- Response to Demonstrators in Morrill Hall on February 9, 2015
- Strategic Planning Overview
- University of Minnesota Mission Statement
- Vice President for Equity & Diversity Position Description

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

The University of Minnesota is committed to research, teaching, and outreach that serves the public good

As Minnesota's only publicly supported land-grant research institution, the University fulfills an essential function for the state, articulated in the [mission statement](#) as:

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 strongly articulated its land-grant mission in a [Board of Regents presentation](#) in 2012. A year-long [series of activities](#) commemorated the 150th anniversary of the Morrill Act, discussed the land-grant mission in a changing world, and included a prominent public discussion of the role of the 21st-century university in revitalizing urban communities.

The University was among the first in the country to adopt a broad-based agenda for building a fully engaged university. The University was one of the first six U.S. research universities to receive the [Carnegie Classification for Community Engagement](#), which was renewed in 2015. Building on longstanding strengths in outreach primarily through Extension and continuing education, this agenda includes strategic initiatives to integrate community collaborations into academic activities—enhancing the University's capacity to produce research of significance, deliver high-quality teaching, and support outreach that maximizes benefits to local, state, national, and international communities.

To advance this agenda, in 2008 the University initiated a comprehensive [Ten-Point Plan for Advancing and Institutionalizing Public Engagement](#). Leadership for implementing this agenda is provided by the [Office for Public Engagement](#) and through a [Public Engagement Council](#). Several key components of the comprehensive plan have been implemented, as highlighted in a [presentation to the Board of Regents in 2013](#).

The University has also worked to establish [metrics](#) for assessing public engagement progress. Other measures that demonstrate the University's progress in making public engagement an institutional priority include:

- All units are required to report on their public engagement activities as part of the annual compact process, which determines academic investments.
- Public engagement is prominently featured in the annual [University Plan, Performance, and Accountability Report](#).
- College liaisons appointed by deans communicate examples of engaged activities, nominate candidates for various awards, develop measures for assessing public contributions, and institutionalize incentives and rewards for engaged work.
- About a dozen seed grants are awarded annually for innovative projects that integrate public scholarship, civic learning, and community partnerships.
- The Community Engagement Scholar Program gives official transcript recognition for significant involvement by undergraduates in community service/service learning.
- Community Service Awards recognize students, faculty, staff, and community members for exceptional public contributions.

The University of Minnesota advances its public engagement mission through wide-ranging activities

The University's public engagement mission is advanced through its academic units, the University Libraries, interdisciplinary and cross-collegiate centers and institutes, the Academic Health Center clinics, Extension offices, business development activities, and statewide research and outreach centers. Increasingly, these activities involve faculty and students in community-engaged initiatives integrated with academic goals and research initiatives (see [Public Engagement Presentation to the Board of Regents](#)).

The [Office for Public Engagement](#) works with academic programs to strengthen engagement capacity, foster collaboration, and build a more unified, systems approach to engagement. Its activities include [Issue Area Networks](#) focused on five key societal issues and an [Engaged Department Grant Program](#) to advance the integration of public engagement into academic programs. A [searchable directory](#) spans over a dozen databases, and the Community Service-Learning Center (CSLC) collaborates with faculty to integrate service-learning into the curriculum through collaborations with more than 300 Twin Cities nonprofit organizations. In 2014-2015, the CSLC supported 119 [service-learning courses](#) in 25 departments working with over 300 community organizations, which were enrolled in by more than 2,300 students. In addition, a CSLC analysis of all University courses that same year indicated that over 8,000 students enrolled in over 600 courses participated in some form of community-based learning (e.g., internships, community-based research, clinical practicums, field studies).

The state's local economies have benefited from the University's outreach efforts across Minnesota. In particular, [Extension](#), the [Minnesota Agricultural Experiment Station](#), six research and outreach centers, and additional sites such as the University's Arboretum and Horticultural Research Center extend the reach of the University into every corner of the state and enhance local economic development.

The Office of the Vice President for Research also fosters collaborations with business and industry partners to strengthen research while advancing economic development and accelerating transfer of knowledge for the public good. A key example is [MnDRIVE, Minnesota's Discovery, Research and Innovation Economy](#)—a landmark partnership between the University and the state of Minnesota aimed at producing breakthrough research that addresses the state's and society's greatest challenges.

Additionally, the [Office of Business and Community Economic Development](#) creates innovative solutions to real world social-economic problems in urban communities by facilitating collaborations

between the University and non-profit, corporate, and private sector partners.

Other collaborations to strengthen urban communities include a nationally recognized place-based [research/outreach center in North Minneapolis](#), a [public policy center focused on metropolitan issues](#), and [community-wide initiatives to advance college readiness](#). The University has also provided key leadership and support for a regional initiative to close the achievement gap, [GenerationNext](#), with the University's current president co-chairing the effort.

With support from [the Global Programs and Strategy Alliance](#), and consistent with the commitment articulated in the [Board of Regents Policy on International Engagement](#), the University also advances global engagement across its academic programs.

Sources

- 2014 University Plan, Performance, and Accountability Report
- Board of Regents Policy: International Education and Engagement
- Business & Community Economic Development
- Carnegie Classification Announcement
- Center for Urban and Regional Affairs
- College Readiness Consortium
- Community Service Learning Overview
- Engaged Department Grant Program
- Extension Overview
- Generation Next Overview
- Global Programs and Strategies Alliance
- Land-Grant Mission Presentation to Board of Regents, March 2012
- Minnesota Agricultural Experiment Station
- MnDRIVE Overview
- Office of Public Engagement Overview
- Public Engagement Council
- Public Engagement Database Directory
- Public Engagement Issue Area Networks
- Public Engagement Metrics
- Public Engagement Presentation to Board of Regents, February 2013
- Public Engagement Presentation to Board of Regents, February 2013 (page number 8)
- Public Engagement Ten Point Plan
- UMN Land Grant 150
- University of Minnesota Mission Statement
- Urban Research and Outreach-Engagement Center

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

The University of Minnesota's mission has been developed to align with the institution's legacy and its vision for a public, land-grant, research university. The mission, which is articulated to the public in various ways, guides planning across the institution, including strategic and academic planning and enrollment management. The University embraces equity and diversity as central to its mission, and has a well articulated vision for equity and diversity work at all levels of the institution. The University is committed to research, teaching, and outreach that serves the public good, advancing its public engagement mission through wide-ranging activities.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

The University of Minnesota has a strong policy framework that articulates ethical and responsible conduct

Strong policies and processes, accessible through the [University Policy Library](#), set clear expectations for the University's governing board, faculty, staff, and students to act with integrity.

The bylaws and policies of the Board of Regents provide the framework and direction for the administration of the University. They also establish high standards of integrity, responsible stewardship, and accountability for the Board of Regents as the University's governing board. Foundational policies include:

- [Board Authority](#)
- [Board Operations and Guidelines](#)
- [Code of Conduct](#)
- [Code of Ethics](#)
- [Individual Conflicts of Interest](#)
- [Responsibilities of the Board and Individual Regents](#)

Other policies ensure the integrity of academic functions, including those pertaining to Academic Freedom and Responsibility; Academic Misconduct; the Student Conduct Code; Conflict Resolution for Faculty, P&A, Civil Service, and Student Employees; Nepotism and Personal Relationships; Openness in Research; Outside Consulting; and Research Involving Human Subjects. Additional detail on these and other related programs are included in Core Component 2.E.

Regents policies align operations, set behavioral expectations, and define roles and responsibilities. They [clearly delegate administrative responsibilities](#) to the administration and faculty and retain for the Board well-delineated oversight authority for functions paramount to institutional integrity—including fiduciary responsibility for the University; responsibility for approving budgets, major policy decisions, and educational programs; and responsibility for monitoring and evaluating institutional performance.

[Administrative policies](#) provide rules and guidelines for implementing many of the Board policies. The administrative policy development and approval structure is well-defined: the Policy Advisory Committee (PAC), composed of senior staff members in functional areas, reviews and revises

policies; the President's Policy Committee (PPC), composed of senior leaders in corresponding functional areas, reviews and approves new, changed, or eliminated policies. A central policy office, supervised by the President's Office, coordinates all policy activities.

New and significantly revised policies undergo [rigorous development and review](#), including [targeted consultation with the University Senate](#) and a 30-day open review and comment period. Existing policies undergo a comprehensive review every 4 to 5 years, which 1) determines if a policy is still needed or if it should be combined with another policy; 2) determines whether the purpose and goal of the policy is still being met; 3) determines if changes are required to improve the effectiveness or clarity of the policy and procedures; and 4) ensures that appropriate education, monitoring, and ongoing review of the policy is occurring.

The University of Minnesota fosters a culture of integrity, fairness, responsible stewardship, transparency, and accountability

The University communicates its policies and conduct standards widely to students, faculty, and staff, and works to foster a campus culture of integrity, responsibility, transparency, and accountability. For example, [new employee](#) and [new faculty orientation programs](#) highlight University codes of conduct as core values of the institution and define expectations for ethical behavior and responsible stewardship.

Ongoing oversight by various units provide opportunities for faculty, staff, and students to learn about and strive for the highest possible ethical behavior. For example, the Board of Regents oversees critical functions including delegations of authority, audit, and compliance. Its [Audit Committee Charter](#) and [Internal Control Policy](#) ensure that University activities and financial operations function effectively, efficiently, and in compliance with applicable laws and regulations. The Board also oversees the institutional [Policy for Investment Functions](#); the Board chair sits on the Investment Advisory Committee.

The Board of Regents Audit Committee oversees the University's risk assessment and internal controls, audits, financial reporting practices, and an institutional compliance program. The [Office of Internal Audit](#), which reports to the Board, provides independent, objective assurance and advisory services to improve University controls, accountability, and oversight. This office considers risks broadly and includes activities posing financial, operational, technological, regulatory, or reputational risk.

In 2011, the Board endorsed a set of [Risk Principles](#) clarifying that the University would accept a high tolerance for risk in innovative research and teaching, but would tolerate a low level of risk for matters relating to safety and financial management.

Additionally, the University and Board of Regents engage in discussions of national risks that directly affect this campus. For example, in fall 2014, they discussed the issue of sexual assault on college campuses and University efforts to prevent sexual assault and support student victim/survivors. Additional detail related to agenda setting of important issues is detailed in sections 2.C and 5.B.

The University's accredited Institutional Review Board (IRB) reviews research projects that involve human subjects. The IRB gives individualized attention to research projects at the University with representation from a wide range of scientific disciplines and from outside the academy. See Core Component 2.E for more detail about the IRB.

The [Office for Institutional Compliance](#) (OIC) has oversight responsibility for the University-wide

compliance program and, in this regard, works through a network of Compliance Partners who have expertise in approximately 28 compliance risk areas. In addition, the Compliance Office has operational responsibility for the University-wide policy and conflict of interest programs. OIC is also charged with managing a University-wide delegations database used to ensure that only those with delegated authority sign contracts on behalf of the University.

The [Controller's Office](#) includes multiple units that provide processes, systems, controls, and procedures support over financial functions including purchasing, disbursement services, insurance, and sponsored financial reporting. The University has detailed administrative policies for day-to-day financial functions spanning accounting, budgeting, procurement, and travel. These policies ensure strong administrative oversight and documentation sufficient to comply with legal, governmental, and auditing requirements.

The University Health Information Privacy and Compliance Office is responsible for assuring that individually identifiable health information is handled appropriately to comply with the Health Insurance Portability and Accountability Act of 1996 (HIPAA). This office provides guidelines, delivers mandatory training for all University employees and students who work with private health information, and manages a violation reporting mechanism. The University also complies strictly with the Family Education Rights and Privacy Act (FERPA).

The University's Office of Student Conduct and Academic Integrity is responsible for upholding the [Student Code of Conduct](#) by resolving alleged violations of the code in a fair and expedient manner. University expectations for students are outlined in University policies and [required in every course syllabus](#) in the areas of grading, scholastic dishonesty, student code of conduct, disability services, mental health and stress management, sexual harassment, equity and diversity, equal opportunity and affirmative action, and academic freedom and responsibility.

Sources

- Administrative Policy Senate Review Matrix
- Board of Regents Policy: Audit Committee Charter
- Board of Regents Policy: Board Authority
- Board of Regents Policy: Board Operations and Agenda Guidelines
- Board of Regents Policy: Code of Conduct
- Board of Regents Policy: Code of Ethics
- Board of Regents Policy: Individual Conflicts of Interest
- Board of Regents Policy: Internal Control
- Board of Regents Policy: Investment Functions
- Board of Regents Policy: Reservation and Delegation
- Board of Regents Policy: Responsibilities of the Board and Individual Regents
- Board of Regents Policy: Student Code of Conduct
- Board of Regents Risk Principles
- Controller's Office Overview
- New Employee Orientation Overview
- New Faculty Orientation
- Office of Institutional Compliance
- Office of Internal Audit Overview
- Policy: Establishing Administrative Policies
- Policy: Syllabus Requirements

- University Policy Development Process
- University Policy Library

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

The University of Minnesota clearly and consistently represents its programs to students and the public

The University provides extensive, high quality, and easily accessible information about the University's mission and its programs of study, faculty and staff, costs, and quality indicators.

Clear and complete information about academic programs is prominently featured on the [University's homepage](#). Menu items, including "About Us," "Academics," "Admissions & Aid," "Research," and "Student Life," link to detailed information. The "About Us" page includes the seal of accreditation by the Higher Learning Commission with a link to the HLC website; additional detail about accreditation is provided by the [Provost's Office website](#), including specialized accreditation. The "Admissions & Aid" page provides detailed tuition and fee information, including a link to a [page to estimate costs](#). The [University's online catalogs](#) present complete information about courses, requirements, faculty and administration, and University policies.

[One Stop](#) contains detailed information, accessible to both the campus community and the public, segmented by audience. For example, One Stop Student Services aggregates academic requirements, class selection tools, and detailed information about costs, tuition, and fees.

Strong centralized support from University Relations in carrying out [University Brand Policy](#) ensures that other University websites—spanning academic colleges, departments, centers, and service and support units—are consistently branded and well-coordinated. The websites of the [College of Liberal Arts](#) and the [College of Science and Engineering](#)—the two colleges that together enroll over half of all University undergraduates and a third of all graduate students—exemplify the comprehensive and consistent excellence of public communications about University programs. Both sites link in turn to robust department-level websites.

Where relevant, college and academic program websites show placement and licensure or professional exam pass rates. Examples include the [School of Mathematics Master of Financial Mathematics program](#) and the [Medical School graduates' performance on the United States Medical Licensing Examination \(USMLE\)](#).

The [University of Minnesota Viewbook](#), available in print and online, provides an overview of the University's institutional profile, undergraduate programs, enrollment requirements, and costs. More information is available on the comprehensive [Admissions Website](#), which covers academic programs and student life in depth and prominently features links to detailed information about requirements, costs, program rankings, student statistics, and much more. The [College of Continuing Education](#) provides similarly robust information and the [Graduate School](#) directs visitors to detailed academic program information on college websites.

The [University Plan, Performance, and Accountability Report](#), updated annually and available online,

includes detailed comparative information about admission standards, student diversity, costs and financial aid, student graduation and retention, and student learning outcomes, as well as information about the University's mission, leadership, strategic goals, and performance compared to peer institutions.

Finally, the University provides clear, timely, and transparent information to the public through its [University Relations units](#) including the University News Service and Government/Community Relations. Vehicles include news releases, fact sheets, publications, web communications, and social media. The News Service routinely updates the public on curricular changes, tuition costs, and scholarship opportunities, and places special emphasis on providing both summary and contextual information about discussions and actions of the Board of Regents, University operations, and legislative relations and public issues. These activities are captured on [Discover.umn.edu](#).

Sources

- 2014 University Plan, Performance, and Accountability Report
- Admissions and Aid web information
- Admissions Homepage
- Brand Policy
- College of Continuing Education Homepage
- College of Liberal Arts Homepage
- College of Science & Engineering Homepage
- Cost Estimator
- Discover.UMN.edu
- Freshman Viewbook Fall 2015
- Graduate School Homepage
- Master of Financial Mathematics Career Placement Statistics
- Medical School Program Evaluation
- One Stop Student Services
- Provost's Office Accreditation Information Page
- University of Minnesota Homepage
- University Relations Overview

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

The University of Minnesota Board of Regents is an autonomous governing body

The twelve-member Board of Regents of the University of Minnesota provides leadership and oversight as the constitutionally autonomous governing body for the institution. Consistent with the [University's Charter](#), the University receives financial appropriations from the state of Minnesota, but is empowered to manage the University as a separate department of government rather than an agency of the executive or legislative branch. Regents are selected by the legislature with recommendations by the state's Regent Candidate Advisory Council.

[Constitutional autonomy](#) helps insulate University operations from political influences, which is consistent with and supports academic freedom at the University. It rests authority for decisions about University operations with a citizen board whose bylaws and policies emphasize professionalism, managerial commitment, and best practices of responsible and ethical conduct. Background on these [foundational principles and on the principles for good governance](#) is discussed with new regents during their orientation and elucidated in an online board manual.

The Board of Regents provides leadership and engages in issues appropriate for its role

The Board of Regents is the cornerstone of a shared governance system consisting of the Board (with the President an ex officio member); faculty, staff, and student standing committees; and a variety of advisory councils and other groups. The Board is responsible for reviewing and approving the mission of the University; exercising fiduciary responsibility for the institution; and developing and reviewing policies that advance the University's mission. The Board plays a vital role in setting strategic priorities in concert with the administration, providing advice and counsel to the President, and communicating decisions to public constituencies. At the same time, it clearly delegates day-to-day management of the institution to the administration, and expects the faculty to oversee academic matters. Institutional decision-making is governed by the University's charter, bylaws, and delegation of authority policies. The policies of the Board of Regents are umbrella policies that provide the framework and direction for the administration of the University.

The Board has strong policies to ensure that the body as a whole and members individually uphold the highest standards of integrity, govern in the interests of the institution, and steer clear of undue

influence by any officials or external parties. The policies are self-correcting measures that provide a strong governance culture and de facto structural support for Board operations. See Core Component 2.A for an overview of the University's policy framework.

The operations and decision-making of the Board reflect a marked degree of openness and public scrutiny. Meetings of the Board of Regents and its committees are governed by the Minnesota Open Meeting Law (Minnesota Statutes 471.705). Regents must stand for reelection by the legislature every six years.

A small professional staff supports the twelve Regents in their governance and policy-making roles, coordinates communication with public constituencies, and serves as a liaison between the Board and the University's administration to advance shared governance. This ensures that the Board engages administration, faculty, and staff while providing oversight and meeting fiduciary responsibilities.

"[Board Meeting Standards & Guidelines](#)" and "[Board of Regents Annual Planning Overview](#)" are two documents used as key references for aligning shared understanding of the structural roles of the Board, administration, and faculty and staff constituencies. See Core Component 5.B for additional detail.

Sources

- Board Meeting Standards and Guidelines
- Board of Regents Annual Planning Overview
- Constitutional Autonomy
- Foundation for Governance
- University of Minnesota Charter

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

Academic freedom is a core value at the University of Minnesota

The preamble and sections 1.1 and 1.2 of the Board of Regents policy on [Faculty Tenure](#) provide the principles upon which the University safeguards the academic freedom of expression and the pursuit of truth and risk-taking inquiry. The principles guiding academic freedom and tenure were established in the 1945 tenure regulations and have been reaffirmed in each subsequently amended version of the policy. The University's statement fully reflects the [academic freedom statement adopted by the Association of American University Professors](#) (AAUP) in 1940.

The tenure policy establishes the connection between tenure and academic freedom, emphasizing that tenure is the mechanism that provides faculty the necessary protection against violations of academic freedom. The tenure regulations incorporate the language from the Board of Regents policy on [Academic Freedom and Responsibilities](#), which broadly applies academic freedom to the entire academic community. The statement on academic freedom is established in both policies and establishes broad parameters for the academic freedom of expression:

"Academic Freedom is the freedom, without institutional discipline or restraint, to discuss all relevant matters in the classroom, to explore all avenues of scholarship, research and creative expression and to speak or write on matters of public concern as well as on matters related to professional duties and the functioning of the University."

The University Senate Committee on Academic Freedom and Tenure is the shared governance forum in which matters related to academic freedom and expression are discussed. The committee consists of tenure-stream faculty, contract faculty, professional and administrative employees, graduate students, and ex officio members from the administration.

Senior leadership has maintained the University's commitment to academic freedom even when events have proven controversial. For example, while many criticized the Humphrey School of Public Affairs for inviting Condoleezza Rice to speak as part of its Distinguished Carlson Lecture Series in 2014, [leaders, students, and faculty argued the importance of the free exchange of ideas](#). And in 2007, despite immense pressure from religious organizations, donors, and Minnesota citizens, [leadership supported the theater department's right to perform the play, *The Pope and the Witch*.](#)

Academic freedom is the first listed foundational commitment in the new [strategic plan](#). In October 2014, Provost Karen Hanson hosted a [campus forum on Speech, "Civility," and Academic Freedom](#). A series of additional events on these topics is being planned for the coming academic year.

Sources

- AAUP Principles on Academic Freedom and Tenure

- Academic Freedom Forum
- Board of Regents Policy: Academic Freedom and Responsibility
- Board of Regents Policy: Faculty Tenure
- Minnesota Daily - U Community Responds to Condoleezza Rice's Invitation to Speak
- Minnesota Public Radio News - The Pope, the Witch, the U and the Church
- Strategic Plan

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

The University of Minnesota provides oversight of research and scholarly practices

All members of the University are expected to exemplify the highest standards of integrity and ethical conduct. In 1999, The Board of Regents and the University Senate approved the [Education in the Responsible Conduct of Sponsored Research and Grants Management](#) policy. This policy requires that all faculty and principal investigators complete instruction in the [Responsible Conduct of Research and Scholarship](#) (RCR) as a prerequisite for the receipt of sponsored project funding. In support of the policy, the University provides instructional materials, workshops, and contacts to help principal investigators and researchers meet the challenge of responsible conduct in research and scholarship.

