UNIVERSITY OF MINNESOTA

Accountable to U

2007
University Plan, Performance, and Accountability Report

Office of the Senior Vice President
for Academic Affairs and Provost
University of Minnesota
Minneapolis, Minnesota

September 2007

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The University's mission, carried out on multiple campuses and throughout the state, is threefold: research and discovery, teaching and learning, and outreach and public service.

Contents

NOTE: This report includes text adapted from *Transforming the U for the 21ˢᵗ Century: President's Strategic Positioning Report to the Board of Regents*, September 2007.

Executive Summary

The 2007 edition of the *University Plan, Performance, and Accountability Report* summarizes the major strategic initiatives under way, the measures of progress within each of the University's four strategic "pillars," and rank relative to the 10 competitor institutions[1] of the Twin Cities campus. Data cited are the most recent available. Detailed information on these measures is included in Section 2 of the report. Comparable measures for the University's coordinate campuses are included in Sections 3-6 of the report.

Exceptional Students: Recruit, educate, challenge, and graduate outstanding students who become highly motivated lifelong learners, leaders, and global citizens.		
Top 10% of High School Class p. 22	5 Years Ago: 29% 2006: 39%	rankings not available 10th
Average ACT Score p. 24	5 Years Ago: 24.5 2006: 25.2	rankings not available 10th
Freshmen Students of Color p. 26	5 Years Ago: 16.9% 2006: 20.2%	
2-Year Retention Rate p. 27	5 Years Ago: 74.3 Class of 2004: 79.2	rankings not available 10th
6-Year Graduation Rate p. 29	5 Years Ago: 27.8% Class of 2000: 40.7%	rankings not available 11th
Doctoral Degrees Granted p. 33	5 Years Ago: 632 2006: 751 (+19%)	5th 4th
Study Abroad Students p. 36	5 Years Ago: 1,058 2005: 1,836 (+73.5%)	6th 3rd
International Students Enrolled p. 38	5 Years Ago: 3,356 2005: 3,384 (+1%)	6th 7th
International Scholars p. 40	4 Years Ago: 1,271 2005: 1,202 (-5%)	9th 8th
Undergraduate Student Satisfaction p. 42	10 Years Ago: 4.6 on 6-point scale 2007: 4.93	
Graduate Student Satisfaction p. 44	10 Years Ago: 4.65 on 6-point scale 2007: 5.06	

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[1] Florida, Illinois, Michigan, Ohio State, Penn State, Texas, UC—Berkeley, UCLA, Washington, Wisconsin

Exceptional Faculty and Staff: Recruit, mentor, reward, and retain world-class faculty and staff who are innovative, energetic, and dedicated to the highest standards of excellence.

National Academy Members p. 50	5 Years Ago: 36	8th	
	2005: 36 (no change)	8th	

Faculty Awards p.52	5 Years Ago: 31	6th	
	2005: 23 (-26%)	8th	

Post-Doctoral Appointees p. 54	5 Years Ago: 626	5th	
	2005: 629 (+0.5%)	5th	

Female Faculty (tenure/tenure-track) p. 56	5 Years Ago: 27%	rankings not available	
	2006: 29%	rankings not available	

Faculty of Color (tenure/tenure-track) p. 56	5 Years Ago: 11%	rankings not available	
	2006: 14%	rankings not available	

Full Professor Salary p. 58	5 Years Ago: $93,627	7th	
	2006: $116,596 (+25%)	8th	

Associate Professor Salary p. 58	5 Years Ago: $66,055	6th	
	2006: $80,560 (+22%)	5th	

Assistant Professor Salary p. 58	5 Years Ago: $55,399	7th	
	2006: $69,429 (+25%)	7th	

Exceptional Innovation: Inspire exploration of new ideas and breakthrough discoveries that address the critical problems and needs of the University, state, nation, and the world.

Total Research Expenditures p. 68	5 Years Ago: $411 million	6th	
	2005: $549 million (+33%)	8th	

Federal Research Expenditures p. 70	5 Years Ago: $230 million	5th	
	2005: $320 million (+39%)		

Libraries p. 72	3 Years Ago: 0.75 index score	8th	
	2006: 0.90 index score	8th	

Exceptional Organization: Be responsible stewards of resources, focused on service, driven by performance, and known as the best among our peers.

Endowment Assets p. 81	5 Years Ago: $1.7 billion	3rd	
	2006: $2.2 billion (+35%)	2nd	

Annual Giving p. 83	5 Years Ago: $229 million	4th	
	2006: $267 million (+17%)	4th	

Introduction

The University of Minnesota's vision is clear—to transform this great institution into one of the world's top three public research universities within a decade.

"Top three" is audacious; its purpose is to urge us to live up to our proud heritage of achievement and public responsibility. We aspire, not to ranking, but to *stature* and *distinction.* Achieving this aspiration requires a deep, abiding cultural commitment to excellence in everything we do, from the education of our students to the advancement of knowledge for the public good.

The Board of Regents' 2005 endorsement of this vision and the changes it calls for are based on enduring values that have guided the University since its founding:

- **Excellence and Innovation—**We are heirs to a legacy of innovation at the University, where people of average means but extraordinary imagination set world-class standards and achieved world-class results.

- **Discovery and the Search for Truth—** We must share knowledge to advance our quality of life and the economy of Minnesota, the nation, and the world.

- **Access and Diversity**—To ensure that talented people from every income level, every neighborhood, and every kind of background can find a place at the University and succeed here. The University is committed to access to success for all its students, faculty, and staff.

- **Academic Integrity**—To reconstruct a deeper sense of community and respect—across disciplines, across employee groups, and among students and teachers.

- **Results**—A commitment to student progress and learning; the enrollment of tens of thousands of diverse, talented students who seek their future here each year; strengthened academic leadership in areas of comparative advantage; strengthened faculty and staff culture, one premised on continuous improvement; and reduced operating costs.

- **Service and Stewardship—**We want this University to be known as much for how well it manages itself as it is for research breakthroughs or high-quality education programs.

Over the past three years, the University has undertaken a comprehensive strategic review of its mission, academic and administrative strengths and weaknesses, institutional culture, and core values; the state, national, and global competitive environment in which it operates; demographic trends affecting its students, faculty, and staff; and the myriad long-term financial issues affecting public research universities.

Following this review, the Board of Regents affirmed that the University must strengthen its role as Minnesota's only major research university, as its land-grant institution, and as the state's primary magnet for students, faculty, professionals, entrepreneurs, and civic and artistic leaders.

The Four Pillars

Within this comprehensive strategic review, the University identified four "pillars" upon which its efforts to achieve the vision would be based:

- **Exceptional Students:** Recruit, educate, challenge, and graduate outstanding students who become highly motivated lifelong learners, leaders, and global citizens.

- **Exceptional Faculty and Staff:** Recruit, mentor, reward, and retain world-class faculty and staff who are innovative, energetic, and dedicated to the highest standards of excellence.

- **Exceptional Organization:** Be responsible stewards of resources, focused on service, driven by performance, and known as the best among our peers.

- **Exceptional Innovation:** Inspire exploration of new ideas and breakthrough discoveries that address the critical problems and needs of the University, state, nation, and the world.

The 2007 edition of the *University Plan, Performance, and Accountability Report* summarizes the major initiatives under way and the measures of progress within each of these four "pillar" areas.

University of Minnesota Mission

The University of Minnesota, founded in the belief that all people are enriched by understanding, is dedicated to the advancement of learning and the search for truth; to the sharing of this knowledge through education for a diverse community; and to the application of this knowledge to benefit the people of the state, the nation, and the world. The University's mission, carried out on multiple campuses and throughout the state, is threefold:

- **Research and Discovery:** Generate and preserve knowledge, understanding, and creativity by conducting high-quality research, scholarship, and artistic activity that benefit students, scholars, and communities across the state, the nation, and the world.

- **Teaching and Learning:** Share that knowledge, understanding, and creativity by providing a broad range of educational programs in a strong and diverse community of learners and teachers, and prepare graduate, professional, and undergraduate students, as well as non-degree-seeking students interested in continuing education and lifelong learning, for active roles in a multiracial and multicultural world.

- **Outreach and Public Service:** 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.

In all of its activities, the University strives to sustain an open exchange of ideas in an environment that embodies the values of academic freedom, responsibility, integrity, and cooperation; that provides an atmosphere of mutual respect, free from racism, sexism, and other forms of prejudice and intolerance; that assists individuals, institutions, and communities in responding to a continuously changing world; that is conscious of and responsive to the needs of the many communities it is committed to serving; that creates and supports partnerships within the University, with other educational systems and institutions, and with communities to achieve common goals; and that inspires, sets high expectations for, and empowers individuals within its community.

History

The University of Minnesota was founded as a preparatory school in 1851, seven years before the territory of Minnesota became a state. Financial problems forced the school to close during the Civil War, but with the help of Minneapolis entrepreneur John Sargent Pillsbury, it reopened in1867. Known as the father of the University, Pillsbury, who was a University regent, state senator, and governor, used his influence to establish the school as the official recipient of public support from the Morrill Land-Grant Act, designating it as Minnesota's land-grant university.

William Watts Folwell was inaugurated as the first president of the University in 1869. In 1873, two students received the first bachelor of arts degrees. In 1888, the first doctor of philosophy degree was awarded. The Duluth campus joined the University in 1947; the Morris campus opened in 1960, and the Crookston campus in 1966. The Rochester campus, offering programs since 1966, was designated a coordinate campus in 2006.

Today the University is a statewide resource that makes a significant impact on Minnesota's economy, society, and culture. With more than 65,000 students enrolled in high-quality programs in the Twin Cities, Duluth, Crookston, Morris, Rochester, and around the globe, the University is a key educational asset for the state, the region, the nation, and the world.

The University is one of the state's most important assets and its economic and intellectual engine. As a top research institution, it serves as a magnet and a means of growth for talented people, a place where ideas and innovations flourish, and where discoveries and services advance Minnesota's economy and quality of life.

As a land-grant institution, the University is strongly connected to Minnesota's communities, large and small, partnering with the public to apply its research for the benefit of the state and its citizens through public engagement.

Enrollment: Total enrollment at the University's campuses for fall 2006 was 65,489. Sixty-two percent of registered students were undergraduates. Non-degree seeking students represented 10 percent of total enrollment.

Degrees Granted: University graduates play a unique role in keeping Minnesota competitive and connected in an increasingly knowledge-based economy and global society. The University awarded 13,283 degrees in 2006-07, including 10,817 total degrees and 6,319 bachelor's degrees on the Twin Cities campus and, on the Duluth campus, 1,841 total degrees and 1,627 bachelor's degrees.

Forty-one percent of the degrees awarded on the Twin Cities campus in 2006-07 were graduate and first-professional degrees (law, medicine, pharmacy, dentistry, veterinary medicine).

University of Minnesota degrees by campus, 2006-07.

Degree	Twin Cities	Duluth	Morris	Crookston	Total
Associate	0	0	0	29	29
Undergraduate	6,319	1,627	374	222	8,542
Master's	2,962	214	0	0	3,176
First Professional	785	0	0	0	785
Doctoral	751	0	0	0	751
Total	10,817	1,841	374	251	13,283

Source: Office of Institutional Research, University of Minnesota

State's Only Major Research Institution:
The University of Minnesota is the state's only major research university. This sets Minnesota apart from the many states that have at least two major research institutions (e.g., Michigan and Michigan State; Iowa and Iowa State; Indiana and Purdue). Its research comprises 98.8 percent of sponsored academic research in Minnesota's higher education institutions—more than one-half billion dollars each year—and creates an estimated 20,000 jobs in Minnesota's private economy.

A National Public Research University: The Twin Cities campus ranks consistently within the top seven public research universities in the nation. It is also among the nation's most comprehensive institutions, one of only a few campuses nationally that have agricultural programs as well as an academic health center with a major medical school.

The University prides itself on strong programs and departments—from theater and dance to chemical engineering and economics—and its breadth provides unique interdisciplinary strengths, particularly in the life sciences.

State's Economic Driver: In economic terms, the University also provides significant return on the state's investment. For FY 2006-07, for every dollar of state support, the University brought in $3.42 of other revenues and generated millions of dollars in economic activity.

Importance of State Support: State appropriations, an essential and the most flexible source of funding, provided 25 percent of University of Minnesota revenue in FY 2006-07. Research grants and contracts provided another 24 percent of revenues while tuition and fees provided 20 percent. Private fundraising is an increasingly important source of funding within the University's diverse revenue mix, but this source represents less than 8 percent of the annual operating budget. Most private funds are dedicated to the support of specific activities and cannot be used for general budget needs. Earnings from endowments provide 2 percent of the University's revenue.

Governance: The University's founding, in 1851, predates statehood by seven years. It is governed by a 12-member Board of Regents elected by the legislature. Eight members are elected to represent Minnesota's eight congressional districts and four are elected at large. (See Appendix B for current members.)

Distinct Mission: The statutory mission of the University of Minnesota is 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*).

Accreditation: The University of Minnesota has been accredited continuously by the North Central Association of Colleges and Schools since 1913. The University is accredited to offer the bachelor's, master's, doctoral, and first-professional degrees. In addition to this institutional accreditation, the University holds professional and specialized accreditation in over 200 programs. Accreditation of the University's Twin Cities campus was last recertified in 2005.

Economical Management: The University of Minnesota has no separate "system" office. This is an economical management structure, since the University's senior officers double as the chief operating officers for the Twin Cities campus. The University's auditor, Deloitte & Touche, commented in November 2004: "The University has really tightened itself up. It is an excellent example of an organization that is very focused and very efficient. I'd call it a model of fiscal responsibility."

Statewide Presence: The University's flagship campus in the Twin Cities is complemented by four coordinate campuses (Duluth,

Morris, Crookston, and Rochester), six agricultural experiment stations, one forestry center, 18 regional extension offices, and extension personnel in counties throughout the state.

The University's public engagement programs (e.g., Extension; clinics in medicine, dentistry, veterinary medicine, and law; outreach to K-12 education; etc.) touch more than 1,000,000 people annually.

Organization of the 2007 Report

The 2007 accountability report is organized around the four pillars of the University's aspirational goal. The report provides a performance baseline for the University, an assessment of how well the University is doing in meeting its goals, and where additional efforts are required when performance is not consistent with its aspirations.

The 2007 report provides an Executive Summary; an overview of the University of Minnesota (Introduction); a description of the University's approach to accountability reporting (Section 1); accountability measures for the Twin Cities campus (Section 2) and accountability measures for the University's coordinate campuses (Sections 3-6). The appendices include links to key data sources and additional information, the current Board of Regents roster, and a list of University administrative officers.

Introduction

1: Accountability

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

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

Since the University of Minnesota's inception 156 years ago, citizens, the state legislature, the federal government, the Board of Regents, alumni, students, parents, employers, and many others have held it accountable for fulfilling its fundamental land-grant mission of teaching, research, and public engagement.

Over the years, the ways in which the University has demonstrated its accountability and its progress in meeting mission-related goals have been many. These include required reports, such as:

- Institutional accreditation of each campus by its regional accrediting agency (Higher Learning Commission of North Central Association of Schools and Colleges) and over 200 programs by specialized accrediting agencies, such as the American Medical Association, American Bar Association, Accreditation Board of Engineering and Technology, and National Council for Accreditation of Teacher Education.

- Monthly, quarterly, and annually mandated reports to the Board of Regents, such as student admissions and progress, faculty promotion and tenure, University operating and capital budgets, student tuition rates, independent auditors' report, campus master plan, real estate

transactions, gifts report, asset management report, controller's report, purchases of goods and services over $250,000, new and changed academic programs, academic unit strategic plans, NCAA reports on student-athletes, and Presidential performance reviews.

- Compliance reports to such agencies as the U.S. Department of Education, National Science Foundation, National Institutes of Health, U.S. Department of Agriculture, HIPAA, Family Educational Rights and Privacy Act, University Institutional Review Board, City of Minneapolis, Hennepin County, and Minnesota Office of Higher Education.

- Public testimony to local, state, and federal units of government.

- Assessment and evaluation reports to philanthropic foundations.

In addition, the University produces regular reports on a voluntary basis, such as:

- Annual *University Plan, Performance, and Accountability Report*.

- Regular and frequent reports to the public on survey findings, including citizen, alumni, student, and employer satisfaction.

- Regular reports to the public through the University's participation in higher education consortia, such as the Committee for Institutional Cooperation, Association of American Universities, National Association of State Universities and Land Grant Colleges, and American Council on Education.

Origins of the Accountability Report

In 2000, the Regents asked the University's administration to review three institutional reports—the institutional measures, the unit compact plans, and the annual academic plan and report—to determine the feasibility of providing a single, consolidated report each year rather than three individual reports.

In November 2000, the Board approved the creation of the *University Plan, Performance, and Accountability Report.* In its resolution, the Board noted that it "…holds itself accountable to the public for accomplishing the mission of the University" and that the report was to become the principal annual documentation of that accountability.

The first report was published in 2001. The 2007 edition of the *University Plan, Performance, and Accountability Report* is the sixth produced for the Board of Regents.

Measuring Our Progress

Within this framework, the University has created the Metrics Steering Committee to identify the right metrics and establish processes to best support and analyze the University's progress toward its aspirational goal. In its work, the steering committee is being guided by these principles:

- Reflect the University's aspirational goal.

- Be transparent regarding the methodology used for creating metrics.

- Rely on measures that are relevant, reliable, and valid.

- Measure outcomes rather than inputs, whenever possible.

- Contain benchmarks against which progress can be measured.

- Measure progress against an identified comparison group.

- Provide meaningful policy direction for improvement.

- Be able to be developed, revised, and updated regularly at reasonable cost.

Comparison Group Institutions

The Metrics Steering Committee has confirmed 10 public research university flagship campuses as the primary group for comparison with the Twin Cities campus:

Ohio State University—Columbus
Pennsylvania State University—University Park
University of California—Berkeley
University of California—Los Angeles
University of Florida
University of Illinois—Urbana-Champaign
University of Michigan—Ann Arbor
University of Texas—Austin
University of Washington—Seattle
University of Wisconsin—Madison

Similar comparison groups for the coordinate campuses are currently under development.

Performance Measures

The committee also has identified a limited number of measures to assess the University's performance and progress toward achieving its aspirational goal within each of the four pillars (exceptional students, exceptional faculty and staff, exceptional innovation, and exceptional organization). In addition, the committee is reviewing other measures within each pillar

area, on an ongoing basis, to determine their effectiveness in monitoring and improving the University's performance.

The performance measures appearing in this accountability report are categorized within the framework of *Transforming the U for the 21st Century: President's Strategic Positioning Report to the Board of Regents* (September 2007). For the Twin Cities campus, the performance measures, trends, analysis, and conclusions appear on the following pages:

2: Twin Cities Campus

The University of Minnesota—Twin Cities is situated on the banks of the Mississippi River near downtown Minneapolis with an additional campus in the rolling hills of St. Paul. The Twin Cities campus has the most comprehensive academic programs of any institution in Minnesota—encompassing agricultural and professional programs as well as an academic health center built around a major medical school. It is also the nation's second largest public university campus as measured by enrollment.

Twin Cities Campus At A Glance

Founded
1851

Leadership
Robert H. Bruininks, President
E. Thomas Sullivan, Senior Vice President
    for Academic Affairs and Provost
Frank B. Cerra, Senior Vice President
    for Health Sciences
Robert J. Jones, Senior Vice President
    for System Academic Administration

Colleges/Schools
Allied Health Programs
Biological Sciences
Continuing Education
Dentistry
Design
Education and Human Development
Food, Agricultural and Natural Resource Sciences
Graduate School
Law
Liberal Arts
Management
Medicine
Nursing
Pharmacy
Public Affairs
Public Health
Technology
Veterinary Medicine
Minnesota Extension

Degrees/majors Offered
152 undergraduate degree programs; 131 master's degree programs; 104 doctoral degree programs; and professional programs in law, dentistry, medicine, pharmacy, and veterinary medicine.

Fall 2006 Enrollment
Undergraduate	28,645
Graduate	13,929
Professional*	3,628
Non-degree	4,200
Total	50,402

*includes students in University's School of Medicine and College of Pharmacy on the Duluth campus

Faculty Size (FY 2006)
Tenured/Tenure Track	2,405
Other Faculty	765

Degrees Awarded (FY 2006)
Undergraduate	6,319
Master's	2,962
Doctoral and First-Professional	1,536

Alumni (FY 2004)
Alumni Association Members	55,518
Living Alumni	365,000

Staff (FY 2006)
Civil Service and Bargaining Unit	8,260
Professional and Administrative	3,945

Number of Buildings 253 (12,972,000 a.s.f.)

Expenditures (FY 2006) $2,368,073,000

Exceptional Students

Recruit, educate, challenge, and graduate outstanding students who become highly motivated lifelong learners, leaders, and global citizens.

To achieve its "Exceptional Students" strategic goal, the University will invest $20.8 million in FY 2007-08 towards achieving the following objectives:

- Make the University a destination of choice for students who reflect the diversity of our community and world, and are sought after because of their unique talents, skills, and experiences.

- Educate and support all students to assume positions of leadership in the community, state, nation, and the world.

- Provide students with the most advanced, sophisticated, and comprehensive technology tools to enhance their learning experience.

- Globalize students' experience, recruit students from around the world, and provide an education to prepare students to become global citizens and leaders.

Undergraduate Education

At the undergraduate level, the University is focusing on strengthening the preparation of prospective students, ensuring that the best students are attracted to apply for admission, and ensuring affordable access for all admitted students. Once students are enrolled, the University is enhancing its efforts to ease their transition, providing strong academic and advising support, developing new programs to make their undergraduate experience distinctive, and specifying University-wide student learning outcomes and assessment, regardless of the student's major and academic interests.

Strengthen Student Preparation: Ensuring that every citizen earns a postsecondary credential or degree is essential to keeping Minnesota's workforce competitive in the 21st century. The University is developing a comprehensive strategy to help the state's elementary and secondary schools reach that goal. Two key components of that strategy include:

The **Consortium for Postsecondary Academic Success** is helping to build and broaden the pipeline to higher education through partnerships with preK-12 schools and districts, higher education institutions, community organizations, government agencies, and businesses. In its first year of operation in 2006, the Consortium led the University's successful launch of the Minnesota Principals Academy, an executive development program that helps school leaders across the state create and sustain high-performing schools that put every student on the path to post-secondary success.

The **Minnesota P-16 Partnership** brings together leaders of the state's K-12 and higher education systems, governmental agencies, non-profits, and business organizations to create a seamless educational system that begins in early childhood and extends to the completion of postsecondary education. Over the next two years, President Bruininks will serve as chair of the Partnership. During that time, a major priority for the Partnership will be aligning Minnesota's K-12 standards and assessments with the knowledge and skills needed to succeed in college.

Attract the Best Students: Top students are attracted to the University by unique educational opportunities and scholarships. To continue to attract such students, the University is

increasing the number of **National Merit Scholars** in the freshman class via newly created sponsored merit scholarships and discipline-specific awards and establishing special opportunities for top students, including the possibility of expanded **fast-track options for early admission** of qualified undergraduates to University graduate or professional programs. National Merit Scholars have increased in the freshmen class from 40 in 2003 to over 90 in 2007.

Ensure Affordable Access: Many talented and promising students need financial assistance to realize their goals. The University is working to ensure that all students who come to the University prepared to learn and succeed will be able to afford their college education.

Started in 2005, the **University of Minnesota Founders Free Tuition Program** guarantees grant and gift assistance at least equal to tuition and required fees for all incoming students who are Minnesota residents and eligible for federal Pell grants. (About two-thirds of students from families earning less than $50,000 per year are eligible for a Pell grant.) When fully implemented in 2008, it is expected to benefit 10,000 students system-wide.

Financial support for students is also the centerpiece of the **Promise of Tomorrow Scholarship Drive**, the largest scholarship fundraising drive in the University's 156-year history. In the three years since the campaign began, more than $175 million has been raised, and more than 1,200 new scholarships have been created. More than 6,700 students are now assisted with privately funded scholarships and fellowships—up 38 percent from three years ago.

