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AT A GLANCE

- Five Campuses (Crookston, Duluth, Morris, Rochester, Twin Cities)
- Seven Research and Outreach Centers throughout the state (previously known as the Agricultural Experiment Stations)
- Budget: \$3.5 billion (FY17)
- 19,752 faculty and staff employees; 6,208 graduate student & professionals in training employees (as of 10/15)
- Enrollment (Fall 2015):
 43,457 Undergraduate
 13,311 Graduate
 3,990 First Professional
 5,893 Non-Degree
 66,651 Total
- Sponsored research awards: \$787.7 million (FY16)

PURPOSE

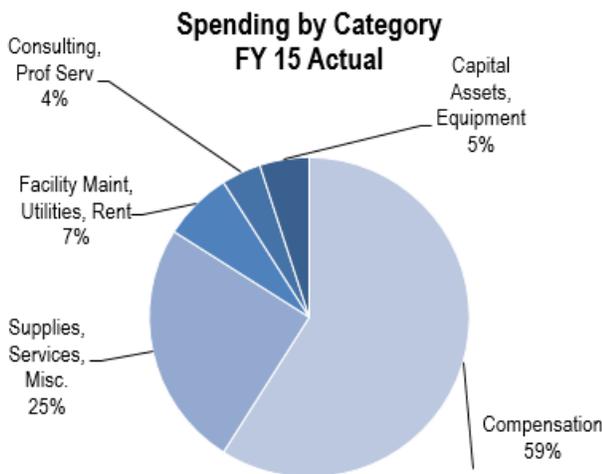
The University of Minnesota's statutory mission is to offer undergraduate, graduate and professional instruction through the doctoral degree, and be the primary state supported academic agency for research and extension service (MN Statute 135A.052). The University's mission is threefold: research and discovery, teaching and learning, and outreach and public service.

The University of Minnesota is the state's only land grant and research institution, and has a unique responsibility to better the lives of Minnesotans through education, research, and public engagement. As one of the nation's top research institutions, the University is a venue where human talent, ideas and innovations, and discoveries and services converge to fuel Minnesota's economy and improve our quality of life.

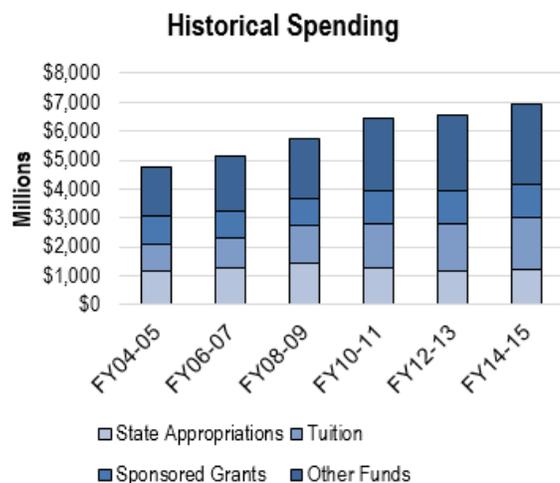
In carrying out its mission on five campuses and research and outreach centers throughout the state, the University contributes to all eight of the state's outcome areas through knowledge generation and by providing services, but advances most directly the following statewide outcomes:

- A thriving economy that encourages business growth and employment opportunities;
- Minnesotans have the education and skills needed to achieve their goals;
- All Minnesotans have optimal health; and
- Sustainable options to safely move people, goods, services and information.

BUDGET



Source: University of Minnesota, General Ledger



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The University's FY17 \$3.5 billion budget is based on revenue support from a variety of sources; tuition (25%), state appropriation (18%), sponsored research grants from federal government and other sources (17%), philanthropy and contracts (17%), miscellaneous income from sales, fees, etc. (13%) and auxiliary business operations (10%). In recent annual operating budgets, the President and the University of Minnesota Board of Regents have focused revenue and spending plans on achieving the goals of Access, Affordability, Academic and Operational Excellence, and Accountability.

STRATEGIES

The Twin Cities campus is in year two of implementing a ten-year strategic plan to accelerate advancement of excellence and impact in research, teaching, and outreach. The plan builds on the strengths of the campus as Minnesota's only land grant and globally engaged research university. Called "Driving Tomorrow," the plan recognizes the special opportunities and responsibilities the campus has to bring its resources more powerfully to bear on addressing "Grand Challenges" – the most pressing and complex problems facing Minnesota and the world.