The University has an Institutional Review Board (IRB) and accompanying policies to ensure that the health, well-being, and ethical rights of human subjects are protected when participants in research conducted by faculty, staff, or students at the University. The faculty members forming the IRB establish and maintain guidelines in accordance with federal regulations, ethical considerations, and best practices; review and approve research proposals according to the [IRB guide](#); and review and approve research proposals as required by external organizations (e.g., funding agencies, hospitals, clinics). All research conducted on campus or by University faculty, staff, or students that involves human subjects must be approved by the IRB prior to commencing. In the review and approval process, the IRB considers if risks to subjects have been minimized, if the selection of subjects is equitable, if informed consent has been obtained, and if there are adequate provisions to protect the privacy of subjects. The University's human research protection program is a fully [AAHRPP accredited program](#).

The University recently received reports critical of the human research protection program and in response has developed a [work plan](#) to ensure that the program is a national model, ensuring the highest standards in science and ethics with protection of human research participants at the center of that work. This plan will be fully implemented in the next year.

The University has an Institutional Animal Care and Use Committee (IACUC), which reviews all projects involving animals to ensure that projects are justified by their benefits and minimize animal pain or suffering. The 18 members of the IACUC represent University faculty, staff, students, and the local community. The IACUC has established [Regulatory Charge and Governing Principles](#) and the animal care and use program is an [AAALAC accredited program](#). Along with the University's [Research Animal Resources](#) (RAR) staff, IACUC regularly inspects all projects using and housing animals. The RAR provides for and disseminates information on the care, health, and

well-being of animals at the University.

The University of Minnesota guides students in the ethical use of information

All graduate and undergraduate students who work on research projects supported by NSF or USDA-NIFA must complete research ethics training. The specific training required depends on role:

- **Graduate students** must complete one of the courses, seminars, or activities from an [approved list](#).
- **Undergraduate students** must complete the Collaborative IRB Training Initiative research ethics curriculum, or one of the courses, seminars, or activities from an [approved list](#).

The National Institutes of Health (NIH) requires recipients of all NIH programs with a training component to complete a research ethics training requirement. To meet this requirement, the University requires the [Responsible Conduct of Research core curriculum](#) be completed.

The Center for Writing and the University Libraries educate students on the ethical use of information. For example, the Center for Writing offers [workshops and resources on documenting sources and avoiding plagiarism](#). The [Libraries' copyright program](#) offers workshops, personal and small-group consultations, and course-integrated instruction. Topics include the basics of copyright law (copyrightability, rights and responsibilities, who owns what); project or research planning (what can be copied? what can be shared?); and educational and classroom use questions (fair use and additional useful tools).

The University of Minnesota enforces policies on academic honesty and integrity

The [University expects academic integrity from its employees at all times and in all circumstances](#). University employees may not engage in misconduct in research or other scholarly activity.

Employees and other individuals who are involved in research, scholarly, and artistic activities under the aegis of the University must adhere to the Board of Regents Policy on [Academic Misconduct](#) and must cooperate with the assessment and review of any allegation.

Scholastic dishonesty by a student in the performance of academic work is a violation of the [Student Conduct Code](#). Complaints of alleged scholastic dishonesty are resolved in accordance with established collegiate and Student Conduct Code policies and procedures. However, in cases where a student is accused of misconduct while working on federally sponsored University research, the question of whether research misconduct occurred will be determined according to this policy and the sponsor's regulations.

Sources

- Approved Ethics Courses
- Association for Assessment and Accreditation of Laboratory Animal Care
- Association for the Accreditation of Human Research Protection Programs
- Board of Regents Policy: Academic Misconduct
- Board of Regents Policy: Student Code of Conduct
- Copyright Information and Resources from the University Libraries
- Documenting Citations & Avoiding Plagiarism from the Center for Writing
- Implementing the Recommendations of the External Review of the University of Minnesota

Human Research Protection Program: Work Plan

- Institutional Animal Care and Use Committee Regulatory Charge & Governing Principles
- Institutional Review Board Homepage
- Policy: Education in the Responsible Conduct of Sponsored Research and Grants Management
- Policy: Research Misconduct
- Research Animal Resources Homepage
- Responsible Conduct of Research Core Curriculum

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

The University of Minnesota has a strong policy framework that articulates expectations for ethical and responsible conduct. The University holds academic freedom as a core value and fosters a culture of integrity, fairness, responsible stewardship, transparency, and accountability. The institution provides oversight of research and scholarly practices and its programs are clearly and consistently represented to students and the public. The Board of Regents is an autonomous governing body that provides leadership and engages in issues appropriate for its role.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

The University of Minnesota ensures the quality of its academic programs through rigorous processes at the departmental, collegiate, and institutional level. Goals and learning objectives are integral components of degree programs, as is the consistency of these programs across delivery methods.

The University of Minnesota enforces institutional requirements that ensure academic quality

Academic excellence at the University is guided by [policy that ensures local control of degree programs](#). Departments and colleges have the authority to establish curricula and to set requirements for majors, minors, and certificates, for undergraduate, graduate, and professional programs, and to add to or remove courses in accordance with rules established by the college. While all degree changes are subject to final review by the Board of Regents, the University maintains that the faculty, as experts in their disciplines, are responsible for ensuring academic rigor. Departments and colleges create internal processes for advancing new courses and degree programs, as well as for changing existing courses and programs (see the [College of Education and Human Development](#) for one example).

After clearing departmental and collegiate processes, degree program information is entered into the [Program and Curricular Approval System](#) (PCAS). PCAS maintains academic program information for majors, minors, and certificates, which is linked to graduation clearance systems as well as other advising systems that track students' progress toward degree completion. All requirements for admission and degree progress, as well as prerequisites and licensing standards, are listed in PCAS, which populates the University course catalog and is the official source of record for academic program requirements. All undergraduate majors are required to provide at least [one sample plan](#) that effectively demonstrates how a student can complete all degree requirements within four years.

In addition, PCAS contains narrative information about how programs reflect larger institutional mission, address need and demand, efficiently and effectively use institutional resources, address

goals for quality and diversity, and project how the program will develop over time. This information [is reviewed and approved at the department, collegiate, and institutional level, with final approval coming from the Board of Regents.](#)

A similar system for maintaining information on individual credit-bearing courses is called the Electronic Course Authorization System (ECAS). This information feeds the course scheduling system and student records. Undergraduate courses are also reviewed and approved by the [Campus Curriculum Committee](#). In addition to ensuring that courses adhere to curricular standards, the committee works to enhance communication between colleges and departments, mediates intercollegiate conflicts, and works to prevent duplication and overlap across the curriculum.

At the end of a student's academic career, as a final point of quality assurance, most degrees are cleared by staff in the Office of the Registrar who check degrees against University standards to ensure that they adhere to institutional policy at each academic level. For some upper-level professional programs, collegiate registrars clear the degrees, checking to ensure that their programs' curricular expectations, as well as the standards required by professional accrediting bodies, have been followed in the attainment of a degree.

Goals and outcomes define University of Minnesota academic programs

The University is committed to ensuring that students can, upon completion of a degree, demonstrate what they have learned. In addition to curricular rigor established by departments and colleges, undergraduate degree programs include institutional-level learning outcomes. In 2007, after more than three years of development work by staff in the Office of Faculty and Academic Affairs, as well as campus-wide consultative discussion, the University Senate adopted a set of undergraduate [student learning outcomes](#) (SLOs) that define what students will be able to do when they have completed any undergraduate degree, regardless of major. These seven SLOs are incorporated into the course curricula and learning activities for all undergraduate students. Seven [student development outcomes](#) (SDOs) complement the SLOs. The SLOs guide faculty as they develop individual courses and requirements for undergraduate majors and minors. The SDOs guide students to engage in activities that help them develop certain characteristics, including resilience, tolerance for ambiguity, and goal orientation.

Expectations about [credit and grade point requirements](#) are defined in policy and tracked for all students through the APAS (Academic Progress Audit System), which is available to individual students and advisers. Undergraduate students are [expected to declare a major before or upon achieving 60 credits](#), and to make [timely progress toward degree completion](#).

The synthesis of University-wide core curricular standards, discipline-specific academic requirements, institutional-level learning and development objectives, and culminating senior experiences within departments and colleges provide students with an excellent, intentional undergraduate education.

Graduate Education

Graduate education is governed by University-wide policies that address standards of performance and progress for both [master's](#) and [doctoral students](#), as well as [credit requirements](#), [degree completion processes](#), and [appointment of reviewers to graduate examination committees](#). These policies are developed and regularly revisited under the purview of the Vice Provost and Dean of Graduate Education, in consultation with faculty, staff, and student stakeholders.

In 2013, a Graduate School committee developed guidelines for the development and articulation of

detailed graduate program goals and student outcomes. The guidelines make transparent to students and faculty the program expectations that address the different aspects of professional and scholarly development and require that every graduate program clearly articulate its particular educational aspirations for graduate students as well as potential measures of their achievement. Each program is expected to produce a clear statement of graduate student educational goals through conversations between faculty and students, surveys, and other methods. The statement must specify written processes for assessing how individual graduate students are meeting these goals. The learning goals and assessment plan are living documents that become part of the program's ongoing improvement process through continuing and comprehensive review and update.

During 2013–14, ten graduate programs piloted new approaches in developing and articulating program goals. In each instance, they described the process of engagement with students and faculty, articulated the program goals, and then indicated the ways in which the outcomes would be assessed. Guidelines, actual examples, and resources for other programs are available on the [Graduate Program Goals website](#). Workshops were offered to directors of graduate studies, department chairs, and others. Among the graduate programs that have defined student learning goals, the most prevalent outcomes include knowledge and scholarship, research and methodological skills relevant to the field, and communication skills, and most described additional goals including interdisciplinarity, global outlook, and professionalism.

Professional Education

The University has over 200 accredited programs. Many professional programs articulate learning goals and standards for performance and mastery based upon licensure and certification requirements of the profession. Accredited professional programs must demonstrate compliance with external standards for education and assessment. Experiential components for the health professions programs occur simultaneously at a variety of sites, with affiliation agreements between the program and the teaching site/organization articulating the expectations and requirements. Programs develop standardized learning goals, educational objectives, learning activities, and assessment methods for these experiences regardless of location. These standardized expectations are dictated by accreditation standards and are monitored through a variety of program monitoring and evaluation methods (rotation evaluations, annual reviews, and review of student case and encounter logs).

The University of Minnesota maintains controls that provide for consistency and quality across delivery modes and locations

University policies regarding instructional time per course credit, instructor responsibilities for teaching and learning, and student responsibilities for teaching and learning apply to all courses, regardless of length of the academic term, location where the course is delivered, and method(s) of course delivery.

Oversight for course offerings occurs at the departmental, collegiate, and institutional levels. For example, data from the course scheduling system is reviewed to ensure that courses are meeting for the appropriate amount of time, and that standards for expected instructional time are met, regardless of delivery method(s).

Dual Credit

The University has a long history of serving younger students who are prepared for college coursework. Legislation passed in 1985 allows juniors and seniors in Minnesota high schools to register concurrently for high school and postsecondary course work through two dual-credit

programs: College in the Schools (CIS) and Post-Secondary Education Option (PSEO). Both programs are administered through the College of Continuing Education.

Qualified high school students in CIS, which is accredited by the National Alliance of Concurrent Enrollment Partnerships, take the same courses, use the same texts and assessments (or faculty-approved alternatives), and are held to the same academic standards as students on the University campus. University faculty select, prepare, and support CIS high school teachers, who must attend University-led, discipline-specific professional development workshops at least three times a year, covering the content, assessment, and pedagogy of the University course, as well as innovations in the field. Faculty oversight includes teacher observations as well as review of the syllabi, grade distributions, and student evaluations of CIS teachers. The University currently offers 41 courses through CIS.

The PSEO Program allows high school juniors and seniors to take dual-credit classes located on the Twin Cities campus. The PSEO program serves approximately 600 students per year, who take a broad range of University courses alongside enrolled University students.

Online

Ensuring quality for courses delivered through methods other than the traditional on-campus classroom setting has been a University priority since the development of correspondence courses decades ago, the evolution of radio and television courses, and the more recent growth in online courses.

The University's first online course was offered in 1996. Currently, close to 2,000 online and blended courses and 23 online or blended programs are offered each year. Support for online learning takes many shapes, from the use of national resources to campus-based initiatives. Through the Center for Educational Innovation (CEI), the University provides tangible support, as well as aspirational direction, for faculty and staff delivering academic content online.

Since 2009, the University of Minnesota has been an institutional member of [Quality Matters](#) (QM), the national online quality rubric. The QM curriculum introduces faculty and instructional staff to best practices in instructional design, provides a rubric for assessing online course design, and outlines a process for continuous improvement of online and hybrid courses. In the past year, CEI has embarked on a benchmarking study using the nationally recognized Online Learning Consortium "Quality Scorecard: Criteria for Excellence in the Administration of Online Programs." By measuring online and blended programs against best practices in the field, the University seeks to identify current strengths and gaps in support of online and blended learning, and to set priorities for strategic improvements. Furthermore, the University monitors and compares [data across delivery formats](#).

Sources

- Campus Curriculum Committee Procedures
- CEHD Curriculum Council
- Course Comparisons by Delivery Medium
- Graduate Education.Program Goals-Examples.2014.pdf
- Graduate Program Goals Background
- Graduate Program Goals Homepage
- Graduate Program Goals Summary Report
- Inventory of Specialized Accreditation as of August 2015

- Policy: Academic Unit Authority over the Curriculum and Major
- Policy: Appointments to Graduate Examination Committees
- Policy: Credit and Grade Point Requirements for an Undergraduate Degree
- Policy: Credit Requirements for Master's and Doctoral Degrees
- Policy: Declaring and Pursuing an Undergraduate Major
- Policy: Doctoral Degree Completion
- Policy: Doctoral Degree Performance Standards and Progress
- Policy: Expected Student Academic Work per Credit
- Policy: Instructional Time per Course Credit
- Policy: Master's Degree Performance Standards and Progress
- Policy: Promoting Timely Graduation by Undergraduates
- Policy: Teaching and Learning: Instructor and Unit Responsibilities
- Policy: Teaching and Learning: Student Responsibilities
- Program and Curriculum Approval System FAQ
- Program Development and Approval Overview
- Quality Matters Higher Education Rubric
- Sample Plan - Biology
- Student Development Outcomes
- Student Learning Outcomes

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

With 16 colleges and schools that enroll over 30,000 undergraduate students in 149 academic degree programs and nearly 17,000 students in graduate and professional programs, the University is deeply committed to providing students with an exceptional education in the context of a comprehensive research university. Enrollment and program planning are managed by University, collegiate, and program leaders. For example, during the summer the Provost and the Vice Provost and Dean of Undergraduate Education send [enrollment data](#) to each college and then meet individually with the dean and associate dean to set enrollment targets and discuss key collegiate issues.

The University of Minnesota has a comprehensive educational framework with common requirements for every undergraduate degree program

The University approaches teaching and learning with a strong sense of purpose and consensus about core educational values, as formally articulated in an undergraduate framework of learning and development outcomes and liberal education requirements and with well-defined policies and processes to support excellence in graduate and professional education. The Board of Regents policy on [Undergraduate Student Learning and Development Outcomes](#) and the University's [liberal education requirements](#) apply to all undergraduates. This framework ties together many of the other components of the undergraduate educational experience, including liberal education, [Writing-Enriched Curriculum](#), and courses required within the major, and is used as the basis for monitoring and measuring educational outcomes, to support student progress toward degree and to continuously improve and document institutional performance. Additionally, each health science baccalaureate program (except mortuary science) is required to participate in the [Health interprofessional education program](#), which program assures that graduates are "collaboration-ready" to work on healthcare teams.

Student Learning and Development Outcomes

The Student Learning Outcomes stipulate that at the time of receiving a bachelor's degree, students will:

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

The Student Development Outcomes specify that as they progress toward their bachelor's degrees, all students will develop and demonstrate achievement in several areas:

- Responsibility and accountability
- Goal orientation
- Resilience
- Tolerance of ambiguity
- Independence and interdependence
- Self awareness
- Appreciation of differences

The student learning and development outcomes were developed by a [campus-wide strategic planning task force](#) whose charge was to "articulate high expectations and standards for all enrolled students, while providing integrated academic support that improves student outcomes (e.g., retention, learning, timely graduation, satisfaction) and enhances the total student experience." The intended result is the "timely graduation of bright, curious, motivated students who will be analytical, possess strong communication skills, and become leaders in a global society." The outcomes reflect the whole educational experience; some of them may come primarily through study within a major, but others will be realized through liberal education requirements as well as through various co-curricular experiences. The requirements make clear the University's expectation that all undergraduates will develop essential attitudes and qualities of the mind, fundamental skills and competencies, and understanding of different modes of intellectual inquiry. The requirements also set the stage for continuous improvement in teaching and learning at both program and institutional levels.

Liberal Education Requirements

The [liberal education requirements](#), which took effect in fall 2010 following extensive campus-wide review and approval by the University Senate in 2008, are the cornerstone of academic program and curricular planning. The University [renewed the institution's commitment to liberal education](#) as central to its mission, building on an earlier report ([A Liberal Education Agenda for the 1990s and Beyond](#)) that had spoken eloquently to the value of liberal education at a major research university. In tandem with the learning outcomes, these requirements establish [a purposeful framework that deemphasizes "input" characteristics](#) such as test scores in favor of meaningful "output measures" focusing on what students have learned and what they are able to do when they complete their degrees.

The [liberal education curriculum](#) invites students to investigate the world from new perspectives, learn new ways of thinking that will be useful in many areas of life, and grow as an active citizen and lifelong learner. Students are required to take one course in each of seven broad disciplinary core

areas and one course in each of four of five thematic areas. The diversified core requirements guide students through the why and how of different academic disciplines, equipping students with tools to solve problems in everyday life and work and, ultimately, to make a positive difference in their community and the world. The thematic requirements prepare students to become knowledgeable, ethical, and engaged public citizens.

To be [certified as fulfilling a liberal education requirement](#), courses must undergo a rigorous review by the [Council on Liberal Education](#) and be re-certified every eight years. Certified courses must be taught by regular faculty or by instructors on continuing appointments and syllabi must include explicit information documenting how the course meets the core or theme criteria through the stated course objectives, course topics, writing assignments, and required readings.

All courses in the diversified core must explicitly help students understand what liberal education is, how the content and the substance of the course enhance a liberal education, and what this means for students as learners and as citizens. They must also employ small-group experiences and writing as appropriate, and include teaching and learning strategies that engage students with doing the work of the field, not just reading about it.

The theme courses, with their emphasis on compelling contemporary issues, must offer students a sustained opportunity to engage in difficult debates around moral, legal, ethical, and culturally complex issues that require critical inquiry from a variety of perspectives and the cultivation of independent thinking. All theme courses have the common goal of cultivating in students a number of habits of mind: thinking ethically about important challenges facing our society and world; reflecting on the shared sense of responsibility required to build and maintain community; connecting knowledge and practice; recognizing and respecting differences; and fostering a stronger sense of our roles as historical agents.

The liberal education requirements dovetail with rigorous writing requirements. To meet the [writing intensive requirement](#) (within the liberal education requirements), undergraduates must take a freshman class in writing and four additional writing-intensive classes, including writing coursework in their major. Courses that fulfill the writing intensive requirement have been reviewed by the Campus Writing Board. Undergraduate course syllabi are required to indicate how the course fulfills a writing intensive or liberal education requirement. The [Writing-Enriched Curriculum program](#) offers faculty and instructors a process for ensuring that effective and relevant writing instruction is infused throughout the undergraduate curricula. Since 2007, more than 58 academic units have developed and implemented customized undergraduate writing plans, encompassing 80 majors.

The University of Minnesota provides an enriched educational experience

Diversity

Undergraduate student learning outcomes and liberal education requirements require students to engage in active learning focused on the diverse and changing world in which they will live and work, preparing students to succeed in a global and multicultural society. Guidelines for theme course proposals reflect the University's [commitment to diversity as a driving force and necessary condition for excellence](#). The [Graduate School](#) collaborates with graduate programs and other units to advance diversity integral to the quality of graduate education, to the academic and professional development of graduate students, to intellectual communication and scholarship across disciplines, and values of scholarly integrity and inclusivity.

The health professions programs strive to foster learning environments where differences are valued

and learners are trained to be culturally competent professionals, prepared to meet the needs of diverse patient populations. Each program offers didactic and clinical/experiential coursework through which learners develop an awareness of the cultural and racial diversity of patients/clients, and an understanding of the social determinants of health, with the goal of improving access to health care and reducing disparities in health for all patients/clients. Many of the clinical placement sites serve very diverse patient populations and provide learners with opportunities to develop the communication and clinical skills necessary to provide equitable and safe care to all patients. Curricula emphasize health disparities experienced by Minnesota's Somali, Hmong, African-American, and Hispanic populations. Many health professions programs require community outreach and service in their curricula to foster an awareness and appreciation for the diversity of patients/clients. Each program actively recruits and retains students, faculty, and staff from underrepresented groups, and the University offers a number of workforce pipeline programs to promote health careers in underrepresented groups, and increase diversity in the health professions.

Research

The University, which generates over \$800 million in research and development expenditures annually, ranks as one of the top ten elite public research institutions in the nation and is a powerful economic engine for the state, creating \$8.6 billion in total economic impact annually. The University's research contributions are evident through extensive professional and general-audience publications, numerous national and international awards and recognitions, a vast portfolio of patented and patent-pending inventions, the creation of dozens of new start-up companies, and other means described in the [Annual Research Report](#).