Support New Students' Transition: Even the best students sometimes struggle to make the transition from high school to college or from home to campus life, and too often, academically successful students leave the University without completing their degrees. In

order to improve students' transition to college, foster greater success, and ensure timely graduation, the University has started a broad range of initiatives, including:

A new **Welcome Week Program**, starting in 2008, will complement the University's award-winning orientation program. Beginning prior to Labor Day, the five-day Welcome Week will be required for all Twin Cities campus freshmen and consists of academic support programs, community-building activities for residential and commuter students, and social events.

The **Bridge to Academic Excellence** is a new, year-long transitional program designed to prepare recent high-school graduates for the University's academic rigors. Admitted students who need additional support receive "high-touch" academic support and other programs that give them the opportunity to succeed.

A new **Summer Bridge Program** helps jump-start the academic careers of at-risk, under-prepared incoming students, with a particular emphasis on math and science courses, writing, and other "gateway courses." This program is designed to meet their academic needs while also helping the University contact these students, track their progress, and offer assistance along the way.

Provide Academic and Advising Support: Beyond these targeted efforts, the University continues to invest in technologies that support better student planning, community engagement, and timely graduation. Key efforts include the online **Graduation Planner**, **Student Engagement Planner**, **SMART Learning Commons**, and an improved **MyU student portal**.

The newly enhanced student portal helps students—at a single online location—register for classes, access course materials, contact faculty and advisors, access grades and student

accounts, chat with classmates, find journal articles in the library, learn about potential careers, and keep up with current news.

Provide A Distinctive Experience: The University is committed to providing students with a distinctive, world-class liberal arts education and strong work in a field of study. The University is focusing on a set of initiatives that enriches students' experience and equips them for a complex global society:

The new **Department of Writing Studies**, started in 2007, offers a comprehensive, integrated first-year writing program, houses an expanded center for writing, and will lead the transformation of the University's writing-intensive requirement into a pioneering **Writing-Enriched Curriculum** program.

A **University Honors Program** will integrate collegiate-based honors programs on the Twin Cites campus into an exciting, unified program that will welcome its first students in 2008. One-on-one faculty interactions will be a hallmark of this program, enabling the University to recruit a larger, more diverse pool of accomplished, talented students from across the state and throughout the world.

The **Undergraduate Research Opportunities Program** (UROP) is expanding to enrich the role research can play in undergraduate education at a major research university. The UROP expansion is a key element in a broader strategy to insure that all undergraduates have a mentored scholarly, creative, professional or research experience. The University's goal is to raise undergraduate participation in University research from 30 percent to 50 percent.

In addition, the University is expanding the number of **freshman seminars** in order to increase student participation from the current 40 percent to a goal of over 50 percent.

Set Student Learning and Development Outcomes: The University is ensuring that

graduates enter the world prepared to take their place as lifelong learners and global citizens.   The development of campus-wide **student learning outcomes** helps faculty to develop curricula, plan individual courses, construct learning activities, and assess the learning that occurs in every aspect of the student experience: classes, service-learning, research opportunities, internships, and learning abroad.

In 2007, the University Senate endorsed the following learning outcomes, at the time of receiving a bachelor's degree, students:

- Can identify, define, and solve problems

- Can locate and evaluate information critically

- Have mastered a body of knowledge and a mode of inquiry

- Understand diverse philosophies and cultures within and among societies

- Are able to communicate effectively

- Understand the role of creativity, innovation, discovery, and expression across disciplines

- Have acquired skills for effective citizenship and life-long learning

Student development outcomes, also approved in 2007, help enable students to function as citizens of the University and of the broader community. These outcomes include: responsibility/accountability, independence/interdependence, goal orientation, self-confidence/humility, resilience, appreciation of differences, and tolerance of ambiguity.

These outcomes reinforce that learning takes place throughout a student's University experience and can be assessed in the context of student employment, undergraduate research experiences, service-learning opportunities, internships, learning abroad, and a variety of curricular and co-curricular activities.

Taken together, the student learning and development outcomes underscore the important partnership of students, faculty, and staff in supporting learning in the broadest sense.

These and other initiatives during the past decade have resulted in continuous improvement across the undergraduate experience, as shown in Table 2-1.

Table 2-1. The undergraduate experience at the University of Minnesota-Twin Cities, 1997 and 2007.

	1996-97	**2006-07**	**Change**
Undergraduate enrollment	23,689	28,645	+21%
Freshman class size (fall)	4,279	5,439	+27%
Applications for admission (freshman)	13,990	24,663	+76%
Percent of entering freshmen who are students of color	16%	20%	+4%
Percent of freshmen in the top 10% of their high school class	28%	39%	+11%
Percent of freshmen in the top 25% of their high school class	60%	78%	+18%
Percent of freshmen living on campus	71%	81%	+10%
Percent of undergraduates who identify themselves as commuter students (SIS)[‡]	47%	35%	-12%
Percent of undergraduates who participated in student organizations or activities (SIS)[‡]	50%	74%	+24%
Percent of students who are not working at a paid job while in school (SES)*	26%	26%	0%
Percent of students rating the overall quality of academic programs as excellent, very good, or good (SES)	78%	89%	+11%
Percent of students rating classroom quality as excellent, very good, or good (SES)	42%	82%	+40%
Percent satisfied (SES)	82%	91%	+9%
Four-year graduation rate	15%	41%	+26%
Five-year graduation rate**	37%	58%	+21%
Six-year graduation rate**	45%	61%	+16%

[‡] Roger Harrold, "Student Interest Survey, 1971-2006," University of Minnesota, data from 1996 and 2006 surveys.
**Initial graduation rates are for the 1992 entering cohort.

Graduate Education

Graduate education of the highest quality is
critical for any successful research university.
Thus, the University is committed to recruiting
the most promising and talented students from
Minnesota and around the world, offering
them an outstanding education, and insuring
that they graduate prepared to succeed in their
chosen fields. Examples of current strategic
initiatives are described below.

Facilitate Interdisciplinary Research, Education, and Training: Breakthroughs in
knowledge increasingly require the ability to
address problems that cannot always be solved
by a single discipline. It is incumbent on the
University, therefore, to engage graduate students in interdisciplinary inquiry and help
them develop the capacity to work effectively
on collaborative teams.

The Graduate School's **Office of Interdisciplinary Initiatives** provides seed grants and
training grants for interdisciplinary and innovative graduate education, is organizing a national consortium for peer institutions focused
on fostering interdisciplinary inquiry, and is
establishing the University as a national leader
in advancing policies and practices that facilitate and promote interdisciplinary inquiry.

Reform Doctoral Education: The Graduate
School is leading an initiative to improve
timely degree completion, spur innovation in
curricula and pedagogy, and establish benchmarks for graduate student progress. Included
in this initiative is participation in the national
Ph.D. Completion Project, an in-depth study
of doctoral education by the Council of
Graduate Schools. This project aims to produce comprehensive data on attrition from
doctoral study and completion of Ph.D. programs and to develop best practices.

Additionally, doctoral programs in history and
neuroscience recently participated in a multi-
year examination of doctoral education

through the **Carnegie Foundation's Initiative
on the Doctorate**. This project is helping
these programs restructure to more effectively
prepare graduates for research and employment.

Support Professional Development: The
Graduate School is offering professional development workshops for graduate students
and postdoctoral fellows that enhance their
preparation for careers in academe, industry,
and other options. This initiative is supported
by expanded career advising and placement
assistance within each graduate program.

Provide Financial Support: Over the past
two years, the University increased support by
over $5 million for Graduate School grants
and fellowships to support students. The University is also enhancing block grants and fellowships in fields of excellence and in others
with the demonstrated potential to become excellent.

In addition, the Graduate School is hiring a
development officer to raise private funds to
support graduate fellowships in conjunction
with academic units and to support interdisciplinary initiatives. These include the Diversity
of Views and Experiences (DOVE) fellowships awarded to first-year graduate students
from underrepresented groups.

Enhance Graduate Program Quality: The
Graduate School's well-established process of
academic program review engages outside experts for periodic review of the quality of
graduate programs. The University also participates in the National Research Council's
assessment of doctoral programs, which is
critical to measuring program quality from a
national perspective.

Health Professional Education

The University graduates two-thirds of Minnesota's health professional workforce. This is
an essential leadership responsibility of the

University in supporting Minnesota's future. As the University's Academic Health Center (AHC) looks to the future, it sees education of new health professionals as its mark of distinction.

The AHC seeks to be recognized for high-quality inter-professional education and care delivery, as well as for using contemporary educational models that are learner-centered and technology-rich, within an environment of learning and continuous improvement, and in facilities supportive of continuous learning. The AHC is educating students to be patient-centered, evidence- and best-practice based, team-trained, systems-oriented, civically engaged and capable with information systems.

To achieve this vision of transforming health professional education and meeting Minnesota's health professional workforce needs, the AHC has focused on the following initiatives:

Launch the Center for Inter-professional Education:
Collaboration and teamwork across the health professions are keys to transforming the care delivery system and promoting better health. Inter-professional education brings together students from different programs to learn collaboratively and to function as health care teams. The Center promotes, implements, supports, and evaluates inter-professional education, including new courses, activities, and programs for all health professional students.

Implement Knowledge Management Systems:
Health professional education and practice are undergoing profound transformations driven by the explosion of new information and demand for new knowledge. Educational models are becoming more learner-focused, students are becoming more diverse in background and experience, and technology innovations are creating entirely new environments and opportunities for learning.

The AHC is developing knowledge management systems to address this knowledge explosion while leveraging new opportunities and innovations to ensure that students, faculty, and staff are capable, life-long, continuous, and collaborative learners.

Support New Models of Education:
The University is building a highly innovative and comprehensive learner-centered education platform to support life-long learning and progress towards core competencies in the health professions. Piloted first in the AHC's Center for Allied Health Programs, this initiative is leveraging the University's wide range of technology assets.

Concurrent with these efforts, the AHC is:

- Supporting **curricular innovation** in the schools and colleges of the AHC, such as the MED2010 Initiative in the Medical School, the establishment of the Doctorate of Nursing Practice in the School of Nursing, and the establishment of the Center for Allied Health Programs.

- Continuing to engage in thoughtful **workforce planning** with the University's many community partners.

- Seeking a stable, long-term **financial framework** that supports sustainable growth in health professional programs, acknowledging that they are expensive, that they currently rely on a fragile web of funding sources, and that demand for health professionals continues to grow.

- Creating awareness of **health careers**, acting creatively to populate the pipeline of students interested in the health sciences, reaching far back among K-12 students to stimulate and nurture interest in the health sciences, and making targeted efforts to work with the state's diverse populations to develop strategies

leading to a more diverse health professional workforce.

- Establishing the **AHC Academic Council**, comprised of AHC faculty, to review and provide counsel on new health professional academic programs

and contribute to strategic oversight of academic program development.

Performance Measures

Performance measures that support the goal of "Exceptional Students" are detailed on the following pages:

Student Quality	Pages 22-25
Student Diversity	Page 26
Student Outcomes	
Retention	Pages 27-28
Timely Graduation	Pages 29-32
Degrees Conferred	Pages 33-34
International Involvement	
Study Abroad	Pages 36-37
International Students	Pages 38-39
International Scholars	Pages 40-41
Student Satisfaction	Pages 42-45

Other Measures

The University's Metrics Steering Committee is considering the addition of other measures under the "Exceptional Students" pillar. These include:

- Affordability

- Graduate education quality

- Student learning assessment

- Student public engagement activities

- Student awards

Student Quality

Students are admitted to the colleges of the University of Minnesota – Twin Cities on a competitive basis using a full range of qualitative and quantitative review factors. The University admits undergraduate students who have demonstrated the ability to complete a course of study and graduate, and who will be challenged by the rigor of instruction and research at the University.

Analysis: The profile of incoming undergraduate students at the Twin Cities campus has improved significantly over the past 10 years. (These improvements occurred at the same time as the number of new freshmen increased by 27 percent.) The class rank of entering freshmen and their average ACT score have increased steadily over the past decade. The proportion of students from the top 10 percent and the top 25 percent of their high school class has increased while the proportion of students from the bottom 50 percent is on a steady decline.

Table 2-2 and Figure 2-1 show the steady improvement in the percentage of entering students who graduated in the top 10, 25, and 50 percent of their high school class. Every year since 2001, over 90 percent of freshmen have come from the top half of their high school class. In 2006 the University enrolled a record percentage of students who graduated in the top 10 and top 25 percent of their high school class.

Figure 2-2 shows that the average high school rank percentile of incoming freshmen at the Twin Cities campus increased from just over 81 percent in 1997 to above the 83rd percentile

in 2006. Table 2-3 shows the percentage of freshmen in the top 10 percent of their high school class for the University's comparative group in 2006-07, the most recent year for which comparable data are available. However, even though the Twin Cities campus has increased this percentage over the past decade, it still ranks near the bottom within its comparative group on this measure.

Figure 2-3 shows that the average ACT score of entering students has increased slightly over the past decade—from 24.2 in 1997 to 25.2 in 2006. Table 2-4 shows the most recent ACT composite scores for the comparative group.

Conclusion: Over the past decade, the campus has made targeted investments in supporting students' academic success and improving retention, graduation, and student satisfaction rates. These efforts have focused on: 1) improving the first-year experience; 2) improving course access; 3) instituting a 13-credit minimum policy; 4) expanding opportunities for international experience and research; 5) fostering connections between curricular and co-curricular activities; 6) using technology such as Web-based student registration and course information systems to improve student support; and 7) creating a better environment for learning, including strengthened academic advising and student support services, as well as new and refurbished classrooms, labs, and student housing.

However, increased efforts will be required to move up in the rankings within the University's comparative group of public research universities.

Student Quality

Table 2-2. High school rank of freshmen, University of Minnesota – Twin Cities, 1997-2006.

Rank	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
90-99 %	27%	28%	29%	30%	29%	30%	33%	31%	34%	39%
75-89	32	32	31	32	34	36	38	37	40	40
50-74	29	28	30	28	28	27	22	26	23	20
1-49	12	12	10	11	9	8	6	6	3	2

Source: Office of Institutional Research, University of Minnesota.
Note: percentages may not total 100% because of rounding

Figure 2-1. High school rank of freshmen, University of Minnesota – Twin Cities, 1997-2006.
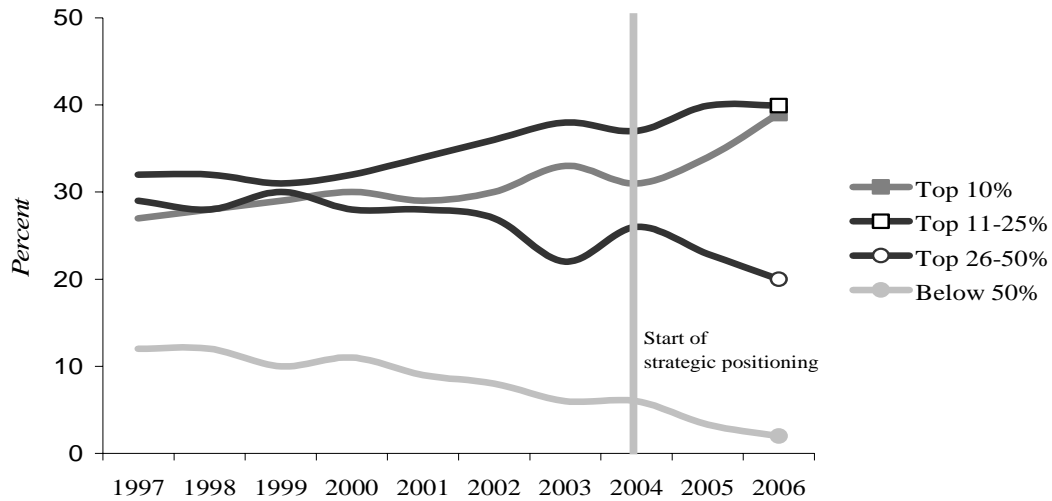
Source: Office of Institutional Research, University of Minnesota.

Figure 2-2. Average high school rank percentile of University of Minnesota – Twin Cities freshmen, 1997-2006.
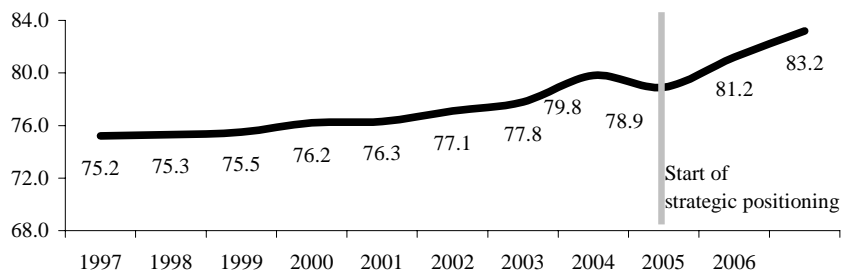
Source: Office of Institutional Research, University of Minnesota

Student Quality

Table 2-3. Percentage of freshmen in top 10 percent of high school class for U of M-Twin Cities and comparative group institutions, 2006-07.

Rank	Institution	2006-07
1	University of California - Berkeley	99%
2	University of California - Los Angeles	97
3	University of Michigan - Ann Arbor	90
4	University of Washington - Seattle	84
5	University of Florida	72
6	University of Texas - Austin	70
7	University of Wisconsin - Madison	58
8	University of Illinois - Urbana-Champaign	55
9	Ohio State University - Columbus	43
10	**University of Minnesota - Twin Cities**	**39**
11	Pennsylvania State University - Univ. Park	37

Source: *America's Best Colleges: 2007, U.S. News & World Report.*

Figure 2-3. Average ACT score of new, entering freshmen, University of Minnesota - Twin Cities, 1997-2006.

Source: Office of Institutional Research, University of Minnesota.

Student Quality

Table 2-4. Converted SAT and ACT scores of new, entering freshmen at comparative group institutions, 2006.

Rank	Institution in Alphabetical Order	ACT Composite		SAT (Verbal and Math)		Calculated ACT Score*
		25th-75th %-tiles	% Reporting	25th-75th %-tiles	% Reporting	
1	University of California - Berkeley	NA	-	1200 - 1450	99%	30.0
2	University of Michigan - Ann Arbor	27 - 31	72%	1210 - 1420	56%	29.4
3	University of California - Los Angeles	24 - 30	33%	1170 - 1410	99%	28.5
4	University of Wisconsin - Madison	26 - 30	84%	1170 - 1380	31%	28.3
5	University of Illinois - Urbana-Champaign	25 - 30	100%	1160 - 1410	25%	27.8
6	University of Florida	24 - 29	24%	1140 - 1360	77%	27.6
7	University of Texas - Austin	23 - 29	32%	1100 - 1350	94%	26.7
8	Ohio State University - Columbus	NA	-	1080 - 1280	90%	26.3
9	Pennsylvania State University - University Park	24 - 29	88%	1090 - 1310	62%	26.0
10	**University of Minnesota - Twin Cities**	**23 - 28**	**96%**	**1120 - 1360**	**17%**	**25.9**
10	University of Washington - Seattle	23 - 28	27%	1070 - 1310	95%	25.9

* The Calculated ACT Composite Score is calculated by averaging the ACT and converted SAT scores, weighted by the proportion of students reporting each score.
Source: Institutional reports to the Common Data Set

Student Diversity

The University is committed to achieving excellence through diversity and strives to foster a diverse, humane, and hospitable environment.

Analysis: In the past decade, the percentage of freshmen of color increased from 16.6 percent in 1997 to 20.2 percent in the fall of 2006, as shown in Figure 2-4.

Enrollment increases among students of color over the past decade have occurred primarily among Asian American and African American students, as shown in Table 2-5. From 1997-2006, the percentage of self-reported Caucasian students decreased from 77.9 percent to 73.0 percent; the percentage of students who did not report a racial/ethnic group increased from 2.8 percent to 5.2 percent.

Conclusion: Thirty percent of Minnesota's high school graduates by 2018 will be students of color, compared to 13 percent in 2004. The University will enroll an increasing number of students of color for whom English is not their first language and a larger number of international students. The University's newly reconfigured Office for Access, Equity, and Multicultural Affairs is leading the effort to address the challenges of these changing demographics and to help improve the University's performance.

Figure 2-4. Percentage of entering freshmen of color, University of Minnesota - Twin Cities, fall 1997-2006.

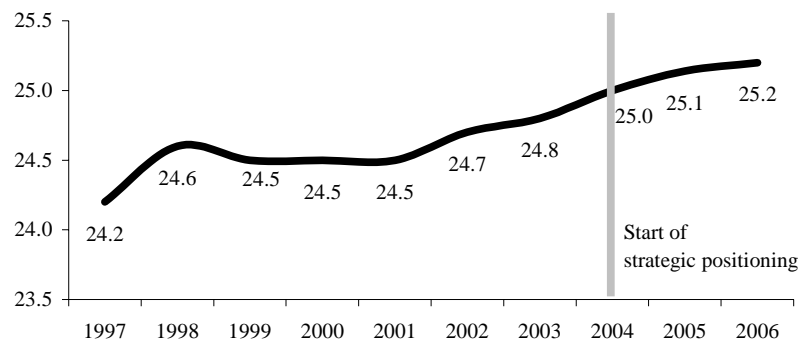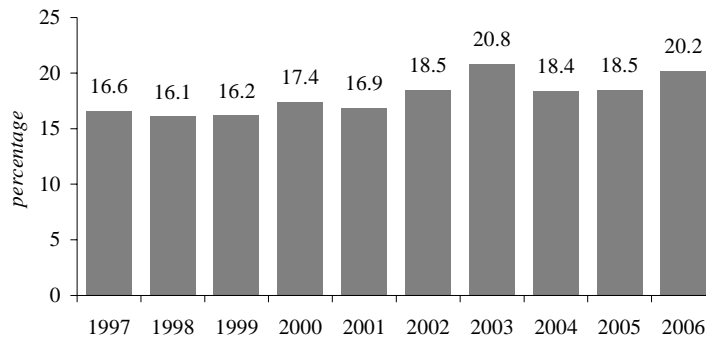Source: Office of Institutional Research, University of Minnesota

Table 2-5. Proportion of students by racial/ethnic group, University of Minnesota - Twin Cites, Fall 1997-Fall 2006.

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
African American	3.0%	3.1%	3.3%	3.3%	3.4%	3.5%	3.6%	3.7%	3.7%	3.9%
American Indian	0.8	0.7	0.7	0.6	0.7	0.6	0.6	0.6	0.8	0.8
Asian/Pacific Islander	6.9	6.8	6.5	6.6	6.9	7	7.5	7.6	7.9	8.1
Caucasian	77.9	77.7	74.9	74.3	73.1	73.1	72.5	72.3	72.5	73.0
Chicano/Hispanic	1.8	1.9	1.8	1.7	1.7	1.8	1.8	1.9	2.0	2.0
International	6.8	6.8	6.5	7.1	7.8	7.8	7.5	7.2	7.1	7.0
Not Reported	2.8	3	6.3	6.4	6.3	6.2	6.4	6.7	6.0	5.2

(Prior to Fall 2004, Twin Cities enrollment figures included students in the University's School of Medicine on the Duluth campus.)
Source: Office of Institutional Research, University of Minnesota

Student Outcomes: Retention

Undergraduate Retention Rates (Five-Year Comparison)	1st Year Retention	2nd Year Retention
	86.3% (Up 3.1 points)	79.2% (Up 4.9 points)

The Twin Cities campus long has been at or near the bottom of its public research university comparative group in terms of undergraduate retention and graduation rates. In 2000-01, a campus-wide task force examined the reasons for these low rates and developed specific recommendations to enhance retention and graduation rates. These recommendations, along with previous efforts in the mid- to late-1990s, have led to substantial improvements.

Analysis: Figure 2-5 shows first-, second-, and third-year retention rates for all students matriculating during 1996-2005. The most recent results show that all rates are at or near their highest levels in the past decade. The Twin Cities campus achieved a first-year retention rate of 87.6 percent, down from 86.3 percent the previous year. The second-year retention rate remained at 79.2 percent, while the third year retention rate increased from 73.4 to 75.0. Figure 2-6 shows first-, second-,

and third-year retention rates for students of color matriculating during 1996-2005. First-year retention fell to 81.3 percent down from 83.1 percent in 2004. Second-year retention fell to 71.1 percent while, third-year retention reached a new high of 69.0 percent.

