



# A YEAR IN REVIEW 2016-17

Office of the  
Provost



UNIVERSITY OF  
**St. Thomas**

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# MAJOR STEPS TOWARD LONG-TERM GOALS

Dear St. Thomas Community,

This has been a busy year at St. Thomas, and I have enjoyed the collaboration and innovation among so many of the units on campus.

Together, we accomplished projects of great significance. I invite you to read more in the following pages, but first I'd like to highlight the following:



- **Dougherty Family College**, St. Thomas' two-year college, has received accreditation, has hired faculty and staff and has dedicated space for faculty, staff, students and classes. Funding is underway to sustain this new school, and we are delighted to welcome our first cohort to campus this fall.
- **The St. Thomas e-Learning and Research (STELAR) Center**, a collaboration among Information Technology Services, Academic Affairs, Faculty Development and University Libraries, opened in fall 2016 and serves as a one-stop shop for technology-enhanced instruction, research and support.
- Ashoka U has designated St. Thomas as a **Changemaker Campus**. Joining a select group of 40 institutions worldwide, St. Thomas now is recognized for its social innovations in hopes of inspiring more new projects to make change for the common good.
- After more than two years of thoughtful collaboration, the Educating for the Future Task Force has completed and publicized its proposed **new core curriculum**. During fall 2017, the faculty will debate and vote on its adoption.
- St. Thomas has a new **decentralized budgeting process**. Business units campuswide have been involved in this evolution, and the process will be much more efficient and transparent when complete.

Thank you all for your hard work and dedication to academics, the university, the community and one another. All for the common good!

Sincerely,

A handwritten signature in black ink, appearing to read "Richard Plumb". The signature is fluid and cursive.

Richard G. Plumb  
*Executive Vice President and Provost*  
*Professor, School of Engineering*

# COLLEGES AND SCHOOLS

**Learn about the academic accomplishments throughout St. Thomas' colleges and schools.** Our students flourish and live out the mission of the university as morally responsible leaders who think critically, act wisely and work skillfully to advance the common good.



**College of Arts and Sciences**

**College of Education, Leadership and Counseling**

**Dougherty Family College**

**Opus College of Business**

**School of Engineering**

**School of Law**

**School of Social Work**

**St. Paul Seminary School of Divinity**

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## ENROLLMENT HEADCOUNT

	<i>2015-16</i>	<i>2016-17</i>
Undergraduate Students	6,240	6,111
Graduate Students	4,005	3,872
Full-Time Faculty	485	467
Staff	1,067	988

# COLLEGE OF ARTS AND SCIENCES

## Faculty Recognition and Grants

- **Dr. Mark Neuzil (Communication and Journalism)** and **Dr. Ted Ulrich (Theology)** were awarded Fulbright Grants to teach and conduct research respectively in the Czech Republic and in Tamil Nadu, India, in 2017-18.
- **Dr. Heather Shirey (Art History)**, received a Fulbright to China in spring 2016.
- **Dr. Chip Small** of the Biology Department, along with co-investigator **Dr. Adam Kay**, received a \$650,000 Early Career Development (CAREER) grant from the National Science Foundation. The multiyear grant will support research with students on nutrient recycling and loss on urban farms and community gardens.
- **Dr. Chris Santiago (English)** was awarded the \$10,000 Lindquist & Vennum Prize for Poetry and publication of his book, *Tula*, by Milkweed Editions.

**\$650,000**

**EARLY CAREER  
DEVELOPMENT GRANT**

## New Academic Programs

- **Science, medicine and society** is one of several minors the College of Arts and Sciences approved this year. The interdisciplinary program provides health professions students with current critical perspectives on medicine, science, health and disease to support the dignity of the whole person. **Theology** developed several new minors that allow students to examine focused themes (e.g., interreligious dialogue).
- **Three new graduate certificate programs in English, art history and music** were approved and initiated. The programs provide credentials for secondary school teachers offering college-level classes in high schools.
- **Museum studies**, another certificate program, was launched by the Art History Department; it focuses on students interested in careers with museums and arts organizations and galleries.
- **A joint B.A.-M.A. degree in English** begins in 2017-18.
- **Liberal Arts Semester at the Bernardi Campus in Rome** was launched. Dr. Monica Hartmann (Economics) was the inaugural faculty director for the program. In addition to taking a full load of classes, students had volunteer placements with several social service organizations and a full roster of academic field trips. Organic Chemistry I will be among our future course developments, with the goal of making the program available to majors in the sciences.

## Publication and Outreach

- **"Beyond the Roots of Human Inaction: Fostering Collective Effort Toward Ecosystem Conservation,"** co-authored by Dr. Elise Amel and Dr. Britain Scott (Psychology), was published in the "Ecosystem Earth" special issue of the journal, *Science*, on April 21, 2017.
- **The Pollinator Path** was created across the St. Paul campus, building on the success of student research and outreach with the Stewardship Garden. Informational signs demonstrate to the community the connection between plants and pollinating insects such as bees, and the path will form the foundation for a Sustainable Communities Partnership project with selected courses in 2017-18.

# COLLEGE OF EDUCATION, LEADERSHIP AND COUNSELING (CELC)

## Three New Program Offerings

- Hybrid Ed.D. in Leadership and Learning
- M.A. in Educational Studies
- Certificate in Co-Dependent Disorders

## Residency Model for Teacher Licensure

A new “residency” model for teacher licensure was launched. It currently has two partners: St. Paul Public Schools and the Minneapolis Public Schools. These highly visible new programs have attracted quite a bit of local and national attention. In this program, students take classes one day a week and are full-time learning practitioners within a school the rest of the week. Initially they are observing and learning. By the end of the year they will do all of the teaching, and their mentors will observe and coach.

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**2**  
**NEW “RESIDENCY”  
MODELS FOR  
TEACHER LICENSURE**  
.....