As a comprehensive research institution, the University's framework for undergraduate education actively promotes experiential learning, including contributing to research, discovery, and creative work by faculty and students. This message is communicated to undergraduates from the beginning of their career at the University. For example, [Provost](#) and [faculty remarks](#) at [New Student Convocation](#) explain the distinctive characteristics of an undergraduate education at a research university, and encourage students to "catch the excitement of that research enterprise." In addition to research and creative work done within a class, students have the opportunity to work as undergraduate research assistants in labs and creative studios alongside faculty and graduate students. In 2014, undergraduate student employment provided over \$26 million in support to over 10,000 students, 13% of whom were employed to work on sponsored projects. The [Undergraduate Research Opportunities Program](#) provides stipends to over 500 students each year to work with a faculty mentor on a research project (See Core Component 3.C for more about UROP).

Graduate education is intended and designed to encourage the acquisition and generation of new knowledge. Faculty, staff, post-doctoral associates, and students contribute to creative and scholarly work, generate field-shaping research findings, make life-changing discoveries, and tackle grand challenges on a daily basis. Common to all graduate research degrees is an emphasis on developing the research ability of a student through a project that is carried out by the student under the supervision of a faculty adviser and that builds on the innate curiosity common to students seeking an advanced degree. New graduate education policies—adopted in 2012—improve the balance among coursework, research training, and independent scholarly work, resulting in earlier opportunities for students to engage in research and scholarly activities. For example, [doctoral students have an "early thesis registration" option](#), which allows them to receive credit for research related to their dissertation prior to the completion of their preliminary oral examination. Many professional programs also require successful completion of formal scholarly projects requiring the collection, appraisal, critique, and communication of evidence and information from a variety of sources.

Sources

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- Annual Research Report, 2014
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- Graduate Education.Diversity.2014
- Liberal Education Course Guidelines
- Liberal Education Requirements
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- New Student Convocation
- New Student Convocation: Faculty Remarks
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- Office of Undergraduate Education Mission
- Onestop Student Services: Liberal Education Requirements
- Outcomes of Undergraduate Education
- Policy: Credit Requirements for Master's and Doctoral Degrees
- Policy: Undergraduate Student Learning and Development Outcomes
- Renewing Our Commitment to Liberal Education Report, 2008
- Task Force on Undergraduate Reform Report, 2006
- Undergraduate Research Opportunities Program
- Writing Enriched Curriculum Overview and FAQ
- Writing Intensive Course FAQ

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

The University recruits and develops world-class faculty and instructional staff who are innovative, energetic, and dedicated to the highest standard of excellence. Faculty, instructors, and student services staff ensure that students receive an exceptional educational experience. The University supports faculty and staff through regular review and professional development opportunities.

The University of Minnesota employs highly qualified faculty and instructional staff to develop, deliver, evaluate, and improve the educational experience of all students

Sufficient Numbers and Appropriately Qualified

The University employs [3087 full-time faculty](#) to deliver instruction to undergraduate, graduate, and professional students. An additional 622 part-time faculty supplement the full-time faculty teaching responsibilities. The [faculty-student ratio is 17:1](#), which places the University of Minnesota 22nd among 72 research universities in the very high research activity category in the Carnegie classification.

The University's [academic appointments policy](#) outlines the standards for appointments of faculty and other instructional staff and requires that colleges adopt personnel plans that indicate the appropriate balance of responsibilities to be carried out by faculty and academic staff. This policy also limits the instruction in credit-bearing courses to appointment types for which the University can assure that individuals have the appropriate qualifications and training. To ensure compliance with this policy, the University [verifies the academic credentials of both faculty and instructional staff](#) at the time of hire. Appointments are processed centrally with accompanying required documents providing proof of degree.

The University takes multiple steps to ensure the qualifications of instructors teaching in its dual-

credit [College in the Schools \(CIS\) program](#). Specifically:

1. CIS instructors must meet minimum academic and experience requirements, which are consistent with HLC expectations and developed by the University faculty coordinator in consultation with the sponsoring academic department. CIS teachers are appointed as teaching specialists in the College of Continuing Education.
2. A University faculty or academic staff person is selected by the relevant academic department to oversee the CIS course(s) and the instructors teaching CIS sections in that discipline. Among the duties of the faculty coordinator are:
 - Accepting or denying teacher applications.
 - Observing CIS instructors teach, to ensure the pedagogy and content match that in college-campus sections.
 - Reviewing Student Rating of Teaching surveys completed by CIS students.
3. Every year that they teach through CIS, instructors are required to participate in discipline-specific workshops led by a CIS faculty coordinator.
4. Finally, the CIS program is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP). To become accredited, the University demonstrated that the CIS program meets or exceeds standards of excellence applying to curriculum, student support, instructors, assessment, and program evaluation.

Available for Inquiry

[Instructors receive clear guidelines](#) that outline the responsibilities for maintaining a productive and inclusive learning environment. These responsibilities include the instructor's role in providing accurate and timely information about the course, access to feedback regarding performance, class time, and office hours. Instructors are required to communicate this information to students at the beginning of a course, and typically include it in the [course syllabus](#).

Faculty are also required to hold office hours weekly, with the number of hours determined by the number of course sections being taught. They also make themselves available to students for inquiry in other ways, including email and Moodle forums. Data from the most recent [Student Experience in the Research University \(SERU\) survey](#) show that students do find faculty accessible outside of the instructional classroom setting.

Involved in All Academic Activities

University policy codifies the responsibility that colleges and departments have to establish and oversee their curricula and programs and for maintaining the academic requirements of the discipline. This includes faculty engaging in all aspects of the assessment of student learning, including testing and examination; the mapping of Student Learning Outcomes to individual courses (see Core Component 4.B); and the creation of all new courses and recertification of courses to satisfy the liberal education requirements (see Core Component 3.A).

Rigorously Evaluated

The University carefully and thoughtfully evaluates its faculty and instructional staff with the goal of providing meaningful feedback that can be monitored for improvement. Tenured and tenure-track faculty are evaluated annually, based on the University's three-fold mission of teaching, research, and service. All faculty must meet a minimum set of goals and expectations with respect to teaching and overall performance. Additionally, full-time instructors participate in the staff [annual performance evaluation process](#), with a particular focus on their instructional activities.

- **Annual review of tenure-track probationary faculty:** Tenure-track probationary faculty are governed by Section 7 of the Regents Policy on [Faculty Tenure](#) and the [Procedures for Reviewing Candidates for Tenure and/or Promotion](#). The annual appraisal is based on the unit's criteria and standards for tenure and/or promotion (the unit's 7.12 Statement). The faculty member's unit head conducts the performance evaluation meeting and completes a [probationary appraisal form](#) to document the annual review and address the performance in the context of the unit's 7.12 Statement. Annual reviews become part of the promotion and tenure dossier for probationary faculty.
- **Annual review of tenured faculty and post-tenure review:** Tenured faculty are reviewed annually and generally coincident with the merit review process. Post-tenure review refers both to the annual reviews of tenured faculty and to special reviews outlined in Section 7a. of the Regents Policy on [Faculty Tenure](#). Each unit has established goals and expectations for performance in three areas of research or creative work, teaching, or service.

For example, the Department of English has a [merit review committee](#) made up of five tenured faculty members invited by the chair of the department and ratified by faculty vote. Each faculty member's c.v., [faculty activities report](#), and supporting documentation is reviewed by two members of the committee (one reviews scholarship and creative activity and the other reviews teaching and service) based on [criteria approved by the faculty](#); the committee then meets to discuss all the reports and assign ratings. The department chair is an ex-officio member of the committee and works directly with any faculty member who is found to need support and development in any particular area.

One of the goals of post-tenure review (as part of the annual review) is to determine if faculty members have met the goals and expectations established by the unit. It may also provide a means of assisting faculty members who are experiencing difficulties in achieving the goals and expectations of their individual units. Each spring, colleges are asked to provide their results from annual reviews for tenured faculty from the previous academic year to the Senior Vice President for Academic Affairs and Provost. These overall results are presented to the Board of Regents each year.

The University evaluates the teaching effectiveness of all courses through student evaluations and the teaching effectiveness of all instructors through a peer review process. This process is outlined in the [Evaluation of Teaching policy](#), which states that evaluation of teaching data is used to identify areas in which an instructor may need to improve his or her teaching, and for faculty promotion, tenure, and salary merit decisions. The University's student rating of teaching protocol is standardized across colleges and campuses and allows the institutions to analyze student ratings of teaching over time. It is administered for each course each semester and designed to provide formative and summative feedback about instructor performance.

The University also relies on peer evaluation to improve teaching. A standard protocol and a set of observation rubrics for peer review of teaching have been adopted or adapted by all colleges (see the [Department of Computer Science and Engineering's Policy on Faculty Development and Evaluation](#) for one example).

Given Opportunities for Professional Development

As outlined in Regents Policy on [Employee Development, Education, and Training](#), faculty development leaves provide eligible faculty the opportunity to spend time away from the University to focus on significant work already in progress, pursue new studies, investigation, research, scholarly writing and artistic projects, or to launch a new venture or enterprise. Three categories of leave are offered:

1. Single Semester Leave: A one-semester leave at full salary and full benefits.
2. Sabbatical Leave: A leave of up to one year at one-half salary and full benefits.
3. Entrepreneurial Leave: A leave of up to one year at no salary and, as determined by the percent of leave, full benefits or lump sum payment that may be used to offset benefits cost.

While academic development leaves allow faculty to devote time to studies, investigations, research, scholarly writing, and artistic projects, such leaves may also be used for curriculum development and other improvements in teaching practice. See Core Component 3.D for a detailed discussion of the University's resources and infrastructure that support effective teaching.

In addition, faculty are supported in their advising role by the [Graduate Student Advising Initiative](#), a collaborative project designed to create an institutional culture of graduate student advising excellence. Among the outcomes from this group are development of the Graduate Advising Guide, including the [S.U.C.C.E.S.S. model for faculty mentors and postbaccalaureate students](#).

Academic chairs and heads play a critical role in establishing and nurturing a productive working environment for faculty and staff. The comprehensive, full-year [Provost's Leadership Program for Academic Chairs and Heads](#) specifically targets new chairs and heads and focuses on mentoring faculty and staff, learning best practices for handling student issues, and addressing diversity and faculty life-course issues. The University also holds workshops for chairs and heads on a wide variety of topics, including promotion and tenure, post-tenure review, and annual review of faculty to ensure that these leaders are knowledgeable about policies and procedures.

Other opportunities for professional development include:

- Each year, the [Teaching with Writing series](#) provides workshops, topical discussions, and writing retreats to faculty and instructors.
- The [Internationalizing Teaching and Learning Cohort Program](#) supports the internationalization of curriculum by engaging faculty in significant course design or redesign through a multidisciplinary cohort of their peers. Faculty identify global learning outcomes for their courses, expand their teaching strategies, and develop course materials, activities, and assessments.
- Participants in the [Equity and Diversity Certificate program](#) develop tools necessary for advancing equity and diversity in all aspects of their personal and professional lives. The program: (1) offers participants a theoretical framework for understanding equity and diversity work; (2) helps participants develop necessary skills for equity and diversity work and; (3) gives participants direct experience working and communicating across differences. Since the program's initial offering, more than 2,000 students, staff, and faculty have participated.
- A "Diversity in the Curriculum: Transforming your Syllabus" workshop is offered each semester to assist instructors in revising their course syllabus to be more inclusive of diversity.

The University of Minnesota provides outstanding student support services through academic advising, tutoring, financial aid, and co-curricular activities by a highly qualified staff who are national leaders in the field

Highly Qualified

The University recruits and develops highly qualified staff who provide outstanding student support services. The University [requires student support service staff to have a combination of education, experience, and training](#) that is recognized by each respective field as representing a high level of competence in that field.

Academic advising positions comprise three primary areas of responsibility: academic advising, program operation, and professional development. Expectations for performance, including areas of core competencies and professional development, are outlined in the [Undergraduate Academic Advising and Career Counseling Handbook](#).

Academic advisers work within a highly organized and well established culture and structure of professional development. Undergraduate advisers are members of the [Academic Advising Network](#) (AAN), which has an elected board responsible for organizing professional development opportunities for academic advisers—including the annual Tate Advising Conference—and for providing opportunities to discuss advising issues. The AAN also facilitates the Tate Award for Excellence in Undergraduate Advising, which annually recognizes high-quality academic advising.

Similar standards of excellence are demonstrated on other areas of student services:

- In University Recreation and Wellness, which provides fitness, wellness, recreation, and sport opportunities for students, 100 percent of professional staff members hold bachelor's degrees in relevant fields of study, 89 percent of staff members hold master's degrees, and 9 percent hold PhDs. The average length of experience among all professional staff is 11 years.
- In University Counseling and Consulting Services, 85 percent of professional staff members hold PhDs or PsyDs and 15 percent hold master's degrees. The average length of experience among all professional staff is 14 years.
- The director of the Student Conflict Resolution Center (SCRC) is a certified mediator and ombudsman with over 20 years of experience leading SCRC.
- Staff in International Student and Scholar Services are specially trained with advanced degrees in areas such as counseling psychology, law, and comparative and international development education.

Given Opportunities for Professional Development

Student support services staff receive support for professional development and operate in a culture with an expectation for development. For example [staff are active in national and international conferences](#). In addition, staff across the Office for Student Affairs regularly participate in state and regional conferences, webinars, workshops, trainings, and other professional development opportunities offered by the University or relevant professional organizations.

Staff within [Academic Support Resources](#) (ASR), an integrated service unit composed of the registrar, student finance, and classroom management, [participate in and are national leaders in organizations](#) such as the American Association of Collegiate Registrars, the Institute for Student Services Professionals, and the Coalition for Higher Education Assistance Organizations.

Sources

- Academic Advising and Career Counseling Handbook
- Academic Advising Network Homepage
- Academic Support Resources Accomplishments, 2014-2015
- Academic Support Resources Overview
- Appraisal of Probationary Faculty
- Board of Regents Policy: Faculty Tenure
- Computer Science and Engineering Policy on Faculty Development and Evaluation

- Department Chairs and Heads Leadership Program
- Department of English Faculty Activities Report
- Department of English Merit Categories
- Department of English Merit Review Committee Procedures
- Dual Credit Programs Annual Report
- Employee Head Counts
- Equity and Diversity Certificate Program
- Graduate and Professional Student Advising
- Graduate Student Advising Guide
- Internationalizing Teaching and Learning Cohort Program
- IPEDS Student to Faculty Ratio 2008 to 2013
- Office for Student Affairs Staff Qualification Requirements
- Policy: Academic Appointments with Teaching Functions
- Policy: Employee Development, Education, and Training
- Policy: Evaluation of Teaching
- Policy: Performance Management for Academic Professional and Administrative Employees
- Policy: Syllabus Requirements
- Policy: Teaching and Learning: Instructor and Unit Responsibilities
- Procedure for Verifying Highest Degree
- Procedures for Reviewing Candidates for Tenure and or Promotion
- Selected Conferences Attended by OSA Staff in 2013 and 2014
- SERU Results: Student Satisfaction with Resource Availability, Access, Opportunities
- SUCCESS Model for Faculty Mentors and Postbac Students
- Teaching with Writing Annual Report 2014-2015

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

The University is committed to supporting student academic and personal success. In addition to general services provided to all students, the University has various resources tailored to support students based on different backgrounds, needs, and goals. Academic advisers guide students throughout their educational experience at the departmental, collegiate, and university levels. Student support services are available for areas including registration, finances, grades and transcripts, degree planning, academic support and tutoring, and campus life. All students and instructors have access to the resources and infrastructure that support high quality teaching and learning.

The University of Minnesota provides targeted support to all incoming students

Increased student persistence and retention is one indicator of student success. Over the past several years, the University has made strategic investments in new initiatives specifically aimed at increasing first-year retention.

Orienting Students to the University

Many of these initiatives are led by [Orientation & First-Year Programs](#), which supports students as they adjust to the challenges of collegiate life. Programmatic areas include:

- **New Student Orientation:** [Freshman orientation](#) is a two-day program required of all new students; [transfer student orientation](#) begins with an online component followed by a one-day registration and advising day.
- **Welcome Week** began in 2008 as a complement to the new student orientation program. The [Welcome Week experience](#) is required for all first-year students, and takes place immediately before fall semester begins. As part of Welcome Week, students meet with college representatives to learn what to expect in their classes and how to succeed academically; meet other students in their entering class cohort and learn campus traditions; learn to navigate campus and the diverse Twin Cities community prior to starting classes; and meet student leaders and others who introduce them to campus resources important to their academic and personal goals. The week culminates in [New Student Convocation](#), which brings the entire

freshman class together in Mariucci Arena and introduces new students to the history and traditions of the University. Participation throughout the week's many different events varies from half to nearly all of the more than 5,700 new students.

- **Transfer Welcome Days**, an optional series of events, [provide incoming transfer students](#) an opportunity to interact with other transfer students, meet professional staff, and learn about campus resources and student organizations.
- **Parents** of new students are invited to participate in their own orientation sessions, which are tailored for parents of [first-year students](#), [international students](#), and [transfer students](#).
- While most graduate programs provide departmental orientation for new students, the campus-wide [Graduate and Professional Student Orientation](#) helps students navigate the whole University and covers topics such as networking, professional development, and grant writing.

Ongoing Support for New Students

The University continues support for new students beyond the initial welcome programs. Continued support activities include:

- A range of [Freshman Seminars](#), available to all first-year students, provide opportunities for students to interact with each other and connect with senior faculty in a smaller setting, and explore intriguing areas of study. Students who have taken a freshman seminar show higher retention and graduation rates compared with students who have not. About half of all first-year students enroll in freshman seminars.
- Colleges provide courses for new students, including, for example the College of Liberal Arts' two [First-Year Experience courses](#), which students take during their initial fall and spring semesters. Designed to challenge students to develop and refine their academic and career goals, the courses also connect students to valuable resources in the college and across the University.
- The [New International Student Seminar](#), held several weeks after arrival, provides in-depth discussion of cultural, academic, and social differences that students may encounter and the campus resources available to support them. This program is now in its fourth year and is a collaboration of 18 organizations and units across the campus.
- [First-Year Writing Program](#) courses provide close contact with instructors in small classes focused on key learning-outcomes goals including research-based writing, writing and revising, digital technology, and library research.
- [The Multicultural Center for Academic Excellence Kickoff](#) has been another way for Multicultural Students to get oriented to the university. It provides two days of programming to help connect incoming students to returning student leaders and university resources.

The University of Minnesota provides all students with academic advising and student services designed to improve student success

Appropriate Placement

Students are advised into courses for which they are adequately prepared through courses and curricula that include [clear information regarding the prerequisites and preparation necessary to succeed in a course or program](#). [Placement exams](#) are required for new undergraduate students, depending on the student's college of enrollment and intended major. Exams in chemistry and mathematics are assigned to new students before their first on-campus orientation. Students who achieved the [appropriate scores on Advanced Placement exams](#) receive credit and are advised to enroll in the appropriate next level courses for which they are prepared.

Undergraduate Academic Advising

Academic advising at the University is a primary responsibility of the undergraduate colleges and is focused on student success and graduation. Per [University policy](#), each unit's faculty collectively determine the mechanisms by which their faculty members will be involved in advising students, with the faculty in some units choosing to be more directly involved in advising while other units share that responsibility with appropriately trained academic professionals (see 3.C for discussion on required academic adviser credentials and professional development).

Professional undergraduate academic advising is an educational partnership that encourages and supports students to be active and accountable in the creation and achievement of their curricular and co-curricular goals. The University's [Handbook for Professional Undergraduate Academic Advising and Career Counseling Services](#) outlines guiding principles for advising and career counseling across campus, including:

- Helping students understand curricular and policy requirements, develop and realize their full academic potential, achieve the campus' learning and development outcomes, and graduate in a timely manner;
- Connecting students with resources and services necessary for success;
- Supporting and challenging students in their exploration, reflection, decision making, and goal setting; and
- Engaging students in developmental processes that define their diverse values, beliefs, and sense of self in relation to their educational, career, and life goals.

In addition, all advisers receive the [Adviser and Staff Guide: New Undergraduate International Students](#), developed by International Student and Scholar Services.

Collegiate advising offices offer consultation specific to colleges and departments, which includes short- and long-term coursework planning, academic planning (i.e. majors and minors) and academic progress monitoring such as holds and advising on requirements and forms (see the [College of Liberal Arts advising website](#) for one example). Most colleges offer drop-in advising to address immediate academic needs, including questions about current classes and scheduling, referrals, academic requirements, and college or University policies.

Key systems that advisers use to assist students include:

- **APLUS**, an innovative tool developed at the University to keep advisers continually up-to-date on students' academic progress. The tool tracks student behavior likely to affect progress toward graduation, improves student accountability, and dramatically shortens adviser response time. Advisers log every meeting, email, or call; information follows students and is available to advisers across campus.
- **Graduation Planner**, developed in 2007, simplifies degree-planning for students and supports more focused and meaningful interactions with advisers about potential life and career paths. The tool, which includes all course information and program requirements and allows advisers to view and comment on students' plans, keeps students on track for graduation in four years. Usage has increased from just over 6,000 updated plans in 2007-08 to over 32,000 in 2014-2015. Over 97,000 students have utilized the system since it went online.
- The **MyU Portal** supports students' academic, financial, co-curricular, and employment (if applicable) needs. The portal houses all of the self-service functions into an integrated view and notifies students of action-oriented tasks. For example, students can see their list of enrolled and past courses, access financial aid and billing information, view grades and order transcripts, and

access the Moodle course management system.

Graduate and Professional Student Academic Advising

[University policy](#) outlines the eligibility requirements for serving on graduate examination committees—including the role as an adviser—and also mandates that collegiate deans or their designated representatives must approve all adviser assignments.