Table 2-6 shows the University's first- and second-year retention rates, although improving, continue to rank at the bottom of the comparative group.

Conclusion: Although significant progress has been made in improving retention rates, the University will need to increase its efforts in order to move up in the rankings within its comparative group. In 2006, the University set new graduation rate targets that support the University's top-three aspirational goal. In order to achieve the new graduation-rate targets, retention rates will need to improve commensurately.

Figure 2-5. First-, second-, and third-year retention rates (percentage) for first-time, full-time new entering students, by year of matriculation, University of Minnesota – Twin Cities, 1996-2005.
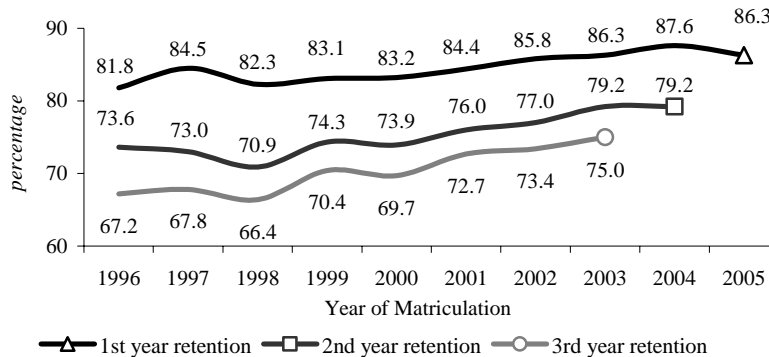
Source: University of Minnesota 2007 NHS Student Graduation/Retention Report

Student Outcomes: Retention

Figure 2-6. University of Minnesota – Twin Cities first-, second-, and third-year retention rates (percentage) for students of color, 1996 – 2005.
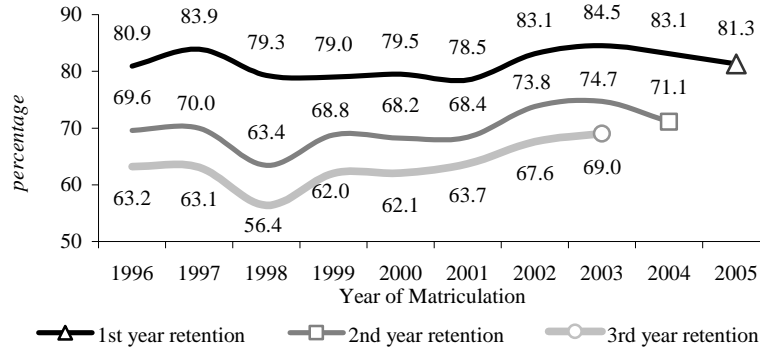
Source: University of Minnesota 2007 NHS Student Graduation/Retention Report

Table 2-6. First- and second-year retention rates for U of M-Twin Cities and comparative group institutions, ranked by 2nd-year rate, 2006 (for students in 2004 and 2005 entering class cohorts).

Rank	Institution	1- year Retention (Fall 2005 Cohort)	2-year Retention (Fall 2004 Cohort)
1	University of California - Berkeley	96.2%	93.7%
2	University of Michigan - Ann Arbor	96.0%	92.7%
3	University of California - Los Angeles	96.7%	91.2%
4	University of Wisconsin - Madison	92.9%	89.3%
5	Pennsylvania State University - Univ. Park	93.5%	88.8%
6	University of Illinois - Urbana-Champaign	92.6%	88.5%
7	University of Florida	87.7%	88.0%
8	University of Washington - Seattle	93.1%	87.1%
9	University of Texas - Austin	92.5%	86.9%
10	Ohio State University - Columbus	91.5%	84.8%
11	**University of Minnesota - Twin Cities**	**86.1%**	**78.9%**

Source: 2006-2007 CSRDE Retention Peer Report

Student Outcomes: Timely Graduation

Undergraduate Graduation Rates (Five-Year Comparison)	**4-Year Rate**		**5-Year Rate**		**6-Year Rate**	
	Actual	2012 Goal	Actual	2012 Goal	Actual	2012 Goal
	40.7% (Up 12.9 points)	60%	**57.9%** (Up 10.3 points)	75%	**60.8%** (Up 9.2 points)	80%

In 2005, the University, including the Twin Cities campus, set specific goals to improve graduation rates from their historically low levels. In January 2007, the University raised the 2012 undergraduate goals for the Twin Cities campus as follows:

- four-year graduation rate of 60 percent,

- five-year rate of 75 percent,

- six-year rate of 80 percent.

Analysis: Current results show continued improvement in graduation rates; over the past decade improvements have ranged from over 12 to nearly 23 percentage points. Graduation rates for students of color also have improved significantly, particularly four- and five-year rates.

Figure 2-7 shows the four-, five-, and six-year graduation rates for students matriculating during 1993-2002. Since 1993, all rates have improved substantially over the last 10 years:

- four-year rates increased by 22.7 percentage points,

- five-year rates increased by 17.5 percentage points,

- six-year rates increased by 12.3 percentage points.

Students of color lagged behind these overall graduation rates, but still showed significant gains, as shown in Figure 2-8. During the 10-year period:

- four-year rates improved 5.8 percentage points,

- five-year rates by 14.3 percentage points,

- six-year rates by 11.5 percentage points.

Table 2-7 shows the most recent graduation rate data for the University's comparative group institutions. Although it is making progress, the University of Minnesota – Twin Cities still ranks at the bottom of this group in graduation rates.

Conclusion: In order to reach its aspirational goal, the University will need to continue to improve graduation rates. Continued investments, such as those described earlier in this section, are focused on achieving this goal.

Student Outcomes: Timely Graduation

Figure 2-7. 4-, 5-, and 6-year graduation rates, University of Minnesota – Twin Cities, 2006 (Classes beginning in 1993-2002).
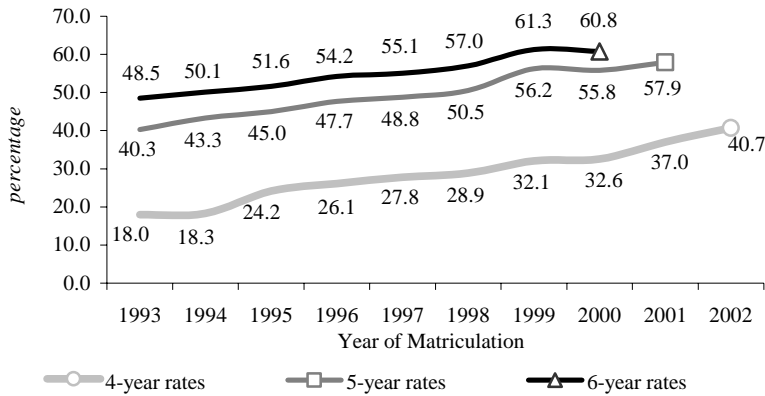
Source: University of Minnesota 2006 NHS Student Graduation/Retention Report
Note: Rates include students who transferred from one University campus to another and graduated (e.g., a student who matriculated at Duluth and graduated from the Twin Cities is counted as a Duluth graduate). The University also reports graduation rates to a national database (IPEDS); it includes only students who matriculated at and graduated from the same campus; these rates are somewhat lower than those shown above.

Figure 2-8. Graduation rates for students of color, University of Minnesota – Twin Cities, 2006 (Classes beginning in 1993-2002).
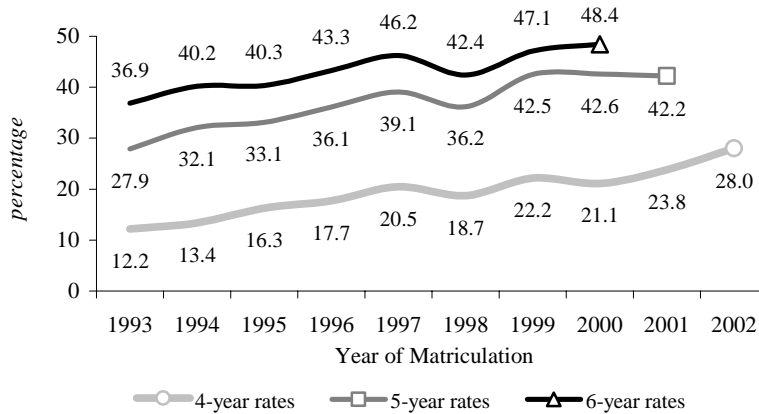
Source: University of Minnesota 2007 NHS Student Graduation/Retention Report
See note above for Figure 2-7.

Student Outcomes: Timely Graduation

Table 2-7. Graduation rates: U of M-Twin Cities and comparative group institutions, 2006 (Classes beginning in 2000-2002), ranked by 6-year rate.

Rank	Institution	4-year Rate (Fall 2002)	5-year Rate (Fall 2001)	6-year Rate (Fall 2000)
1	Pennsylvania State University - Univ. Park	64.9%	87.8%	90.1%
2	University of California - Los Angeles	62.2%	86.2%	89.2%
3	University of California - Berkeley	63.8%	84.5%	88.9%
4	University of Michigan - Ann Arbor	70.3%	85.7%	86.9%
5	University of Illinois - Urbana-Champaign	62.5%	77.9%	81.5%
6	University of Wisconsin - Madison	50.4%	76.3%	79.2%
7	University of Florida	55.0%	75.6%	79.0%
8	University of Texas - Austin	48.1%	72.6%	76.9%
9	University of Washington - Seattle	51.2%	71.1%	74.8%
10	Ohio State University - Columbus	42.3%	65.8%	71.1%
11	**University of Minnesota - Twin Cities**	**40.6%**	**57.7%**	**60.5%**

Source: 2006-2007 CSRDE Retention Peer Report.

Note: The rates shown above, which are slightly lower than those in Figure 2.7 are taken from the IPEDS national database, which includes only students who matriculated at and graduated from the same campus.

Student Outcomes: Timely Graduation

Graduate Students

The timely completion of degrees is as important at the graduate level as it is at the undergraduate level. The University tracks this measure as the "median elapsed time to degree," which is calculated as the number of years from the start of a student's first term in the Graduate School (regardless of subsequent changes of major or degree objective) until the degree is conferred.

Analysis: Table 2-8 shows this measure for the previous six academic years. The University's performance is in line with other leading research universities. Among the more notable findings:

- At the master's level, the median time to degree is 2.5 years, with students of color tending to complete their degrees more quickly than others.

- At the doctoral level, the median time-to-degree decreased slightly to 5.7 years, with international students tending to complete their degrees more quickly than others.

Conclusions: The University is participating in a national study by the Council of Graduate Schools to identify factors leading to these results. The project's goal is to address the issues of completion and attrition in Ph.D. education and test those practices that the graduate community believes will result in higher completion rates.

The Graduate School is working with 15 graduate programs (eight in sciences, math, and engineering; seven in liberal arts and humanities) to gather and report data on completion and attrition, and to test intervention strategies (e.g., better orientation and mentoring, clearer program rules, exit interviews) that will improve completion. Results will be shared nationally among research and project partners, with the hope of developing a set of best practices. In addition, the University is undertaking research of its own on such factors as time-to-degree within specific programs, financial issues, graduate student advising, and housing.

Table 2-8. **Median elapsed time to degree for University of Minnesota master's and doctoral students, 2000-2006.**

	2000-2001	2001-2002	2002-2003	2003-04	2004-05	2005-06
Master's Degree Students – All	2.4	2.5	2.6	2.6	2.5	2.5
Male	2.5	2.7	2.6	2.6	2.7	2.7
Female	2.4	2.4	2.5	2.5	2.4	2.3
Students of Color	2.5	2.7	2.7	2.7	2.4	2.2
International Students	2.2	2.3	2.3	2.6	2.6	2.7
Doctoral Students – All	5.9	5.9	5.9	5.6	5.8	5.7
Male	5.4	6.0	5.8	5.4	5.8	5.7
Female	6.5	5.9	6.2	5.8	5.8	5.7
Students of Color	5.9	6.5	6.7	5.7	6.3	6.2
International Students	5.0	5.3	5.2	5.1	5.4	5.3

Source: The Graduate School, University of Minnesota.

Student Outcomes: Degrees Conferred

U of M Rank Within Comparative Group				
	Doctoral	Master's	First-Professional	Bachelor's
This Year	4th	3rd	3rd	9th
Last Year	5th	4th	3rd	10th
5 Years Ago	5th	5th	2nd	11th

Analysis: Consistent with having the second-largest enrollment of any public university campus in the nation, the Twin Cities campus also ranks highly in the production of degrees at all levels. As shown in Tables 2-9 and 2-10, the Twin Cities campus ranks 4th within its comparative group for the number of doctoral degrees conferred, 3rd in master's degree, 3rd in first-professional degrees, and 9th in bachelor's degrees.

Conclusion: While it is important to track the number of degrees conferred, in terms of contributing to the state's educated work force, qualitative factors also need to be taken into account. Accordingly, the University is focusing on producing degrees that reflect a balance of external demand, capacity, and resources to ensure that quality is maintained and enhanced.

In line with that approach, the Graduate School in 2005 initiated an annual review of graduate programs, which already has resulted in the discontinuation of programs and the repackaging of others in order to ensure quality. In addition, the University is developing alternative measures of quality in addition to quantitative ones.

Table 2-9. Degrees conferred: U of M-Twin Cities and comparative group institutions, 2006.

Rank	Institution	Doctor's degree	Master's degree		First-prof. degree		Bachelor's degree	
1	University of California - Berkeley	799	1,942	(9)	395	(9)	7,606	(5)
2	University of Texas - Austin	796	2,858	(4)	618	(6)	8,942	(2)
3	University of Michigan - Ann Arbor	763	3,292	(1)	751	(4)	5,614	(11)
4	**University of Minnesota - Twin Cities**	**751**	**2,962**	**(3)**	**785**	**(3)**	**6,319**	**(9)**
5	University of Florida	718	3,053	(2)	1,014	(1)	8,255	(4)
6	University of California - Los Angeles	708	2,406	(8)	563	(7)	7,120	(6)
7	University of Illinois - Urbana-Champaign	689	2,545	(7)	309	(10)	6,732	(8)
8	Ohio State University - Columbus	664	2,718	(5)	885	(2)	8,791	(3)
9	University of Wisconsin - Madison	648	1,842	(10)	654	(5)	6,265	(10)
10	Pennsylvania State Univ. - University Park	646	1,150	(11)	0	(11)	9,649	(1)
11	University of Washington - Seattle	608	2,553	(6)	512	(8)	6,970	(7)

Source: *Top American Research Universities*: The Center for Measuring University Performance, 2006.

Student Outcomes: Degrees Conferred

Figure 2-9. Doctoral degrees conferred, U of M-Twin Cities and comparative group, 2001-2006.
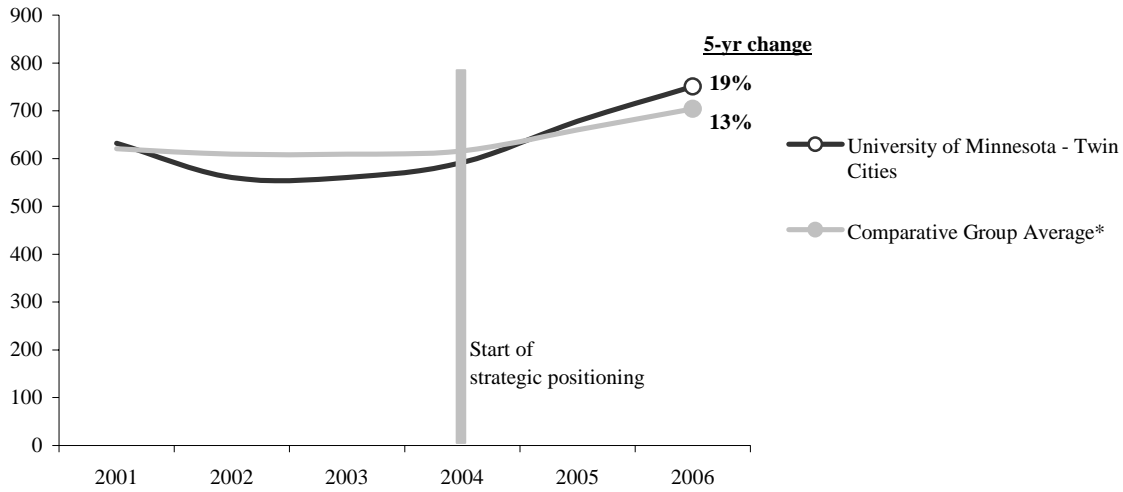
Table 2-10. Doctoral degrees conferred, U of M-Twin Cities and comparative group, 2001-2006.

	2001	2002	2003	2004	2005	2006	5-Yr % Change
Doctoral Degrees							
University of Minnesota - Twin Cities	**632**	**560**	**560**	**592**	**678**	**751**	**18.8%**
% Change	-	-11.4%	0.0%	5.7%	14.5%	10.8%	-
Comparative Group Average*	621	609	609	616	660	704	13.4%
% Change	-	-1.8%	0.0%	1.0%	7.2%	6.7%	-

* Excludes University of Minnesota - Twin Cities
Source: *Top American Research Universities*: The Center for Measuring University Performance, 2006.

Global Engagement

Forging an international university is an integral component in the University's plan to become a top-ranked institution. Defining what that means and how it is accomplished presents the University with an exciting challenge; however, this University may be better poised than any other in the U.S. to take head-on the challenge of internationalization.

Having previously focused on increasing the number of study abroad opportunities and the number of students studying abroad, the University can now concentrate its efforts on two other important areas: 1) becoming a center of excellence in the emerging global network of knowledge production and circulation, and 2) by providing international experiences here at home for those students and faculty who do not have an international experience abroad.

The following statistics relay the traditional measures of academic mobility. The University is working to define and measure internationalization through a more comprehensive set of indicators.

Involvement in Study Abroad

	U of M Rank Within Comparative Group
This Year	3rd
Last Year	3rd
5 Years Ago	6th

Analysis: The Twin Cities campus ranks 3rd among comparative group institutions in the number of students studying abroad, as shown in Table 2-11, a gain of three positions over the past five years. Figure 2-10 shows the increase in Twin Cities campus students' involvement in study abroad relative to its comparative group. As a percentage of undergraduate degrees granted, the Twin Cities campus has improved from 15.7 percent in 1998 to 30.0 percent in 2006, an improvement of 13.3 percentage points.

Conclusion: The University has adopted a goal that 50 percent of students who graduate will have an international experience. We are making great strides in this area with continual growth in study abroad participation. The Office of International Programs is analyzing the impact on policies, practices, curriculum, programs, and services that would result from reaching the 50 percent goal.

Table 2-11. Involvement in study abroad: U of M-Twin Cities vs. comparative institutions, 2005.

Rank	Institution	2005	1-Yr % Change	5-Yr % Change
1	University of Texas - Austin	2,169	7.9%	34.0%
2	Pennsylvania State University - University Park	2,084	11.2%	19.6%
3	**University of Minnesota - Twin Cities**	**1,836**	**11.7%**	**73.5%**
4	University of Florida	1,805	17.4%	87.0%
5	University of Illinois - Urbana-Champaign	1,739	19.4%	30.1%
6	University of Wisconsin - Madison	1,611	0.1%	24.2%
7	University of Washington - Seattle	1,586	9.1%	80.0%
8	Ohio State University - Columbus	1,580	12.9%	42.9%
9	University of Michigan - Ann Arbor	1,263	2.3%	46.9%
10	University of California - Berkeley	743	-17.6%	22.0%
11	University of California - Los Angeles	555	49.2%	142.4%

Source: *Open Doors Report: 2006,* Institute of International Education.

Involvement in Study Abroad

Figure 2-10. Involvement in study abroad: U of M-Twin Cities and comparative group, 2000-2005.
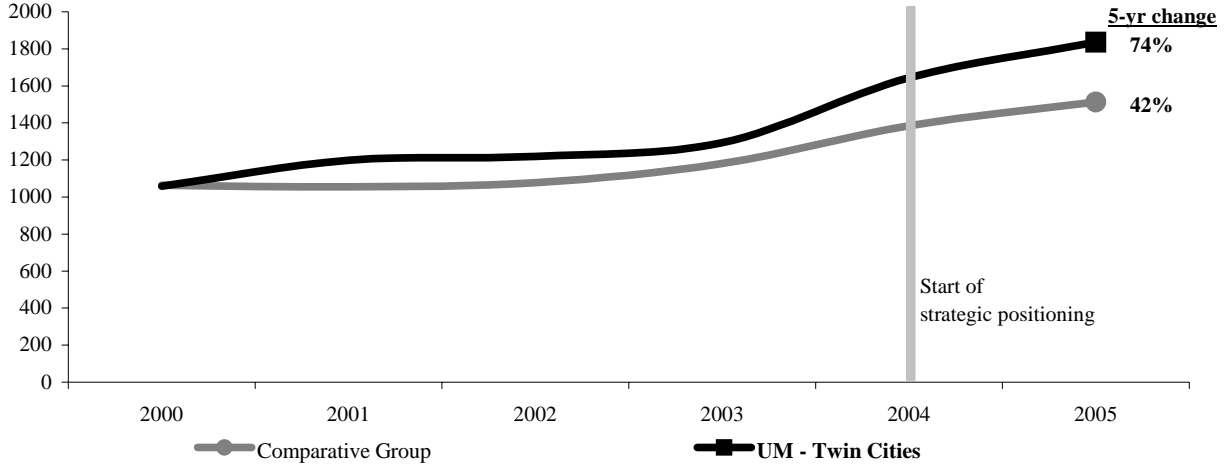
Source: *Open Doors Report: 2006,* Institute of International Education.

Table 2-12. Involvement in study abroad: U of M-Twin Cities and comparative group, 2000-2005.

	2000	2001	2002	2003	2004	2005	5 Yr % Change
Comparative Group*	1,065	1,055	1,077	1,181	1,385	1,514	42.2%
% Change	-	-0.9%	2.1%	9.6%	17.3%	9.3%	-
UMTC	**1,058**	**1,199**	**1,219**	**1,294**	**1,644**	**1,836**	**73.5%**
% Change	**-**	13.3%	1.7%	6.2%	27.0%	11.7%	**-**
UMTC Rank	**6** th	**5** th	**4** th	**6** th	**3** rd	**3** rd	**-**

* Excludes University of Minnesota - Twin Cities
Source: *Open Doors Report: 2006,* Institute of International Education.

Figure 2-11. Twin Cities campus undergraduates studying abroad as a percentage of degrees granted, 2000-2006.

Source: Office of Institutional Research, University of Minnesota.

International Student Enrollment

	U of M Rank Within Comparative Group
This Year	7th
Last Year	8th
5 Years Ago	6th

Analysis: The number of international students enrolled in United States higher education institutions has stagnated over the past several years. This trend has been attributed to several factors: real and perceived difficulties in obtaining student visas since 9/11/01 (especially in technical fields); rising U.S. tuition costs; vigorous competition from other host countries; a wider range of educational opportunities in students' home countries; and perceptions abroad since 2001 that international students may no longer be welcome in the U.S.

Although the University of Minnesota moved up one place relative to the comparative group in the past year, it has lost ground over the past five years in terms of actual international student enrollment—most dramatically at the undergraduate level, where the University now ranks at the bottom of Committee on Institutional Cooperation (CIC) institutions.

As Tables 2-13 and 2-14 and Figure 2-12 show, while the comparative group's average international student enrollment over the past five years increased by nearly 15 percent, the University's increase was only 0.8 percent.

Conclusion: The University has undertaken a variety of measures to ensure strong enrollments by international students, focusing on undergraduates. These measures include: increased recruitment efforts, creation of Global Excellence Scholarships, and improved programs and services to ensure retention of international students.

Table 2-13. International student enrollment: U of M-Twin Cities vs. comparative institutions, 2005.