## Implementation of College Structure Changes

CELC completed the actions necessary to close approximately 30 percent of its underperforming academic programs as of 2016-17. Those programs, where applicable, are now in teach-out status. The staff reorganization developed in 2016-17 was implemented. While some tweaks remain, the staff was reduced by approximately 15 percent in 2016-17 by consolidating functions in new ways.



# DOUGHERTY FAMILY COLLEGE

Last year, St. Thomas achieved its goal of launching a two-year college for motivated students who come from low-income, underrepresented communities. They will receive the personalized, intensive academic, social and financial support they need to ultimately earn a four-year degree. Through the work of many committed, enthusiastic St. Thomas faculty and staff, along with the Board of Trustees, the Dougherty Family College now is preparing to welcome its first cohort.

## Degree-Approval Process

Collaboration among faculty committees and others brought this new degree to reality. The faculty recommended St. Thomas offer an Associate of Arts degree and then approved the curriculum of the Associate of Arts in Liberal Arts degree. The Board of Trustees then approved the launch of the school and offering of this degree. Approvals followed by the Minnesota Office of Higher Education and then the Higher Learning Commission. Each of these steps was essential to launch the college.

## Filled Leadership Positions

Professor Buffy Smith (Sociology and Criminal Justice) has been a key contributor in building consensus, developing the curriculum and collaborating with stakeholders throughout the university. Dr. Smith was named founding associate academic dean and also has played a critical role in hiring the new college's faculty and staff. This spring, Alvin Abraham was hired as dean and executive officer, and Dr. Doug Thompson will be associate dean of students. Faculty and staff will be ready to welcome and engage with students in late summer 2017.

## Development Efforts

St. Thomas Board of Trustees approval was contingent upon the new school being self-sustaining. The University Development and Alumni Relations unit, headed by Erik Thurman, has eagerly pursued fundraising goals to fund scholarships, faculty, staff and programs. As of June 30, \$21.5 million had been raised and additional proposals are pending. Corporate sponsorship solicitations are underway to fund student meals, technology and transit and the summer enrichment program. Work is also underway to identify corporate partners for the student internship program, and a three-year grant has been secured to launch the program.

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**\$21.5 million**  
**RAISED FOR SCHOLARSHIPS, FACULTY,  
STAFF AND PROGRAMS**  
.....

## Physical Space

Because the Dougherty Family College will be nonresidential, the Minneapolis campus was chosen to house the school due to better public transportation options. In addition to class space, a large area on the third floor of Terrence Murphy Hall was remodeled to house faculty, staff and administrative offices. The lower level of this building will provide students with study rooms, a gathering/social area, collaborative space, computer lab and lockers. Tutoring and mentoring staff will be available daily as well. Next door, Schulze Hall will house student dining.

## DFC Welcomes Students

With these preparations, the faculty and staff at Dougherty Family College will have the resources, knowledge, experience and passion for empowering underserved students to thrive in higher education. We are excited and on target to welcome the inaugural class this fall.



## OPUS COLLEGE OF BUSINESS (OCB)

### **e-Fest® - A Celebration of Undergraduate Entrepreneurship**

With generous support from the Richard M. Schulze Family Foundation, the college created and launched e-Fest®, the nation's largest undergraduate business plan competition. Teams from 83 universities submitted 161 business ventures to the competition. Twenty-five student teams were invited to campus, including St. Thomas students Meghan Sharkus and Sam Rystrom. The event included workshops and opportunities for networking and mentorship.

161

BUSINESS VENTURES  
SUBMITTED

### **New Undergraduate Minors**

The Department of Entrepreneurship in the Schulze School of Entrepreneurship developed a new minor in entrepreneurship for students across the campus. The college also is partnering with faculty in Arts and Sciences to develop an undergraduate minor in business analytics. The proposed new minor is designed to help meet a critical market need for “big data” skills and should be attractive to a broad group of students and majors.

### **Blended, Online and 'Hyflex' Summer Undergraduate Courses**

With instructional design support from STELAR Minneapolis and resources from the GHR Foundation legacy grant, college faculty developed six core business courses using one of three online delivery methods: blended, online and “hyflex” models. In the hyflex course, students have the opportunity to attend class on campus or online synchronously (through conferencing software), or they may complete activities online asynchronously, and may move between formats any day or week depending on their availability or preferences. This concept provides maximum flexibility for students and is being tested in MCH 115, an active learning classroom.

### **Executive Education - 60th Anniversary**

Executive Education, the college's nondegree professional development arm, celebrated its 60th anniversary in 2017. To mark this milestone, it held several unique community events:

- **“Sample of How We Serve”** experiences delivered short content in sessions to nearly 200 participants.
- **10 new programs** were launched in Executive Education in contemporary areas of business practice, including an online Certified Professional Project Manager program and offerings in digital marketing, social media, health care and analytics.

## Special J-Term Courses

The Opus College launched two new January Term courses in 2017:

- **Finance on Wall Street:** The Finance Department partnered with Piper Jaffray to launch this new course. In Minneapolis and New York, Piper Jaffray introduced the students to careers in investment banking, merchant banking and financial analysis, and talked about the equity and fixed-income trading desks, investment banking and career planning. The students also met with Wells Fargo, Bloomberg and JP Morgan, and toured the New York Stock Exchange.
- **Social Entrepreneurship in India:** Ten undergraduate and five graduate students participated in the inaugural offering of this new J-Term course. The group traveled to Mumbai, India, where St. Thomas partnered with leading Indian business school SP Jain to provide students with experience working with social entrepreneurs addressing challenging social problems. The bulk of the course took place in the field, where students worked in small teams with social entrepreneurs on projects to advance the mission of the social enterprise, including creating digital marketing strategies to draw customers to nonprofit websites and developing social media campaigns to raise awareness of elder neglect.

2

NEW J-TERM  
CLASSES

## Professor + Professional Delivery Model Pilot

As part of the newly launched graduate program portfolio, the college piloted a new Professor + Professional (aka “Prof + Prof”) delivery model in two graduate finance courses. In this model a seasoned professional is paired with a full-time professor to co-deliver a course, linking theory and practice, in an active learning format.