Beyond this policy, the University is committed to promoting a culture of excellence in graduate and professional student advising. Results from a spring 2011 Student Conflict Resolution Survey underscored the need for strong adviser/advisee relationships and led to the creation of [advising information and resources for graduate and professional students and faculty](#). These include best practices, guidelines, and tips on dealing with difficult behavior, preparing for difficult conversations, and counseling a student out of a program. To underscore the importance of quality advising, the Graduate and Professional Student Association (GAPSA), in partnership with the Student Conflict Resolution Center, the Provost's Office, and the Graduate School, created the Outstanding Adviser Award to acknowledge and raise the profile of excellent advising among graduate and professional faculty.

One Stop Student Services

One Stop Student Services provides seamless, integrated service for registration, enrollment, financial aid, billing, and payment through various service delivery methods including phone, in-person, and email, as well as providing an integrated online experience. One Stop staff assist all prospective, currently enrolled (undergraduate, graduate, professional, and non-degree seeking students), former students, alumni, and their parents or families.

The [One Stop website](#) is a comprehensive, online tool with innovative self-services for students and their families, and relevant, up-to-date content to get questions answered and issues resolved. In-person service is provided at three convenient locations on the Twin Cities campus (East Bank, West Bank, and St. Paul).

One Stop provides a high touch, holistic counseling approach with knowledgeable, friendly, professional staff. Staff have been given the tools, resources, and knowledge, as well as the authority, to use their professional judgment and independent discretion to resolve problems quickly and effectively for students and their families. The goal of each interaction is to resolve the issue completely, efficiently, and accurately from start to finish. One Stop staff work collaboratively with the various colleges and academic departments to promote retention and timely graduation to our students.

One Stop is heavily involved in outreach, orientation, and education including financial aid workshops, new student and parent orientation, and financial literacy. The Live Like A Student financial literacy/education program helps students successfully manage their finances and make smart decisions during college that will benefit them for years to come. Classroom visits and presentations on financial topics, email newsletters, digital signage, and social media raise awareness of the financial concerns unique to campus life.

The University's One Stop Student Services was one of the first of its kind in the nation to have an integrated student services office with a fully cross-trained staff, and serves as a model for other institutions who visit and seek out advice and best practices. One Stop has hosted hundreds of visitors from around the country and the world, including delegates from Japan, China, Australia, Sweden and

the United Kingdom. One Stop has also received the IBM Best Practice Partner award for innovation in student services.

Supporting Diverse Student Needs

Several programs provide specialized advising and student services to meet the needs of specific groups of students, including the following.

- The [President's Emerging Scholars Program](#) (PES) is a four-year opportunity for approximately 500 undergraduate students who are selected during the admissions process. PES serves students in all seven freshman-admitting colleges with the goal of retention and timely graduation, supported by peer mentoring, professional advising, engagement opportunities, and financial support.
- The [Center for Academic Planning and Exploration](#) (CAPE) is focused on students who are undecided about a major or seeking acceptance into a highly competitive major. CAPE, which served 2,096 students in 2014–15, provides customized, “high-touch” decision-making courses, workshops, and adviser coaching to help undergraduates choose their career and academic paths.
- [International Student and Scholar Services](#) provides advising and counseling to foreign nationals about academic, immigration, legal, career, financial, personal and family issues, as well as issues of cross-cultural adjustment and professional integration upon returning to home countries.
- Through the [Minnesota English Language Program](#), the University offers an Intensive English Program that provides English classes to international students.
- The Office of Equity and Diversity supports several targeted programs, including:
 - The [Multicultural Center for Academic Excellence](#) provides additional academic support to all students with a focus on supporting diverse students through culturally relevant methods, including tutoring (both peer and professional staff tutoring), hosting study groups, one-on-one and group counseling, as well as relevant programming and celebrations of academic achievement.
 - The [Gay Lesbian Bisexual Transgender Ally Programs Office](#) supports more inclusive understandings of gender and sexuality through education, advocacy, outreach, and support.
 - The [Disability Resource Center](#) ensures that all students have equal access to opportunities at the University by providing academic accommodations and consultations, career resources, and disability related scholarships.
 - The [Office for Diversity in Graduate Education](#) coordinates activities relating to underrepresented graduate students. The office provides students with strategies for clarifying goals, selecting a graduate program, preparing the best possible graduate school application, and funding graduate work through assistantships and fellowships.
- [University Veterans Services](#) is a comprehensive resource for over 700 student veterans, providing assistance with their veteran educational benefit certifications, financial aid, and other enrollment and financial questions. A collaborative service environment was created that houses other services including staff from the VA Medical Center and the Minnesota Department of Veterans Affairs.
- [McNamara Academic Center for Student-Athletes](#), "the MAC," supports student-athletes as they pursue a baccalaureate degree while participating in athletics.
- [TRIO Student Support Services](#) provides academic support, counseling, teaching, and advocacy to students who are first-generation in college, low-income, students with disabilities, or students for whom English is not their first language.
- The [Bridges to the Baccalaureate Degree Program](#) aims to increase the number of community

college students entering the science field who obtain a biomedical/bio-behavioral science related baccalaureate degree.

- [Transfer Student Experience](#) programming supports transfer students and works to ensure streamlined transfers.
- [Student Academic Success Services](#) (SASS), a service of University Counseling and Consulting Services, offers individual consultations, courses, and workshops aimed at cultivating skills in time management, test performance, and reading and writing strategies. SASS offers a class on Mastering College Success and a similar class focused on students on academic probation. A [pilot outcomes study](#) suggest that these classes are having a significant positive impact with students in the three areas assessed: Knowledge, Skills and Attitude.
- The [Martin Luther King, Jr. Program](#) is an academic advising office within the College of Liberal Arts, available to any CLA student who appreciates an environment that embraces and fosters multiculturalism.
- The [Student Parent HELP Center](#) (Higher Education for Low-Income People) provides students who have children with academic and family support services.
- The [Parent Program](#) strengthens connections between the University and the parents of students, helping them stay informed about campus developments and providing additional resources relating to the college experience.

The University of Minnesota has resources and infrastructure that support effective teaching and learning

Enhanced Academic Experiences

[University Honors](#) provides over 2,400 high-achieving undergraduate students with an enriched, interdisciplinary learning environment. Honors students select a combination of required Honors Experiences to satisfy their unique interests and goals. Honors advisers and faculty representatives work with students to achieve academic success, develop educational goals, locate campus resources, and contribute to the intellectual life of the University. Honors courses and activities connect students with peers and faculty from across the University. These connections provide opportunity for both social interaction and academic collaboration.

The [Undergraduate Research Opportunities Program](#) provides an enriched student experience only possible at a major research university. Over 600 undergraduate students receive funding to collaborate one-to-one with faculty on focused, independent research projects. The project culminates in a presentation or publication requirement, which could include presenting results to a class or at a disciplinary conference, publishing a journal article, hosting a web site, giving a public talk or seminar, or showing photographs or videos of artistic performances.

The pioneering [Writing-Enriched Curriculum project](#) ensures that all undergraduate students follow first-year writing courses with a series of well-sequenced and effectively taught writing-enriched courses within their majors. The program, which also equips faculty with curricular tools, was the first of its kind and is now being modeled by colleges and universities around the world (see Core Component 4.B for more about WEC).

The [Center for Writing](#) provides free writing instruction for all students at all stages of the writing process. Support comes in the form of face-to-face and online collaborative consultations, videos, printable handouts, and web resources.

The [SMART Learning Commons](#) provide students with media production services and free access to 39 active Peer Learning Consultants who specialize in 255 courses spanning 65 subjects in core

disciplines for which there is historically high demand, e.g. math, sciences, writing.

Center for Educational Innovation

The Center for Educational Innovation (CEI) provides coordinated and comprehensive instructional support to academic units, faculty, staff, and graduate students, and strengthens instructional and academic technology collaboration and support across the University.

CEI serves as “front door” for faculty and academic units to access the many central units that provide teaching-related expertise and instructional resources (partners include the University of Minnesota Libraries; the Office of Information Technology’s Academic Technology and Support Services; the Disability Resource Center; the College of Continuing Education; the Global Programs and Strategy Alliance; the Office for Student Conduct and Academic Integrity; and the Office of Classroom Management). CEI defines innovation broadly to support a range of instructional changes and aims to create an environment at the University that supports informed pedagogical and curricular exploration, fosters risk-taking associated with innovation, and promotes the sharing of new practices among colleagues.

In addition to a wide range of [services and initiatives](#), CEI responds to instructional inquiries on a range of topics, including: fundamental teaching practices; pedagogical research design; innovative teaching practices that improve student learning; use of academic technology; course design for online, blended, or face-to-face; and state and federal regulations for online programs.

University Libraries

The [University Libraries](#) are among the most important of the University’s intellectual assets, supporting teaching, learning, and research for students, faculty, staff, and the local community. With twelve libraries, over eight million volumes, thousands of online resources, and vast archives and special collections, the Libraries’ expert librarians connect the campus with the resources they need to discover, use, create, and disseminate knowledge. Libraries facilities include specialized services as well as capacity for individual research and group collaboration. Several libraries include SMART Learning Commons, which provide peer-tutoring services. Technology-rich laboratory spaces provide access to specialized hardware and software. The Libraries’ [researcher support services](#) are particularly robust, with subject librarians and a variety of specialists working directly with faculty to teach and support face-to-face and [online classes and workshops](#), consulting on in-depth research questions, and offering support for researchers on data management, authors’ rights, archival storage, and more. The [Libraries Digital Arts Humanities + Sciences](#) (DASH) workshops enable exploration and adoption of new technologies in teaching and scholarship.

Information Technology

The Office for Information Technology (OIT) delivers academic and administrative technology services and support to more than 87,000 students, faculty, and staff across the University system. These services are responsive to the needs of the community, which are assessed and prioritized on an annual basis through the [IT Governance Process](#).

Among the [23 information technology services](#) that OIT provides is a robust set of [academic technology tools and support services](#). This includes instructional design and course production services that help faculty and staff effectively incorporate technology into their academic practice to advance their teaching and research goals. OIT also provides a full Course Management System, a collection of tools faculty and staff use to create and manage online learning materials and activities

for courses, training programs, and events.

Laboratories and Research Centers

Laboratories and research centers provide undergraduate and graduate students with opportunities to participate in research. The University houses over 300 laboratories and [research centers](#) specific to different areas of study, including the following few representative examples.

- The [Characterization Facility](#) provides laboratory space and equipment to around 140 faculty research programs specializing in medicine, biology, and nanotechnology.
- The [Biomedical Discovery District](#) comprises five separate facilities that perform advanced research in magnetic resonance, neuroscience, medical biosciences, microbiology, and cancer and cardiovascular systems. Researchers from diverse disciplines work together to develop effective approaches to health conditions and promote innovation in the biosciences.
- About 120 faculty members University-wide are active in various areas of nanotechnology research, bringing in more than \$20 million annually in research funding. The new Physics and Nanotechnology building is the home for this work and the Minnesota Nano Center, where researchers from inside and outside the University develop and test nanoscale materials and devices.
- The [Interdisciplinary Center for the Study of Global Change](#) fosters an interdisciplinary and cross-cultural community of faculty and students committed to supporting and advancing research, education, and collaborative initiatives related to global change, with a focus on the global south.
- The College of Food, Agricultural and Natural Resource Sciences leads ten unique [Research and Outreach Centers](#) in communities throughout Minnesota, spread geographically across the state from the Hubachek Wilderness Research Area in the far north near Ely, to the native prairie landscape of the Southwest Research and Outreach Center near Lamberton. The centers support research that enhances the quality of agricultural production, human health, renewable energy and the environment, and disseminate the benefits of this research to the public.
- The [Center for Urban and Regional Affairs](#) facilitates and supports connections between state and local governments, neighborhoods, and nonprofit organizations, and relevant resources at the University, including faculty and students from appropriate colleges, centers, or departments.
- The Department of Laboratory Medicine and Pathology offers resident and fellow training through a range of clinical laboratories, which perform basic and specialized testing activities for patients admitted to the University of Minnesota Hospital and Fairview Health System.
- Other research facilities, such as the [Center for Forest Ecology](#) and the [Institute for Advanced Study](#), allow students to work alongside faculty to advance research in areas ranging from ecology and genetics to arts and humanities.

Arts, Performance, and Cultural Facilities

The University is home to a large number of venues for the fine and performing arts. These include facilities for academic creative pursuits, such as:

- The Regis Center for Art comprises 145,000 square feet that includes classrooms, art production space, faculty offices, galleries, and art production spaces for sculpture and ceramics, drawing and painting, photography, printmaking, and experimental and media arts. This includes a 15,000 square foot sculpture facility equipped with metal and wood fabrication shops, a foundry, fully equipped digital imaging studios, and a large outdoor courtyard.
- The Rarig Center holds four theaters as well as classrooms, costumes, lighting, prop, scene, and

sound laboratories. The Barbara Barker Center for Dance houses one dance performance space, two large studios, and classrooms.

- The Minnesota Centennial Showboat is an off-campus extension of University Theatre. Docked at Harriet Island in downtown St. Paul, the 219-seat jewel box theater is home to the department's summer season, providing paid production opportunities for student actors and technicians.
- Also housed in Rarig is Radio K – KUOM, the University's award-winning student-run radio station. Rarig also includes the recording space [Studio K](#).

Several museums, galleries, and performance venues draw hundreds of thousands of people each year for exhibits, lectures, concerts, and other performances, including Northrop Auditorium, Ted Mann Concert Hall, the Weisman Art Museum, Bell Museum of Natural History, and the Goldstein Museum of Design.

Additionally, the Twin Cities is renowned for its arts and cultural resources, with the Walker Art Center and the Minneapolis Sculpture Garden, the Guthrie Theater, and the Minneapolis Institute of Arts being only a few examples. The University's arts programs are connected to all these creative communities. For example, the University of Minnesota/Guthrie Theater [BFA Actor Training Program](#) offers an undergraduate training curriculum that leads to a Bachelor of Fine Arts (BFA) degree. This program is unique as it combines a core of theatre courses with a full liberal arts curriculum, merging the University's outstanding academics with the world of professional theatre under the auspices of the acclaimed Guthrie Theater.

Sources

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- Academic Technology Support Services
- Adviser and Staff Guide: New Undergraduate International Students
- Adviser Guide for International Undergraduates
- BFA Actor Training Program
- Biomedical Discovery District
- Bridges to the Baccalaureate Degree Program
- Center for Academic Planning & Exploration
- Center for Educational Innovation Services and Initiatives
- Center for Forest Ecology
- Center for Urban and Regional Affairs
- Center for Writing
- Centers and Institutes
- CFANS Research & Outreach Centers
- Characterization Facility
- College of Liberal Arts Advising
- College of Liberal Arts First-Year Experience Courses
- Digital Campus
- Disability Resource Center
- Freshman Orientation

- Freshman Seminars
- Gay, Lesbian, Bisexual, Transgender, Ally Programs Office
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- Graduate and Professional Student Orientation
- Information Technology Governance Process
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- Physics and Nanotech Building
- Policy: Appointments to Graduate Examination Committees
- Policy: Credit for Nationally-Recognized Exams for Undergraduate Students
- Policy: Declaring and Pursuing an Undergraduate Major
- Policy: Establishing, Enforcing, and Waiving Prerequisites
- Policy: Faculty Responsibility in Undergraduate Advising on the Curriculum
- Policy: Teaching and Learning: Instructor and Unit Responsibilities
- Policy: Teaching and Learning: Student Responsibilities
- Policy: Undergraduate Student Learning and Development Outcomes
- President's Emerging Scholars
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- Student Academic Success Services
- Student Academic Success Services - Course Outcomes
- Student Parent HELP Center
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- Transfer Student Experience
- Transfer Student Orientation
- Transfer Welcome Days
- TRIO Student Support Services
- Undergraduate Placement Exams and Advising
- Undergraduate Research Opportunities Program
- University Honors Program
- University Libraries Digital Arts Science + Humanities
- University Libraries Overview
- University Libraries Researcher Support Services
- University Libraries Workshops
- University Veterans Services

- Welcome Week
- Writing Enriched Curriculum Overview and FAQ

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

The University of Minnesota develops its students through a wide variety of co-curricular opportunities, programs, services, and facilities that enrich student learning and student life. In many cases, academic co-curricular activities serve not only the educational mission of the University, but also the research and/or outreach missions.

The University of Minnesota provides co-curricular experiences that enrich student learning and student life

A Foundation for Student Development

The University expects students to participate in experiences both inside and outside of the classroom that allow them to develop and demonstrate skills and characteristics for success and citizenship during their college years and beyond. Students who are given abundant co-curricular opportunities not only develop these skills, but also perform better in the classroom, feel a stronger sense of campus community, and are more likely to graduate in a timely manner.

In pursuit of these goals, the University promotes—along with the seven student learning outcomes—[seven student development outcomes](#) (SDOs) for all undergraduate students:

- Responsibility and Accountability
- Independence and Interdependence
- Goal Orientation
- Self Awareness
- Resilience
- Appreciation of Differences
- Tolerance of Ambiguity

The Office of Student Affairs maintains resources that guide students toward achievement of these development outcomes, and tools for parents, faculty, and staff to support student development.

Setting the Expectation for Success and Leadership

Co-curricular activities begin when new students first come to campus for orientation and continue through graduation. Key to these efforts is the Office of Orientation and First Year Programs (OFYP), which coordinates a variety of programs and services that support the transition and persistence of first-year students, including New Student Orientation, Welcome Week for new freshmen and

Transfer Welcome Days for transfer students, myU first-year web portal, a transfer web portal, and social media efforts. See the [current OFYP annual report](#) for more about these various programs.

Leadership development programs for continuing students play an important role in orientation and first-year activities. Each year, current undergraduate students apply to become Orientation Leaders (28 students), Transfer Student Ambassadors (10 students), and Welcome Week Leaders (over 400 students). Training sessions focus on elements of community building and creating a welcoming and inclusive environment for all new students.

Undergraduate student employees are also eligible to participate in the Student Employment Leadership Program (SELP). This program offers a year-long series of workshops and activities that complement students' on-campus employment experience. SELP focuses on the personal and professional development of student employees, in the context of the University's student development outcomes. Program impact is assessed through surveys students complete after each workshop and at the end of the program.

Over 900 student organizations provide additional opportunities for students to take on leadership roles and get involved with activities that meet their academic, professional, cultural, political, religious, environmental, art, service, and other interests. According to the 2015 Student Experience in the Research University survey, 35% of undergraduates have held a leadership role in an organization within the past year.

Additional opportunities for student leadership include:

- **Student Counseling Services** provides advising support for Active Minds, a student organization dedicated to educating University students about mental health issues. SCS also partners with Boynton Health Service to sponsor the deStress mental health/stress reduction peer support program.
- **Student Unions & Activities** provides leadership and co-curricular experiences to students in multiple ways including a Board of Governors that serves as an advisory board to the department with responsibilities including oversight of office spaces, services provided in the student unions, student service fees requests and budgets, building policies, and event programming; a Program Board that provides students with leadership roles in planning and implementing campus-wide events, including Homecoming, Spring Jam, films, visual arts, concerts, lectures and other events; training for student group officers on various topics such as event planning, risk management, tax information, and leadership of student groups; and the Leadership is "U" series providing workshops on various leadership topics.
- **The Student Parent HELP Center** provides co-curricular activities specifically designed to meet the retention and success needs of non-traditional students. These include academic advising and career counseling, resource and referral supports provided by trained social work staff familiar with both academic and family-based campus and community support programs, student parent peer mentor career panels, a weekly Parents as Students Support Group, and a variety of funding assistance designed to eliminate economic barriers that could prevent low income and predominantly first generation students from completing degrees.
- **University Student Legal Service** provides several programs, including a Careers in Law Forum and the Future Legal Professionals Program, that help prepare undergraduates for a variety of law-related careers.
- **Community Service-Learning Center** facilitates volunteer service to help students connect with other students and community members.
- **The Aurora Center** offers a 40-hour training for student volunteers who provide support and education about sexual and domestic violence, basic counseling practices, social justice theory,

- and equity issues regarding diverse populations.
- **LEAD-UP** offers four cohort-based co-curricular programs to advance and contribute to students' leadership skills and knowledge. Diverse groups of students are brought together to discuss a variety of leadership topics related to the program students are in. These topics range from self-awareness and ways to interact and collaborate with others to engaging effectively across cultures.
 - **Fraternity and Sorority Life** provides a number of co-curricular educational opportunities for students, including hosting the Undergraduate Interfraternity Institute (UIFI) every other year; taking a group of students to the annual Association of Fraternal Leadership and Values Conference, and bringing guest speakers to campus to discuss relevant issues with members of the Greek community.
 - **Small World Coffee Hour** provides international and domestic students the opportunity explore a country's food, traditions, language, and celebrations. Each bi-monthly event draws hundreds of students.
 - **The Center for Health Interprofessional Programs (CHIP)** organizes a number of student-led programs each year. The CLARION program, focused on leadership development, hosts a national teamwork case competition on patient safety and quality.

Academic Opportunities Beyond the Classroom

A number of programs provide opportunities for students to lead and participate in academic co-curricular activities that enhance student learning. Select examples include:

- Each year, the University's Student Chapter of the Society of Automotive Engineers (SAE) designs and builds a vehicle to compete in the global Formula SAE Series. As they work to design, fabricate, and test all parts on the car, team members learn about work ethic and problem solving in a fast-paced and stressful environment and how to collaborate with others to achieve the goals of the project. Similar opportunities within the College of Science and Engineering include the student-run Solar Vehicle Project, which builds and races solar-powered vehicles around the world; and teams of civil engineering students participating in national concrete canoe and steel bridge design competitions.
- Health professions students and faculty participate in the Phillips Neighborhood Clinic (PNC), a student operated and staffed clinic that provides free health care for the uninsured and underinsured of Minneapolis and the surrounding communities. Students, under the direction and supervision of University faculty, volunteer in a variety of roles to provide health care services. Currently, 325 students and 100 faculty volunteer at the PNC.
- The Theatre Arts programs merge the undergraduate training curriculum for students in the BFA program with the world of professional theater under the auspices of the acclaimed Guthrie Theater.