Rank	Institution	2005	1-Yr % Change	5-Yr % Change
1	University of Texas - Austin	5,395	1.2%	24.9%
2	University of Illinois - Urbana-Champaign	4,904	-11.8%	29.1%
3	University of Michigan - Ann Arbor	4,649	0.4%	16.1%
4	Ohio State University - Columbus	4,476	8.1%	10.9%
5	University of California - Los Angeles	3,979	-5.6%	59.6%
6	University of Florida	3,749	7.4%	23.4%
7	**University of Minnesota - Twin Cities**	**3,384**	**2.5%**	**0.8%**
8	University of Wisconsin - Madison	3,381	-14.2%	-14.1%
9	Pennsylvania State University - University Park	3,199	-1.2%	-2.7%
10	University of California - Berkeley	2,684	-0.6%	3.3%
11	University of Washington - Seattle	2,620	2.3%	6.8%

Source: *Open Doors Report: 2006,* Institute of International Education.

International Student Enrollment

Figure 2-12. International student enrollment: U of M-Twin Cities and comparative group, 2000-2005.

Source: *Open Doors Report: 2006,* Institute of International Education.

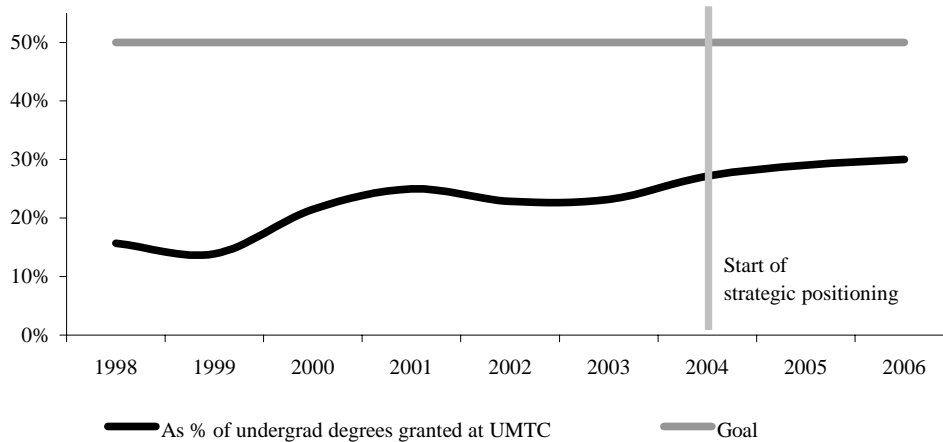**Table 2-14. International student enrollment: U of M-Twin Cities and comparative group, 2000-2005.**

	2000	2001	2002	2003	2004	2005	5 Yr % Change
Comparative Group*	3,397	3,679	3,961	3,860	3,981	3,904	14.9%
% Change	-	8.3%	7.7%	-2.5%	3.1%	-1.9%	-
UMTC	**3,356**	**3,356**	**3,351**	**3,357**	**3,302**	**3,384**	**0.8%**
% Change	-	0.0%	-0.1%	0.2%	-1.6%	2.5%	-
UMTC Rank	**6** th	**8** th	**9** th	**8** th	**8** th	**7** th	-

* Excludes University of Minnesota - Twin Cities
Source: *Open Doors Report: 2006,* Institute of International Education.

International Scholars

	U of M Rank Within Comparative Group
This Year	**8**[th]
Last Year	**7**[th]
4 Years Ago	**9**[th]

Analysis: Although the University ranks 8th in this measure, it has lost ground within the comparative group. Tables 2-22 and 2-23 show that the University has declined by 5.4 percent over the past four years, while comparative group institutions have increased their number of international scholars by an average of 9.8 percent.

Conclusion: The reputation and quality of the University's research and academic programs continue to attract high-quality researchers, scholars, and post-doctoral appointees from around the world.
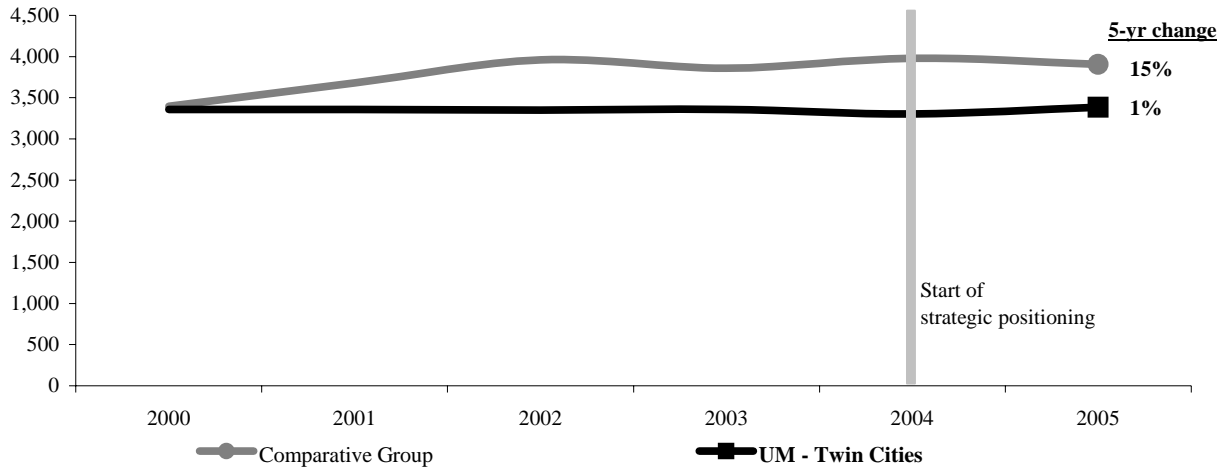
Table 2-15. International scholars: U of M-Twin Cities and comparative institutions, 2005.

Rank	Institution	2005	1-Yr % Change	4-Yr % Change
1	University of California - Berkeley	2,245	6.5%	-5.1%
2	University of California - Los Angeles	2,131	-1.3%	-14.6%
3	University of Washington - Seattle	1,974	21.5%	32.6%
4	Pennsylvania State University - University Park	1,658	40.0%	21.0%
5	University of Illinois - Urbana-Champaign	1,626	10.6%	0.2%
6	Ohio State University - Columbus	1,607	2.4%	16.6%
7	University of Wisconsin - Madison	1,232	21.9%	9.1%
8	**University of Minnesota - Twin Cities**	**1,202**	**0.5%**	**-5.4%**
9	University of Texas - Austin	1,121	9.7%	16.5%
-	University of Michigan - Ann Arbor	NA	-	-
-	University of Florida	NA	-	-

Source: *Open Doors Report: 2006,* Institute of International Education.

International Scholars

Figure 2-13. International scholars: U of M-Twin Cities and comparative group, 2001-2005.
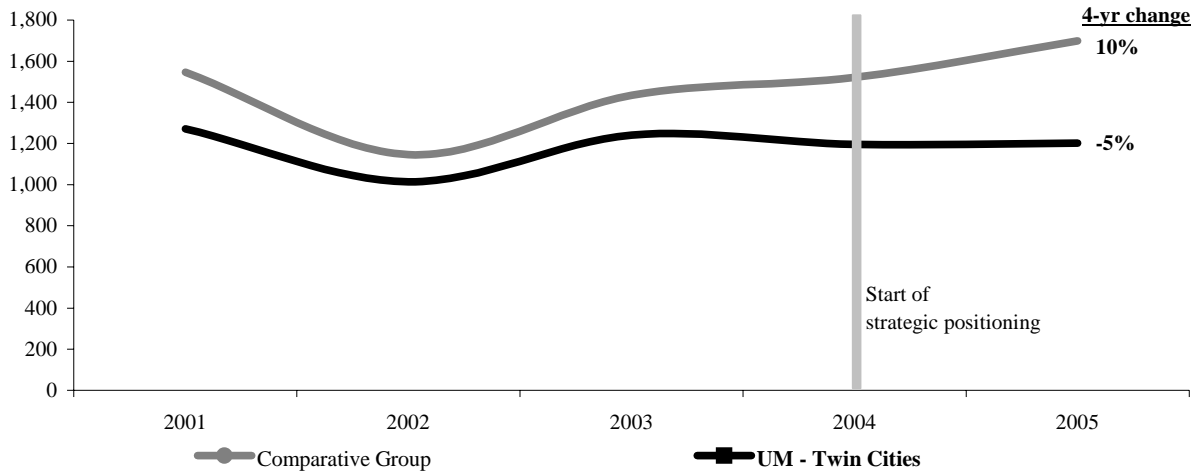
Source: *Open Doors Report: 2006,* Institute of International Education.

Table 2-16. International scholars: U of M-Twin Cities and comparative group, 2001-2005.

	2001	2002	2003	2004	2005	4-Yr % Change
Comparative Group*	1,547	1,145	1,435	1,522	1,699	9.8%
% Change	-	-26.0%	25.3%	6.1%	11.6%	-
UMTC	**1,271**	**1,013**	**1,241**	**1,196**	**1,202**	**-5.4%**
% Change	-	-20.3%	22.5%	-3.6%	0.5%	-
UMTC Rank	**9 th**	**7 th**	**8 th**	**7 th**	**8 th**	-

Source: *Open Doors Report: 2006,* Institute of International Education.
* Excludes University of Minnesota - Twin Cities

Undergraduate Student Satisfaction

Over the past 10 years the University has placed an increasing emphasis on improving the student experience. To measure student satisfaction with these efforts, every other year since 1997 the University has administered the Student Experiences Survey (SES). The latest SES was administered to a random sample of students during spring semester 2007.

Analysis: The results of the 2007 SES show improvement in many satisfaction categories among undergraduate and graduate students and among students of color. As shown in Figures 2-14 and 2-15, gains were registered in overall satisfaction, quality of classrooms, availability of places to study (graduate students), and cost of attendance. Student satisfaction declined slightly in terms of ratings of academic program quality and overall physical environment.

Conclusion: With state funding improved over the historic reductions of three years ago, and an increased emphasis on affordability, principally through the Founders Opportunity Scholarships, the University anticipates continued improvement in student satisfaction with the cost of attendance. The $175 million Founders Opportunity Scholarship program ensures that all undergraduate students from Minnesota—including transfer students as well as qualified incoming freshmen—who are eligible for a federal Pell Grant will be guaranteed scholarships and grants to cover 100 percent of their tuition and required fees. About two-thirds of students from families earning less than $50,000 per year are eligible for a Pell grant.

Figures 2-14. Undergraduate student experiences survey results, University of Minnesota - Twin Cities, 1997-2007.
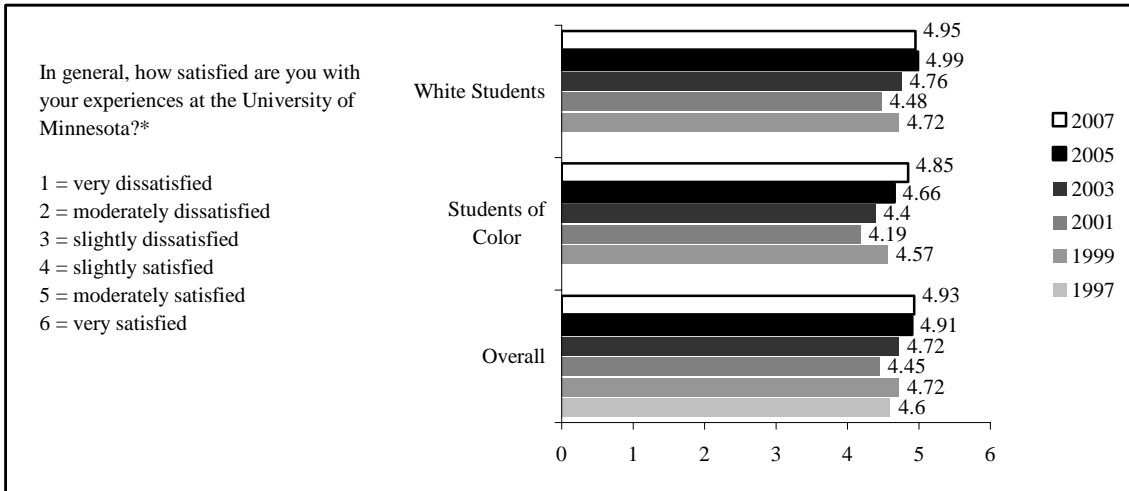
*Respondents in 1997 to 2005 were asked "In general, how satisfied are you now with your experiences at the University of Minnesota since fall semester started?"

Undergraduate Student Satisfaction

Figures 2-14 (continued). Undergraduate student experiences survey results, University of Minnesota - Twin Cities, 1997-2007.

If you could do it over again, would you enroll on the campus of the University of Minnesota where you are now enrolled?

1 = definitely not
2 = probably not
3 = probably yes
4 = definitely yes

Year	Value
2007	3.29
2005	3.43
2003	3.35
2001	3.25
1999	3.27
1997	3.07

1 = very poor
2 = poor
3 = fair
4 = good
5 = very good
6 = excellent

2007
2005
2003
2001
1999
1997
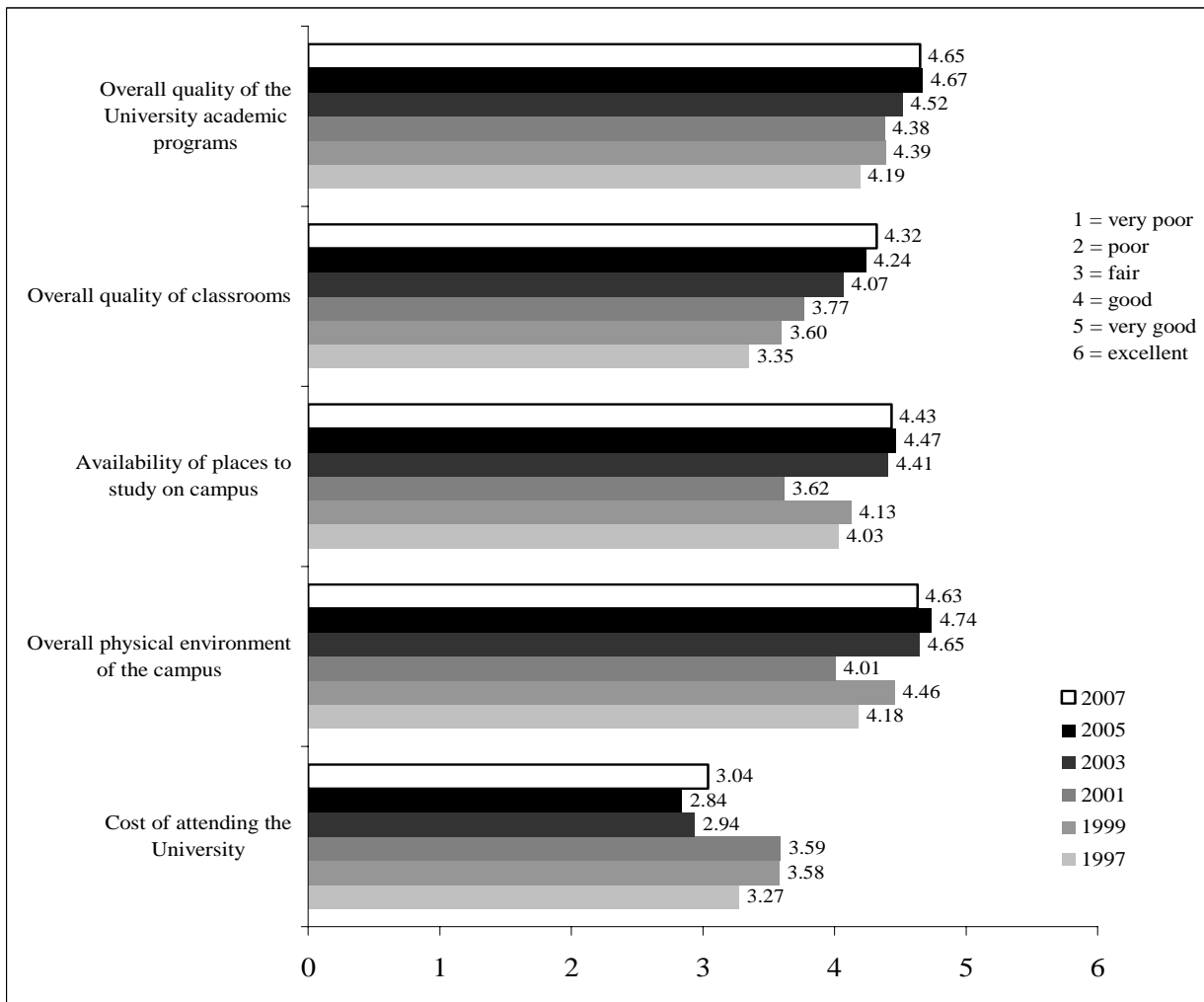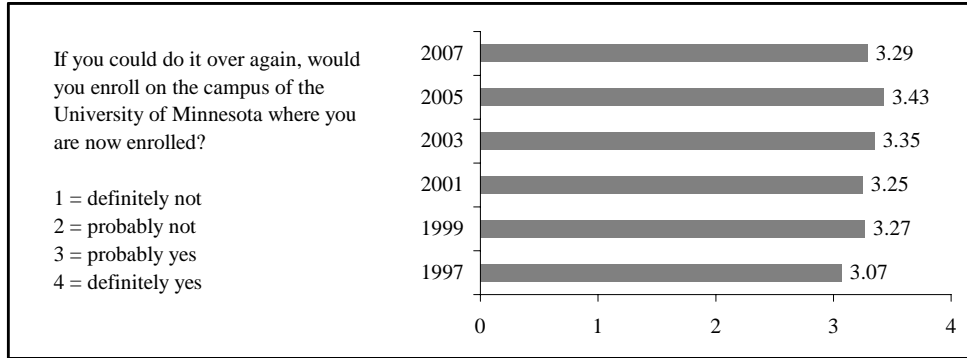
Source: Office of Institutional Research, University of Minnesota.

Graduate Student Satisfaction

Figures 2-15. Graduate student experiences survey results, University of Minnesota - Twin Cities, 1997-2007.

White Students
- 5.07 (2007)
- 4.95 (2005)
- 4.94 (2003)
- 4.77 (2001)
- 4.68 (1999)

Students of Color
- 4.93 (2007)
- 4.84 (2005)
- 4.65 (2003)
- 4.57 (2001)
- 4.79 (1999)

Overall
- 5.06 (2007)
- 4.95 (2005)
- 4.93 (2003)
- 4.75 (2001)
- 4.68 (1999)
- 4.65 (1997)

Legend: 2007, 2005, 2003, 2001, 1999, 1997

If you could do it over again, would you enroll on the campus of the University of Minnesota where you are now enrolled?

1 = definitely not
2 = probably not
3 = probably yes
4 = definitely yes

- 2007: 3.34
- 2005: 3.41
- 2003: 3.32
- 2001: 3.26
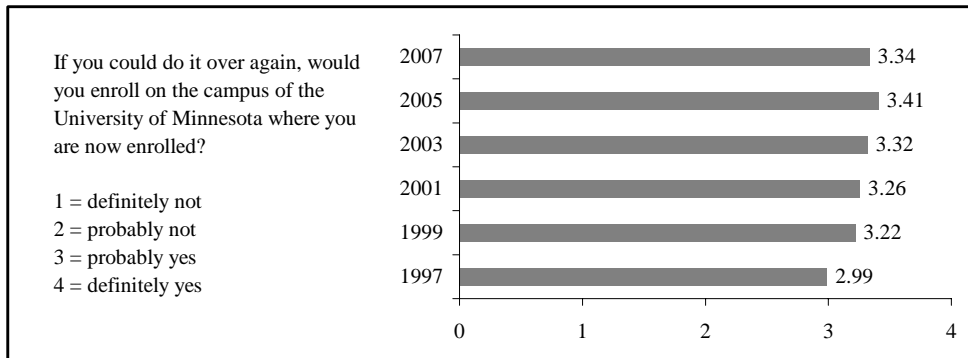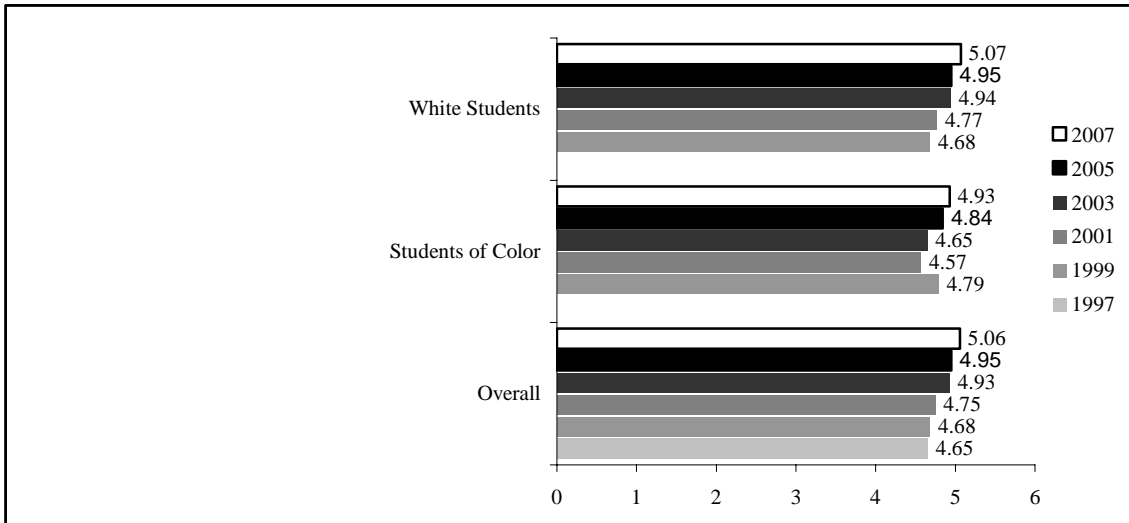- 1999: 3.22
- 1997: 2.99

Graduate Student Satisfaction

Figures 2-15 (continued). Graduate student experiences survey results, University of Minnesota - Twin Cities, 1997-2007.

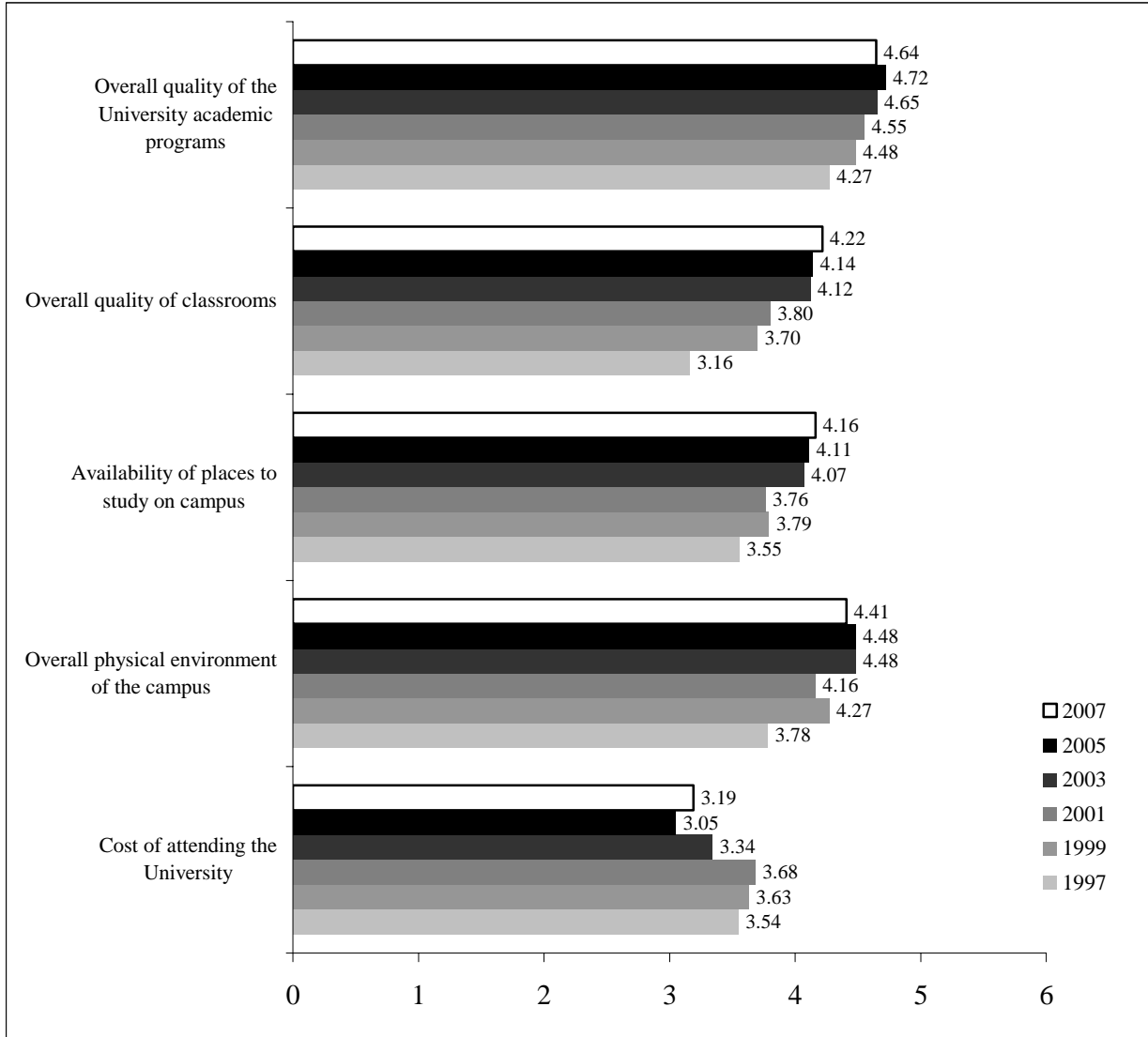Source: Office of Institutional Research, University of Minnesota.