Associate Professor Mufaddal Baxamusa worked with Jeff Hawkes, senior manager from Ecolab, to deliver the Mergers & Acquisitions course. The course culminated in presentations to Ecolab senior leaders at their headquarters in St. Paul. Given positive student feedback, the college will offer seven graduate Prof + Prof courses in 2017-18 in emergent topics, including international marketing, storytelling with data and strategic sustainability.



# SCHOOL OF ENGINEERING

## Civil Engineering Launch

Engineering faculty, in conjunction with School of Engineering industry partners, developed the curriculum and passed state and federal approvals to launch a new Civil Engineering program in fall 2017. The program will complement the three current programs in Computer, Electrical and Mechanical Engineering.

## Industry Collaboration Continues

The Engineering Senior Design Clinic engaged 132 students in 32 projects with industry sponsors, culminating in the Engineering Design Clinic Show May 5. It drew more than 700 people. We are grateful to our industry partners: 3M, Abbott/St. Jude Medical, Horton Inc., Pentair, Polaris, Emerson Process Management, Stratasys, Andersen Corp., Cardiovascular Systems, Graco, Airborne Athletics, Polar Semiconductor, Rocket Science Technologies, Radia, AF Energy, Accraply, Flarean, Nonin Medical and V-Tek Industries.

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**132**  
STUDENTS  
PARTICIPATED IN  
SENIOR DESIGN CLINIC  
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## Engineering Growth by the Numbers

Total FY17 credits delivered in the School of Engineering increased by 13 percent over the previous year. Five-year growth in credit count is 58 percent. The largest gains in enrollment were again in our graduate programs, including data science as well as mechanical and electrical engineering. Overall, graduate programs increased by 17 percent year over year, and 72 percent over the past five years.

## ABET Accreditation Review

Following extensive self-studies, in fall 2016 the Electrical, Computer and Mechanical Engineering programs underwent the comprehensive ABET-EAC campus visit and review by evaluators from across the nation. Full six-year accreditation has been approved by the ABET-EAC for all three programs through 2023.

## Top 50 Undergraduate Programs Ranking

For the fourth consecutive year, the University of St. Thomas was ranked in the Top 50 undergraduate-focused engineering programs by U.S. News & World Report.

## Entrepreneurship in Engineering

With a grant from the Kern Family Foundation, the School of Engineering faculty continued its work to develop the entrepreneurial mindset in the engineering educational experience at St. Thomas. The work is in conjunction with 27 other engineering schools across the nation, including Marquette, Villanova, Santa Clara and Georgia Tech, with which we are collaborating on new programming inside and outside of the classroom.

# SCHOOL OF LAW

The School of Law, through an innovative curriculum that emphasizes professional formation and the education of the whole person, strives to help each student develop professional and ethical values vital to long-term success in the legal profession.

## Accomplishments:

- 80 percent of the Class of 2016 landed full-time, permanent law-related jobs.
- While law school applications dipped nationwide, applications to St. Thomas are up more than 10 percent.
- No. 1 in nation for externships (The National Jurist)
- No. 2 in nation for best practical training (The National Jurist)
- Top 10 best value private law school (PreLaw Magazine)
- Top 10 for best professors (Princeton Review)
- Top 10 for best student quality of life (Princeton Review)
- Top 20 for academic quality of international LLM program (The National Jurist)
- Top 30 for clinics (U.S. News & World Report)
- Top 40 for faculty scholarly impact (Leiter/Sisk rankings)

.....  
**#1**  
**FOR EXTERNSHIPS**  
.....



# SCHOOL OF SOCIAL WORK

## Field Summit on Emerging Issues in Social Work Practice

Each August the Field Practice Institute offers a Field Summit on emerging issues in social work practice. The 2016 keynote speaker was Dr. Larry E. Davis, dean of the School of Social Work at the University of Pittsburgh, chairholder of the Donald M. Henderson Professorship, director of the Center on Race and Social Problems and founder and leader of Race, Ethnicity and Poverty (REAP) Centers Consortium. Davis is the author or co-author of 47 articles, seven books including *Why Are They Angry With US? Essays on Race* and numerous editorials, reports and papers. In October 2016 Davis was awarded the Significant Lifetime Achievement Award in Social Work Education by the Council on Social Work Education.

## Graduate Program Development

The school implemented three new graduate areas of emphasis. The Area of Emphasis Scholars programs focus on emerging practice areas and provide additional networking, collaboration and leadership opportunities for MSW students:

- **Gero-Social Work Practice/Area of Emphasis in Aging (AEA) Scholars:** Clinical practice with older adults and their families
- **Military Practice/Area of Emphasis in Military Practice (AEMP) Scholars:** Clinical practice with service members, veterans and their families
- **Practice with Immigrants and Refugees/Area of Emphasis in Practice with Immigrants and Refugees (AEIR) Scholars:** Clinical practice with immigrants, refugees, their families and communities

Each Area of Emphasis program brings together MSW students, faculty and community members in a program of coursework, leadership, practicum, research and community partnership.

## Diversity Social Work Advancement Program (DSWAP)

The Family Partnership's (TFP's) DSWAP Program is a collaboration among five community partners and three graduate social work programs. This project trains racially and ethnically diverse clinical-year MSW students and recent MSW graduates to become mental health professionals. To date, more than 50 students from 25 countries have participated in DSWAP, including 16 students from the University of St. Thomas-St. Catherine University MSW program.

## Graduate Research

This year 144 MSW students presented findings from their clinical research at the annual Clinical Research Paper Presentation Day, when students are joined by their committee members, faculty, family, friends and colleagues who supported them throughout their journey of completing this capstone project. Annually, approximately 1,200 people attend Presentation Day to celebrate with our graduating MSW students.