Study Abroad Curriculum Integration

The University is acknowledged internationally as an innovator for its successful model of study abroad curriculum integration. This "Minnesota Model," led by the Learning Abroad Center (LAC), is based on partnering with academic units to effectively meet institutional goals to internationalize the curriculum, thereby spreading ownership for international education throughout the institution. The success of this model is recognized by the annual Institute of International Education's "Open Doors" report, which ranks the University of Minnesota fourth in the nation among doctorate-granting institutions in the number of students that participated in an educational experience abroad in 2012-13, with 2,555 students. The University continues to rank at the top of the Big Ten schools in study abroad participation.

The LAC's career integration initiative helps outgoing students integrate career-related goals into their study abroad experience, and helps returned students articulate the value of their experience to prospective employers. One example is the [Carlson School of Management international experience](#) requirement. Believing that first-hand international experience in new countries, cultures, and business environments is essential to providing a comprehensive business education, the program works with students to find the credit-bearing study abroad program that provides the best opportunity to meet each student's area of study and career goals.

Living-Learning Communities

The University offers over 30 interest-specific [Living Learning Communities](#) (LLCs) where students live together in a dedicated area of a residence hall. Each LLC is co-sponsored by an academic department or college and is specifically designed to deliver a variety of events and services to support students in their academic and personal growth. Benefits to students who join an LLC include the opportunity to live and connect with students who share similar interests, academic and personal goals; higher satisfaction with the campus experience; and the chance to expand personal views through exploration and collaboration with campus departments and academic programs.

Wellness & Recreation

The University supports several facilities that contribute to the co-curricular experience of students, including two student unions, two recreation centers, ten museums and art galleries, an aquatic center, tennis courts, and a golf course. These facilities offer a variety of amenities, including lounge and study spaces, computer labs, meeting rooms, restaurants, game rooms, bowling lanes, gymnasiums, swimming pools, indoor running tracks, rock climbing walls, exercise equipment, and dining facilities. These facilities provide abundant social, service, study, exercise, and recreation space, and are used regularly by our student body. Over the 2013-2014 academic year, members of the University community visited recreation facilities approximately 1.4 million times. More than 829,000 of those visits were by students. Each year, more than 7,500 students play intramural sports, approximately 3,000 participate in group exercise classes, 1,300 are members of sport clubs, 1,200 purchase rock climbing passes, and nearly 500 participate in outdoor recreation trips and clinics.

Student life is further enriched by dozens of campus events and celebrations, including NCAA Division I athletic contests and University traditions such as Homecoming and Spring Jam, as well as various cultural and educational opportunities organized by various units across the University, including Student Unions and Activities, the School of Music, the Humphrey School of Public Affairs, and Northrop Auditorium.

The University of Minnesota integrates its education, research, and outreach pillars of its mission

The University of Minnesota is the state's only research university. This sets Minnesota apart from many states that have at least two major research institutions (for example, Michigan and Michigan State; Iowa and Iowa State; Indiana and Purdue), and sets the University of Minnesota apart from other colleges and universities in the state. Although the University's mission is three-fold, research and outreach are not separate from the educational mission.

Students Learn through Research and Discovery

Undergraduate students have many options for research experiences, including research-related jobs through student employment, full-time summer projects, and the Undergraduate Research

Opportunities Program (UROP). Each year UROP connects over 500 undergraduate students with faculty mentors to participate in various forms of research and creative activities. At the [annual Undergraduate Symposium](#), over 250 students across all colleges showcase their research to the University community, presenting on a wide range of topics, deepening the understanding of undergraduate research across the University.

Another example of education and research being intertwined is the University's involvement with the International Genetically Engineered Machines competition, which challenges undergraduate students to identify real-world problems and solve them through biological engineering and design. In 2014, a team of 24 undergraduate students created a bacterial strain that removes mercury from contaminated water, a project that won the Gold Medal as well as the award for the best environmental project.

Students Learn by Engaging with Communities

The Office for Public Engagement (OPE) was established in 2006 to further integrate public engagement into the University's research and teaching functions. OPE works with academic programs to build capacity to produce high-quality public engagement programs and initiatives. In 2014-2015, more than 2300 students participated in service-learning courses offered across more than 25 departments.

One example is the Resilient Communities Project (RCP) that spans both undergraduate and graduate courses. RCP was created to find sustainability solutions for issues facing communities by connecting them to the wide-ranging expertise of the University's faculty and students. Each academic year, RCP chooses a partner city through a competitive request-for-proposal process. Working with a range of city staff and stakeholders in the selected community, RCP reviews community-identified potential projects and serves as a centralized "matchmaker," connecting the city's project needs with existing graduate and upper-level undergraduate courses. RCP offers faculty efficient access to community projects and generates real-world collaborative learning opportunities for students. In 2014, [RCP worked on 38 projects in the City of Rosemount](#).

The Academic Health Center's philosophy is to develop future health professionals who value community engagement and interprofessional collaborative practice. Student outreach and community-based clinical rotations are increasing the number of students interested in practicing in underserved areas and contributing to the transformation of healthcare delivery in Minnesota. Over the years, experiential education has been integrated with community health promotion. Community-based strategies have also influenced practice specialties and location decisions and helped to develop interprofessional care through collaborative practice. [Affiliation Agreement maps](#) are created in conjunction with the University's Population Center to visually demonstrate the University's student outreach and training efforts.

Sources

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- Student Development Outcomes

- Undergraduate Research Symposium

3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

The University of Minnesota enforces institutional requirements that ensure the quality of its academic programs, which are defined by goals and outcomes. The University maintains controls that provide for consistency and quality across delivery modes and locations and has a comprehensive educational framework—comprising Student Learning and Development Outcomes and Liberal Education Requirements—with common requirements for every undergraduate degree program.

The University employs sufficient numbers of highly qualified faculty and instructional staff to develop, deliver, evaluate, and improve the educational experience of all students. The faculty and instructional staff are available for inquiry, involved in all academic activities, rigorously evaluated, and given opportunities for professional development. The University also provides outstanding student support services through academic advising, tutoring, financial aid, and co-curricular activities by a highly qualified staff who are national leaders in the field.

The University provides targeted and ongoing support to all incoming students and provides all students with academic advising and student services designed to improve student success. The institution's resources and infrastructure support effective teaching and learning and provide enriched educational and co-curricular experiences.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

The University of Minnesota regularly reviews the quality of its academic programs—from individual courses and degree programs to departments, centers, colleges, and schools—and uses those reviews to inform planning at the departmental, collegiate, and University-wide levels. Assessment activities include the work of departmental, collegiate, and campus-wide curriculum committees; the approval process for new, changed, and discontinued degree programs; undergraduate and graduate assessment of student learning; the Graduate Review & Improvement Process (GRIP); academic program reviews; specialized accreditation reviews; and review of graduate outcomes.

The University of Minnesota Engages in Regular Program Review

Of undergraduate courses and degree programs

In addition to departmental and collegiate curriculum committees, the University's [Campus Curriculum Committee](#) assists with all-campus curricular matters, including:

- reviewing newly-established undergraduate courses, keeping in mind issues of overlap, possible duplication, and the appropriate disciplinary connections;
- providing final approval of new undergraduate courses after approval by collegiate curriculum committees;
- ensuring that the proposing college has fully consulted with other units and working with colleges in mediating conflicts that arise over curriculum issues;
- maintaining communication with the Council for Liberal Education and Campus Writing Board; and
- helping to determine the impact of eliminating courses on other degree programs.

In addition, the [Senate Committee on Educational Policy](#) is charged, among other things, "to review undergraduate group distribution requirements and all proposals related to the core curriculum and to examine issues related to duplication of courses between colleges, the proliferation of courses that meet the group distribution requirements, and cross-collegiate cooperation."

See also the discussion of the Program and Curricular Approval System and the Electronic Course Authorization System in component 3.A.

Of post-baccalaureate degree programs

The [Graduate Education Council](#) serves as an advisory body to the Vice Provost and Dean of Graduate Education and is charged to review and make recommendations on:

- proposals for new and changed Ph.D. programs;
- the results of internal and external program reviews of these programs;
- proposals for other doctoral, master's, and post-baccalaureate certificate (PBC) programs, and for modifications to existing doctoral (non-Ph.D.), master's and PBC programs, upon request by the Vice Provost and Dean of Graduate Education;
- the revision and updating of new graduate education policies; and
- other matters related to graduate education.

For programs within the Academic Health Center (AHC), the [AHC Office of Education](#) has an established process for approving changes and modifications to existing coursework and development of new coursework. In addition, the AHC associate deans for education and educational leaders meet twice monthly to consider issues common to health science schools and programs. For example, in 2013, they established a University-wide committee to develop an interprofessional education program in the [Health curriculum](#) and to manage such courses and the required entry-level Foundations of Interprofessional Communication and Collaboration course.

The [Graduate Review and Improvement Process](#) (GRIP) is an initiative to develop a student-centered and action-oriented process for programmatic self-review and improvement. GRIP began in 2011-2012 as a pilot program in the College of Education and Human Development in response to a strong interest among faculty, staff, and students for a more useful model of graduate program review and improvement. In collaboration with the college and with support from the Graduate School, the Department of Organizational Leadership, Policy, and Development created a process to evaluate and improve its graduate programs.

The [GRIP process](#) is grounded in developmental evaluation and action-research methodologies. The key tenets of these frameworks include continuous improvement, deliberate transparency, flexibility, and collaborative work among evaluators and programs. The success of the initial GRIP process led to the recruitment of seven other graduate programs as pilots in 2012-13. To date, [GRIP has been](#)

implemented in over 20 diverse programs at the University.

Of departments, colleges, and schools

Historically, formal program reviews at the University were coordinated by the Graduate School and often focused only on graduate programs. As part of the Graduate School restructuring in 2009, responsibility for program reviews was delegated to the colleges so that reviews could encompass all of a unit's academic programs—including undergraduate, graduate, and professional.

Since that time, some collegiate administrators have noted that an increased sense of ownership over the process has led to more faculty engagement in program review, and the reviews were considered useful for both academic program improvement and institutional planning. For example, several significant initiatives were launched in the College of Science and Engineering because of the chemistry department's review in Spring 2014 (see [the departmental self study](#), the [external review team's report](#), and the [department's response](#)). These were (i) a concerted push to get a new teaching laboratory building on the University's Capital Projects Plan; (ii) the creation of a diversity committee composed of faculty, staff, and students to monitor and enhance departmental climate; and (iii) the hiring of a new chief accountant to structure the department's accounting staff to better serve faculty needs in grants management.

Another example is the College of Biological Sciences, which conducted a comprehensive review of all undergraduate programs (see [self-study](#) and [external reviewer report](#)) in 2010, and followed that with a [review of the Ecology, Evolution and Behavior program](#) in 2011. The college reports that both of these reviews led to changes that strengthened program effectiveness for students and faculty. The Carlson School of Management also undertook a [comprehensive review of its MBA program](#) in 2014, which led to an [extensive analysis and three proposed curriculum revisions](#) for faculty to consider.

However, other colleges expressed a desire for more central support and guidance; responding to this, the Provost charged the Vice Provost and Dean of Undergraduate Education and the Vice Provost and Dean of Graduate Education to develop new [academic program review guidelines](#) that represent a partnership between the Provost's Office and the colleges.

The development of these new guidelines began in fall 2012 with conversations among the Provost, Vice Provosts for Undergraduate and Graduate Education, and collegiate academic administrators. While ensuring that programs are reviewed on a timely basis is considered an important goal, the group was equally concerned with developing a process that adds value and avoids the pitfalls of past review processes. [Guiding principles](#) that reflect these goals were released in spring 2013. After consulting program review administrators at several peer institutions and analyzing reports on improving program review from the Education Advisory Board and the Council of Graduate Schools, detailed process guidelines were developed and [released in summer 2014](#), with the first program reviews under this new process being scheduled for the 2014-2015 and 2015-2016 academic years. A Provost's Office staff member now works closely with collegiate administrators to ensure program reviews are scheduled on a timely basis, that reviews are designed to meet the needs of the program, and that reviews result in actionable plans to respond to recommendations.

The [upcoming reviews](#) include one clustered review of language programs within the College of Liberal Arts; each program is being reviewed singularly, but reviewers for each program will also meet as a whole to consider the potential for further collaboration among the programs. Clustering has been encouraged—both within and across colleges—around particular disciplines or themes, especially if there is potential for innovative program collaborations, or shared challenges that could lead to shared solutions. The possibility of this kind of strategic program review scheduling is among

the factors considered when the schedule for reviews is set. Also considered is the time since the last review and, when applicable, the date for a program's specialized accreditation (see the schedules for the [College of Science and Engineering](#) and the [College of Liberal Arts](#) as two examples).

This latter consideration is a significant factor, as the University has [nearly 200 programs that are specially accredited](#). While accreditation does not take the place of program review, the University leverages specialized accreditation review processes to support the quality assurance mechanisms at the University.

For example, the College of Pharmacy has developed a [unit review plan](#) that schedules program reviews every six years, to be a bridge between short-cycle reviews (i.e., course evaluations, satisfaction surveys, learning outcomes assessment) and long-cycle reviews (i.e., strategic planning, accreditation).

Another example is the School of Journalism and Mass Communication (SJMC), which is reviewed every six years by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC). The SJMC has a well-established student learning assessment process that includes collection of student assignments from a variety of courses every term. The results of each semester's assessments are shared with all instructors for those courses, areas that require review and improvement are identified, revisions to the curriculum are implemented and student work is assessed again (within three years) to determine the success of the changes. The SJMC's assessment process has been described by the ACEJMC accreditation reviewers as a model for all other journalism and mass communication programs doing student learning assessment.

The Medical School also uses recommendations from its accreditation process to support continuous improvement (see [Education Council minutes](#) for a discussion of recent development work undertaken as part of the LCME annual update).

Of centers and institutes

[University policy](#) provides guidance for review of interdisciplinary centers and institutes, and in particular directs the oversight of [university-wide centers](#), defined as those that support and advance research, education, or public engagement initiatives aligned with key University strategic priorities. The most recent review was the [Institute on the Environment's](#), which was conducted in 2013; the Center for Cognitive Sciences review will be undertaken this coming academic year.

The University of Minnesota Takes Responsibility for the Degrees It Confers

The University maintains policies to ensure the quality of all transcribed credit and ensures these policies are followed, through rigorous course approval and degree clearance processes.

University of Minnesota courses

See above and Core Component 3.A for a discussion of course approval and review processes. Course [prerequisites](#) inform students that, to be successful in a particular course, they must enter the course already having attained specific knowledge as a necessary background. When prerequisites have been set, the catalog and other course materials, including syllabi, clearly note those prerequisites.

Examinations

University [policy](#) specifies where the authority resides for decisions regarding the award of credit for

Advanced Placement (AP), International Baccalaureate (IB), and College-Level Examination Program (CLEP) exams. These credit awards are reviewed periodically and changed as needed. Current scores and credit awards for AP, IB, and CLEP are listed on the Admissions website and updated annually. If a student has been awarded credit for such an exam by another institution, that credit is re-evaluated based upon the University of Minnesota standards.

Transfers

Credit for undergraduate course work taken at other institutions is transferred subject to the following considerations: the mission of the institution from which credits would be transferred; the comparability of the course work with University course work; and the appropriateness of the course work for meeting baccalaureate degree requirements at the University.

University-wide policy governs the application of graduate credits to satisfy the requirements for graduate degrees, including the type and limits of credits that may be transferred from other institutions. Specifically, graduate course credits earned at other accredited institutions may be transferred to master's or doctoral degree plans subject to approval by the University graduate program. In the case of a transfer from a non-United States institution, graduate course credits to be transferred must have been earned in a program judged by the University graduate program to be comparable to a graduate degree program of a regionally accredited institution in the United States. Transfer of thesis credits is not allowed.

Each health professions program has specific policies regarding the acceptance of transfer credit. Given the stringency of accreditation requirements, if a health sciences program does allow transfer credits, the requests are subject to individual record review and approval.

Dual-credit courses

The University's two programs that offer credits applicable to both high school and college degrees are College in the Schools (CIS) and the Post-Secondary Education Option (PSEO). Courses offered in both programs are standard University of Minnesota courses, with the same content and performance expectations as for degree-seeking undergraduate students. See Core Component 3.A for a more complete discussion of these programs.

Experiential learning

For health professions programs, all clinical/experiential rotations in outside institutions with clinical partners must have an affiliation agreement spelling out the responsibilities of each partner in the educational process. Details of the learning experience, including learning objectives, are outlined in the agreement. The Academic Health Center and the University General Counsel have established a comprehensive affiliation agreement database and review process that provides tracking and auditing mechanisms of the agreements established and maintained by the AHC programs.

Changes to experiential coursework and activities are carefully reviewed by the curricular committees in each program. New courses and experiential learning activities are also carefully reviewed and approved by the curriculum committees in each school and program through the electronic course approval (ECAS) system and the Program Curriculum Approval System (PCAS).

Degree clearance

University policy dictates the credit and grade requirements and campus specific credit requirements

to earn an undergraduate degree. [University policy](#) requires undergraduate students to declare a major or be admitted into a program before or upon the completion of 60 credits. Undergraduate students must apply for admission to programs or declare majors and minors according to college and department policies. Students and advisers may track progress towards degree completion using the [Academic Progress Audit System](#) (APAS) report for each declared program. The APAS report records the University and transfer coursework, if any, that satisfies program requirements. Exceptions or substitutions to degree requirements are approved by the college or department overseeing the program and are recorded on the APAS report.

Undergraduates apply for graduation using [degree application procedures](#) that initiate the degree clearance process. Majors and minors are individually cleared by the collegiate unit overseeing the programs. For example, if a student is pursuing a Biochemistry BS degree with a Spanish minor, the Biochemistry degree is cleared by the College of Biological Sciences and the Spanish minor is cleared by the College of Liberal Arts. Academic advisers or other student services staff members review the APAS report and transcript for accuracy and completion of program requirements. Colleges maintain records, report clearance information to the Office of the Registrar, and notify students of program completion or missing degree requirements. The University reserves the right to administratively initiate the degree clearance process for students who have completed all program requirements but did not apply for graduation to ensure degrees are conferred to students who have earned them.

All graduate students are required by University-wide policies to have an approved degree plan on file with their collegiate unit prior to taking the preliminary oral examinations (for doctoral students) or applying for degree clearance (for master's students who are not subjected to committee examinations).

A graduate degree plan records the University as well as transfer coursework, if any, that the student intends to use to fulfill the graduate program requirements. If a student intends to complete a minor, the minor must be declared on the degree plan prior to committee examination or application for degree conferral. Each degree plan is required to be reviewed and approved by the adviser on record, the director of graduate studies of the major field, the director of graduate studies of the minor field, if any, and the college.

Each health professions program has clear guidelines and policies regarding credit granted and transcribed. Accreditation standards, licensure, and certification requirements clearly articulate the credits, courses, and experiential education offerings that will fulfill these requirements.

The University of Minnesota Evaluates Its Graduates for Quality Assurance and Program Improvement

The University takes a flexible, multi-level approach to tracking and reporting student post-graduation outcomes, providing aggregate data centrally while allowing individual units to gather the detailed data most appropriate to their field and reporting needs. The University has been a partner since inception in the State Longitudinal Education Data System (SLEDS), which connects data across K-12, higher education, and employment in the state of Minnesota. Employment outcomes through the Minnesota Department of Employment and Economic Development report cover all degree levels of graduates, and can be further filtered by field of program. In addition to these records-based systems, the University has campus-wide exit surveys for both undergraduate and graduate students that include questions on post-graduate plans and preparedness. This data is reported to colleges for their use in program evaluation and improvement.

In addition to these centralized efforts, each college gathers and reviews various types of graduate and

placement data to inform program improvement and to report to relevant professional associations and specialized accreditors. For example, the College of Design (CDes), College of Food, Agricultural, and Natural Resource Sciences (CFANS), and the College of Continuing Education (CCE) share a career services unit, which produces an [annual alumni survey summary report](#). CDes uses this data, along with exit interviews, to evaluate and revise their graduate programs. In addition to employment data, CCE seeks advice about needed skills from advisory committees that include university faculty, professionals, employers, and former students.

The Carlson School of Management uses a mix of direct (exam and observational) and indirect (recruiter surveys) measures to track student outcomes. The Humphrey School of Public Affairs sends an [annual memo to its graduates](#), the answers to which guide current and prospective student advising as well as career services and employment relations efforts. In addition to placement information, the College of Education and Human Development uses an undergraduate survey and an employer survey related to preparation of students for the workforce as it plans and evaluates the success of its programs. The Law School regularly evaluates its graduates' performance on the bar exam and in job placements, as well as the success of its students in various national competitions such as moot courts and mock trials.

The health profession program outcomes are evaluated through: 1) student performance on certification and licensure examinations; 2) graduation rates within acceptable time frames and 3) student job placement or acceptance into postgraduate training programs. Graduate performance on national examinations is an important evaluation of the quality of a health professions' program. Each health professions program must track and report the performance of its graduates on these examinations as part of the accreditation process. Another importance index of program effectiveness monitored by health professions accreditors is the "on time graduation rate" for students. Graduation rates in the health professions programs are very high, exceeding 85 percent for all of the 2009 matriculating classes across all health programs.

Post-graduation job or residency placement is another measure. Health professions schools are required to track, monitor, and report student job placement and acceptance into postgraduate training programs for program accreditation. For example, the Medical School produces an annual [State of the Curriculum Report](#), which includes admissions data, graduation rates, residency match data, national board scores, student satisfaction data, and financial aid data. The report is reviewed annually by all curriculum committees and senior leadership, and is used to direct ongoing improvements in the student experience.