Exceptional Faculty and Staff

Recruit, mentor, reward, and retain world-class faculty and staff who are innovative, energetic, and dedicated to the highest standards of excellence.

To achieve this strategic goal, the University will invest $32.5 million in FY 2007-08 towards achieving the following objectives:

- Recruit identify, support, and reward stars on the rise.

- Create a robust culture of collaboration that encourages and rewards boldness, imagination, and innovation.

- Hire, develop, and place diverse faculty and staff in positions which match their skills and abilities with organizational needs.

- Strengthen the performance evaluation and reward systems to fully engage, motivate, and challenge faculty and staff.

- Significantly increase the number of faculty receiving awards of distinction.

The University's excellence stems from the quality of its human capital—exceptional faculty and staff. They are critical to recruiting and retaining the best and brightest students; attracting research funding to the University; garnering the attention of other world-class scholars; and strengthening the University's impact on society.

Faculty

The University of Minnesota has many outstanding faculty members. But the baby-boom generation will enter retirement age in the next decade, and the University will need to hire 1,000 faculty members (2/3 replacement,1/3 new) in the next five years. To achieve excellence, the University will not only need to continue to recruit great faculty, but also provide

the environment, infrastructure, mentoring, inspiration, high standards, rewards, and recognition required to retain them. Strategies to address these challenges are already being implemented throughout the University.

Recruiting the Best and Brightest: Since selection of new faculty is the most important factor determining each academic department's research productivity, the University is raising recruitment standards across the institution. To that end, the University is promoting a culture across all colleges and departments to:

Hire for excellence, not simply to fill a slot for the long-term. To achieve this, search committee chairs are receiving in-depth training, and departments are required to define how the faculty position will advance the department. In addition, the University is identifying and proactively recruiting nationally and internationally recognized candidates whether they have applied for a position or not.

Ensure strategic hiring of faculty to strengthen areas of existing excellence, enhance areas on the verge of excellence, and target specific needs.

Establish strategic partnerships with institutions that have rich histories of educating scholars from under-represented groups and with individuals who have served as mentors for diverse scholars.

Hold departments and colleges accountable for excellence and diversity in hiring by asking for specific strategic plans and results from previous years during annual budget compact discussions.

Develop more competitive compensation and benefits packages through special merit increases and preventive retention packages for high-performing faculty.

Facilitate spousal and partner hires, implement family-friendly policies, and initiate a system-wide review of human resource policies and guidelines to ensure that existing rules advance the University's recruitment goals.

Enhancing the Research Environment: The University is striving to provide faculty with an environment in which to flourish. Major investments are being made in systems and processes that support faculty scholarship and optimize use of existing resources, including grants-in-aid programs, dedicated research time, and administrative services. An advisory committee of prominent researchers and scholars will inform decisions on collaborative research opportunities, infrastructure funding, and research space issues. Additional administrative service support for the development of large collaborative and interdisciplinary research proposals is being provided through the new Collaborative Research Services Office.

Providing Mentoring and Support: Mentoring and support are critical to the development and success of new faculty. All now receive a three-day **new faculty orientation program** to introduce them to the University's teaching, research, and public engagement mission; establish a sense of community across departmental and collegiate boundaries; and expose them to the breadth and culture of the University and the Twin Cities area.

Enhance existing training programs for department heads, chairs, and faculty members through the Provost's Department Chairs Leadership Program and other initiatives.

Strengthen opportunities for faculty interaction, including several new cross-collegiate interdisciplinary institutes and centers, to build collegiality across campus, departmental, and collegiate boundaries.

In addition, the University's **Center for Teaching and Learning** is a key component in the ongoing support of teaching excellence for faculty at all stages of their careers. The Center offers a wide range of workshops, seminars, and online information and provides such services as observation of teaching, review of materials, student focus groups, private coaching, and consultation.

Rewarding Excellence: The University rewards excellence in teaching and research in part through collegiate awards and University-wide honors. In 2007, the University's academic leaders successfully strengthened and improved promotion and tenure policies, standards, and procedures to create a culture of rigorous peer review that recognizes the breadth and diversity of legitimate academic work at the University and establishes clearly articulated criteria and sufficient resources. In addition, the University has focused on the following initiatives:

Expand all-University chairs and professorships to strengthen recruitment and retention of outstanding faculty—the University has identified potential matching funds for as many as 25 new chairs or professorships (which have increased from 17 in 1985 to 386 in 2005).

Expand Regents Professor awards, both in number and amount, and continue to recognize scholarly excellence through internal awards including McKnight professorships, fellowships and chairs; the Scholar's Walk and Wall of Discovery; and teaching awards including Morse-Alumni, Graduate and Professional, and Tate Advising awards.

Facilitate national recognition by increasing faculty nominations for prestigious awards, honorary appointments, and professional academic recognition.

Compensate faculty for their performance by increasing the pool of funds available for merit pay and market-competitive merit increases. In the last three budget cycles, special compensation for exceptional faculty has increased over the general compensation rate by $12 million.

Staff

Investing in the success of all University employees is key to achieving the institution's long-term objectives. The University is committed to creating an environment where every individual understands what is expected, is fully engaged in his or her work, is supported to innovate and continuously improve, understands how performance will be assessed and rewarded, and has confidence in leadership.

Engaging employees: Engaged employees are a high priority, with success marked by employees who feel they are an important, valued part of the institution, understand how their responsibilities contribute to the overall mission, and are proud of their identity as a University employee. This is being accomplished through focused efforts to:

Create a strong start for new employees, including orientation practices that provide a broad overview of the University's history, mission, values, organization, and leadership and that promote strong University citizenship.

Develop leadership capacity, knowledge, skills, and abilities that enhance position competence and University citizenship through initiatives such as the President's Emerging Leaders program, the Office of Service and Continuous Improvement's Transformational Leadership Program, and new faculty and new deans orientation programs.

Promote a healthy work environment that enhances productivity; supports individual and group success; is responsibly managed; and fosters inclusiveness, employee well being, and the assurance of safety.

Evaluating performance: Performance management is a shared process that includes assessing, managing, planning, and improving an employee's performance to promote development that serves the individual and the organization. To ensure effective institutional management, a strong performance management system for all types of employees is needed.

Effective performance management systems should serve the individual employee as well as the organization. The system must be holistic and supported by trained managers and supervisors who understand and can articulate the differences in performance levels.

Development of such a system at the University began with a new approach to reviews for deans and senior administrators that is comprehensive and streamlined. More timely feedback to leaders, along with thoughtful analysis, is helping them to make timely adjustments for success.

In addition, the University's position management system supports the recruitment, development, and performance management of employees by tracking the requirements of a position as individuals leave and others are hired. University pay systems also are being analyzed to ensure linkages with competencies and performance management systems as they are defined.

Performance Measures

Performance measures that support the goal of "Exceptional Faculty and Staff" are detailed on the following pages:

Other Measures

The University's Metrics Steering Committee is considering the addition of other measures under the "Exceptional Faculty and Staff" pillar. These include:

- Staff Development

- Quality Professional Education

NRC Rankings: The federally chartered, non-profit National Research Council (NRC) is expected to disseminate the results of a national report on U.S. Ph.D. programs in early 2008. The report will offer assessments of three major aspects of doctoral education:

- Research Impact: Citations and publications per faculty member, honors and awards, etc.

- Student Support and Outcomes: Fraction of students with full support, time to degree, attrition rate, fraction with a position in a relevant field on graduation, etc.

- Diversity of Academic Environment: Fractions of students and faculty that are female and minority.

The new NRC rankings will differ significantly from the previous rankings (1995) in several important ways. First, a greater number of graduate fields will be evaluated. For example, the rankings will now include agricultural sciences, biomedical fields in medical schools, and some programs in professional schools. Second, the new rankings will be based on quantitative data and, unlike the 1995 rankings, will not be subjective or reputation-based. Third, greater attention will be paid to assessing the graduate student experience, not the scholarly reputation of program faculty.

Thus, it will be difficult to compare 1995 rankings (based on subjective reputational surveys) with the new rankings (based on quantitative data that attempt, imperfectly, to estimate scholarly performance and quality).

National Academy Members

University of Minnesota Rank			
	Within Comparative Group	**Among All Publics**	*These prestigious honors are granted by the National Academies of Sciences and Engi-neering and the Institute of Medicine, which serve as private, nonprofit organizations to the federal government on science, technol-ogy, and medicine.*
This Year	8th	11th	
Last Year	8th	11th	
5 Years Ago	8th	10th	

Analysis: The number of University faculty members who have been selected for National Academy membership has remained relatively constant over the past five years (Figure 2-15 and Table 2-18). While the University has maintained its rank within its comparative group, other institutions are adding National Academy members to their institutions. Furthermore, the highest ranked institutions on this measure have more than twice as many members as does the University (Table 2-17).

Conclusion: The University has many de-serving faculty in a range of disciplines whose qualifications and contributions to their fields may not have been adequately brought forward. In 2006, the Provost ap-pointed a full-time coordinator for faculty awards to identify and facilitate the nomina-tion of outstanding faculty. In addition, a working group of National Academies members has been formed to develop strate-gies for putting forth nominations.

In 2007, three University faculty were in-ducted into the American Academy of Arts and Sciences—the highest number in any year since 1993. One faculty member was inducted into the National Academy of Sci-ences, the first since 2002. With the contin-ued efforts of the coordinator and the Na-tional Academies working group, the Uni-versity expects the number of national and international faculty awards received by University faculty to continue to increase significantly in the coming years.

Table 2-17. National Academy members: U of M-Twin Cities and comparative group institutions, 2005.

All Publics Rank	Comparative Group Rank	Institution	2005	1-Yr % Change	5-Yr % Change
1	1	University of California - Berkeley	212	1.4%	11.6%
4	2	University of Washington - Seattle	85	9.0%	19.7%
5	3	University of California - Los Angeles	73	10.6%	19.7%
5	3	University of Michigan - Ann Arbor	73	-5.2%	21.7%
7	5	University of Wisconsin - Madison	71	0.0%	4.4%
8	6	University of Texas - Austin	56	5.7%	7.7%
9	7	University of Illinois - Urbana-Champaign	55	5.8%	3.8%
11	**8**	**University of Minnesota - Twin Cities**	**36**	**-2.7%**	**0.0%**
19	9	Pennsylvania State University - Univ. Park	28	3.7%	27.3%
25	10	Ohio State University - Columbus	22	22.2%	69.2%
27	11	University of Florida	20	17.6%	17.6%

Source: *The Top American Research Universities*: The Center for Measuring University Performance

National Academy Members

Figure 2-15. National Academy Members: U of M-Twin Cities vs. comparative group, 2000-2005.
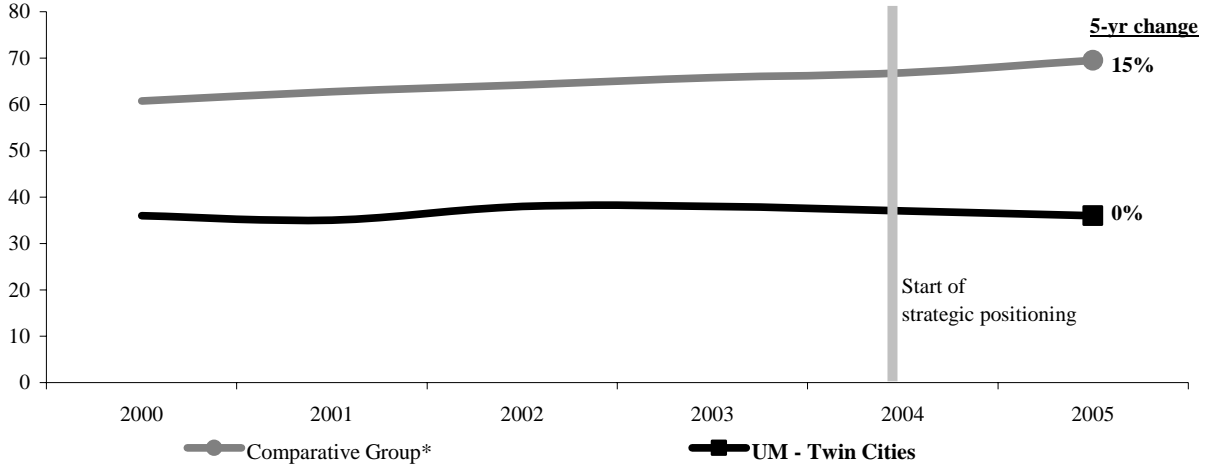
Source: *The Top American Research Universities*: The Center for Measuring University Performance

Table 2-18. National Academy Members: U of M-Twin Cities vs. comparative group, 2000-2005.

	2000	2001	2002	2003	2004	2005	5 Yr % Change
Comparative Group*	61	63	64	66	67	70	14.5%
% Change	-	3.3%	2.4%	2.5%	1.5%	4.0%	-
UMTC	**36**	**35**	**38**	**38**	**37**	**36**	**0.0%**
% Change	**-**	-2.8%	8.6%	0.0%	-2.6%	-2.7%	-
UMTC Rank	**8** th	**7** th	**8** th	**8** th	**8** th	**8** th	**-**

* Excludes University of Minnesota - Twin Cities
Source: *The Top American Research Universities*: The Center for Measuring University Performance

Faculty Awards

	University of Minnesota Rank		
	Within Comparative Group	**Among All Publics**	
This Year	8th	12th	*Included in this measure are prominent grant and fellowship programs in the arts, humanities, science, engineering, and health fields, e.g., Fulbright, MacArthur, National Endowment for the Humanities, National Institutes of Health, Pew Charitable Trusts, etc.*
Last Year	9th	14th	
5 Years Ago	6th	6th	

Analysis: The University currently ranks 8th within its comparative group on this measure, and 12th among all public research universities (Table 2-19). Although the number of external faculty awards fluctuates from year to year, the University's ranking and its share of awards have declined compared to five years ago (Figure 2-16 and Table 2-20). However, in the past two years the University has shown modest gains in the number of awardees and in its ranking within the comparative group.

Conclusion: The University has many deserving faculty in a range of disciplines whose qualifications and contributions to their fields may not have been adequately brought forward. In 2006, the Provost appointed a full-time coordinator for faculty awards to identify and facilitate the nomination of outstanding faculty.

Since the position was created, the coordinator has built a database of national and international faculty awards to track award opportunities, has established on-going relationships with key contacts in each collegiate unit to identify potential award nominees, and is working to increase publicity for national and international award winners.

Table 2-19. Faculty awards: U of M-Twin Cities and comparative group institutions, 2005.

All Publics Rank	Comparative Group Rank	Institution	2005	1-Yr % Change	5-Yr % Change
1	1	University of Michigan - Ann Arbor	42	-10.6%	31.3%
1	1	University of Wisconsin - Madison	42	-2.3%	68.0%
3	3	University of California - Berkeley	40	-11.1%	-32.2%
5	4	University of California - Los Angeles	36	-2.7%	-29.4%
9	5	University of Washington - Seattle	29	-14.7%	-21.6%
10	6	University of Illinois - Urbana-Champaign	26	-3.7%	-21.2%
11	7	University of Texas - Austin	25	-16.7%	-10.7%
12	**8**	**University of Minnesota - Twin Cities**	**23**	**4.5%**	**-25.8%**
15	9	Pennsylvania State University - Univ. Park	21	-4.5%	31.3%
18	10	University of Florida	19	-17.4%	-29.6%
20	11	Ohio State University - Columbus	18	-14.3%	-5.3%

Source: *The Top American Research Universities*: The Center for Measuring University Performance

Faculty Awards

Figure 2-16. Faculty awards: U of M-Twin Cities vs. comparative group, 2000-2005.
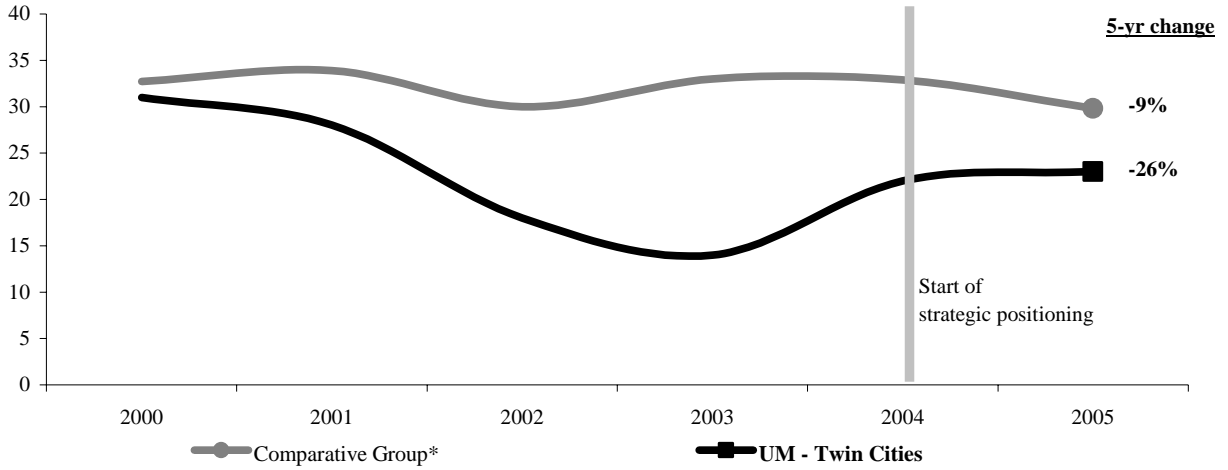
Source: *The Top American Research Universities*: The Center for Measuring University Performance

Table 2-20. Faculty awards: U of M-Twin Cities vs. comparative group institutions, 2000-2005.

	2000	2001	2002	2003	2004	2005	5 Yr % Change
Comparative Group*	33	34	30	33	33	30	-8.9%
% Change	-	3.7%	-11.5%	10.0%	-0.3%	-9.4%	-
UMTC	**31**	**28**	**18**	**14**	**22**	**23**	**-25.8%**
% Change	**-**	-9.7%	-35.7%	-22.2%	57.1%	4.5%	**-**
UMTC Rank	**6 th**	**8 th**	**10 th**	**11 th**	**9 th**	**8 th**	**-**

* Excludes University of Minnesota - Twin Cities
Source: *The Top American Research Universities*: Center for Measuring University Performance, 2006.

Post-Doctoral Appointees

	University of Minnesota Rank		
	Within Comparative Group	**Among All Publics**	
This Year	**5th**	**9th**	*Post-doctoral appointees, who hold a science and engineering Ph.D., M.D., D.D.S., or D.V.M. degree (or foreign degrees equivalent to U.S. doctorates), devote their primary effort to additional training through research activities or study in an academic department under temporary appointments carrying no academic rank.*
Last Year	**5th**	**9th**	
5 Years Ago	**5th**	**8th**	

Analysis: The University has maintained the number of post-doctoral appointees and its ranking within the comparative group over the past five years as shown in Figure 2-17. However, the University's number of appointees is about 400 fewer than the top two institutions (Table 2-21).

Conclusion: The University's ability to host post-doctoral appointees is, in part, determined by the resources available to the appointing department. The steady progress made in increasing the number of post-doctoral appointees was thwarted in 2003 following the state's budget reduction. This resulted in a decision by the University, collegiate units, and departments to reallocate funds to graduate student support. However, with the additional investments made by the Minnesota Legislature in the past two years, and with additional internal reallocation of funds, the number of appointees has increased and is expected to continue to do so in the coming years.

Table 2-21. Post-doctoral appointees: U of M-Twin Cities and comparative group institutions, 2005.

All Publics Rank	Comparative Group Rank	Institution	2005	1-Yr % Change	5-Yr % Change
1	1	University of Washington - Seattle	1,043	9.3%	3.2%
2	2	University of California - Los Angeles	1,019	-11.8%	16.3%
6	3	University of California - Berkeley	720	0.0%	-22.8%
8	4	University of Michigan - Ann Arbor	639	-7.9%	-6.4%
9	**5**	**University of Minnesota - Twin Cities**	**629**	**1.2%**	**0.5%**
11	6	University of Florida	587	1.0%	103.8%
15	7	University of Wisconsin - Madison	492	1.0%	4.5%
16	8	Ohio State University - Columbus	424	5.3%	47.2%
17	9	University of Illinois - Urbana-Champaign	396	11.1%	49.4%
20	10	Pennsylvania State University - Univ. Park	349	5.6%	33.7%
39	11	University of Texas - Austin	226	2.5%	6.1%

Source: *The Top American Research Universities*: Center for Measuring University Performance, 2006.

Post-Doctoral Appointees

Figure 2-17. Post-doctoral appointees: U of M-Twin Cities vs. comparative group, 2000-2005.
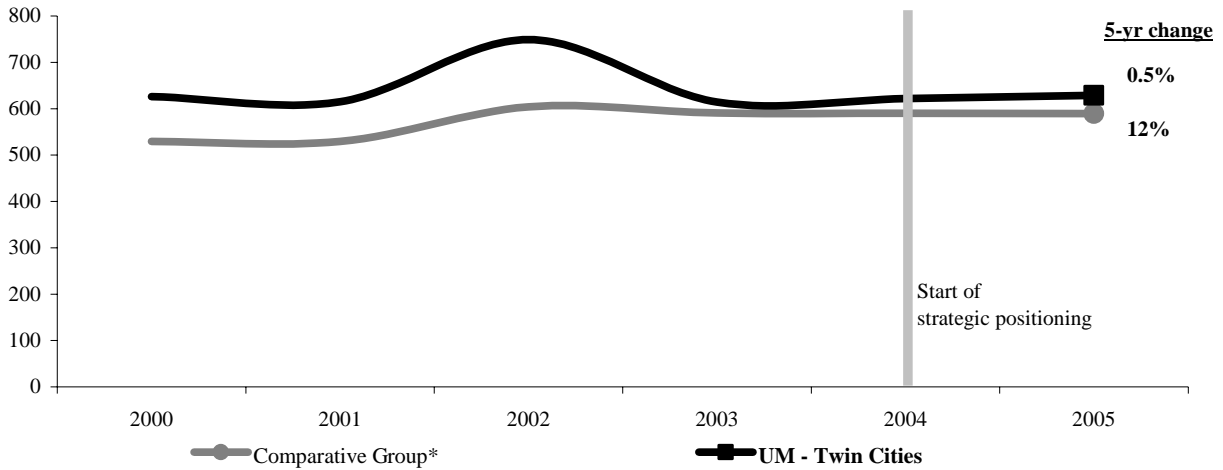
Source: *The Top American Research Universities*: Center for Measuring University Performance, 2006.

Table 2-22. Post-doctoral appointees: U of M-Twin Cities vs. comparative group, 2000-2005.

	2000	2001	2002	2003	2004	2005	5 Yr % Change
Comparative Group*	529	529	604	591	590	590	11.5%
% Change	-	0.0%	14.1%	-2.1%	-0.1%	-0.1%	-
UMTC	**626**	**615**	**749**	**614**	**622**	**629**	**0.5%**
% Change	-	-1.8%	21.8%	-18.0%	1.2%	1.2%	-
UMTC Rank	**5** th	**5** th	**5** th	**4** th	**5** th	**5** th	-

* Excludes University of Minnesota - Twin Cities
Source: *The Top American Research Universities*: Center for Measuring University Performance, 2006.