144

MSW STUDENTS  
PRESENTED AT ANNUAL  
CLINICAL  
RESEARCH DAY

## Doctorate in Social Work

Eighteen students from this program's first cohort graduated in May. The only fully online program developed and operated by St. Catherine University and the University of St. Thomas, the DSW program has a focus on "Education as Practice" and provides access to a doctoral program for social work educators to continue their education to the doctoral level without completing a Ph.D. Currently 57 students are enrolled from 22 states and the territory of Guam.

**18**  
DSW STUDENTS  
GRADUATED

## Professors Receive Federal Grant

The School of Social Work was selected as one of 10 U.S. schools to participate in the Social Work Healthcare Education and Leadership Scholars (HEALS) program funded by the New York Community Trust. This five-year grant supports 20 BSW and MSW students with \$110,000 in funding. Awarded by the Council on Social Work Education and the National Association of Social Workers, the program "aims to develop the next generation of social work leaders who will stand ready to lead efforts to address system-level changes, heighten awareness of prevention and wellness, and address the issues of structural racism that are embedded in social institutions."

## Community Partnerships

Annually more than 200 community nonprofit agencies partner with the School of Social Work to provide learning experiences for students. Agencies that provide clinical internships, clinical supervision for students and clinical services are able to apply for reimbursement from the state of Minnesota for their educational services. The School of Social Work Field Education Program provided support to 40 agencies in applying for Medical Education and Research Costs (MERC) recovery funds. More than 30 agencies were awarded funding for a total of \$675,393, a 110 percent growth over the previous year (\$320,873).



# ST. PAUL SEMINARY SCHOOL OF DIVINITY

## Enrollment by the Numbers

During the 2016-2017 academic year at the St. Paul Seminary School of Divinity:

- 127 students were enrolled in its four major degree programs.
- 32 students were enrolled in ancillary nondegree programs.
- 54 percent of SPSSOD students were seminarians in formation for the ordained priesthood.
- 46 percent were associated with the school's lay degree programs.
- 17 different dioceses were represented by seminarians, mostly in the Upper Midwest; however, the Archdiocese of Alaska, two dioceses in Africa and a religious order from Peru also were part of the seminary community.
- The age range of students actively pursuing degrees at SPSSOD was 22 to 70.
- 45 percent of the lay student population were women (20 percent of SPSSOD's total student population).
- 10 current students were born outside of the United States. Their countries of origin include Colombia, El Salvador, Ghana, Mexico, Peru, Nigeria and Uganda.

127

STUDENTS  
ENROLLED IN FOUR MAJOR  
DEGREE PROGRAMS

In addition, the Institute for Diaconate Formation (IDF) currently is preparing 23 men for ordination, with approximately 20 additional applicants in the inquiry stage. The Archbishop Harry J. Flynn Catechetical Institute (CI) has had approximately 1,400 participants complete its two-year, nondegree formation program since its inception in 2008. More than 400 students currently are enrolled in local CI classes, which provide ongoing faith formation for Catholic adults through an extensive study of the *Catechism of the Catholic Church*.

## Faculty Accomplishments

Although relatively small in number, SPSSOD faculty members have an international reputation for their active engagement in the Catholic Church.

Among the more notable accomplishments in 2016-17:

- **Father John Floeder and Dr. David Jenkins** participated in a seminary outreach program sponsored by Catholic Relief Services (CRS). Jenkins and seminarian Michael Reinhardt then traveled to Lebanon and Jordan in June to witness firsthand the work of CRS in settlements that receive refugees from Syria and Iraq.
- **Dr. Deborah Savage** presented a paper at the Congregation for the Doctrine of the Faith conference, "Women in the Church," in Rome in September 2016.
- **Sister Katarina Schuth, O.S.F.**, gave a series of presentations at a conference, "Human Formation in Seminaries," at Dharmaram College, Bangalore, India, in January. Sister Katarina also was honored with the Distinguished Service Award by the Association of Theological Schools in the United States and Canada in July 2016.

- **Dr. William Stevenson** was a participant in the U.S. Conference of Catholic Bishops National Dialogue with Evangelicals. He also presented a paper at the International Conference of the British Association of Islamic Studies at the University of Chester, England in January.
- **Dr. Christopher Thompson** was the leading author of a document written by the International Catholic Rural Association in collaboration with the Pontifical Council for Justice and Peace titled “Vocation of the Agricultural Leader.” This document was presented to Pope Francis during a private audience on Dec. 10, 2016.
- **Dr. Christian Washburn** is a regular participant in the national Evangelical-Catholic Dialogue and both national and international Lutheran-Catholic Dialogues. He attended the International Lutheran-Roman Catholic Commission on Unity in Welwyn Garden City, England, in July 2016 and the joint Lutheran-Catholic commemoration of the Protestant Reformation in Lund, Sweden, in October 2016.
- **Father Kevin Zilverberg** currently serves as a guest researcher at the Madrid, Spain-based Institute of Languages and Cultures of the Mediterranean and Near East.



## SUPPORTING UNITS

**Collaborative and innovative work across supporting units fostered positive and fulfilling** St. Thomas experiences for students and the campus community.



**Division of Student Affairs**

**Information Technology Services**

Institutional Effectiveness

**Enrollment Management**

**Academic Affairs**

University Libraries

Undergraduate Studies

Faculty Advancement

**Global Learning and Strategy**

# STUDENT AFFAIRS

## Developed the Diversity Activities Board (DAB)

DAB is a student programming board for the university responsible for educational programs focused on diversity and inclusion. Highlights included:

- 3,135 attendees at DAB events and 2,100 attendees at cultural dinners.
- Our first campus “Asia Night” celebrated Asian culture and community.
- “Dear World”: The DAB team facilitated this interactive program to showcase unique St. Thomas stories and widen conversations around issues such as diversity and inclusion, mental health, sexual assault and awareness, identity or disability awareness.
- Holi celebration: our campus celebration of this Hindu festival.