The School of Public Health maintains an online career survey, which is voluntary but which sees good response rates: the traditional Master's of Public Health programs have an average response rate of 88%. Survey results are used by program directors and student services staff as they develop curricular and co-curricular programming for enrolled students.

Each School of Nursing program has a program effectiveness plan that reviews multiple data points, including first-time pass rates, employment rates at time of graduation, and results of a survey sent one year after graduation. These data and the program plans are reviewed annually by the faculty and are used to improve program design, courses, advising, and communication with students.

In Spring 2013, the annual [Graduate and Professional Education Assembly](#) brought together faculty, staff, and students across the University to share information and best practices across colleges and programs in tracking placement, outcomes, and success.

Sources

- 1Health Curriculum
- Academic Health Center Office of Education
- Academic Program Review Guidelines
- Academic Program Review Guidelines (page number 11)
- Academic Program Review Guiding Principles
- Academic Progress Audit System Overview
- Advanced Placement Course Awards
- Campus Curriculum Committee Charge
- Carlson School MBA Comprehensive Analysis
- Carlson School MBA Curriculum Review Project Charter
- CCE, CDes, CFANS Graduate Student Alumni Survey Summary Report
- Chemistry Program Review: Department Response
- Chemistry Program Review: Department Self Study
- Chemistry Program Review: External Report
- College of Biological Sciences Undergraduate Programs Reviewer Report
- College of Biological Sciences Undergraduate Programs Self Study
- College of Liberal Arts Upcoming Program Reviews
- College of Pharmacy Program Review Process
- College of Science and Engineering Review Timeline
- Degree Application Procedures
- Ecology, Evolution and Behavior Review Summary
- Faculty Senate Educational Policy Committee
- Graduate and Professional Education Assembly Spring 2013
- Graduate Education Council Bylaws
- GRIP Overview
- GRIP Process
- GRIP Summary of Outcomes
- Inventory of Specialized Accreditation as of August 2015
- IonE Review: External Report
- Medical School Education Council Minutes, March 2015
- Medical School State of the Curriculum
- Policy: Application of Graduate Credits to Degree Requirements
- Policy: Campus Specific Credit Requirements for an Undergraduate Degree
- Policy: Creating and Evaluating Interdisciplinary Centers
- Policy: Credit and Grade Point Requirements for an Undergraduate Degree
- Policy: Credit for Nationally-Recognized Exams for Undergraduate Students
- Policy: Declaring and Pursuing an Undergraduate Major
- Policy: Doctoral Degree Performance Standards and Progress
- Policy: Establishing, Enforcing, and Waiving Prerequisites
- Policy: Master's Degree Performance Standards and Progress
- Policy: Notating a Special Exam for Proficiency or Credit on the Transcript
- Policy: Transfer of Undergraduate Credit
- Provost Memo to Deans re Academic Program Review
- Public Affairs Employment Update Survey
- Review of Advanced Placement Award
- University-Wide Centers and Institutes

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

The University of Minnesota is committed to assessing student learning

The University has a long history of commitment to assessing student learning. For example, the Council for Education and Student Learning, established in 2004 and continued until its replacement in 2011, created guidelines for programs and engaged with pilot programs. The Center for Teaching and Learning, the Vice Provost for Faculty Affairs, the University's assessment coordinator, and others at that time encouraged best assessment of student learning practices. A major accomplishment of that period was the 2007 University Senate adoption, after much discussion, of [seven undergraduate student learning outcomes \(SLOs\) and seven undergraduate student development outcomes \(SDOs\)](#). The SLOs and SDOs were communicated to faculty, staff, students, parents, and other stakeholders through messages and a [framework](#) connecting the outcomes to the undergraduate experience. The University has continued to require—through its approval procedures and electronic course and degree program inventory tools known as ECAS and PCAS—all academic programs and courses to show which outcomes are addressed and where in each program curriculum.

In 2012, Provost Karen Hanson assumed her role as chief academic officer and led an evaluation of current assessment of student learning efforts. Concluding that there were opportunities to build on the present efforts, Provost Hanson charged the Vice Provost and Dean of Undergraduate Education and the Vice Provost and Dean of Graduate Education to lead teams that would establish more consistent assessment work across all departments, provide stronger central leadership, simplify expectations, and connect the many streams of assessment data to better inform academic planning. The University has shown continued commitment to this priority through, among other things, the appointment of a director of undergraduate assessment in the Office of Undergraduate Education and a director of assessment in the Office of Institutional Research, investment in enterprise-level assessment software (Campus Labs), alignment with its HLC [Quality Initiative](#), numerous training sessions and planning meetings, and campus communications stating the expectations for assessment sent directly from the Provost and [Vice Provosts](#).

The valuable expertise that many programs and faculty already had with formal student learning assessment was leveraged for institutional and individual learning about assessment. Thus, the University has developed undergraduate, graduate, and professional approaches for assessing student learning shaped by the following principles:

1. Support and leadership should be visible from the top leaders.
2. Efforts should focus on authentic conversations that lead to improvement (rather than accountability).
3. Central leadership should provide a skeleton or general model that allows colleges to tailor as needed.
4. Processes for assessment of student learning should be routinized on a repeating cycle.
5. Expectations should be realistic and doable, to be respectful of faculty time and allow for increased engagement with successive cycles.
6. Data should inform conversations at the program and institutional levels.

The University of Minnesota assesses undergraduate student learning

The Vice Provost and Dean of Undergraduate Education leads the University-level assessment of undergraduate student learning efforts, engaging several work teams such as one comprising the collegiate associate deans for undergraduate education and other leaders, as well as an executive assessment team that brings together leaders from the Office of Undergraduate Education, the Provost's Office, and Institutional Research. While there are myriad assessment efforts across campus, three of these—the Student Learning Outcomes initiative, the Writing-Enriched Curriculum Program (WEC), and the Student Experience in the Research University (SERU) survey—primarily inform assessment of undergraduate student learning conversations.

These three assessment mechanisms (explained in the sections that follow) are valuable independently, but when used in tandem, are powerful indicators of trends, potential areas of concern, and opportunities for further consideration. For example, student-reported assessments about their own perceived communication skills at the time of graduation are made much more interesting when presented next to data indicating the faculty's assessment of student communication skills. Similarly, conclusions about student critical thinking abilities drawn from the Writing-Enriched Curriculum Program assessment data are stronger when tested against patterns emerging from the Student Learning Outcomes initiative. Collegiate and campus undergraduate leaders participate in regular assessment retreats that examine the lessons emerging from these three assessment activities. Most importantly, the learning that results from these events, as well as the many other assessment-linked discussions, leads to change and improvement. One such example is the evolution of the University's undergraduate writing strategy, which once relied primarily on individual writing-intensive courses and now utilizes the more comprehensive Writing-Enriched Curriculum strategy.

Recent assessment retreats in [June](#) and [September](#) 2015 included approximately 30 participants from the undergraduate-serving colleges and other units committed to the success of undergraduate education, as well as the Provost. In June, the attendees discussed what the assessment data says about student learning at the University. The conversation began with a macro-level review of results from the SERU survey and program assessment reports, followed by in-depth, micro-level conversations with each of the colleges. The September discussion focused on an assessment of the assessment process itself, and how the process can be refined to make it the most meaningful and intuitive for all.

Student Learning Outcome Collegiate Alignment and Assessment

The program and course approval processes require degree programs and individual courses to align content and teaching with the seven SLOs. In 2011, the Vice Provost and Dean of Undergraduate Education began efforts to lead faculty to more formally consider the extent to which students adequately satisfy these outcomes at the time of graduation, including a mobilization of University and collegiate leaders to design an appropriate strategy. In early 2013, a director of undergraduate assessment was hired to serve as a campus-wide resource and to work with faculty, staff, and

administrators to develop, implement, and coordinate academic-program level assessment of the undergraduate student learning outcomes.

These assessment leaders designed an initiative that asks faculty to align their current assessment work with the seven SLOs (if they were not already) and to report findings through an [Annual Progress Report on Assessment of Student Learning](#) (APR). The APR was developed based on expectations from accrediting bodies, work by the director at his previous institution, and feedback solicited from undergraduate associate deans. The APR was presented at the Summer 2013 Assessment Retreat, for implementation beginning in Fall 2013. In January 2015, Campus Labs was launched to centralize and coordinate assessment of student learning efforts. About half of the undergraduate programs began using this system immediately, while the remaining programs continued to submit their APR in a Word/PDF format. The Word/PDF reports were copied into the electronic system to seamlessly create robust student learning analytical reports from the course, program, department, college, and University levels.

Although there is oversight by staff in the vice provost and provost offices, the assessment process is owned by the programs. Faculty and staff in the programs are considered the experts in their programs and asked to design and self-manage their assessment processes. Annual assessment reports (see examples from the [College of Biological Sciences](#), the [Department of Organizational Leadership, Policy, and Development](#), the [Department of Chemistry](#), [Department of Mechanical Engineering](#), and the [Department of English](#)) are submitted by each academic program to their respective collegiate dean's office for initial review, and then forwarded to the director of undergraduate assessment by June 1 of each year. The director reviews all reports in detail, provides written feedback to all programs, and meets with each college to discuss the feedback and assessment process. Program faculty and staff are encouraged to utilize direct measures of learning (e.g., questions from exams, student work and presentations, etc.) as well as indirect measures (e.g., SERU results, alumni surveys, etc.) to measure learning and determine if learning goals are being met. The vice provost, with assistance from the director of undergraduate assessment, reviews trends and brings observations to discussions such as the assessment retreats.

Writing-Enriched Curriculum Program

Since 2007, the University's pioneering [Writing-Enriched Curriculum](#) program (WEC) has been providing an intradisciplinary complement to the interdisciplinary writing across the curriculum programming. Need for this localized approach was articulated between 2001 and 2006 by faculty and instructors participating in the Faculty Writing Consultant program and by focus groups convened as part of the 2006 Strategic Positioning effort. Both of these assessments yielded evidence of confusion about the role of writing instruction in major programs and about the intended relationship between courses that were and were not designated writing-intensive (WI). This indicated that the University's approach to integrating writing instruction into undergraduate programs by way of its WI course requirement was yielding uneven and limited results.

The WEC model addresses these concerns by engaging local faculty groups in a longitudinal and recursive process of generating, implementing, and assessing Undergraduate Writing Plans (see examples from [Art History](#), [College of Biological Sciences](#), [Sociology](#), [Industrial and Systems Engineering](#), and [Medical Lab Sciences](#)), plans in which they identify relevant writing objectives, reconceptualize ways in which these writing abilities can be staged and supported within their curricula, and devise instructional supports for faculty and students in their majors (see a complete description of the [writing plan development process](#)). In 2012, at the conclusion of a five-year pilot, WEC was institutionalized and is currently working within 58 departments offering 80 major programs. WEC enrolls five additional undergraduate units each year. Ultimately, the program will

ensure that all students who graduate from the University will do so with "writing-enriched" degrees.

WEC also regularly conducts assessments that address the following two questions:

1. What effect does creating, implementing, and assessing Writing Plans have upon writing instruction in WEC units?
2. What impact does creating, implementing, and assessing Writing Plans have upon student writing in WEC units?

Assessment data (see examples of [student writing rating](#) and [samples of curricular changes](#)) are gathered from student evaluations of teaching, the Student Experience in Research Universities survey (SERU), an annual survey of WEC faculty liaisons, and Writing Plan review conducted by members of the Campus Writing Board and the Office of Undergraduate Education. Additionally, longitudinal panel rating of student writing is conducted every three years for each unit involved in the WEC program. This rating process involves a panel of raters, gathered from inside and outside the department, who evaluate the sufficiency of graduation-level student texts against a set of faculty-generated criteria. Results of triennial rating sessions are subsequently interpreted and discussed by unit faculty and typically trigger next-stage implementation planning. In WEC units where comparative data sets have been generated, this assessment reveals increased rates at which student writing is meeting faculty expectations.

To date, 68 faculty-authored Writing Plans have been approved by the Campus Writing Board and the Office of Undergraduate Education has invested over \$1.2 million in funding faculty-generated implementation activities. As of November 2014, 16,740 undergraduate students have declared majors in WEC units. Based on the success of the model, the first of its kind, several peer institutions have begun to develop WEC programs.

Student Experience in the Research University (SERU) Survey

Since 2010, results from the Student Experience in the Research University (SERU) [survey](#) continue to be used as indirect indicators of student learning and development at the University, both at the major and the institutional level. Interactive, web-based tools distribute SERU survey results across the University. The results are analyzed at the institutional and academic major level, including those associated with [SLOs](#), the [WEC](#) program and specific writing improvements, [campus climate](#), and [public engagement](#) as examples.

A reporting tool is accessible to all students, faculty, and staff. In addition, an administrative-level interactive report, including a report that is composed of items that have been empirically identified as valid indicators of the seven SLOs, is available. The SLOs can be examined by college and by class level. Individual items that make up the composite scores can be examined by major and various additional breaks. In addition to the SLO report, students' educational experience, perceived proficiency gains, goals, satisfaction, and involvement in high-impact academic practices can be explored.

The SERU survey is [used](#) in a variety of ways and has served as a catalyst for conversations across the University around data. For instance, colleges reported using the survey to educate faculty, staff, and administration about the student experience within the major. College deans have used the information to gauge student satisfaction, as well as post-baccalaureate plans and aspirations. Administrative staff compared the student responses between majors belonging to the same academic department on outcomes associated with departmental missions.

The University of Minnesota assesses graduate and professional student learning

Although formal articulation of graduate student learning goals is a relatively new process at the University, the assessment of graduate student learning has been embedded in the degree requirements for many years and is often standard in the field. These assessment tools include various kinds of qualifying examinations, written materials like a prospectus in advance of a dissertation, scholarly portfolios, seminars or presentations, capstone projects, and other evidence to demonstrate the generation of new knowledge and to indicate the student's development of analytical and critical thinking as well as effective communication skills. In 2012, the University [developed guidelines and other materials](#) to help graduate programs formally identify and articulate their particular educational aspirations for graduate students as well as potential measures of their achievement.

During 2013-14, ten graduate programs ([Applied Economics](#), [Aerospace Engineering and Mechanics](#), [Biomedical Informatics and Computational Biology](#), [Child Psychology](#), [History](#), [History of Science, Technology, and Medicine](#), [Scientific and Technical Communication](#), and [Quantitative Methods in Education](#)) piloted two different approaches in developing and articulating program goals. In each instance, they described the process of engagement with students and faculty, articulated the program goals, and then indicated the ways in which the outcomes would be assessed. A [Graduate Program Goals website](#) provides guidelines, actual examples, and other resources for programs. Several [workshops](#) were offered to directors of graduate studies, department chairs, and others to learn more about the approaches and experiences from the pilot programs' experiences.

Each graduate program is expected to produce a clear statement of graduate student educational goals through conversations between faculty and students, surveys and/or other methods. The statement also includes a description of how students are being assessed against the articulated educational goals. The University requires that each graduate program maintain the learning goals and assessment plan document to become a part of an ongoing improvement process.

Health Professions

Each health professions program has identified major student learning goals and corresponding assessment standards. These learning goals are based upon accreditation, certification, and licensure requirements for each profession. Student progression through each education program is tied to the achievement of each of the learning goals and standards. Each program has developed standards for student progression through the curriculum. On average, AHC programs have 95% or above on-time graduation rates.

Assessment of student learning is clearly articulated by each health professions program and includes multiple methods of performance assessment including examinations in didactic courses, standardized examination performance, clinical performance assessment through faculty observation, objective structured clinical examinations (OSCEs). Multiple aspects of a learner's performance are assessed, including scientific knowledge, clinical reasoning, problem solving, communication skills, procedural/skill performance and professional and ethical behavior.

Student assessment occurs both within the courses in which students are enrolled, as well as through periodic, "milestone" performance assessments to ensure that students are progressing in the mastery of the learning objectives and development of clinical competence. Each health professions program has developed clinical performance standards that must be demonstrated prior to graduation from the program. These "milestone" assessments often occur at transition points within a curriculum when students move from one phase (e.g. preclinical) to the next (e.g. clinical/experiential) and serve as a means to ensure that students are ready to assume a new level of responsibility faced in experiential

learning. Performance-based assessments are also used at the end of training to ensure that students have developed a level of clinical competence sufficient for entry into the workforce or progression to the next stage in professional training. The health professions programs utilize the simulation expertise of various center such as the Academic Health Center's [Interprofessional Education and Resource Center](#), the Medical School's [SimPORTAL](#), the Dental School's [Simulation Clinic](#), and the [Bentson Healthy Communities Innovation Center](#) in the School of Nursing to create simulated clinical environments in which to assess student competency.

Health professions programs use student assessment data to monitor program effectiveness and demonstrate continuous improvement as part of ongoing program accreditation. Learning goals, educational experiences and assessment plans undergo continuing and comprehensive review and update as student performance results are reviewed. Accreditation standards specify processes and methodologies for student assessment. Active faculty and staff participation in student performance assessment is required to meet the standards. Required methods of assessment reflect good practice and national standards.

The University of Minnesota assesses student development that occurs through its co-curricular opportunities

In 2007, the University adopted [seven Student Development Outcomes](#) (SDOs) for all undergraduate students. The University offers numerous opportunities, activities, programs, and services for students to develop these characteristics, including student employment, service learning programs, volunteer programs, internships, learning aboard opportunities, and organized student activities. To determine the effectiveness of these opportunities in fostering growth, the University assesses student development outcomes in several ways within co-curricular programs. Some of the assessment comes from utilizing institutional assessments, such as SERU, to inform decision-making at the co-curricular level. For example, Fraternity and Sorority Life works with the Office of Institutional Research to coordinate a targeted email out to all fraternity and sorority members in the spring semester to increase the response rate. The SERU data is then used to develop a comprehensive report in comparison to students' non-Greek peers. This data is presented to our student governing councils and alumni for review and discussions on programming.

All Office for Student Affairs (OSA) units survey their clients regarding how their experience with the unit has impacted their progress on the SDOs. OSA units utilize this information to inform changes in their programs and services based on the outcomes of their assessments related to the SDOs. In addition to client satisfaction and development, many OSA units incorporate the SDOs into the performance review and exit interview process for student employees and/or volunteers (see [complete descriptions of OSA unit student development assessment processes](#)).

Beyond the SDOs, student development is measured in additional ways. For example, the Aurora Center facilitates the University's bystander intervention program, Step Up. Between July 1, 2013 and June 30, 2014, the Step Up program was presented to nearly 700 students. When looking at the pre- and post-survey data collected from these students, confidence in their ability to intervene in any situation increased by 16%, their sense of personal responsibility for intervening increased by 13%, their knowledge about how to intervene in an emergency situations increased by 16%, their knowledge about how to intervene in a non-emergency situation increased by 14%, and their ability to recognize emergency situations and non-emergency situations increased by 7% and 9% respectively. Post-surveys also show that students, on average, had scores of 4.4/5 when responding to the statements, "I know how to recognize an emergency situation," "I know how to intervene in an emergency," and "I know how to intervene in a non-emergency," with a score of 4 indicating that they "agree" and 5 indicating that they "strongly agree." Furthermore, the average post-survey was

4.3/5 for the statements, “I know how to recognize a non-emergency” and “I am confident in my ability to intervene in any situation,” and the average post-survey score was 4.2/5 for the statement, “I feel it is my responsibility to intervene in any situation.”

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- Writing Plan: Medical Lab Sciences
- Writing Plan: Sociology

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

The University of Minnesota uses key data points to monitor its academic programs and uses that data to drive programmatic improvement.

The University of Minnesota collects appropriate retention, persistence, and completion rate data

The core definitions and business rules used at the University to collect and analyze information on student retention, persistence, and completion of programs are based on Integrated Postsecondary Education Data System (IPEDS) Graduation Rate Survey protocols with some extensions and additions for internal reporting and tracking purposes. The base cohorts used represent fall term first-time, full-time new entering freshmen defined as having no post high school college level completed credits (excluding summer in the year of high school graduation). These base cohorts are pulled from official enrollment files that are snapped and frozen each term. Retention and persistence are generally measured by tracking fall-to-fall term enrollments as of the end of the second week of the term. Graduation rates measure baccalaureate degrees received by year, with each year defined as from fall through summer terms of that year. For example, "degrees granted" in 2014-15 includes fall semester 2014, spring semester 2015, and summer 2015.

For IPEDS and other accountability reporting, only degrees and enrollments at the campus of entry are counted. For internal reporting and for reports to the Board of Regents, degrees and enrollments at any University of Minnesota system campus are included. In addition, cohorts of new transfer students are defined and tracked for persistence and graduation following the same basic rules as used for freshmen, and controlling for additional variables such as number of transfer credits earned, and transfer institutions. Also, enrollment information for all terms including spring and summer are collected and tracked to allow for more detailed analyses.

A number of additional variables allow for more detailed analyses and modeling, including demographics such as home location, first generation status, financial aid data and others; enrollment

indicators such as college of enrollment, first college choice, majors, and minors; and performance measures such as grade point averages, credits attempted, credits completed, and grades received. These additional data support statistical modeling to identify predictors of graduation and persistence and to inform policy and procedure development. In addition, many professional programs' processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs are specified by accrediting bodies and reflect national standards.

For public reporting, a set of web-based aggregate graduation/retention reports are created by the Office of Institutional Research. Another set of more detailed reports for internal users are also created, including numerous custom, on-request reports that factor in other variables such as entry test scores (e.g. ACT Composite), Pell awards, and various student activity flags.