Faculty and Staff Diversity

Analysis: The Twin Cities campus has made modest but steady progress in hiring and retaining faculty and staff of color and female faculty over the past 10 years (Figures 2-18, 2-19, and 2-22). Females are well represented among all staff categories (Figure 2-21). Among faculty of color, Asian Americans represent an increasing proportion, while other groups have maintained or increased slightly (Figure 2-20).

Conclusion: Recruiting and retaining a diverse faculty and staff is one of the University's highest priorities. The University is focusing on promoting and developing female faculty, particularly in fields where women have been underrepresented for some time. In addition, the University is working with academic departments to provide bridge funding in order to take advantage of opportunities

to hire exceptional diverse faculty, helping support faculty spousal hires, supporting graduate student admission strategies, and developing additional post-doctoral appointee opportunities. In addition to recruiting for faculty diversity, the University is focusing on promotion and retention strategies as well.

On the staff side, the University has initiated a variety of programs to support the development of civil service, bargaining unit, and professional and academic female staff and staff of color. These efforts include not only attempts to increase numbers, but also to identify and reduce institutional and cultural barriers.

All of these efforts are being supported and led by the newly created Office for Access, Equity, and Multicultural Affairs.

Figure 2-18. Percentage of female faculty, University of Minnesota – Twin Cities, 1997-2006.
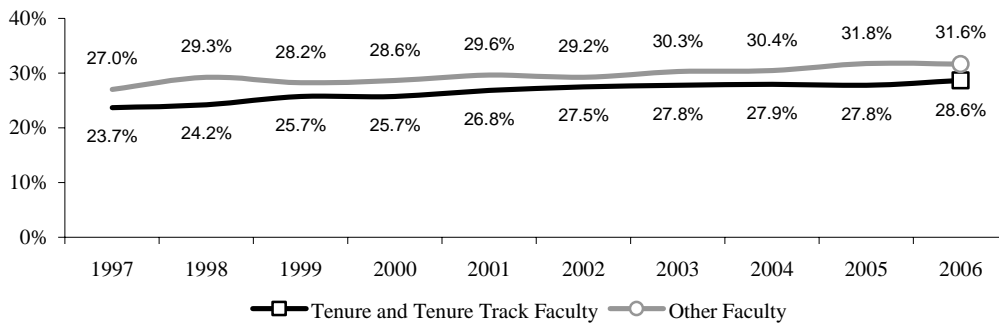
Source: Office of Institutional Research, University of Minnesota Planning Data.

Figure 2-19. Percentage of faculty of color, University of Minnesota – Twin Cities, 1997-2006.
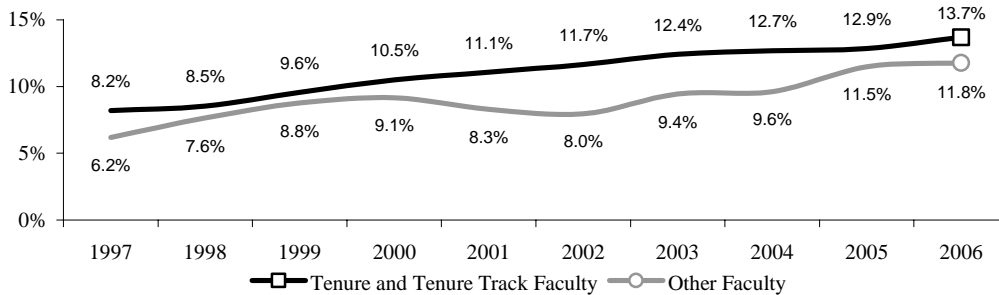
Source: Office of Institutional Research, University of Minnesota Planning Data.

Faculty and Staff Diversity

Figure 2-20. Diversity of tenure and tenure-track faculty, University of Minnesota – Twin Cities, 2004-2006.
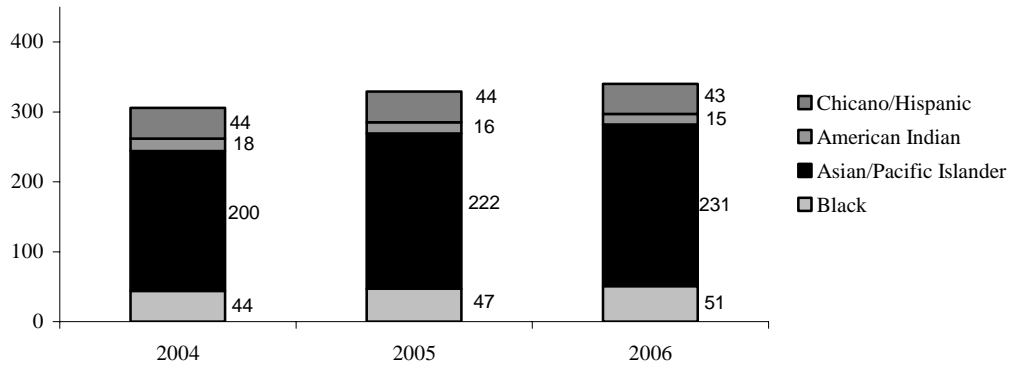
Source: Office of Institutional Research, University of Minnesota Planning Data.

Figure 2-21. Percentage of female staff employee, University of Minnesota – Twin Cities, 1997-2006.

Source: Office of Institutional Research, University of Minnesota Planning Data.

Figure 2-22. Percentage of staff of color, University of Minnesota – Twin Cities, 1997-2006.

Source: Office of Institutional Research, University of Minnesota Planning Data.

Faculty Salary and Compensation

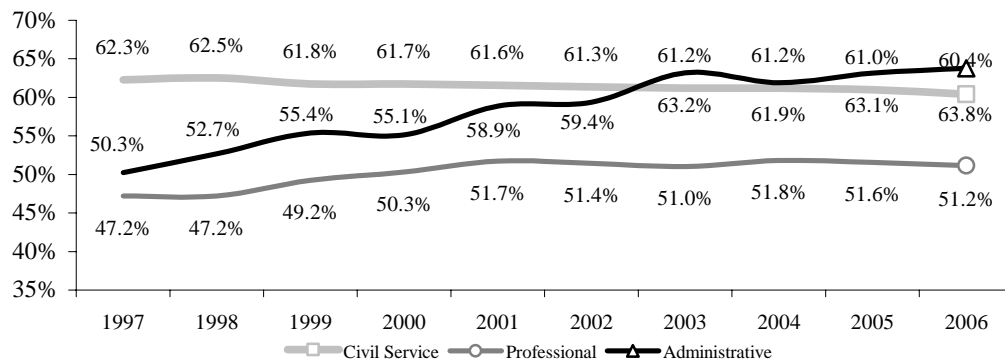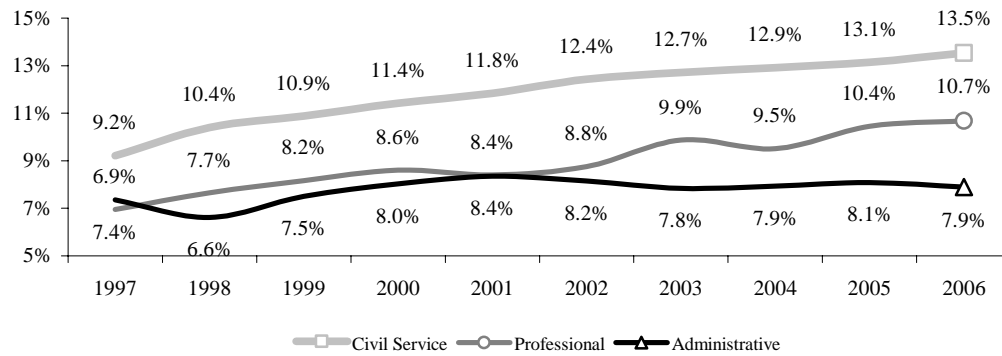|	U of M Rank Within Comparative Group		
	Professor	**Associate Professor**	**Assistant Professor**
This Year	8th	5th	7th
Last Year	8th	8th	10th
5Years Ago	7th	6th	7th

The American Association of University Professors (AAUP) conducts annual salary and compensation surveys of full-time instructional faculty (excluding medical school faculty). Comparisons across institutions and campuses, however, are imperfect because they differ by mission, public vs. private, size, mix of disciplines, etc. Cost-of-living, tax burden, and variations in fringe benefits only add to the imperfection. Also, changes in average salary reflect not only increases for continuing faculty but also are influenced by retirements, promotions, and new hires. Thus, percentage changes will differ from ones stipulated in annual salary plans. These differences will vary from year to year, and can be significant when the cohort sizes are relatively small.

Analysis: In 2003-04, the University lost ground to its comparative group due to the impact of the state's budget reduction to the institution (Figure 2-23). In the last two years, however, the University has made significant progress, and over the five-year period the University outperformed the comparative group average. In 2005-06, the University ranked 8th at the full professor level, 5th at the associate professor level, and 7th at the assistant professor level. The University ranks near the top of its comparative group in total compensation (Table 2-24). Its total compensation ranks 4th at the professor, 3rd at the associate and 2nd at the assistant professor levels.

Conclusion: As part of its strategic positioning efforts, the University has added $12 million to merit-based faculty salaries on top of a 3 percent increase to the base, but it will take a sustained effort to increase the University's standing within its peer group.

Table 2-23. Faculty salary: U of M-Twin Cities and comparative group institutions, 2006.

Rank	Institutions	Professor	5-Yr % Change	Associate Professor	5-Yr % Change	Assistant Professor	5-Yr % Change
1	University of California - Los Angeles	$133,212	18.2%	$84,244 (3)	16.4%	$72,057 (4)	14.4%
2	University of California - Berkeley	131,265	15.6%	86,809 (1)	18.6%	76,166 (1)	22.0%
3	University of Michigan - Ann Arbor	130,444	24.0%	86,554 (2)	18.1%	74,953 (3)	25.6%
4	University of Texas - Austin	121,196	28.9%	78,330 (7)	28.9%	75,149 (2)	31.1%
5	University of Illinois - Urbana-Champaign	120,925	26.5%	79,546 (6)	19.9%	71,686 (5)	26.3%
6	Pennsylvania State University - Univ. Park	120,214	28.2%	81,352 (4)	28.3%	68,155 (9)	29.4%
7	Ohio State University - Columbus	117,173	27.0%	76,937 (10)	20.5%	69,383 (8)	27.5%
8	**University of Minnesota - Twin Cities**	**116,596**	**24.5%**	**80,560 (5)**	**22.0%**	**69,429 (7)**	**25.3%**
9	University of Washington - Seattle	108,921	27.4%	77,151 (9)	23.2%	70,900 (6)	32.2%
10	University of Florida	107,672	31.9%	73,321 (11)	20.3%	61,937 (11)	18.5%
11	University of Wisconsin - Madison	103,543	14.6%	78,112 (8)	14.9%	66,014 (10)	10.5%

Source: Office of Institutional Research, University of Minnesota.

Faculty Salary and Compensation

Figure 2-23. Faculty salary: U of M-Twin Cities vs. selected comparative group institutions, 2001-2006.

Source: Office of Institutional Research, University of Minnesota.

Table 2-25. Faculty salary: U of M-Twin Cities and comparative group institutions, 2001-2006.

	2001	2002	2003	2004	2005	2006	5-Yr % Change
Professor							
Comparative Group Average*	$96,474	$100,197	$103,217	$106,782	$109,992	$119,457	23.8%
University of Minnesota - Twin Cities	93,627	97,613	101,323	102,012	105,362	116,596	24.5%
Associate Professor							
Comparative Group Average*	$66,479	$68,472	$70,350	$71,894	$74,296	$80,236	20.7%
University of Minnesota - Twin Cities	66,055	69,173	70,870	69,879	70,676	80,560	22.0%
Assistant Professor							
Comparative Group Average*	$57,197	$59,491	$61,492	$63,537	$65,544	$70,640	23.5%
University of Minnesota - Twin Cities	55,399	58,236	61,941	60,585	62,525	69,429	25.3%

Source: Office of Institutional Research, University of Minnesota.
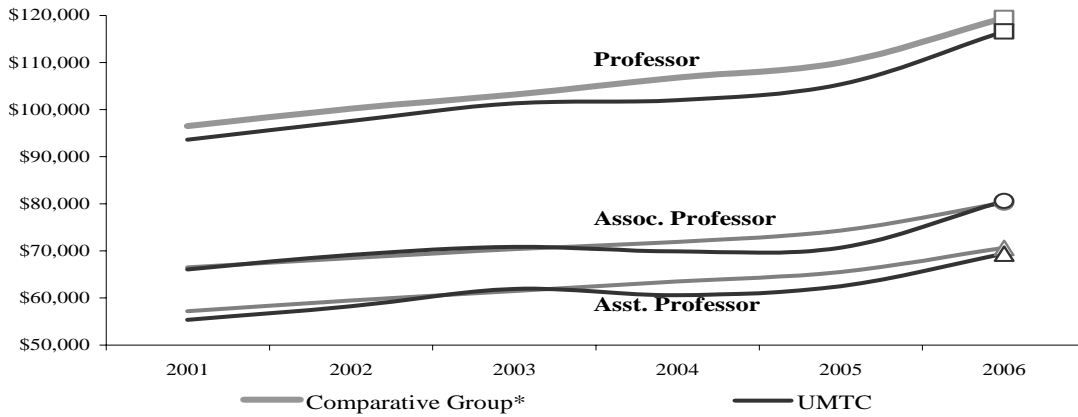* Excludes University of Minnesota - Twin Cities

Table 2-24. Faculty compensation: U of M-Twin Cities and comparative group institutions, 2006.

Rank	Institutions	Professor	Associate Professor		Assistant Professor	
1	University of California-Los Angeles	$172,800	$111,700	(2)	$96,600	(3)
2	University of California-Berkeley	170,400	115,000	(1)	101,700	(1)
3	The University of Michigan-Ann Arbor	157,500	108,500	(4)	94,900	(4)
4	**University of Minnesota-Twin Cities**	**152,700**	**110,700**	(3)	**97,200**	(2)
5	Penn State-University Park	146,600	101,600	(6)	84,400	(10)
6	University of Illinois at Urbana-Champaign	145,700	99,500	(7)	90,700	(5)
7	The Ohio State University	145,400	98,500	(8)	89,500	(7)
8	The University of Texas at Austin	143,500	95,200	(9)	90,600	(6)
9	University of Florida	134,100	94,400	(11)	80,400	(11)
10	University of Washington	132,600	95,200	(9)	85,800	(9)
11	University of Wisconsin-Madison	132,000	102,500	(5)	88,100	(8)

Source: Office of Institutional Research, University of Minnesota.

Faculty and Staff Satisfaction

Large employers recognize the value of continuously monitoring employee attitudes and perspectives on the workplace. Level of satisfaction with compensation, benefits, supervisor behaviors, and work-life support play an important role in an individual's decision to stay or leave. With this monitoring goal in mind, the Pulse Survey was commissioned in 2004 by the University's central administration and conducted in partnership with the Human Resources Research Institute of the Carlson School of Management.

The second Pulse Survey was conducted in February 2006. Approximately 4,500 faculty and staff responded to the 2006 survey. The survey asked a variety of questions about employees' job experiences and attitudes about their jobs, departments, and the University. The survey examined the following areas:

- job satisfaction
- pay and benefits
- supervisor and departmental support
- University climate
- retention and considerations in leaving
- life outside of work
- characteristics of the respondents

Faculty Results: Across a number of indicators, results suggest that faculty respondents feel quite good about their jobs at the University (75 percent satisfied or above). Some of the most favorable results were in the following areas:

- overall job satisfaction and satisfaction with the University as an employer
- satisfaction with co-workers
- satisfaction with department chair or responsible administrator
- intentions to remain at the University
- general well-being outside of work

Faculty were more moderately favorable or neutral about:

- satisfaction with pay
- work family conflict
- support from department chair or responsible administrator

Staff Results: With respect to staff, some of the most favorable results were in the following areas:

- Overall job satisfaction and satisfaction with the University as an employer
- Satisfaction with coworkers
- Satisfaction with supervisors
- Satisfaction with benefits
- Intentions to remain at the University
- General well-being outside of work

Staff respondents were more moderately favorable or neutral about:

- satisfaction with promotion
- satisfaction with pay
- supervisor support for career development
- perceptions of job security

Conclusions: The results from these first two surveys suggest the University must continue to address the issue of salary levels. Retention of faculty and staff will depend on increasing the University's competitive position in this area. While University benefits programs are viewed as a positive feature of employment, good benefits cannot compensate for erosion of base salaries against comparative institutions.

Efforts to better prepare supervisors and managers appear to be paying off, as the survey indicates many employees feel positive about the quality of their supervisors and managers.

More attention to career development opportunities seems particularly important for staff employees, many of whom remain at the University for their careers.

The Pulse Survey will be an ongoing University-wide effort to "take the pulse" of University employees. In the years to come, similar surveys will be administered to track changes in the satisfaction of University employees.

Figure 2-24. Faculty response to the question: "Overall, I am satisfied with my employment at the University," University of Minnesota – Twin Cities, 2006.
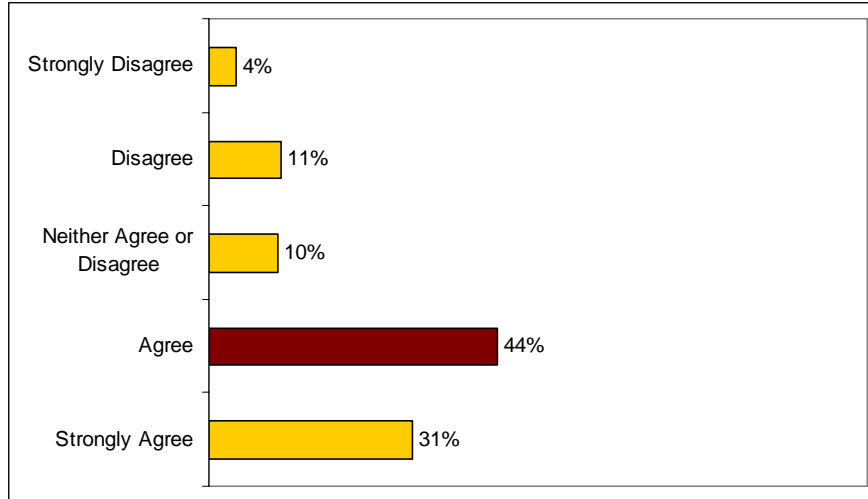
Source: Human Resources Research Institute, Carlson School of Management.

Figure 2-25. Staff response to the question: "Overall, I am satisfied with my employment at the University," University of Minnesota – Twin Cities, 2006.
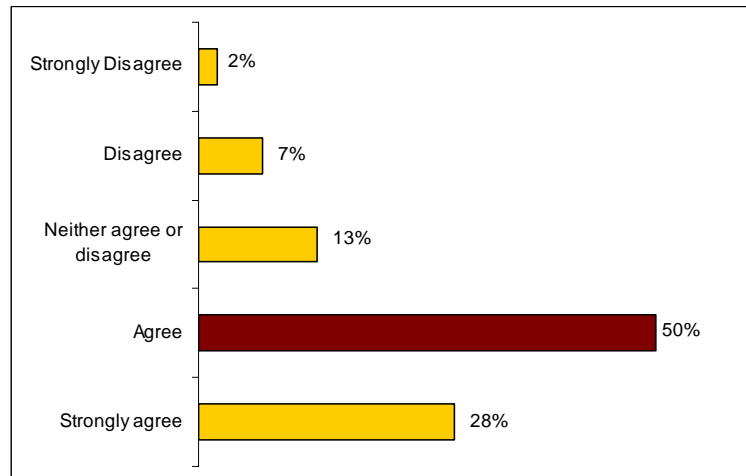
Source: Human Resources Research Institute, Carlson School of Management.

Exceptional Innovation

Inspire exploration of new ideas and breakthrough discoveries that address the critical problems and needs of the University, state, nation, and the world.

To achieve this strategic goal, the University will invest $33.6 million in FY 2007-08 towards achieving the following objectives:

- Foster an environment of creativity that encourages evolution of dynamic fields of inquiry.

- Invest in strong core disciplines while supporting cross disciplinary, collaborative inquiry.

- Fully leverage academic, research, and community partnerships and alliances to provide leadership in a global context.

- Develop innovative strategies to accelerate the efficient, effective transfer and use of knowledge for the public good.

Exceptional innovation requires developing new models of collaboration that enable the University to engage partners in problem-solving, inspire new ideas and breakthrough discoveries, address critical problems, and serve Minnesota, the nation, and the world.

Creating Academic Synergies

The University's recent realignment of academic units advances interdisciplinary inquiry and research, enhances curricular choices and content for students, and provides more effective, efficient service. These changes brought initial savings of $3-4 million, with more savings expected over the next five years, all of which will be reinvested in academic initiatives. These changes have also meant more tuition revenue for other units with enrollment growth. The realignment includes:

The **College of Design** encompasses all of the University's design disciplines—graphic, apparel, and interior design; retail merchandising; housing studies; architecture, and landscape architecture. It combines the former College of Human Ecology's Department of Design, Housing, and Apparel with the former College of Architecture and Landscape Architecture. The new college strengthens the University's leadership in academic research and education in design and establishes it as one of the nation's pre-eminent design colleges.

The **College of Education and Human Development** joins the former College of Education and Human Development with the former General College and the former College of Human Ecology's Department of Family Social Science and School of Social Work. The new college is poised to become a world leader in creating and advancing knowledge in education, family systems, human welfare, and human development across the lifespan.

The **College of Food, Agricultural and Natural Resource Sciences** joins the former College of Natural Resources, the former College of Human Ecology's Department of Food Science and Nutrition, and the former College of Agricultural, Food and Environmental Sciences to create a nationally distinctive college poised to enhance the University's biological and social science contributions to the environment, agriculture, human health, food systems, and natural resources.

Advancing Interdisciplinary Research and Education

The University is seeking to maintain and strengthen excellence not only in its traditional

academic programs but also by cultivating new programs that cross disciplinary boundaries. Fostering interdisciplinary activity is a critical institutional priority. With more than 350 interdisciplinary programs, centers, and majors, the University's commitment to interdisciplinary research, education, and public engagement is not new. The University is building on this tradition with focused investment in major interdisciplinary initiatives, including:

Incentives for **cross-college collaboration** as part of the budget compact process that guides central investments in the colleges.

Support for selected, newly formed **centers of interdisciplinary inquiry** that foster collaboration, such as the Institute for Advanced Study, the Institute on the Environment, the Institute for Translational Neuroscience, and the Institute for the Advancement of Science and Technology.

Continued investment in **interdisciplinary initiatives** in the Arts and Humanities; Biocatalysis; Brain Function Across the Lifespan; Children, Youth, and Families; Environment and Renewable Energy; Healthy Foods, Healthy Lives; Law and Values in Health, Environment, and the Life Sciences; and Translational Research in Human Health.

Changes in policies to ensure that interdisciplinary work is adequately valued in the tenure and promotion process, and changes in policies to allow for equitable distribution of indirect cost recovery for interdisciplinary grants.

Development of **leadership capacity** for interdisciplinary initiatives and of active networks of interdisciplinary scholars and artists. In addition, the University is providing faculty interdisciplinary teams technical and managerial assistance, including finding additional funding, developing staffing and leadership plans, and building community partnerships.

Interdisciplinary Education: The University's leadership in fostering inquiry across disciplinary boundaries extends to its education mission and the preparation of future faculty and leaders in other sectors.

The Graduate School is supporting the development of interdisciplinary education programs in areas of strength at the University and is providing matching funds for faculty training grants that support the implementation of best practices.

At the undergraduate level, the University is helping students explore a range of disciplines on the way to choosing a major or majors. The University is exploring new possibilities for undergraduate interdisciplinary research, seminars, and internship opportunities.

Cultural Support: Traditional academic culture can present barriers to interdisciplinary work. University faculty and administrators are working together to change institutional policies and practices to ensure that collaborative work is adequately valued, especially in the tenure and promotion process. In addition, the University is focusing on other recognition and incentive mechanisms for collaborative contributions to research and education.