## Near Completion Graduation Outreach Project

The Center for Student Achievement, a collaboration between Student Affairs and Academic Affairs, identified first-time, first-year students from fall and spring 2010, 2011 and 2012 cohorts who left St. Thomas without completing their degrees, but who were within 12 or fewer credits remaining (96-99 percent completion). Ninety-eight students were contacted and provided specific, tailored information to support degree completion.

The goals of this project were to:

1. Have a positive impact on four- and six-year graduation rates
2. Encourage former-returning students to take their final courses at the University of St. Thomas
3. Help students to identify a timely path to completion

## Culture Stew Teach-Ins

Student Affairs collaborated with faculty partners to offer Culture Stew Teach-in forums for people to come to discuss complicated current issues. Topics included Black Lives Matter and the Philando Castile shooting, the Dakota-Access Pipeline, immigration and interracial friendships. More than 270 people attended. Completed surveys indicated that 91 percent of respondents either agreed or strongly agreed that attending the event helped them recognize the importance of, and barriers to, creating equitable and inclusive communities.

## Center for College Sleep

This collaboration with the College of Arts and Sciences was created to better understand and improve college students’ sleep by providing rigorous research, educational outreach and innovative programming. The American College Health Association identified poor sleep as one of its top health concerns for students and cited better sleep as one of five key benchmarks for improving academic success for its 2020 Healthy Campus campaign. The center’s own research has found that the detrimental effect of poor sleep on GPA is on a par with marijuana use and binge drinking (Hartmann & Prichard, 2014). Poor sleep does more than hinder academic success; insufficient sleep causes accidents, impairs decision-making, and exacerbates psychological and physiological illnesses. Dr. Roxanne Prichard and Birdie Cunningham have given presentations at numerous national and regional conferences on the Center for College Sleep and related sleep research.

MORE THAN  
**700**  
STUDENTS  
ATTENDED MINNESOTA  
PRIVATE COLLEGE JOB  
AND INTERNSHIP FAIR

### **Minnesota Private College Job and Internship Fair**

More than 700 St. Thomas students attended this fair to meet and interview with potential employers. From 2012 to 2017 student attendance increased 59.49 percent. From 2016 to 2017 student attendance increased 8.39 percent.

### **Dedication of Father Dorsey Way**

Student Affairs supported a student-driven initiative to rename Campus Way on the second floor of the Anderson Student Center to Father Dorsey Way to acknowledge Father John Henry “Harry” Dorsey. Dorsey, who enrolled at St. Thomas in 1888, was St. Thomas’ first African-American student.

### **More Comprehensive, Collaborative Living Learning Communities**

The program grew from five communities with approximately 85 students to eight communities and approximately 155 students and 22 faculty partners. Twenty-six off-campus students participated in their own yearlong THEO 101 Learning Community.

### **Learn to Live**

We expanded counseling options with Learn to Live, an online therapy program for students struggling with stress, depression and anxiety. This program is available to students free of charge. From December 2016 to June 2017, 597 online assessments were taken and 402 individuals enrolled in an online therapy program.

### **Intentional Conversations with First-Time First-Year Students**

- 1,349 first-time, first-year students began in fall 2016.
- 1,246 participated in the Intentional Conversations program.

In the first six weeks:

- 78 percent connected with a faculty or staff member
- 59 percent named clubs they joined
- 38 percent participated in varsity, club or intramural athletics
- 18 percent named other involvement (Volunteer Corps, Tommie Catholic, etc.).

### **Student Service Hours**

Student clubs and organizations completed more than 28,933 service hours during the 2016-17 academic year.

MORE THAN  
**28,933**  
STUDENT  
SERVICE HOURS  
COMPLETED

# INFORMATION TECHNOLOGY SERVICES

## **The New STELAR Center**

### *Partnership with Libraries, Academic Affairs, Faculty Development*

The new St. Thomas e-Learning and Research (STELAR) Center opened in fall 2016 to provide faculty with a one-stop shop for technology-enhanced instruction. STELAR works closely with faculty to make the university's online courses engaging. Faculty members from every college learned how to more effectively teach online courses through course design consultations, enhanced media production opportunities, research through the STELAR Faculty Grant program and by participating in STELAR's Online Teaching Certification. STELAR staff also helped faculty design research in their disciplines using cloud-based computing and virtual and augmented reality tools, achievements which strengthen St. Thomas' reputation as a leader in emerging academic technologies.

## **Increase in Summer Online Enrollment**

### *Partnership with the Registrar and Marketing, Insights and Communication (MIC)*

This summer St. Thomas offered an unprecedented 26 undergraduate courses in online and blended formats. The university identified the top 20 undergraduate courses that students typically transfer back to St. Thomas at the end of each summer after taking them elsewhere. The STELAR team worked with faculty to design more flexible courses to fit student schedules. Providing these courses at a discounted rate allowed students to seamlessly and affordably make progress toward their St. Thomas degrees.

- All 26 courses were full.
- Six raised their enrollment caps to meet demand and many had additional waitlists.
- 710 enrollments in these courses accounted for 36 percent of summer undergraduate credits.

## **Managing the Student Lifecycle with Salesforce**

### *Partnership with Enrollment Services, Academic Affairs, Student Affairs*

The implementation of Salesforce, a universitywide customer relationship management tool, will allow tracking and interactions with students from recruitment to alumni status. Graduate Admissions began using Salesforce in June 2016 and Undergraduate Admissions will move to the new system for the incoming class of 2021. Furthermore, the new Salesforce retention system, implemented in February, allows academic counselors to monitor and take action on faculty-initiated student alerts, thereby ensuring that students receive prompt support to remain on track for graduation.

## **Multifactor Authentication**

The ITS Security Team led a pilot of multifactor authentication at St. Thomas, a method of account sign-in that requires more than one step of identity verification. This extra layer of security helps protect institutional and personal data when signing on to St. Thomas Office 365 accounts. Ten university units, totaling 100 staff members, volunteered as early adopters in the initial implementation.