Finally, the University participates in a number of consortia and data exchanges to benchmark and extend its knowledge of the retention, graduation, and educational attainment of its students. The University is an active participant in the Minnesota State Longitudinal Education Data System (SLEDS), a state-level partnership that connects student data from early childhood education through primary, secondary, postsecondary, and adult education, and on into the workforce. The University is also a member of the Consortium for Student Retention Data Exchange (CSRDE) and Association of American Universities Data Exchange (AAUDE), through which it benchmarks its performance on retention and graduation against peer and aspirational institutions. The University submits and extracts data from the National Student Clearinghouse (NSC) to monitor the success of students who transfer to other institutions. These data are publicly shared through the Voluntary System of Accountability (VSA). Multi-institutional graduation rate data provided to VSA is also reported through the Student Achievement Measure project, a partnership of NSC, VSA, and Voluntary Framework of Accountability.

The University of Minnesota uses retention, persistence, and completion rates to drive improvement

At every level of the University—from the Board of Regents, the President, and the Provost, through the Offices of Undergraduate and Graduate Education and the colleges, departments, and programs—retention, persistence, and completion rates are used to set goals, to monitor progress, and to make adjustments to programs.

Graduation Rates and Time to Degree

While [University policy promotes timely graduation](#), recent improvements to undergraduate retention and graduation rates were the result of initiatives launched after a [2001 report by a campus-wide task force](#) noted that the University of Minnesota had five- and six-year graduation rates substantially behind those of its peer universities. Galvanized by the findings, the University launched a broad, multifaceted set of initiatives to improve student success (see the [Final Recommendations of the Task Force on Undergraduate Reform-Student Support](#) and [Achieving Excellence: Academic Strategic Positioning 2005-2010](#)). This comprehensive focus on improving retention and graduation rates among all undergraduates encompassed several strategic priorities that have been sustained and continually refined since that time.

Among these priorities is the setting of strong graduation norms and policies, including the [13-credit policy](#) and aggressive goals set by the Board of Regents in 2006: 60 percent of undergraduates earning degrees in four years; 75 percent within five years; and 80 percent within six years. The [current goals were announced in 2006](#), only three years after [initial goals of 50, 70, and 75 percent were set](#).

At the undergraduate level, data on student retention and time to complete degrees is monitored closely, and linked to decisions on financial aid, advising, and various forms of student support. Annual progress on retention and graduation is monitored by the Office of Undergraduate Education, in close collaboration with the undergraduate-admitting colleges. These retention and graduation data, and data on other measures of student success, are frequently updated and shared with senior leadership. One example is an [overview of improvements](#) provided to the University President as background for discussions with Regents and the media.

At the [December 2014 Board of Regents meeting](#), it was reported that the Twin Cities campus had exceeded the four-year graduation rate goal: over 60 percent of students who began their college career in the fall of 2010 had graduated within four years, which is nearly double the rate of 10 years ago. In addition, the first-year retention rate had reached an all-time high of nearly 93%. Having now exceeded these goals, the Board has discussed with senior leaders the possibility of setting new goals.

This dramatic turnaround in undergraduate retention and graduation rates led to the University of Minnesota being chosen as one of two finalists for the Association of Public and Land-grant Universities' first-ever "[Most Visible Progress National Degree Completion Trailblazer Award](#)."

At the graduate level, policies place a limit on the allowable time for degree completion for [master's](#) and [doctoral](#) students. Graduate students are expected to complete all requirements within eight calendar years for the doctoral degree and five calendar years for the master's degree after initial enrollment to the graduate program or a more restrictive time frame specified by the program. All graduate students are required to enroll every semester (fall and spring) from the time of matriculation until degree conferral in order to maintain active status.

Each health profession's accreditation standards specifies the length of time required for the degree, which informs health profession program policy on the allowable time for degree completion. Given the demands and requirements of professional training and performance, each program has developed required technical standards for matriculating and continuing students. Student performance and progression is closely monitored and each school's student performance committee has developed standards for probation and eventual dismissal if students' academic performance is not satisfactory.

Enrollment Management

In 2013, the Enrollment Management Committee was charged with investigating and recommending changes to advance anticipatory and data-informed enrollment management at the University, including identifying enrollment goals and increasing graduation and retention rates. One of the first activities of this group was to [analyze first-year retention behavior and identify actionable items for improvement](#). In addition, the Office of Undergraduate Education works closely with the undergraduate-admitting colleges on enrollment management. The group, which holds ongoing discussions such as an [enrollment management retreat](#) in summer 2014, is also looking at the design and development of a new, more robust graduation retention system that will make future analyses more accurate and efficient.

Graduate School Quality Metrics Allocation Plan

The Graduate School administers the [Quality Metrics Allocation Plan](#), piloted in fall 2011, that uses the following [key indicators](#):

- median master's and doctoral time to degree;
- master's and doctoral degree completion rates;

- an efficiency index that rewards timely doctoral degree completion and penalizes dropouts; and
- doctoral time to degree comparisons from five peer institutions as well as some members of the Association of American Universities.

In addition, graduate programs are required to submit a two-page narrative to place the data into proper context. Specifically, programs are expected to provide a brief description of its scope and goals; comment on any noticeable trends and/or outliers in the metrics data; indicate strengths of the program; provide relevant information on job placement of their graduates; and describe changes that have been implemented to improve the quality of the program. One program submitted the following improvements that have resulted from the quality metrics review:

In the past two years, the graduate faculty implemented two major changes in the doctoral program aimed at improving the graduate student experience. While the median time-to-degrees is typical for our discipline (five to six years), we felt students were not beginning the research process early enough in the program. The first change was to drop one of the three required written preliminary exams taken by the students, and institute a second-year research paper in its place. To provide guidance on most aspects of the paper-writing process, we developed a new year-long seminar class for the second-year students. One immediate positive outcome from the new research paper requirements was a sizeable increase in the number of graduate students presenting papers at conferences this past year. In the past, students typically did not present their research prior to their fourth year in the program. Excluding students in the first year of the doctoral programs, nearly half of active doctoral students presented a paper or poster at a conference last year. The second program change replaced requirements for specific courses with credit requirements. The second change gives student greater flexibility in choosing the courses that best support their research interests. The overall objective of these programmatic changes were to improve student satisfaction, increase the completion rate, and reduce the number of students who take more than five years to complete the doctoral program (or six years if they start with just a B.A./B.S., which is increasingly common).

A metrics review committee considers all the data and submitted narratives. Each submitting graduate program is placed in one of three categories:

- Excellent
- Successful
- Concern

Following the quality metrics review, the Vice Provost and Dean of Graduate Education meets with each collegiate dean and graduate associate dean to discuss the evaluation provided by the review committee. Programs that are placed in the "concern" category garner special attention and the respective deans are asked about their plan of intervention that might include additional resources, plans for closure or merger, etc. For example, following the past two cycles of quality metrics review, one Ph.D. program has been discontinued. Another program (M.S. and Ph.D.) has been significantly revamped with a new program name and a new director of graduate studies; it changed from a co-owned program to a single collegiate ownership; and multiple tracks and curriculum changes were removed to focus students on one main area of research. Admissions to that program were suspended while it underwent major changes; admissions have since been re-opened and the program received accreditation for the first time.

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4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

The University of Minnesota regularly reviews the quality of its academic programs—from individual courses and degree programs to departments, centers, colleges, and schools—and uses those reviews to inform planning at the departmental, collegiate, and university-wide levels. Assessment activities include the work of departmental, collegiate, and campus-wide curriculum committees; the approval process for new, changed, and discontinued degree programs; the Graduate Review & Improvement Process (GRIP); academic program reviews; specialized accreditation reviews; and reviews of graduate outcomes. The University also takes responsibility for the degrees it confers by ensuring the quality of all transcribed credit through rigorous course approval and degree clearance processes.

The University evaluates the outcomes of its students and its graduates for quality assurance and program improvement. The institution's commitment to assessing student learning is evident in the collegiate alignment and assessment of student learning outcomes; the use of the Student Experience in the Research University (SERU) survey; its pioneering Writing-Enriched Curriculum Program; and its graduate student learning goals program. The University also assesses the student development that occurs through its co-curricular opportunities.

Finally, the University collects appropriate retention, persistence, and completion rate data and uses that data to drive improvement in graduation rates, enrollment management, and graduate program quality.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

The University of Minnesota uses its human, financial, physical, and technology resources to support the University's mission

Human Resources

People are the most important resource at the University. As a knowledge-based organization, the University's research, teaching, and outreach depend on recruiting, retaining, and sustaining the highest caliber of talent among over 23,000 faculty, staff, and graduate student employees. About 60% of the overall University budget supports their salaries and benefits. The University demonstrates its commitment to excellence by providing faculty and staff with market-based compensation, benefits, [development opportunities](#), and a supportive work environment that fosters engagement and well-being.

In 2013, the University began a [job classification system redesign project](#) to replace the decades-old classification structure for the over 10,000 staff members in 18 categories such as human resources, legal, research, and student services. The goals of this project are to create a structure simpler to administer, define market-based salary ranges, provide employees with transparent career paths, and create a structural platform that easily enables leadership to analyze the work of the University using a common frame of reference. This job family study, which is expected to be complete by fall 2015, will assign all civil service and professional and administrative employees to new job classifications within defined salary ranges.

The University's employees in staff (non-faculty) roles work in a wide range of areas, including

professionals with expertise in law enforcement, finance, human resources, information technology, health and safety, medicine, and engineering to name just a few areas. Given the diversity of work and employee backgrounds required for the safe and efficient operation of the University, ensuring the appropriate qualifications begins at the recruitment and selection phase of employment. As part of the job family study, minimum qualifications have been identified for all staff positions and are clearly articulated in classification specifications that are used to develop job postings and job descriptions.

Ensuring faculty expertise is an equally rigorous, but different process. When an academic department begins the process of searching for a new faculty member, the first step is for the faculty to determine what knowledge and expertise will best complement the current overall faculty profile, meeting both the teaching and research needs of today and into the future. The unit then begins recruiting nationally and internationally to attract the best pool of applicants with a strong emphasis on building diversity within the faculty. An increasingly diverse faculty has long been a priority at the University and continues to be a clear expectation. As outlined in the strategic plan, the University reaffirmed its commitment to recruit and retain diverse field shapers. Recruitment efforts are informed by current best practices, including: pre-doctoral and post-doctoral programs for attracting early career academicians; bridge funding, faculty of color initiatives that build a sense of community and a welcoming campus climate, and educating search committees about unconscious bias in faculty searches.

Since 2003, the University has increased the [total number of faculty on the Twin Cities campus by 559—an increase of 17.7%](#). This allocation demonstrates that the University continues to align its financial resources to support the academic educational mission and priorities. See also Core Components 2.A and 5.C.

Faculty and Staff Development

All new faculty members are invited to participate in [new faculty orientation](#), which offers a thorough overview of what new faculty need to know about research, grants, diversity, promotion and tenure, and teaching. Supplemental programming is offered throughout the year in areas of interest to faculty such as grant writing and teaching support.

Newly hired staff attend an [employee orientation program](#). In addition, staff take required training assigned to them based on their roles and responsibilities in the areas of financial management, human resources management systems, sponsored projects, student records, compliance, and health and safety. Many of the University-specific staff development opportunities are available through an [online learning management system](#), which allows more staff to participate on a flexible schedule that matches their needs and ensures compliance with required training. The University also offers the [Regents Scholarship program](#), which provides all or a portion of tuition costs for eligible employees enrolled in University credit-bearing courses, giving employees an opportunity to expand their knowledge and skills.

About 80% of all new academic leadership participate in a department chairs and program heads orientation program, which includes content in the areas of performance management, strategic planning, dealing with staffing issues, teaching and learning, student issues, diversity, and compliance and legal issues.

See Core Component 3.C for more about faculty and staff development.

Employee Engagement

Employee engagement fosters collaboration, innovation, resilience, well-being, and the ability to sustain a high level of performance. The University's investment in employee engagement demonstrates its commitment to developing an effective workplace by increasing satisfaction, productivity, and service across the system.

The employee engagement program was launched in fall 2013 with a survey of faculty and staff. The two critical domains of engagement measured by the survey are 1) commitment and dedication and 2) effective environment. The survey was designed not just to measure employees' opinions or level of satisfaction, but to yield actionable data to guide improvements at the local level. As a followup to the fall 2013 and fall 2014 surveys, action planning has been developed in every college and unit.

In fall 2014, 12,082 faculty and staff members took the survey, resulting in a 64 percent response rate—the highest-ever participation in an employee survey. Overall, the study showed a high level of employee engagement. On the issue of commitment and dedication, 73 percent responded favorably, 16 percent neutrally, and just 12 percent unfavorably. These [results](#) are comparable to or better than the norms for high-performing global companies. The survey will be continue to be conducted each fall to measure improvements and to refine engagement efforts.

Financial Resources

Financial/Budget Efficiency

The recent global economic downturn resulted in budget challenges for the state and for the University. From 2008 to 2012, the annual state appropriation to the University dropped by almost \$140 million. This drop in revenue—coupled with the need to maintain quality while covering regular and unavoidable increases in operating costs—led the University to implement moderate tuition increases, extensive expense reductions, and internal reallocation of resources. The budget process required every unit to review its operations and make decisions that would increase revenues where possible and reduce expenses. Even with a slight uptick in state appropriations for the [current biennium](#) (an incremental \$26.6 million in fiscal year 2016 and fiscal year 2017), the University continued to increase efficiency; to produce better outcomes with fewer resources; and to reduce financial burden on students. Two bold efforts demonstrate this:

- *Administrative Reductions:* Following discussions with the state legislature during the 2013 legislative session, the President committed the University to implementing \$90 million of strategic reductions in administrative costs over a six-year period (fiscal years 2014–19). Through the annual budget process, every unit is asked to propose actions that will result in reallocation of funds from administration to direct mission activities (instruction, research, and public service). After three years, the University has achieved \$57.8 million toward the \$90 million goal.
- *Tuition Relief:* For the 2016–2017 biennium, the University requested an extension of the partnership (established in the 2014–15 biennium) with the state related to tuition. In the 2014–15 biennium, the state committed to supporting the University with an incremental increase in appropriations of \$14.2 million per year for the next two years. In exchange, the University held the resident undergraduate tuition rate at levels equal to the 2012–13 academic year rate for both years of the biennium. While the state did not fully fund this partnership for the 2016–2017 biennium, the University budget leverages the state's investment to address affordability. Specifically, the University's approved annual all-funds budget for both fiscal years 2016 and 2017 included 1.5% tuition rate increases for resident undergraduate students, while leveraging changes in the Minnesota State Grant Program and investing in the

University's need-based Promise Scholarship program to offset the FY16 tuition increase for qualifying undergraduate students. Additionally, campus fee increases were kept to a minimum, while room and board was increased by 2.2% to fund increased utility costs and required increases in the minimum wage. Even with the proposed increase, room and board costs on the Twin Cities campus are expected to be the lowest in the Big 10.

Budget Process

For over two decades the University has used a resource center budgeting and monitoring approach. All academic, support, and leadership units are divided into approximately 50 resource responsibility centers (RRCs) for budgeting and monitoring purposes. Academic and financial leaders on campus meet with these RRCs on an ongoing basis to monitor budgeting, revenues, and expenses. Each RRC, as part of its [compact planning and budgeting process](#), has full annual reviews of its operations, as well as periodic check-ins on issues. Each RRC has an identified chief financial contact who has a dual reporting relationship to both the leader of the RRC (e.g., a Dean) and to the CFO of the University.

The institution has a robust financial reporting infrastructure in its “UM-Reports” environment. UM-Reports allows any employee to generate a report of any revenue and expense at the University, from the RRC level all the way through to the actual transaction to monitor as needed.

The Office of Budget and Finance has an established, regular balance review process, where units must justify the existence and future use of fund balances. The Office of Budget and Finance has long had a deficit review process, where accounts running in deficit over an identified threshold or over two or more years are identified, reported to the President and academic leadership, and plans are created to resolve the deficit.

The University has for many years operated under a “responsibility centered management” budget model, which allocates revenues to academic units, but also distributes the central support costs of the institution (e.g., utilities, facility maintenance, student services, information technology, general administration, etc.) to the academic units. This model ensures that the use of revenues is under the control of academic leadership, and that the support costs of the institution are transparent and understood by the academic units. Changes and additions to support operations must be transparently communicated to academic units, encouraging the evaluation of such operations on an annual basis.

As with any budgeting system, this approach has advantages and disadvantages for the institution. The University’s budget model has the advantage of bringing understanding and incentives to the academic unit level for issues such as enrollment, tuition, waiving facilities and administrative (F&A) rates, and the use of space. Additionally, the budget model promotes greater transparency and collective understanding of changes in costs and service levels for central support units, as changes in these costs are directly reflected in academic unit budgets. This transparency can become a disadvantage as there can be a feeling that any significant financial decision becomes a “winners and losers” discussion, and discussion of academic ideas may revert too quickly to their impact on the budget. Also, while the budget model promotes transparency, it creates complexity in the budget process that requires ongoing, consistent communication with the University community.

Physical Resources

The Twin Cities campus has nearly 25 million gross square feet of space, encompassing everything from traditional offices and lecture halls to recent substantial investment in active learning classrooms and biomedical research. The campus has a variety of research spaces consistent with its broad

mission, from magnetic resonance research and virtual reality labs to greenhouses and clinical spaces. The University also maintains several research and outreach centers and field stations throughout Minnesota. Each year, the University presents to the Board of Regents a six-year capital plan, which details the considerations necessary for capital planning, including academic need, facility condition, and resource availability. The Vice President for University Services works with the Provost, the Chief Financial Officer, and the Vice Presidents for Research and Health Sciences to develop the [six-year capital plan](#).

A capital strategy team guides planning and vision for the future of capital assets. The team, first assembled in May 2014 and consisting of senior leaders from across the institution, aligns short- and long-range facility decisions with mission priorities and physical asset needs during the annual update of the six-year capital plan. Complementing information about mission priorities are reliable data about the University's current space and how all square feet are assigned, utilized, and functioning. It helps answer the questions "What is the state of our campus, what is needed to maintain investments already made, and what can be afforded going forward?" The [Facility Condition Assessment](#) is a valuable tool in helping track the condition of the built campus and provide information to make strategic investment decisions.

Information Technology Resources

The Vice President and Chief Information Officer (VPCIO) is responsible for ensuring strategic and operational excellence of both academic and administrative information technology systems at the University. The VPCIO establishes the overall IT vision based on input from the University community, and broadly communicates this vision to staff and stakeholders.

The University's technology infrastructure encompasses both central enterprise support and distributed local IT operations. The Office of Information Technology (OIT) provides services that are broadly consumed and/or core to central administrative business operations, and that tend to offer substantial economies of scale. Local, or collegiate, IT provides services that are discipline-specific, offer strategic value to the local unit and may require specialized IT knowledge.

There are 1,212 IT professionals employed at the University and, of those, 385 work within OIT. At any given time, there are roughly an additional 100 OIT student employees. The VPCIO exercises direct supervisory responsibility for central IT staff and indirect or "dotted line" supervisory responsibility for unit-level IT leaders. This dotted line relationship entails mentorship and coaching, input into unit IT budget proposals, and input into the performance management based on alignment, standardization, and compliance with IT security policies and practice.

In April 2015, as part of an initiative called "[The Upgrade](#)" the University introduced a series of administrative and process changes, as well as several updates to its core technology systems. The goals with the Upgrade were to streamline business processes, reduce customization, and improve the technology infrastructure. A key component of the initiative was updating the technology systems supporting student academic life, financial administration, and human resources. The Upgrade also introduced a new web portal, called MyU, for the University community.

IT Governance Process

Input about IT needs and priorities is solicited through the annual IT Governance Process. The process launches each spring with the Associate CIOs gathering broad input about IT needs via surveys and face-to-face meetings with unit-level leadership. The feedback is synthesized and

proposed priorities are presented to University executives. Once priorities are confirmed, funding is appropriated and formal communities of practice (fCoPs) are charged with implementation. See Core Component 3.D for more about IT Governance.

Support for Teaching and Learning

Faculty and staff have access to an array of media management and video conferencing services that allow instructors to easily record and share presentations, lectures, and mobile video. Instructors also have access to tools to create and manage online multimedia learning materials and activities for courses, training programs, and events. Through the online learning management system Moodle, instructors can create course websites with text, videos, images, and activities that enable collaboration and group participation, and students can upload assignments and check grades.

Through partnerships with Microsoft and Google, the University provides all students, faculty and staff with free access to Microsoft Office 365 Pro Plus and to a suite of Google-powered communication and collaboration tools including Gmail, Google Calendar, Google Drive, Google Groups, and Google Sites. Most University users also have access to 70 additional Google services, all of which can be configured on a mobile device to allow for anytime, anywhere access.

For those without a personal device, computer labs are conveniently located across the campus. Labs feature state-of-the-art computer hardware, fast network connections, scanning, printing, and other services.

The [Computer Accommodations Program](#) ensures access to all information and information technology for students, faculty, staff, and visitors with disabilities.

Support for Research

The University provides a variety of research information technology and consultation services. For example, researchers have access to Qualtrics to conduct online surveys for research, assessment, and administrative purposes, and software for mathematical and statistical analysis is available at a discounted rate.

Cloud storage services, such as Google Drive and Cloudnexa, allow University researchers to store unlimited data, access it from a personal device, and share it with others. For users with greater needs, the Minnesota Supercomputing Institute (MSI) offers local research storage, which is required by most grant-awarding agencies, and high-performance computing storage for data that requires the use of a framework such as Apache Hadoop.

Researchers also have access to many systems to manage their grants and the regulatory, compliance, and reporting obligations that govern their projects. The Electronic Grants Management System helps researchers create and manage sponsored project proposals, and eProtocol enables them to prepare, submit, review, and communicate about protocols. ImageNow allows researchers to store and share documents, easily search and view documents, and route the documents for processing and approval.