Transforming Health Care Research, Education, and Service

The University's health-sciences disciplines focus on the movement of knowledge from discovery to its application and dissemination—bringing research to reality by developing new ways to prevent, diagnose, or treat disease and improve the health status of individuals and communities. This process, along with the education of future health professionals, is shaping the future of health care.

The University's ability to shape the future of health care relies on strong clinical sciences. Encompassing clinical research, clinical care and practice, and the experiential education of

future health professionals, the clinical sciences comprise the final stage of bringing new knowledge to the treatment and prevention of disease. Strong clinical sciences are essential for: training future health professionals; ensuring that discoveries come to fruition in new therapies, treatments, and cures; developing new models of care and prevention; improving the health of communities; and supporting the bioscience economy of Minnesota. Through clinical revenues, the clinical sciences also provide critical funding for the education and research missions of the University's Academic Health Center schools and colleges.

Creating Research Corridors of Discovery:
Research corridors are conceptual passageways for biomedical and health research, moving a new idea or new knowledge to its end either as a new way to prevent disease, a new treatment or a new product, or a new industry for Minnesota.

Developing these corridors requires new faculty and facilities and strengthened support and infrastructure for clinical and translational research. The University is combining the expertise of disciplines in the natural, physical, and social sciences with the health sciences as well as partnerships with the private sector and broader community.

The health sciences faculty is defining and developing the following initial research corridors: **heart and cardiovascular disease**, **cancer**, **diabetes**, **brain, nerve and muscle diseases**, **emerging infectious diseases**, **drug design and development**, and **health care evaluation and improvement**.

Recruiting Outstanding New Faculty: Improving the University's competitive position in the health sciences requires hiring 500 new exceptional faculty over the next 10 years. New faculty are key to supporting the basic science engine of new discovery and to supporting the clinical sciences.

Strengthening Research Support and Infrastructure: The Academic Health Center is undertaking three initiatives to provide more efficient and effective support for clinical and translational research:

The **Institute for Clinical and Translational Research,** a highly visible and physical academic home, will support and reward clinical and translational research by coordinating and integrating several existing components of clinical and translational research across disciplines, institutions, and communities.

Informatics is an interdisciplinary and interprofessional field of scholarship that applies computer, information, and cognitive sciences to promote the effective, efficient use and analysis of information to improve health, clinical trials, and health care innovation.

The **Center for Translational Medicine** will support the efforts of University investigators to translate basic discoveries that hold promise for improved health care and clinical practice into clinical trials. The center will speed testing of new treatment strategies in human and animal patients by working with basic scientists and clinical investigators to provide needed scientific and administrative support.

Building New Research Facilities: The University has a severe shortage of bioscience research space for its current faculty and cannot hire additional faculty without new facilities. For Minnesota to remain strong and competitive in the biosciences and to support research that will connect basic discovery with application to health care and improved health status, major new state-of-the-art facilities are needed.

The Academic Health Center is taking the lead in developing a master plan encompassing all AHC schools. A key component of this initiative is the continuing request to the Minnesota Legislature to establish the **Minnesota Biomedical Sciences Research Facilities Au-**

thority. It would issue up to $279 million in state general obligation bonds to support the construction or renovation of one biomedical sciences research building every other year for eight years.

Strengthening Clinical Practice: Clinical practice is essential to fulfilling the mission of health professional schools. Faculty must practice their disciplines in order to teach the next generation of health professionals and to engage in translating new knowledge to patient care and community health. Practice revenue also provides an important revenue stream for the health professional schools. To strengthen clinical practice, the University is:

Creating an environment that **values and rewards excellence,** innovation, and quality improvements in health care. The AHC schools and colleges are weaving this objective into integrated reviews of academic personnel plans, promotion and tenure procedures, unit constitutions, and annual faculty reviews.

Developing **inter-professional models of acute, chronic, and preventive care** that transform care delivery. New care models employ health professional teams and innovative care systems. This effort dovetails with the AHC's commitment to build and strengthen inter-professional education for all health professional students.

Creating **new facilities for care, research, and training.** University of Minnesota Physicians (UMP) Clinics are overcrowded, worn, inefficient, and difficult for patients to reach. The University will build a new UMP Clinic that meets patient needs, supports health professional education, clinical research, and inter-professional care teams, and enables UMP to be viable in Minnesota's health care market. The University also plans to replace Children's Hospital in partnership with Fairview Health System. These new and retrofitted facilities will provide state-of-the-art clinical care to children and will consolidate programs in an optimal physical environment.

Supporting the Biosciences in Minnesota:
The University is partnering with Minnesota's bioscience community to leverage strengths and jointly develop and implement a plan for the future of biosciences in the state. Minnesota has long been a world leader in biosciences, primarily in medical devices and the health industry, and much of the technology that supports this sector has come from the University of Minnesota. Minnesota is now presented with new opportunities to become a world leader in industrial and agricultural applications, while further enhancing its world position in devices and health technology.

Engaging Government, Industry, and the Public

As a land-grant public research university, the University is committed to partnering with diverse external constituencies in order to: share knowledge and resources; enrich scholarship, research, and creative activity; enhance teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

The University is advancing this commitment by aligning its academic programs and offerings to the needs of society, by reaching out to and partnering with the public to address issues of common concern, and by facilitating the transfer of knowledge.

The **Council on Public Engagement** (COPE) incorporates public engagement as a permanent and pervasive priority in teaching, learning, and research activities throughout the University. The Office of Public Engagement works with COPE to catalyze, facilitate, advocate, coordinate, connect, communicate, and align engaged initiatives across the University and with external constituencies.

The University has a special, highly visible relationship with the communities near the Twin Cities campus and other urban areas. The **University Northside Partnership** (UNP) is a pilot opportunity to develop sustainable engagement with multiple metro partners. The UNP is focusing initially on three broad initiatives that support the critical goals of building human capacity, strengthening communities, and promoting urban health.

The University's **Consortium for Metropolitan Studies** links the centers, programs, and faculty and staff engaged in teaching, research, and public engagement related to metropolitan change and development.

Often regarded as the University's public engagement arm for rural areas, many **University of Minnesota Extension** programs are now tailored specifically to urban participants as well, such as the Family Formation Project that serves urban, unmarried, new-parent couples seeking to form a stable family.

Community Partnerships for Health: The Academic Health Center and its schools and colleges have partnered with communities and regions to establish programs that meet regional and community needs while providing education and training opportunities for health professional students.

The four **Minnesota Area Health Education Centers (AHEC)** help Minnesota communities identify and address community health and health workforce needs, support community-based faculty and other health professionals through continuing education, support professional and inter-professional education for health professions students, and nurture an interest in health professions among youth.

Statewide Strategic Resource Development: The Office of the Vice President for Statewide Strategic Resource Development is anchored in the University's role in and responsibility for economic development. Its priorities include oversight and management of real estate assets, with emphasis on UMore Park, support of technology commercialization, and fostering of economic development opportunities and public engagement.

Research and Technology Commercialization: The University's role in generating new knowledge and innovation through basic and applied research is critical to economic development and quality of life. Not only do University researchers contribute useful discoveries and knowledge to society, they also help spark invention, establish start-up companies, foster growth, and create jobs. In addition, successful researchers attract additional revenue and talent to the University.

Commercialization of intellectual property is an essential element of the University's research and public engagement missions, and a requirement of the federal Bayh-Dole Act of 1980. Translation of the University's discovery economy to useful commercial products enhancing the quality of life of the public represents an important form of outreach and a tangible return on the public investment in research. In short, technology transfer represents a modern manifestation of one of the founding principles of land-grant universities.

Commercialization of University-based technologies, if done well, also can provide a flexible revenue stream to support the University's education, research, and public engagement mission. While the University boasts a strong technology transfer history, recent assessments suggest that new approaches to commercialization are necessary to remain competitive, enhance performance, and optimize return on investment.

After a comprehensive review and analysis, the University is launching a new commercialization program characterized by:

Identifying **the most promising research** to serve society, generate meaningful licenses, and spawn successful start-up companies.

Providing **business expertise** and **innovation grants** to nurture the most worthy projects into fundable business opportunities.

Providing **seed-stage venture capital** to launch these high-risk, high-reward start-ups.

Identifying and encouraging **technology development** in areas of high-impact, unmet needs.

Establishing **long-term research relationships** with strategic corporate partners in areas of economic importance to Minnesota.

The new **Academic and Corporate Relations Center** is charged with nurturing and managing effective partnerships with local industries; enhancing accessibility to University faculty, students, centers, institutes, and graduate interdisciplinary programs; and identifying opportunities for research collaborations.

Performance Measures

Performance measures that support the goal of "Exceptional Innovation" are detailed on the following pages:

Research Expenditures	
Total	Pages 68-69
Federal	Pages 70-71
Library Quality	Pages 72-73
Citizen Satisfaction	Pages 74-76

Other Measures

The University's Metrics Steering Committee is considering the addition of other measures under the "Exceptional Innovation" pillar.

These include:

- Intellectual property commercialization
- Additional library measures

Total Research Expenditures

	University of Minnesota Rank		
	Within Comparative Group	Among All Publics	This measure includes "all activities specifically organized to produce research outcomes that are separately budgeted and accounted for." It is the most consistent measure of external research support.
This Year	8th	10th	
Last Year	6th	10th	
5 Years Ago	6th	9th	

Analysis: The University ranks 8th in total research expenditures within its comparative group (Table 2-26), having fallen from 6th last year in relation to its comparative group. Its rate of increase over the five-year period (33 percent) is below the average increase (45 percent) for the comparative group (Table 2-27).

Conclusions: To strengthen its performance, the University is aggressively pursuing key opportunities for research support by targeting existing strengths and comparative advantages. While this is true across the entire research spectrum, it is critically important when very large grant opportunities are available. Large, complex, interdisciplinary (often inter-institutional) research initiatives are increasingly common. As part of strategic planning, the newly established Office of Collaborative Research Services is supporting faculty efforts to develop and manage large, complex, interdisciplinary research programs. Confronted with a shrinking federal research budget, the University is redoubling its efforts to establish productive research collaborations with strategic corporate partners. It is also identifying and prioritizing increased unrestricted funding support of research to close the gap between the University and its national competition. The University is also implementing organizational, operational, policy, and cultural changes in response to recommendations from strategic positioning task forces to enable the University to more aggressively compete for research dollars.

Table 2-26. Total research expenditures: U of M and comparative group institutions, 2005 (in thousands of dollars).

All Publics Rank	Comparative Group Rank	Institution	2005	1-Yr % Change	5-Yr % Change
1	1	University of Michigan - Ann Arbor	$808,887	5.2%	46.7%
2	2	University of Wisconsin - Madison	798,099	4.5%	44.0%
3	3	University of California - Los Angeles	785,625	1.7%	48.0%
6	4	University of Washington - Seattle	707,519	-0.9%	33.7%
7	5	Pennsylvania State University - Univ. Park	625,764	15.9%	68.2%
8	6	Ohio State University - Columbus	608,923	17.5%	68.5%
9	7	University of California - Berkeley	554,551	5.5%	7.0%
10	**8**	**University of Minnesota**	**548,873**	**4.3%**	**33.4%**
12	9	University of Florida	530,734	18.7%	69.2%
16	10	University of Illinois - Urbana-Champaign	499,711	-1.3%	34.0%
20	11	University of Texas - Austin	410,981	19.5%	50.6%

Note: Figures for University of Minnesota include all campuses.
Source: National Science Foundation

Total Research Expenditures

Figure 2-25. Total research expenditures: U of M vs. comparative group institutions, 2000-2005 (in thousands of dollars).
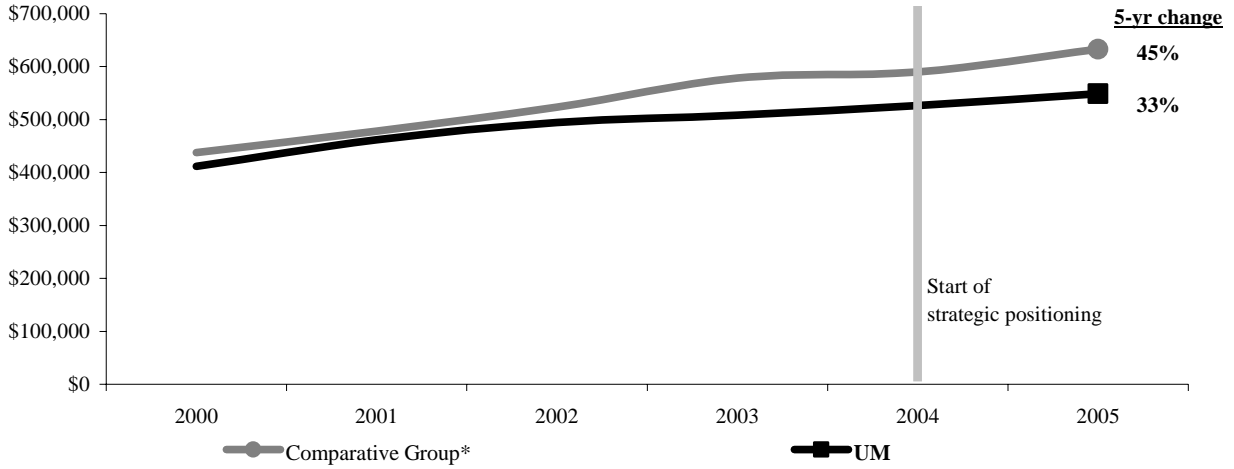
Source: National Science Foundation

Table 2-27. Total research expenditures: U of M vs. comparative group institutions, 2000-2005 (in thousands of dollars).

	2000	2001	2002	2003	2004	2005	5 Yr % Change
Comparative Group*	$437,752	$478,256	$523,575	$578,635	$590,043	$633,079	44.6%
% Change	-	9.3%	9.5%	10.5%	2.0%	7.3%	-
UM	411,380	462,011	494,265	508,557	526,270	548,873	33.4%
% Change	-	12.3%	7.0%	2.9%	3.5%	4.3%	-
UM Rank	6 th	5 th	5 th	5 th	6 th	8 th	-

* Excludes University of Minnesota
Note: Figures for University of Minnesota include all campuses.
Source: National Science Foundation

Federal Research Expenditures

University of Minnesota Rank			
	Within Comparative Group	**Among All Publics**	*Included in this measure are federally funded activities specifically organized to produce research outcomes, but excludes federally funded research labs.*
This Year	6th	11th	
Last Year	6th	10th	
5 Years Ago	5th	8th	

Analysis: The University has maintained a high ranking in federal research support over the past five years – ranking 5th or 6th within its comparative group since 2000. The University's federal research expenditures increased 39 percent over the five-year period, while the comparative group average increased 64 percent (Figure 2-26). In 2005, the University's federal research expenditures increase of 3.7 percent was below that of most comparative group institutions (Table 2-28).

Conclusions: Federal non-defense R&D declined during 2004-2006 after 10 years of continued growth. This trend will have a profound impact on the University's ability to continue to grow its research portfolio and will have significant implications for the approaches the University must take to achieve its research objectives.

Emphasizing the University's interdisciplinary strengths, working with colleges to develop strategic plans to enhance research productivity, and taking advantage of major opportunities for federal dollars that are aligned with University strengths will be necessary to help increase the share of federal research support. In addition, the University is implementing organizational, operational, policy, and cultural changes in response to recommendations from strategic positioning task forces to enable the University to more aggressively compete for federal research dollars.

Table 2-28. Federal research expenditures: U of M and comparative group institutions, 2005 (in thousands of dollars).

All Publics Rank	Comparative Group Rank	Institutions	2005	1-Yr % Change	5-Yr % Change
1	1	University of Washington - Seattle	$606,317	-3.0%	55.6%
2	2	University of Michigan - Ann Arbor	554,516	6.4%	52.3%
3	3	University of Wisconsin - Madison	477,582	9.9%	71.4%
4	4	University of California - Los Angeles	469,889	1.9%	71.4%
9	5	Pennsylvania State University - Univ. Park	358,569	14.5%	82.3%
11	**6**	**University of Minnesota**	**319,771**	**3.9%**	**39.1%**
12	7	Ohio State University - Columbus	294,053	3.3%	122.4%
14	8	University of California - Berkeley	290,960	8.2%	39.7%
15	9	University of Illinois - Urbana-Champaign	289,985	5.1%	49.9%
17	10	University of Texas - Austin	254,529	8.2%	42.3%
19	11	University of Florida	231,699	4.4%	92.5%

Note: Figures for University of Minnesota include all campuses.
Source: National Science Foundation

Federal Research Expenditures

Figure 2-26. Federal research expenditures: U of M vs. comparative group institutions, 2000-2005 (in thousands of dollars).
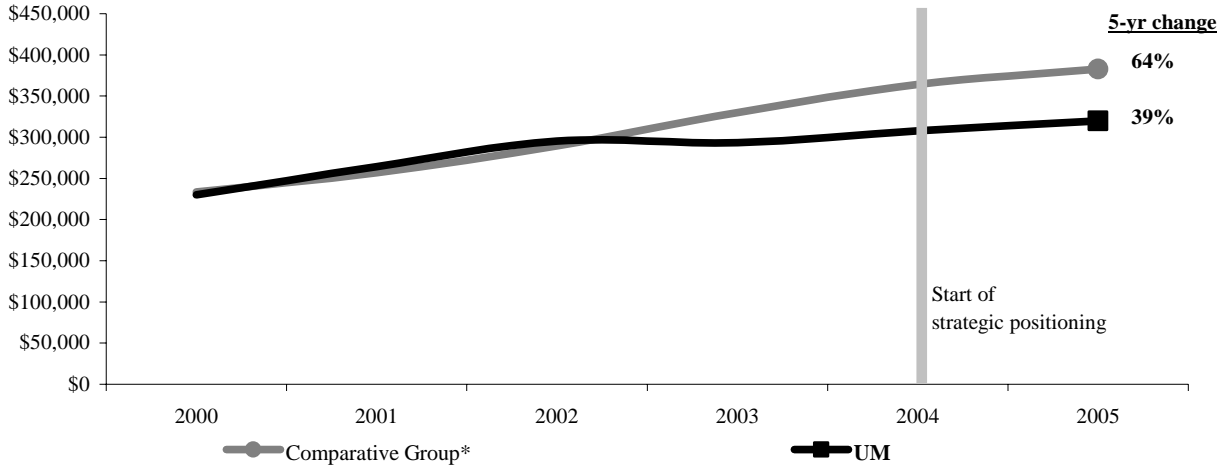
Source: National Science Foundation

Table 2-29. Federal research expenditures: U of M vs. comparative group institutions, 2000-2005 (in thousands of dollars).

	2000	2001	2002	2003	2004	2005	5 Yr % Change
Comparative Group*	$233,644	$256,886	$289,508	$330,095	$364,190	$382,810	63.8%
% Change	-	9.9%	12.7%	14.0%	10.3%	5.1%	-
UM	**229,958**	**264,289**	**295,301**	**293,266**	**307,677**	**319,771**	**39.1%**
% Change	-	14.9%	11.7%	-0.7%	4.9%	3.9%	-
UM Rank	5 th	5 th	5 th	5 th	6 th	6 th	-

* Excludes University of Minnesota
Note: Figures for University of Minnesota include all campuses.
Source: National Science Foundation

Library Resources

	University of Minnesota Rank	
	Within Comparative Group	Among All Publics
This Year	8th	8th
Last Year	9th	9th
3 Years Ago	8th	9th

The University Libraries, comprising 14 locations on the Twin Cities campus, provide collections, access, and service to students, researchers, and citizens. As such, the Libraries are a key component in the educational and information infrastructure for Minnesota.

In addition, the Libraries provide service support to several independent libraries (e.g., Law, Journalism, and the coordinate campus libraries). Over 6.7 million volumes are held in five large facilities as well as specialized branch libraries. With nearly 2 million user visits to campus libraries annually, the Libraries remain a critical and heavily used resource for the University. In 2005-06, the Libraries website received 4 million virtual visits.

University Libraries Rankings: The Association of Research Libraries (ARL) has made significant changes in how it calculates rankings of academic member libraries. It is moving away from measures of collection size to a new index focused on expenditures (total library expenditures, salaries and wages for professional staff, expenditures for total library materials, and number of professional and support staff). ARL will also begin to develop a

services-based index that combines three factors: collections, services, and collaborative relationships. This is linked to an additional project to begin collecting more qualitative data. Comparative data from these initiatives may be available in the future.

According to the new ARL methodology, as shown in Table 2-30, the University of Minnesota currently ranks 8th within its public research university comparative group as well as all public universities, and 15th among the ARL's 113 members. In 2003, the University ranked 8th within its comparative group, 9th among all public universities, and 18th among the ARL's 113 members.

Online Library Resources: Digital collections have grown considerably in recent years and promote access for all University Libraries users. Table 2-31 shows the growth of online library resources during 2002-2006.

Substantial new investments have been made in the last three years to strengthen the University Libraries' support of the academic mission.

Library Resources

Table 2-30. U.S. public research university library rankings, 2006.

All Publics	Comp. Rank	Institutions	Index Score	Total Expenditures	Salaries & Wages Staff	Materials Expenditures	Prof & Support Staff
1	1	University of California - Berkeley	2.25	$56,186,972	$18,499,738	$17,453,180	421
2	2	University of California - Los Angeles	1.77	50,919,689	11,778,277	15,158,149	471
3	3	University of Michigan - Ann Arbor	1.75	49,053,402	11,085,528	20,669,495	468
4	4	Pennsylvania State University - Univ. Park	1.63	48,580,052	8,812,659	18,088,877	536
5	5	University of Texas - Austin	1.15	41,585,820	8,471,146	16,035,009	429
6	6	University of Wisconsin - Madison	1.11	40,800,267	13,380,066	11,582,710	405
7	7	University of Washington - Seattle	0.96	38,841,830	10,867,476	12,542,511	401
8	**8**	**University of Minnesota - Twin Cities**	**0.90**	**38,321,667**	**7,165,391**	**14,157,172**	**320**
9	9	University of Illinois - Urbana-Champaign	0.78	36,102,613	10,464,305	12,043,672	382
13	10	Ohio State University - Columbus	0.53	32,966,111	6,940,002	12,205,939	304
19	11	University of Florida	0.15	27,435,482	6,102,471	10,821,088	311

Source: University Libraries, University of Minnesota; Association of Research Libraries.

Table 2-31. Online library resources of University Libraries, University of Minnesota, 2002-06.

Resource	2002	2003	2004	2005	2006
Electronic reference sources*	267	304	415	447	481
Electronic journals	16,000	21,582	21,783	32,399	35,060
Electronic books (e-texts including government documents)*	7,594	19,847	192,975	202,160	235,635
Locally created digital files (images, sound files, texts)	12,000	13,000	14,000	20,032	58,152**
InfoPoint electronic reference queries	3,829	5,443	5,679	6,134	6,275***

Source: University Libraries, University of Minnesota.
*Note: Category definitions have been adjusted to align with reporting categories for statistics submitted to the Association of Research Libraries. Prior to 2004, "Electronic reference sources" were reported as "On-line databases, indexing, and abstracting tools" and "Electronic books" were reported as "Catalogued full-text electronic resources."
** This is a comparable figure; the increase reflects the availability of images through the statewide program "Minnesota Reflections" hosted locally. A more inclusive definition of "locally created digital files" includes entries in the AgEcon Search full-text database maintained by the Libraries and entries in the UThink weblog system. Total with AgEcon Search: 79,652. Total with UThink: 118,070.
*** This figure is for electronic reference queries specifically through the InfoPoint virtual reference service. Throughout the library system, there more than 15,000 electronic reference transactions, including emails.

Citizen Satisfaction

Minnesotans' overall satisfaction with the University remains broad and is steady, according to a December 2006 telephone survey of 882 state residents conducted by the international research firm of KRC Research. Half of respondents report a personal connection with the University and believe that it offers a high-quality education and world-class medical school—two qualities they consistently rank as priorities.

In addition, while general awareness of the University's strategic positioning process is relatively low, once informed about it more than eight out of 10 support its goals.

At the same time, while overall satisfaction and favorability levels are broad and positive, intensity is low. The University's financial management and tuition affordability remain concerns of citizens.