## **Cloud-First Infrastructure**

The Infrastructure Services team developed a strategy to migrate on-campus server-hosted services to the cloud. This effort enables ITS to scale computing resources to meet demands as well as increase network speed and reliability. Recent additions of cloud-based services include Office 365, Salesforce and the upcoming Canvas learning-management system. Thirteen projects were created to set the foundation for the migration to Amazon Web Services (AWS), the chosen cloud-hosting solution.

## Institutional Effectiveness

Institutional Effectiveness supplied a variety of data and analysis to key stakeholders in 2016-17, leading to new insights about our students, programs, operations and tuition dollars.

.....  
**MORE THAN**  
**200**  
**INTERNAL INFORMATION**  
**REQUESTS**  
.....

### **Answered Extensive Data Requests**

This year we continued to broaden the depth and variety of information we provided to community members. The office completed more than 200 internal requests for information captured through its RFI process. In addition, staff completed more than 30 external surveys and external requests for information, including U.S. News & World Report, College Board, Peterson's, HLC, MOHE, CSRDE, IPEDS and MPCC, among others.

### **Data Collection Netted Student Insights**

We orchestrated and collected data from our faculty and students via three national surveys, which provides the community with insights into students' expectations and experiences.

### **New Online Faculty Evaluation**

Our office, in conjunction with the Committee on Teaching Evaluation and Faculty Development, launched IDEA powered by Campus Labs for the first time this summer, bringing the faculty evaluation process from a paper process to an online platform.

### **Multi-Location Accreditation**

This past fall the university was required to complete a multi-location site visit with its regional accreditor, the Higher Learning Commission. The purpose of the multi-location site visit was to confirm the effective oversight by the institution of its additional locations. The institution was evaluated on the consistency in which it evaluates and assesses programs offered at off-site locations and the consistency in which it provides academic support services to students and faculty at these additional locations. With the help of many others on campus we prepared the multi-location report and held a successful visit Dec. 6, 2016, at our North Mankato site, Minneapolis campus and Fridley site and at our Lakeville site on Dec.10, 2016. We received a positive report from the Higher Learning Commission which allows the institution to continue to offer programs/courses at off-site locations, and the flexibility to add new locations without approval. This visit was part of our 10-year open pathway reaccreditation timeline. We will participate in another multi-location site visit in 2021-22 as long as we continue to maintain more than three additional locations.

### **Accreditation for Dougherty Family College**

In addition to the above accreditation activities, Institutional Effectiveness also orchestrated the regional accreditation approval process for the new Dougherty Family College. This included the preparation of two applications and the scheduling and orchestrating of a one-and-a-half-day visit by two external reviewers. The visit and report were successful as the university was approved by the Higher Learning Commission to offer the Associate of Arts Degree in Liberal Arts.

# ENROLLMENT MANAGEMENT

The Enrollment Management unit changed the admission calendar this year to adopt an early action decision date, designed to enhance the prestige, yield and class profile. This change also enabled students to receive financial aid packages earlier than prior years.

## Student Profile

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	<i>fall 2015</i>	<i>fall 2016</i>
New freshmen	1,421	1,349
Domestic	1,391	1,324
International students	30	25
States represented	31	24
High schools represented	441	389
Avg. GPA (freshmen)	3.6	3.6
Avg. ACT (freshmen)	26	27
Percent female	50	47.9
Percent male	50	52.1
Percent students of color	14.0	13.5



# ACADEMIC AFFAIRS

## University Libraries

### Spearheaded New Library Management System

The University Libraries, along with our colleagues in the Cooperating Libraries in Consortium (CLIC), migrated to a “next generation” library management system that makes nearly all of our content (print and electronic books, journals, journal articles, audio and visual collections, and local special collections) discoverable through one interface. Improved analytics in the new system will allow us to more effectively develop collections that support the curricular and research goals of faculty and students. University of St. Thomas librarians led this major project, which benefits the users of most of the Twin Cities private college libraries.

### Developed and Implemented Strategic Plan

The libraries completed a strategic plan and reorganization which included restructuring positions and creating a director position for the Minneapolis campus Keffer Library, as well as a new associate director for research and outreach. The strategic plan positions the libraries for new directions in the 21st century.

### Increased Interactivity

During FY 2016-17 the library staff conducted 373 courses and workshops for 10,745 students and faculty (an 18 percent increase in the number of attendees). Librarians also met with 1,087 students for individual consultations, up from 964 students last year, an increase of 11 percent. Library staff were involved in 25 workshops and consultations related to STELAR activities, involving more than 80 faculty in education, social work, biology, economics and other disciplines.

.....  
**373**  
**COURSES AND  
WORKSHOPS WITH  
LIBRARY STAFF**  
.....



## **Undergraduate Studies**

### **Enhanced Resources for Academic Advisers**

In fall 2016, Undergraduate Studies rolled out an online training module for faculty advisers. This module is designed for both new advisers and those who want additional help with advising students on degree progress. In summer 2017, Undergraduate Studies, in collaboration with Academic Counseling and Support, offered a completely revamped summer workshop for faculty advisers. Topics included, among others, advising students with mental health challenges, using student development theory in advising, assisting students with goal setting and time management, making good referrals, using academic alerts and advising students who are undecided about their majors.

### **Director of Retention and Student Success**

In November 2016, St. Thomas hired its first director of retention and student success. This position reports jointly to the associate vice provost for undergraduate studies and the vice president for student affairs. Focuses for this year have included data gathering and analysis to better understand our retention rates, retention of first-year students and degree completion for students with 12 or fewer credits remaining.

### **Putting 'Salesforce' to Work**

After a summerlong review of retention software systems, we determined that Salesforce, a system already in use on campus, could be developed to serve our needs. This year, in collaboration with partners in ITS, we have moved our academic alert system to Salesforce, and our Academic Counseling office calls it a “game changer” for managing alerts. We also have begun using Salesforce for registration and graduation outreach projects and are working on a scheduling module that can be used by all partners in the Center for Student Achievement.