Finally, a variety of networking options allow University researchers to collaborate with colleagues and visitors from other institutions. Seamless wireless service is available across the campus, as well as on all Extension Services and Research Outreach Center sites across the state. Departments may sponsor an Internet account for visiting colleagues and collaborators, or visiting researchers from Eduroam-participating universities can access WiFi using their home institution usernames and passwords. Through the InCommon Federation, University researchers can access national research

and scholarship applications and web services, such as virtual organizations and campus-based collaboration services.

Support for Campus Needs

Users can reach technology support staff for help with computers, Internet access, and campus telephones 24x7 via phone, online chat, email, text or walk-in visit. Walk-in locations are distributed across campus, and provide free software, device setup assistance, and collaboration space.

Instructor-led and online learning opportunities are available at no charge to help students, faculty, and staff get the most out of technologies used on campus. Opportunities include Lynda.com video-based training courses, which are available for all skill levels in a wide variety of areas such as Adobe and Microsoft applications, Apple technologies, digital photography, video editing, web design, and programming.

IT Capital Planning

An IT Capital Planning Committee is charged with making recommendations to the President on whether to pursue IT capital investments expected to cost more than \$1M, on what scale to pursue those projects to maximize return on investment, and in what sequence the projects should be done if resources are in contention. This process allows for strategic, mission-focused solutions for the University's IT capital investments. It facilitates the effective management and deployment of investments in technology solutions and allows for transparency and participation in planning IT capital investments.

Sources

- Annual Budget Process Summary
- Board of Regents Policy: Employee Development, Education, Training
- Board of Regents Policy: Regents Scholarship
- Compact and Budget Planning Guidelines
- Computer Accommodations Program
- Employee Engagement Results, April 2015
- Facility Condition Assessment Maps
- Fall Faculty Counts 2003 to 2014
- Job Classification System Redesign
- New Employee Orientation Summary
- New Faculty Orientation
- Overview of IT Upgrade
- President's Recommended FY16 Operating Budget
- Six Year Capital Plan
- Training resources

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

The University of Minnesota engages a model of shared governance

The University has a strong system of shared governance derived directly from the [charter of the University](#) and the [Board of Regents bylaws and policies](#), and further delineated by the [Senate Constitution](#). While clearly establishing the Board as the overarching governing body, the Senate Constitution commits authority for educational and administrative matters to the President, the University Senate, the Faculty Senate, and more broadly to the faculty.

The institution's administrative structures broadly engage students, faculty, and staff—as well as alumni and external partners and stakeholders—in collaborative processes integral to the advancement of mission. Examples include college or department-level governance groups or liaisons, University-wide planning task forces (including the Strategic Planning Work Group), and search committees for academic and administrative leadership positions.

The University has significant independence from the State of Minnesota, assuring that the University's Board of Regents has significant responsibilities. As noted in the Constitution, the Board is responsible for reviewing and approving the mission of the University; exercising fiduciary responsibility for the institution; and developing and reviewing policies that advance the University's mission. The Board plays a vital role in setting strategic priorities in concert with the President and administration, providing advice and counsel to the President, and communicating decisions to public constituencies. It develops an annual work plan at a July plenary session and corresponding work plans are developed for each of the subcommittees. The overall work plan is managed by the Board Office and progress made toward the subcommittee work plans is discussed at a regular meeting. The Board carries out its governance responsibility through monthly meetings (excepting two months) and through detailed exploration of issues in standing committees that provide recommendations for action by the full Board. Its six [standing committees](#) are Academic & Student Affairs, Audit, Facilities & Operations, Faculty & Staff Affairs, Finance, and Litigation Review. For 2013–15 the Board also had an ad hoc Committee on Academic Medicine.

The [University Senate is a part of the consultative processes that shape Board of Regents policies](#) and the University's educational and administrative operations. The role of the administration and of the campus community in shaping University policies is also well-defined and well-articulated, as in

the policy for [Establishing Administrative Policies](#) and the [Policy Development Framework](#).

The 278-member Senate—[an umbrella body for four senates composed of elected faculty, students, academic/professional staff, and civil service staff](#)—advises the administration and the Board of Regents. The Senate draws on diverse constituencies and perspectives; ensures broad discussion of administrative and policy issues before formal decision; and encourages the entire University community to become vested in the University’s success. The separate senates ensure that each constituency is at the table and able to speak with a clear voice on issues of primary concern.

For example, the Civil Service Senate works in the areas of employee advocacy, benefits and compensation, communications, staff development, legislative advocacy, and the Civil Service Employment Rules. The P&A Senate represents Academic Professionals and Administrators (P&A), who work in a wide range of positions including teaching students, conducting research, directing programs, counseling people, managing budgets, and running departments.

Because so much of the core University function is within the authority of the Faculty Senate, its executive committee—the Faculty Consultative Committee (FCC)—plays an especially active role. The chair and vice-chair of the FCC also serve as the chair and vice-chair of the Senate Consultative Committee. As noted in the [Governance System Overview](#), vigorous faculty involvement is a defining characteristic of the University’s shared governance system, with even the most distinguished scholars and teachers participating.

The consultative processes connecting the Senate, the Board of Regents, and the administration are well-defined and highly collaborative. The Senate is chaired by the President of the University and includes other senior administrators as ex-officio members. It carries out its work through 17 committees as well as many formal and informal interactions with administration, faculty leadership, and the Board of Regents.

The Senate is supported by a professional staff that strives to make the work of the Senate as visible and transparent as possible. Meeting agendas, docket materials, and detailed minutes are widely circulated and posted on a website; the Senate also communicates its work through regular email updates to faculty, staff, and students.

The University also has what are colloquially deemed the "3-by-3" meetings, which bring together three key leaders from the Board of Regents (chair, vice chair, and executive director); administration (President, Provost, and President’s chief of staff); and the FCC (chair, vice chair, and faculty secretary) three or four times per year. These meetings were established to ensure that the faculty, administration, and Board were in regular communication about the major issues of the day.

The President of the University has fostered a highly collaborative environment with members of the University's senior leadership by holding regular group and individual meetings with members of leadership, including:

- Senior leadership: monthly with 24-member group to share and discuss issues across the University.
- Senior leaders: weekly or biweekly individual meetings.
- Academic offices: monthly including President, Provost, Vice President for Research, and Vice President of the Academic Health Center on topics directly related to education and research mission.
- Op Ex: weekly meeting focused on operational excellence, a long-term commitment to working smarter, reducing costs, enhancing services, and increasing revenues throughout the University.

This meeting is held with a subgroup of functional leaders to plan implementation of initiatives and evaluate feasibility of new initiatives, policies, or processes.

The University of Minnesota involves students in University governance

In addition to the Student Senate, long-standing student organizations involve undergraduate, graduate, and professional students in the University's governance structure.

- The Minnesota Student Association (MSA) is the undergraduate student governance organization dedicated to advocating for students and coordinating efforts with stakeholders of the University on behalf of all students.
- The graduate and professional student governance rests with the Graduate and Professional Student Assembly (GAPSA). GAPSA serves as a resource for member councils, as the primary contact point for administrative units, as a graduate and professional student policy-making and policy-influencing body, and as a center of intercollegiate and intra-collegiate interaction among students.
- The Council of Graduate Students (COGS) is the graduate student governance organization that operates to support the academic, social, and economic well-being of all graduate students.
- Four students are selected by these official student legislative bodies to serve a one-year term as representatives to the Board of Regents. Student representatives participate on Board committees and attend Board meetings and other functions. Student representatives present the student voice to the Board, providing a unique perspective that assists the Board in its deliberations, but do not vote on any action items that come before Board committees.

Sources

- Board of Regents Bylaws
- Board of Regents Committees
- Board Policy Senate Review Matrix
- Governance System Overview
- Policy Development Framework
- Policy: Establishing Administrative Policies
- University of Minnesota Charter
- University Senate Constitution
- University Senate Organizational Chart

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

The University of Minnesota allocates resources in alignment with mission and priorities

The institution's resource allocation process ensures that its resources are used in alignment with the University's educational mission and priorities. As described in Core Component 5.B, The University has significant independence from the State of Minnesota. This governance structure ensures that the Board of Regents has complete control of resources generated by or allocated to the institution. This process also ensures that the University's educational mission is not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

The University budget office provides a [long-range financial model](#) to the Board of Regents and to senior leaders multiple times each year. The model is used to inform operational and capital decisions on a multi-year basis. The long-range model allows for both revenue and expense/investment assumptions, including changes in state support, tuition rates, enrollment levels, federal grants and contracts, gift and foundation returns, as well as changes in employment and compensation levels, supplies and equipment, and academic and capital investment. This model allows leadership to evaluate the magnitude of revenue and investment choices available to the institution, as well as to model the impact of various external changes over which the institution may have little or no control.

The University is obligated to meet current and future financial needs while remaining financially solvent and viable. The vision of the University is evident through the generation and allocation of resources; the control of costs; and the conscientious management of tuition and fees. One measure of financial effectiveness is the set of ratios used by Moody's Investors Services for the purpose of assigning a debt rating to the University. These ratios, compared to Moody's Aa1 median, paint a picture of the University's financial health. A second measure of financial effectiveness is the ability of the University to produce an annual [operating budget](#) that appropriately balances planned expenditures within available resources, addresses the existing or emerging financial challenges in specific units, invests in priority initiatives, holds down costs for students, and is ultimately approved by the Board of Regents.

The University has developed an [annual budget process](#) that holds all units accountable for the financial activities that occur within them, and yet allows leadership to make decisions that advance

University priorities and address significant financial needs. The financial model requires transparency in decision making by academic leadership and a concentrated effort on the part of all support and administrative units to provide value-added, excellent service. It promotes incentives for sound fiscal management and continuous improvement, as all units benefit from lowering costs and maximizing revenues.

Under this model, the University has consistently produced a balanced budget while improving quality, growing revenues, and increasing the demand for its programs and services.

The University of Minnesota leverages an inclusive planning process

Internally, the University has used a “[budget/compact](#)” process for the past 15 years to allocate and invest the resources of the University. This process combines academic planning and budgeting processes to ensure alignment of fiscal resources with the academic directions of the institution and its colleges. Every college and significant support unit participates in this process, which includes discussion of new investments as well as reallocation challenges. The process is led by a small group of senior leaders called in this context "the Budget 5" and includes the Senior Vice President for Academic Affairs and Provost, the Vice President for Research, the Vice President for the Academic Health Center, the Chief Financial Officer, and the University’s Budget Director, ensuring that local investments remain in line with broad institutional plans and goals.

This budget development process directly incorporates the academic priorities of the institution. Each academic unit works with the Provost or appropriate vice president on a customized series of questions and issues jointly agreed upon as important upcoming issues. Furthermore, all allocations and investments in support units are transparently communicated to the entire University, such that the entire academic community is aware of and can respond to new investment levels. Investment details are provided in the [cost pool changes document](#), as well as on the Office of Budget and Finance website.

Self-studies inform University planning and decision making

Along with planning and budgeting documents cited in Core Component 5.A, the institution regularly conducts two significant self-study analyses to assess resource alignment. One is a [comprehensive cost benchmarking study](#), completed annually beginning in 2012. All of the institution’s personnel and non-personnel costs are classified into one of three categories—costs that perform the mission, costs that support the performers of the mission, and costs that provide leadership and oversight of the mission. These costs are benchmarked against previous years for the University as a whole and for each campus, college, and major administrative unit. The results are used in individual budget/compact meetings to assure that reallocation decisions are, to the extent practical, not taken from direct mission activities. The institutional results are also shared with the Board of Regents annually to assure proper institutional oversight.

The University has also engaged in a comprehensive "[cost of mission study](#)," which studies both the direct and indirect (support) costs of instruction, research, and public service, as well as the revenues directed toward each part of the mission. This study attempts to look at fully-loaded costs for the research and service parts of the mission, and analyzes the wide variety of revenues supporting all parts of the mission. The detailed analysis and sub-analyses have a wide variety of uses in resource alignment and academic planning.

The University of Minnesota operationalizes organizational assessment through Operational Excellence

Operational Excellence is another way that the University articulates and implements its long-term commitment to working smarter, reducing costs, enhancing services, and increasing revenues throughout the University. It includes a variety of integrated activities with the collective goal of:

- Mitigating the impact of state budget reductions and keeping tuition increases low by reducing the University's operational costs;
- Improving operations and processes, resulting in a more efficient, better run, less redundant organization;
- Promoting entrepreneurship, intelligent risk-taking, cooperation, and engagement across our campuses and in interactions with business and community partners; and
- Freeing up dollars to be reinvested in the core academic enterprise.

The President has pledged to redirect, over a six-year period, \$90 million in administrative costs to the University's mission of teaching, research, and public engagement. With administrative savings of \$18.8 million in FY14, an estimated \$21.6 million for FY15, and \$17.4 million proposed for FY16, the University will be \$57.8 million toward that goal in the first three years. Progress on this goal is [reported to the Board of Regents and the public](#) on a regular basis.

Six-year capital planning is tied to long-range financial planning

The University's Capital Strategy Group, composed of senior leaders, develops and updates a [six-year capital plan](#) annually that is presented to the Board for approval. The plan details the wide variety of considerations necessary for capital planning, including academic need, facility condition, and resource availability. This long-range financial model also allows for debt capacity modeling as it interacts with the six-year capital plan. Most recently, the institution has begun to develop a multi-year technology investment plan, focusing on its enterprise computing systems, with the intent that the University better understands its technology investment in relation to other academic, financial, and capital investment choices.

Undergraduate student assessment informs budgeting and planning

Assessment of student outcomes occurs regularly through the annual administration of the Student Experience at Research Universities (SERU) survey, for which the University provides national leadership. The SERU Consortium includes a peer group of top ranked and progressive U.S. and international major research universities. Consortium members are devoted to creating new data sources and policy-relevant analyses to broaden understanding of the undergraduate experience and to promote a culture of institutional self-improvement. This survey is administered to all undergraduates annually since 2010, and the results are used in a variety of budgeting and planning contexts, such as improving academic and student support, enhancing student programs and learning opportunities, and expanding understanding of the unique experiences of diverse students.

In conjunction with peer evaluation of instruction, the Student Rating of Teaching (SRT) system is used in the processes for faculty salary, promotion, and tenure decisions. The SRT system enables students to provide valuable feedback in the areas of instructor preparedness, presentation, feedback, respectfulness, and student understanding. The feedback is an essential component in the evaluation of instructors and the improvement of teaching at the University, and also provides assistance to students in selecting future courses.

Graduate student outcomes inform resource allocations

The Quality Metrics Allocation Plan outlined in Core Component 4.C ties resource allocation to an

assessment of student outcomes and aligns with the institutional priority of rewarding academic excellence. Funds from the Quality Metrics Allocation Plan can only be used for direct student support such as tuition, health insurance, and travel to conferences and workshops.

Another key resource allocation program that is linked to graduate student success is the annual Doctoral Dissertation Fellowship (DDF). Since 2011, annual investment for the DDF program has increased significantly from \$3.5 million to \$5.5 million. This program gives the University's most accomplished Ph.D. candidates financial support during the fellowship year so they may devote full-time effort to an outstanding research project and to finalize and write a dissertation. The Graduate School tracks the time to degree for the DDF recipients and as a group, the Fellows have shown a significantly shorter time to degree than students who were not recipients of the award, especially in broad fields such as Arts and Humanities (1.1 years shorter) and Education (1.0 year shorter). Findings such as these have resulted in additional investments in graduate fellowships in recent years.

The University considers emerging trends when planning

The University engages in regular and thoughtful analysis of demographics and external environmental factors that will have an impact on the University's ability to excel in its teaching, research, and service mission. The University's leadership and the Board receive regular reports from the state of Minnesota economist and the state demographer, providing data and interpretations to inform and guide the University on important changing trends.

The University also has a history of analyzing emerging factors internally:

- At the beginning of the University's most recent [strategic planning process](#), the Office of Institutional Research presented a multi-hour briefing to senior leadership on internal and external factors likely to affect higher education in the future. The briefing included historical and prospective data on state and national demographics, prospective students, enrolled students, trends in undergraduate, graduate, and professional education, state and national research and outreach trends, and upcoming changes in technology, facilities, and the state, regional, and national economy. Portions of this briefing have been provided to collegiate and operational leadership, as well as to the Board of Regents. The University, colleges, and administrative units are using this information to inform future planning.
- A multi-month planning exercise on the future of classroom instruction led to the re-design of a new classroom building, Bruininks Hall, to include over 20 active learning classrooms.
- The Offices of Undergraduate Education and Institutional Analysis collaborate to conduct regular demographic analyses to understand long-term trends that will affect admissions, tuition, and student diversity. This information is presented regularly to the Board (see the [October 2014 Demographics and Enrollment Management presentation](#)).
- Responding to recent dramatic changes in the local and national student housing market, the University recently [analyzed its approach to student housing and to developed a set of recommendations](#) to guide the approach to this important aspect of student life.

Sources

- About Operational Excellence
- Annual Budget Process Summary
- Board of Regents Strategic Planning Process Work Session, Oct 2013
- Compact and Budget Planning Guidelines
- Cost Definition and Benchmarking Presentation to Board of Regents, Oct 2014

- Cost Pool Changes for FY16 Summary and Detail
- Demographics and Enrollment Management Presentation to Board of Regents, Oct 2014
- Fully Allocated Cost of Mission Presentation to Board of Regents, June 2012
- Housing Strategy Presentation to Board of Regents, May 2015
- Long Range Financial Planning Update to Board of Regents June 2015
- President's Recommended FY16 Operating Budget
- Press Release: U of M president proposes modest tuition increase
- Six Year Capital Plan

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

The University of Minnesota works to assess, document, and improve its performance across all aspects of its academic and administrative operations

Ongoing planning for excellence is detailed in the annual *[University Plan, Performance, and Accountability Report](#)*. The report is one of the key foundational documents developed annually by the University and presented for approval to the Board of Regents and subsequently submitted to the Minnesota legislature.

The report provides a performance baseline for the University, an assessment of progress over time, and an indication of where additional effort is warranted. The 2014 report describes [the many ways that the University demonstrates its accountability](#)—through presentations, annual reporting, the media, accreditation, and to governmental and external organizations—and discusses the University's effectiveness in fulfilling its mission. The report also identifies critical measures that indicate levels of success, along with longitudinal data to demonstrate how well the University has performed over time.

[Operational Excellence](#), also described in Core Component 5.C, is integral to academic program and administrative unit planning and communications. Operational Excellence priorities, implementation strategies, and successes are [reviewed by the Board of Regents](#) and widely shared with the [campus community online](#) and through central and unit-level communications.

To improve data-driven decision making and accountability throughout the institution, the University is developing a "dashboard-style" reporting framework to monitor its performance along key measures. This tool will move beyond standard or readily available data to aggregate more sophisticated measures and analyses of performance, using metrics aligned with mission and strategic priorities. In addition, a [May 2015 Board of Regents work session](#) focused on answering the question "In what areas should the Board of Regents set specific aspirational goals?" As part of that discussion, the Regents reviewed a draft "progress card" framework to drive performance and support Board of Regents oversight. In September 2015, the President [presented a "progress card"](#) with several metrics and goals that the Board and institution will monitor over the next several years.

Such a framework will complement other important functions and processes through which University leaders systematically monitor and measure institutional performance, including periodic enrollment management reports that provide ongoing comparative analyses of each year's undergraduate class; and the [Annual Research Report](#), which analyzes research activity, sponsored funding, and technology commercialization efforts as measured against regional, national and global peers.

The Board of Regents is engaged with the institution's performance improvement activities

The Board of Regents has an important role in ensuring the overall effectiveness of the institution through a number of [fundamental planning processes](#). The Board's [six standing committees](#) advance work plans reflecting Board priorities developed each year with the advice of the President, who also submits an annual work plan to the Board.

The Audit Committee is pivotal in monitoring the institution's management. It oversees the University's system of risk assessment and internal controls, audits, financial reporting practices, and the institutional compliance program. It also provides a direct channel of communication to the Board for the independent auditor and internal auditors. Each committee works with a senior administrative leader to assist in agenda development, prepare docket materials, and coordinate presentations.

The Board also regularly reviews:

- the University's [operating budget](#), with close analysis of how it advances the University's mission and operational effectiveness;
- the University's [six-year capital plan](#), a dynamic road map that reflects a rigorous process to anticipate, plan, design, and construct capital improvement projects and which enables University leadership to focus planning and resources on those initiatives that will have the greatest impact on the University's overall mission;
- the University's [annual capital improvement budget](#), reflecting projects ready to move into construction to address immediate and long-range campus and programmatic needs; and
- the University's [capital financing, investment performance, and debt management](#), including a review of how the institution's credit rating is shaped by student demand, market position, and financial indicators.

Sources

- 2014 University Plan, Performance, and Accountability Report
- 2014 University Plan, Performance, and Accountability Report (page number 9)
- About Operational Excellence
- Annual Capital Budget
- Annual Capital Finance and Debt Management Report
- Annual Research Report, 2014
- Board of Regents Committees
- Board of Regents Policy: Board Operations and Agenda Guidelines
- Board of Regents Work Session on Draft Progress Card
- Operational Excellence Update to Board of Regents, March 2013
- President's Recommended FY16 Operating Budget
- President's Remarks on Operational Excellence to Board of Regents, March 2013
- Six-Year Capital Plan
- University Progress Card Presentation to Board of Regents Sept 2015

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

The University of Minnesota uses its human, financial, physical, and technology resources to support the University's mission, and allocates resources in alignment with its mission. The University's shared governance model—which engages faculty, staff, and students—is a national model. The institution leverages an inclusive planning process that considers emerging trends. This includes self-studies that inform University planning and decision making; a six-year capital planning process that is tied to long-range financial planning; undergraduate student assessment; and graduate student outcomes that inform resource allocations. The University works to assess, document, and improve its performance across all aspects of its academic and administrative operations and engages its Board of Regents in the institution's performance improvement activities.

Sources

There are no sources.