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

Implementation of the plan involves all sectors of the campus in initiatives and collaborations to accelerate excellence across four goal areas:

- **Leverage exceptional research and curricular strengths to address society's "Grand Challenges"**
- **Reject complacency to foster an invigorated campus culture of ambition, challenge, exploration, and innovation**
- **Recruit and retain field-shaping researchers and teachers from diverse disciplines and backgrounds**
- **Capitalize on the campus's unique location and its global reach to build a culture of reciprocal engagement**

The University has moved forward in the first two years of implementation to align academic priorities and programs with the strategic goals. Initiatives during the first two years of implementation have yielded accomplishments across the four goal areas, and progress has been made on larger institutional transformations. The University has placed special emphasis on curricular and research goals as key components of the larger vision. A Grand Challenges Curriculum has been launched and the University is moving forward to expand high-potential research collaborations in areas where the University can marshal interdisciplinary and collaborative strengths to have great impact on critical challenges of the state and world. Five initial Grand Challenges research areas have been identified, building on existing areas of strength, such as MnDRIVE:

- **Assuring clean water and sustainable ecosystems:** Achieve adequate supplies of safe and clean water to sustain people, agriculture, and industry, while protecting water resources and ensuring the sustainability of environmental systems and the vitality of communities on rivers, lakes and seas.
- **Advancing health through tailored solutions:** Foster community and population health – together with individual physical, mental and psychosocial well-being – by tailoring health care services and interventions to biological, social, and cultural circumstances.
- **Fostering just and equitable communities:** Assure quality of life and equality of opportunity for all members of diverse communities – including educational and health equity, economic opportunity, personal security, and cultural experience.
- **Enhance individual and community capacity for a changing world:** Foster physical, mental, and cognitive well-being from early childhood through late maturity, across the course of life transitions, ensuring that individuals and communities thrive amid great social, technological, and ecological change.
- **Feeding the world sustainably:** Produce, distribute, and maintain safe and sufficient food supplies through environmentally sustainable practices to ensure the vitality of growing and demographically diverse populations.

The momentum toward the curricular and research goals is synergistic with progress in other areas – including initiatives to strengthen recruitment and support for field-shaping researchers and teachers, wide-ranging work to strengthen engagement

with both the public and private sector that leverages the advantages of our statewide locations, and steps to create an invigorated culture that embraces ambition, challenge, innovation, and diversity. Each University campus – Crookston, Duluth, Morris, Rochester, and the Twin Cities – will align its unique goals to meet the needs of students and regions they serve, and to pursue system-wide strategies.

RESULTS

In 2015, the Minnesota Legislature approved five performance measures (Minnesota Laws 2015, Chapter 69) for the University of Minnesota and made 5% of the University's fiscal year 2017 funding, partially or wholly, conditional on meeting those performance goals: of the five percent, the University will receive 0% if none of the goals are met; 33% if one of the goals is met; 67% if two of the goals are met, and 100% if three, four or five of the goals are met. The University and the Minnesota Office of Higher Education agreed to the specific numerical indicators and definitions for the goals in the summer of 2015.

The five performance goals relate to: graduation rates for subsets of the student population, science/technology/engineering/math (STEM) degrees awarded, reallocation of administrative costs, and the number of inventions or original creations with commercial or public value disclosed by University researchers. Below is each of the performance measures named in legislation, with base level indicators and the goals relative to base.

| <i>Type of Measure</i> | <i>Name of Measure</i> | <i>Base</i> | <i>Goal</i> | <i>Report Date</i> |
|------------------------|--|-------------------------------------|-------------------------------|--------------------|
| Results | System-wide Graduation Rates-Students of Color (3 year average): a) 4 year; b) 5 year; c) 6 year | a – 43.1% b – 59.4% c – 62.7% | Increase each by at least 1% | Early 2017 |
| Quantity | System-wide Undergraduate STEM Degrees Conferred (3 year average) | 3,797 | Increase by at least 2% | Early 2017 |
| Results | System-wide Undergraduate Freshmen Four-Year Graduation Rate (3 year average) | 52.5% | Increase by at least 1% | Early 2017 |
| Quality | Administrative Cost Reallocation | NA | At least \$15 million in FY16 | Early 2017 |
| Result | Licensing Disclosures | 343 est. | Increase FY16 by 3% over FY15 | Early 2017 |

In addition to these performance measures approved by the Minnesota legislature, two additional performance documents are noteworthy. First, within the University's charter, 1851 Territorial Laws, Chapter 3, Section 16, it is stated that "[the regents shall] make a report annually, to the Legislature...exhibiting the state and progress of the University...and such other information as they may deem proper, or may from time to time be required of them." Consequently, the University of Minnesota publishes annually the "University Plan, Performance, and Accountability Report," which reflects the institution's progress against its key strategic goals and identifies areas for improvement. http://www.academic.umn.edu/accountability/pdf/2015/2015_Accountability_Report.pdf.

Finally, in the spring of 2016, the University's Board of Regents adopted a new tool – the University Progress Card - to track progress on six-year, high level institutional goals. The Progress Card helps the Board of Regents focus oversight on a limited

number of strategically measurable goals (Gold measures) including 4- and 6-year graduation rates, 4-year graduation rates of Pell-awarded students, research and development expenditures, medical school ranking, faculty awards, and progress toward operational excellence, among others. In addition, the Progress Card also provides insight into important trends (Maroon measures), that are a signal of institutional strength. These are items important to monitor, but the University alone cannot significantly influence them, including Twin cities entering freshman average ACT score, Twin Cities transfer student 3-year graduation rate, graduate and professional degrees awarded, median undergraduate debt at graduation, and University facilities considered in "poor" or "critical" condition, among others. The full set of measures can be found at oir.umn.edu/planning_metrics/progress_card