### **Undergraduate Grants and Research**

In January 2017, Undergraduate Studies welcomed the Undergraduate Research Opportunities Program under its umbrella. With a new coordinator in place, the office will work to build on strengths of this program, which awards a number of academic-year and summer research grants, along with travel grants for students to disseminate their work. The Excel! Scholars program also joined Undergraduate Studies, and its director submitted a grant proposal for St. Thomas to once again become a McNair Scholars campus.

### **Building Student Accountability**

Undergraduate Studies has been working to build student accountability around degree requirements and, therefore, decrease requests for exceptions and substitutions. Its efforts are starting to pay off. In the 2015-16 academic year, the Committee on Studies, the faculty group that considers petitions for exceptions and substitutions, received 297 student petitions. In 2016-17, that number dropped to 234, a 21 percent decrease.

## **An Ever-Developing Curriculum**

In 2016-17, the Undergraduate Curriculum Committee, supported by the Office of Undergraduate Studies, moved 71 proposals through the curriculum-approval process. This compares to 43 proposals for the 2015-16 academic year. Included in the 2016-17 proposals were the inaugural curriculum for the Dougherty Family College; the new major in civil engineering; a dual degree (B.A.-M.A.) in English; creation of a B.S. in computer science; several new minors and courses; revisions to majors, minors and courses; and a handful of new academic policies.

## **New and Revised Academic Policies**

Working with partners across campus, the Office of Undergraduate Studies designed several academic policies to promote student retention, persistence and success. These policies will be implemented in fall 2017. Included are policies on:

- Incomplete grades
- Academic warning for students who are not making satisfactory academic progress
- Increased GPA requirement for students on academic probation
- Discretionary probation, suspension and dismissal
- Math completion for students without math placement
- Processes for academic integrity violations

In addition, beginning in fall 2017 St. Thomas will move to an annual catalog, which will ensure its consistency with curricular changes made each year.

**368**  
**FACULTY COMPLETED**  
**WAC SEMINAR**

## **Milestones in Writing Across the Curriculum (WAC)**

At year's end, 368 faculty from across campus have completed the WAC seminar and are eligible to teach the three kinds of WAC courses. In addition to in-person seminars offered each January and June, our WAC director now offers a hybrid version in spring – a popular option for many faculty.

## **Educating for the Future Curriculum Proposal**

The associate vice provost for undergraduate studies has been heavily involved with other members of the Educating for the Future Task Force in developing a proposal for a new undergraduate curriculum at St. Thomas. The proposal, which has a primary focus on the core curriculum, has been submitted to the St. Thomas faculty and will work its way through the approval process in 2017-18. Upon approval, implementation of many of its new elements will be handled through the Office of Undergraduate Studies.

## **Ongoing Special Projects**

- Co-chairing a committee charged with improving the transfer credit evaluation process
- Assisting with efforts related to the Dougherty Family College
- Continuing development of the Center for Student Achievement in collaboration with Student Affairs
- Working with the offices of Admissions and Development and Alumni Relations to build the profile of the Aquinas Scholars program
- Serving on the Four-Year Undergraduate Scholarship Task Force

## **Faculty Advancement**

While many accomplishments this past year advanced our work, five that stand out are described here.

### **New Associate Vice Provost**

After a year of rebuilding in Academic Affairs, a new associate vice provost for faculty advancement now oversees important units such as Faculty Development and Sponsored Programs, and is charged with several initiatives. These will help us continue building out strategic priorities including diversity and inclusion, educating for the future and enhanced visibility, among others.

### **Yearlong Inclusive Classroom Institute**

This year the Center for Faculty Development launched the new yearlong Inclusive Classroom Institute supporting the goal of creating opportunities to build awareness about and implement new pedagogical strategies to improve the learning climate for all students. A first group of faculty has been awarded institute certificates in recognition of this important work. In addition, the frequency of workshops offered on diversity and inclusion topics increased significantly in 2016-17.

### **New Director for Sponsored Programs**

The reorganization in Academic Affairs included the hiring of a new director for Sponsored Programs, who will help increase faculty external grant seeking and coordinate efforts in the areas of government agency and corporate foundation support for faculty and student research. Through a repurposed position and realignment, we hired a coordinator for Student Research Grant Programs, who will work closely with the new Student Achievement Center and other allies to expand the scope of scholarship by undergraduate and graduate students. This kind of scholarship has been shown an effective part of student retention and degree completion.

### **Expanded Faculty Programming**

Expanded programming, including department chair workshops and adjunct faculty orientation, was launched this past year to promote the success of all university faculty. Continued collaboration with deans' offices will help deepen these efforts and generate the development of academic leadership that identifies new programming to support student success in their careers. Workshops to help faculty with the new IDEA evaluation system for teaching also have been launched.

### **Increased Faculty Use of STELAR**

Academic Affairs, through Faculty Development and University Libraries in collaboration with Information Technology Services, contributed to the ongoing success of STELAR, particularly in the form of significant expansion of online summer courses at the undergraduate level. A variety of short discussions, workshops and training sessions – some offered by several faculty fellows selected by Faculty Development – have assisted faculty to more fully utilize technologies across a spectrum of course offerings. Most of them are new to the hybrid and online pedagogies increasingly important for flexibility in meeting student needs.

## **GLOBAL LEARNING AND STRATEGY**

Global Learning and Strategy (GLAS) works to shrink the world and reduce cultural barriers at St. Thomas by increasing opportunities abroad and on campus for learners (students, faculty and staff), facilitating faculty, departments and schools in their curricular offerings, while providing operational effectiveness that promotes St. Thomas values. Our focus is driven by the St. Thomas strategic plan's five goals for global connections.

### **Supported International Scholarly and Curricular Work**

This year we collaborated with departments to offer 22 short-term courses and five semester programs involving 50 faculty and staff directors. Nearly 1,000 students studied abroad in 47 different countries on 147 programs. We also awarded 12 faculty and staff Global Engagement Grants, drafted and implemented a policy for hiring international employees, and filed and received six H-1B approvals for international faculty.

### **Increased Global and Intercultural Learning**

GLAS hosted Global Engagement Week, including speaker Dr. Aaron Bruce, chief diversity officer from the University of San Diego. We also hosted a workshop, "Intercultural Learning in Education Abroad and Beyond", and co-chaired the first Faculty Learning Community on a similar topic. We offered two faculty workshops on working with international students. With partners in Student Affairs, including the new Diversity Activities Board, we facilitated more than 20 campuswide intercultural events.

### **Developed Initiatives to Increase International Students**

Working with Admissions, we recruited 32 new freshman international students, 10 transfer students and eight exchange students from 24 countries. On campus, we had 550 international students from 65 countries. This ranks St. Thomas fourth in Minnesota for the number of international students and first in the state among private universities. We implemented a six-week extended orientation program in fall 2016 for international freshmen to increase fall-to-fall retention (currently at 92 percent). And we are developing partnerships with two major international agencies to extend our reach in international recruiting.

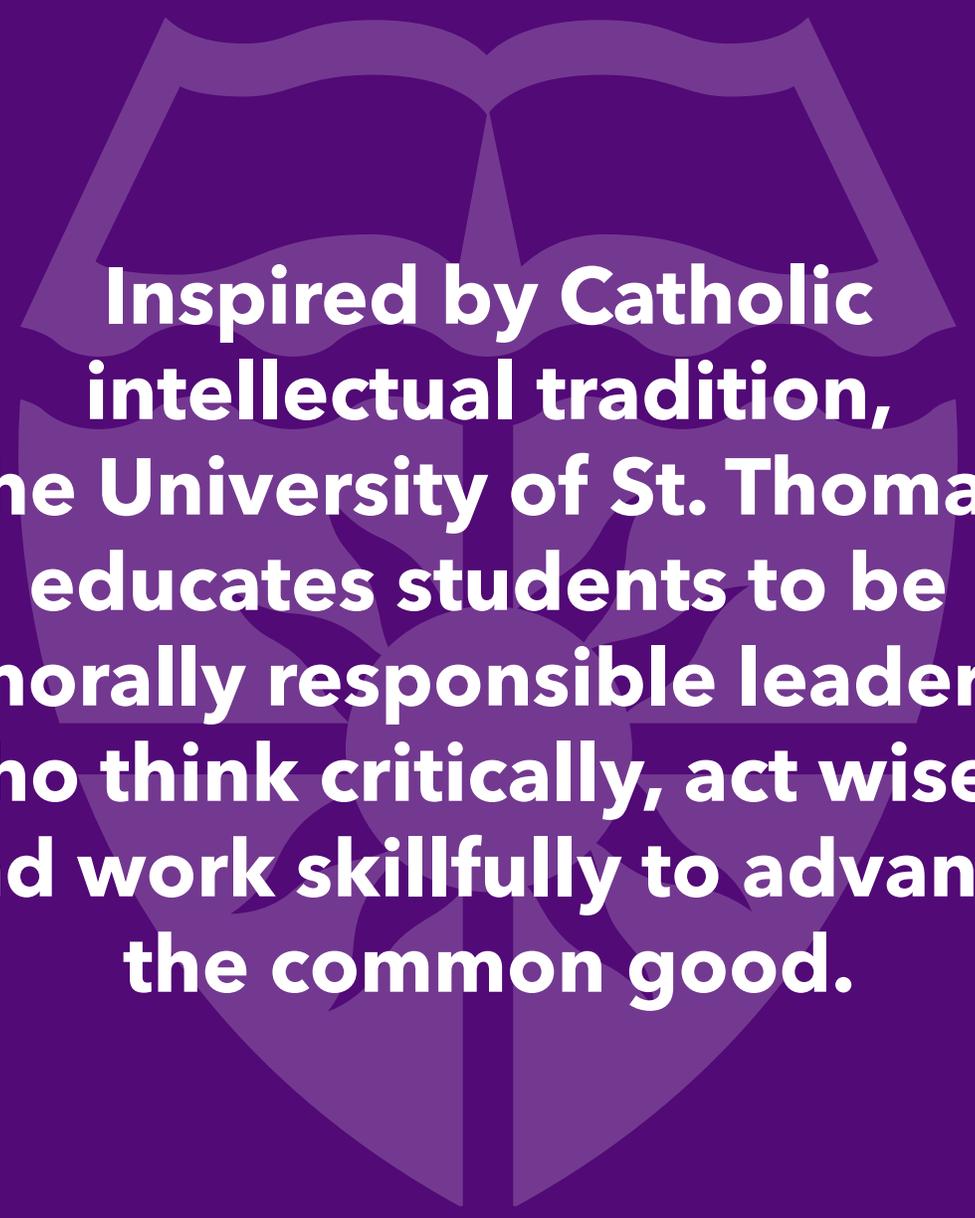
### **Actively Engaged Alumni as Partners**

We initiated an international Alumni Network seeking to partner with our many international alumni in student recruiting, internship opportunities and career mentoring.

### **Reviewed, Reorganized, and Centralized Administrative and Academic Structures**

We created the new office of Senior International Officer to oversee coordination and globalization efforts. We reorganized International Admissions to provide a better, more coherent international student experience from "first touch" with St. Thomas through graduation and beyond to life as alumni. Working with deans and many other stakeholders, we are improving our stewardship of university resources.



The background features a large, faint, purple-toned crest of the University of St. Thomas. The crest is shield-shaped and contains a central figure of a seated figure, likely a saint or scholar, with a book. Above the figure is an open book. The entire crest is rendered in a lighter shade of purple against the darker purple background.

**Inspired by Catholic  
intellectual tradition,  
the University of St. Thomas  
educates students to be  
morally responsible leaders  
who think critically, act wisely  
and work skillfully to advance  
the common good.**