A majority of respondents is favorable toward the University – 56 percent of adults, 65 percent of opinion leaders (college educated, news attentive, affluent, registered voters) and those who live in the metropolitan area and have a personal connection to the University. The intensity of those connections (those saying "very favorable") increased significantly since 2005 (25 percent from 20 percent).

Overall satisfaction levels with the University of Minnesota decreased to 50 percent in 2006 (Figure 2-27)—down from 54 percent in 2005 but slightly up from 49 percent in 2004.

Among the top-level findings:

- Opinion leaders reported a 61 percent satisfaction level with the University,

compared with 54 percent for the general public.

- Those living in the state's major metropolitan areas reported a 57 percent satisfaction level, compared with 52 percent outside the metro area.

- Those with a personal connection to the University reported a 61 percent satisfaction level, compared with 46 percent for those with no connection.

- More than two-thirds of Minnesotans say being one of the top three research universities in the world is important. Just under half, however, believe being a top three research university is currently descriptive of the University.

- Minnesotans place the highest priority for the University on good financial management (especially opinion leaders), quality education, and accessibility.

The survey also showed that the intensity of the overall favorable feelings and satisfaction with the University are low and that there is some uncertainty as to whether the University is headed in the right direction. In addition, there continues to be sensitivity over the University's financial management and the affordability of tuition.

Opinion leaders are more connected and in a wider variety of ways to the University than respondents overall, as shown in Figure 2-28. Sixty-seven percent of opinion leaders reported a University connection compared with 51 percent for those overall.

Figure 2-27. Minnesotans' satisfaction with the University of Minnesota, Response to the question: "*how would you rate your overall satisfaction with the University of Minnesota?***"**
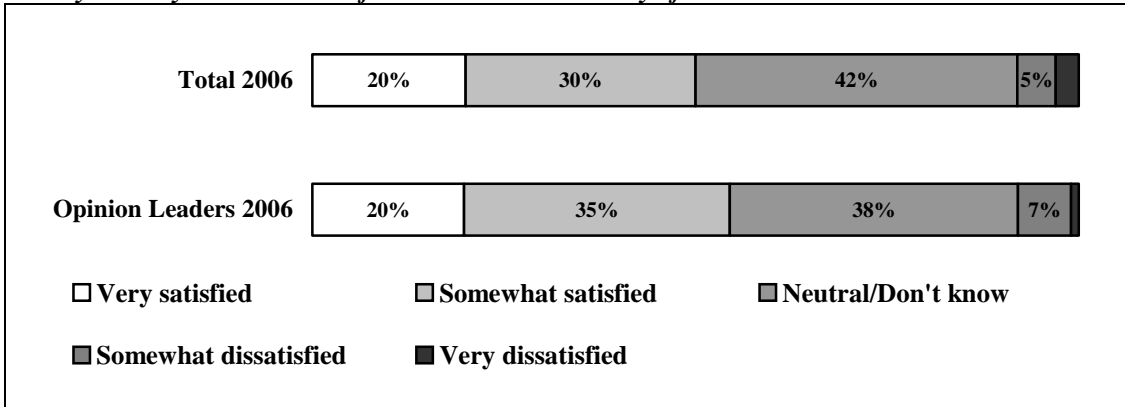
Source: KRC Research.

Figure 2-28. Minnesotans' personal connection to the University of Minnesota, Response to the question: "*In which of the following ways are you connected with the University of Minnesota? Do you …?***"**
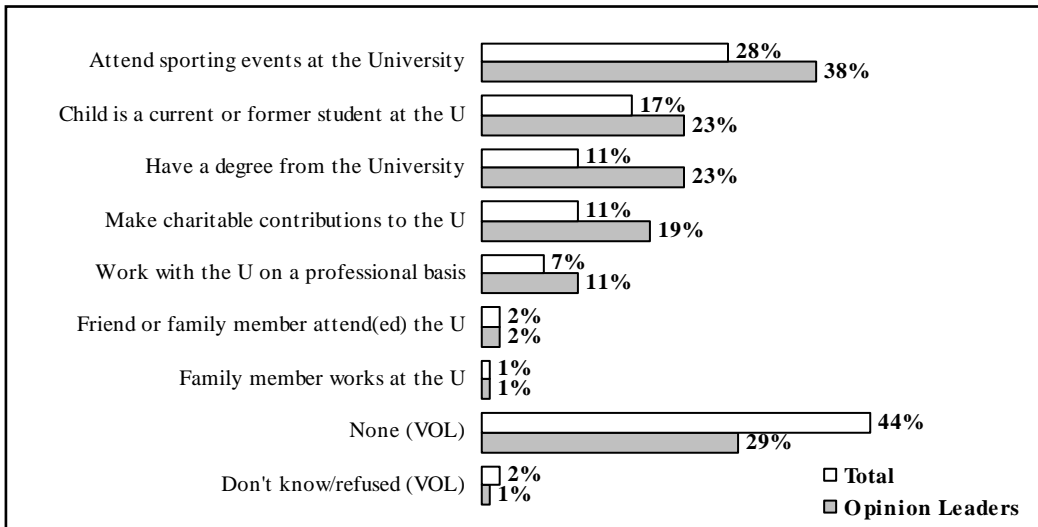
Source: KRC Research.

Performance and Goals

Priorities for the University remain consistent with 2004, although "keeping tuition affordable" dropped five points in importance. Minnesotans place the highest priority for the University on good financial management (especially opinion leaders), quality education and accessibility.

Attributes considered both important and descriptive of the University include:

- Providing a high-quality education

- Having a world-class medical school

- Providing a good value for the tuition dollars

- Discovering cures for chronic diseases.

- Creating a well-trained workforce

Strategic Positioning

More than two-thirds of Minnesotans say being a top three research university is an important goal for the University. However, just un-

der half believe being a top three university is currently descriptive of the University.

Awareness of the University's strategic positioning initiative is low, but, when given a brief description, nearly eight in 10 Minnesotans favor the initiative—including half who strongly support the initiative.

Seventy-four percent of respondents said ensuring students have access to one of the best educations possible was a very or somewhat convincing reason for supporting strategic positioning.

Media Environment

The media environment for the University is fairly soft; half of Minnesotans recall seeing or hearing about the University in the news and the information they cite is predominantly about athletics—reinforcing the role athletics plays in building connections with the public. Local television (general public) and newspapers (opinion leaders) tend to be the main sources for news about the University.

Conclusions

The University's strategic positioning process has created new opportunities and momentum to connect with Minnesotans and inform them about its unique role as the state's only public research university. That includes making a case for the importance of investing in the University to make it one of the best in the world so that it can continue to fulfill its role as the state's talent magnet and economic engine.

At the same time, a sustained, multi-pronged communications effort is needed to help Minnesotans better relate the impact of its research, education, and public engagement on their lives and communities. Another market survey in December 2007 will help assess the progress of that repositioning and communications initiative.

Exceptional Organization

Be responsible stewards of resources, focused on service, driven by performance, and known as the best among our peers.

To achieve the "Exceptional Organization" strategic goal, the University will invest $20.7 million in FY 2007-08 towards achieving the following objectives:

- Adopt best practices and embrace enter-prise-standard business practices, processes, and technology to achieve efficient, effective, and productive operations.

- Promote nimble decision-making using data, information, research, and analysis.

- Achieve a shared services administrative structure.

- Align resources to support strategic priorities.

- Commit to service and results that are best among peers.

 "We must be as well known for our steward-ship of public resources and the quality of our management," says President Bruininks, "as we are for education, research and public engagement. This requires an exceptional organization working to support our academic responsibilities."

The University's goal is to be the best among peers, focused on service, and driven by performance. To achieve this goal, the University is creating a new model of administrative support that clearly defines the roles, responsibilities, and accountability of academic and administrative units; maximizes value and improves quality and efficiency; and responds more quickly to changing needs and dynamic external factors. Instilling a system-wide commitment to excellence requires moving beyond continuous improvement and into an era of transformative change throughout the organization.

Enhancing Diversity

Faculty, staff, and students are helping to move the University's equity and diversity work from the margins of the institution's mission to its core. Nationally, since the implementation of affirmative action policies in the 1970s, "diversity" has primarily focused on race, and much of the work of the last 30 years has focused on making institutions and organizations look racially diverse. The University is expanding this definition by:

Helping colleges and units across the system to develop their own **strategic diversity plans**, including admissions policies and processes, faculty and staff recruitment, and curriculum and research redesign.

Exploring the creation of a **Diversity Research Institute** that would be the signature program of the University's equity and diversity faculty initiatives and would produce and support scholarship by and about underrepresented groups and cultures.

Planning for the creation of an **Equity and Diversity Action Network**, a cohort of professionals from across the University whose primary job responsibilities are related to equity and diversity.

Sponsoring a year-long, campus-wide series of **open forums** on identity for faculty, staff, and students.

Improving internal and external **communications** related to diversity and identity issues.

Focus on Service

During their work and daily interactions, all members of the University community are service providers. Articulating the values expected of this community is an important step in creating a culture of service.

Service to students: In many cases, the keys to improving service to students are found in a common-sense approach to day-to-day activities, such as:

Enhancing the effectiveness of **student communications** to ensure that they receive, read, and act on information from the University.

Ensuring **optimal hours** of operation at University buildings including libraries, dining facilities, financial services, and health services.

Re-engineering **student service processes** as appropriate to maximize efficiency and convenience while minimizing financial costs, staff time, and frustrating delays.

Service to Faculty, Staff, and Units: To improve the level of service to faculty, staff, and units system-wide, the University is:

Re-engineering the **research proposal routing** process to gather necessary information more efficiently, streamline approvals even when multiple academic units are involved, improve accountability, eliminate redundancy, and implement business process improvements suggested by customers.

Improving centralized **course, classroom, research facilities,** and **technology scheduling**.

Implementing a new **capital project delivery** method in order to meet each project's scope, quality, schedule, and budget.

Enhancing Library Technology and Information Services: Renewed investment in University Libraries has enabled the simultaneous development of collections, technology

infrastructure, and new forms of service—all of which have contributed to interdisciplinary research and collaboration. The University Libraries also have launched numerous technological initiatives that impact the research process, including:

The **University Digital Conservancy**, which provides the infrastructure to preserve and make accessible the digital assets of the University.

OneSearch, a "meta-search" engine that enables scholars to search across multiple indexes and journal databases.

Subscription **news-feed services** for interdisciplinary fields that automatically deliver lists of new research publications to research communities via e-mail.

Customized views of library content and services based on an individual's affiliation, status, academic program, or courses.

UThink, the **University's blog service** hosted by the University Libraries, supports and catalyzes collaboration and exchange and is now thought to be the largest academic blog in North America.

Planning, Management, Tracking, and Measurement

The University is establishing uniform standards and systems in order to reduce duplicative processes that create high cost, consume unnecessary institutional energy, and produce inconsistent results. Where appropriate, effective single-enterprise solutions are reducing complexity, achieving cost savings, enhancing service and better outcomes, and allowing faculty, staff, and students to focus their energies on their primary activities rather than on navigating operational labyrinths.

Information-Based Decision-Making: Current priorities in this area include:

Improving the validity and availability of **management data** to address gaps, standardize definitions, and promote accessibility of information.

Strengthen the **compact process** by requiring alignment between unit plans and the University's top-three goal and requiring leaders to develop, assess, and respond to core performance measures of progress. The compact process provides a framework for University leaders, faculty, and staff to discuss past and future strategic goals, budget issues, and mutual responsibilities.

Financial Planning Systems, Budgeting, and Accountability: Work is under way to replace the University's outmoded financial system with a new **financial enterprise system** that will provide better tools for financial management and better information for management decision-making; enhance data analysis capabilities; and provide greater support for organizational goals.

In addition, a new, transparent, and responsive **enterprise-wide budget model** supports the stated values of the institution, allows for long-term financial investments, and addresses the overhead needs of the University, while providing reliable, stable, and predictable incentives for sound financial planning and strong fiscal management.

Capital Planning: The University has embarked on a comprehensive review of its master plan and the capital planning process. This initiative includes:

Assessing the condition of facilities through a **comprehensive inspection** of the University's campus facilities and infrastructure portfolio.

Updating the University's **master plan** that will guide campus planning and development for the next 10 years.

Shared Services, Single-Enterprise Systems, and Best Practices: The University is a large,

complex organization—each academic unit has different needs, operates in different competitive environments, and responds to different external forces. At the same time, in order to compete with peer institutions, the University is working to provide shared or consolidated services where there are significant economies of scale or a critical mass of expertise required to provide effective services, or where emerging issues can be addressed effectively only by pooling resources across schools or units.

Managing Facilities: In 2006, the University completed focus group discussions with academic units, faculty, staff, and students and best-practice research in academic institutions, government agencies, and private enterprise. With that examination complete, the University is implementing critical changes to become a more customer-focused organization with a culture of accountability, delivering cost-effective, quality service to students, faculty, staff, and academic units.

Technology Planning: As one of the University's three most significant cost drivers (along with human resources and facilities), technology expenditures demand careful consideration and planning to enable the University to optimally position resources to take advantage of technological advances and meet evolving needs. Current efforts include:

The **OIT Pipeline**, a six-year information technology planning framework similar in scope and vision to the University's six-year capital plan. The goals of the plan include providing University leadership with the right information to make major information technology investment and prioritization decisions, aligning those decisions with University goals and strategies, leveraging existing technology more effectively, and delivering higher-quality solutions on time and more efficiently.

Sustainability and Environmental Impact: Sustainability efforts have been part of Uni-

versity planning for many years. Current commitments to building a sustainable institution include:

A **research and demonstration project** aimed at integrating sustainable practices and energy conservation across the full range of University activities.

Participation in the **Chicago Climate Exchange** (CCX), a voluntary, legally binding multi-sector market for reducing and trading greenhouse gas emissions. The University is the fourth educational institution and the largest public research university to join CCX.

Participation of new construction and major building remodeling projects in **Xcel Energy's**

Energy Assets Program, which identifies energy efficiency opportunities.

Investigation of using oat hulls as **biomass fuel** at the Minneapolis campus heating plant.

Continued use of **E85** and **B20 fuels**. The University has become one of the largest users of E85 in the state and is now using B20 in its diesel vehicles.

Performance Measures

Performance measures that support the goal of "Exceptional Organization" are detailed on the following pages:

Other Measures

The University's Metrics Steering Committee is considering the addition of other measures under the "Exceptional Organization" pillar. These include:

- Financial Resources

- Facilities Condition

- Service Quality

- Organizational Productivity

- Employee Engagement

- Improvement Processes

- Ethics and Compliance

Total Endowment Assets

<table>
<tr><td colspan="3" align="center">**University of Minnesota Rank**</td><td rowspan="5">*This measure represents the market value of an institution's endowment assets as of June 30, including returns on investments but excluding investment fees and other withdrawals. Total endowment assets reported for the University of Minnesota include endowment assets of the University of Minnesota, University of Minnesota Foundation, and Minnesota Medical Foundation.*</td></tr>
<tr><td></td><td align="center">**Within Comparative Group**</td><td align="center">**Among All Publics**</td></tr>
<tr><td>**This Year**</td><td align="center">2nd</td><td align="center">4th</td></tr>
<tr><td>**Last Year**</td><td align="center">2nd</td><td align="center">4th</td></tr>
<tr><td>**5 Years Ago**</td><td align="center">3rd</td><td align="center">5th</td></tr>
</table>

Analysis: The University maintained its 2nd place ranking within the comparative group on this measure, trailing only the University of Michigan. Among all public research universities, the University maintained its 4th place ranking (Table 2-32).

Over the past five years, while moving up one in the rankings, the University has been outpaced by the comparative group as a whole (Figures 2-29 and 2-30).

Conclusion: The University needs to place continued emphasis on increasing its endowment in order to support its aspirational goal. As a result of Board of Regents-approved changes in asset allocation guidelines and a new emphasis on alternative investment classes it is anticipated that the University's performance will continue to improve.
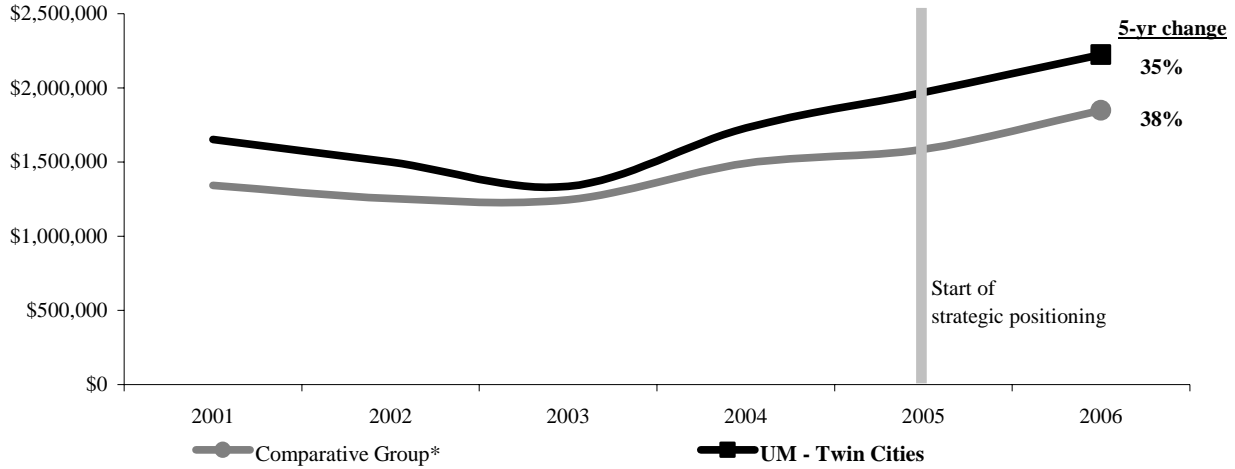
Table 2-32. Total endowment assets: U of M - Twin Cities and comparative group institutions (in thousands of dollars), 2006.

All Publics Rank	Comparative Group Rank	Institution	2006	1-Yr % Change	5-Yr % Change
1	1	University of Michigan - Ann Arbor	$5,652,262	14.6%	62.9%
4	**2**	**University of Minnesota - Twin Cities**	**2,224,308**	**13.0%**	**34.7%**
5	3	Ohio State University - Columbus	1,996,839	15.7%	79.6%
7	4	University of Washington - Seattle	1,794,370	20.4%	93.4%
8	5	University of California - Berkeley	1,763,734	-0.6%	-9.7%
9	6	University of Texas - Austin	1,540,123	14.0%	5.3%
11	7	University of Wisconsin - Madison	1,425,750	26.7%	27.2%
12	8	Pennsylvania State University - Univ. Park	1,326,390	12.9%	76.8%
16	9	University of California - Los Angeles	1,125,539	68.4%	-19.0%
22	10	University of Florida	996,245	19.2%	56.9%
23	11	University of Illinois - Urbana-Champaign	863,717	9.1%	43.5%

Source: *NACUBO Endowment Study*, National Association of College and University Business Officers, 2006

Total Endowment Assets

Figure 2-29. Total endowment assets: U of M-Twin Cities vs. comparative group, 2001-2006 (in thousands of dollars).

Source: *NACUBO Endowment Study*, National Association of College and University Business Officers, 2006

Table 2-33. Total endowment assets: U of M-Twin Cities vs. comparative group, 2001-2006 (in thousands of dollars).

	2001	2002	2003	2004	2005	2006	5 Yr % Change
Comparative Group*	$1,342,417	$1,254,978	$1,245,877	$1,492,531	$1,586,813	$1,848,497	37.7%
% Change	-	-6.5%	-0.7%	19.8%	6.3%	16.5%	-
UMTC	**1,650,969**	**1,501,394**	**1,336,020**	**1,730,063**	**1,968,930**	**2,224,308**	**34.7%**
% Change	**-**	-9.1%	-11.0%	29.5%	13.8%	13.0%	**-**
UMTC Rank	**3 rd**	**3 rd**	**4 th**	**4 th**	**2 nd**	**2 nd**	**-**

* Excludes University of Minnesota - Twin Cities
Source: *NACUBO Endowment Study*, National Association of College and University Business Officers, 2006

Annual Giving

<table>
<tr><td colspan="3">University of Minnesota Rank</td></tr>
<tr><td></td><td>Within Comparative Group</td><td>Among All Publics</td></tr>
<tr><td>This Year</td><td>4th</td><td>4th</td></tr>
<tr><td>Last Year</td><td>3rd</td><td>5th</td></tr>
<tr><td>5 Years Ago</td><td>4th</td><td>5th</td></tr>
</table>

"Annual giving" includes contributions received during the fiscal year in cash, securities, company products, and other property from alumni, non-alumni, corporations, foundations, religious organizations, and other groups. Excluded are public funds, investment earnings held by the institution, and unfulfilled pledges.

Analysis: In 2006, the University ranked 4th within the comparative group on this measure and 4th among all public research universities.

The University's annual giving has increased steadily since 2001 and has been on pace with the comparative group, as shown in Figure 2-30. Over the past five years, the University has increased its annual giving totals by 16.6 percent, compared to the 19.4% increase of the comparative group (Table 2-35).

Conclusion: Continued emphasis on annual giving will provide the University with increased flexibility in funding its academic mission and making progress toward its aspirational goal.
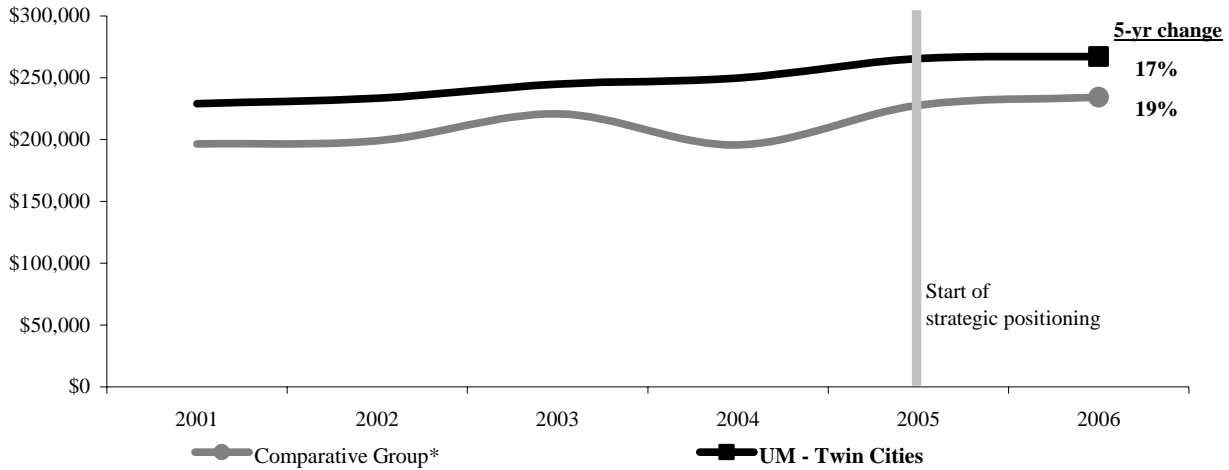
Table 2-34. Annual giving: U of M - Twin Cities and comparative group institutions (in thousands of dollars), 2006.

All Publics Rank	Comparative Group Rank	Institution	2006	1-Yr % Change	5-Yr % Change
1	1	University of Wisconsin - Madison	$326,000	-45.2%	11.5%
2	2	University of California - Los Angeles	320,000	13.7%	21.4%
3	3	University of Washington - Seattle	316,000	22.0%	36.3%
4	**4**	**University of Minnesota - Twin Cities**	**267,000**	**0.6%**	**16.6%**
5	5	University of Michigan - Ann Arbor	251,000	-0.1%	19.9%
7	6	University of California - Berkeley	246,000	23.7%	21.4%
10	7	Ohio State University - Columbus	210,000	2.6%	-0.3%
12	8	University of Illinois - Urbana-Champaign	180,000	43.2%	70.5%
14	9	University of Texas - Austin	176,000	25.5%	-2.2%
16	10	Pennsylvania State University - Univ. Park	161,000	78.3%	30.0%
17	11	University of Florida	157,000	19.5%	9.8%

Source: *Voluntary Support of Education,* Council for Aid to Education, 2006

Annual Giving

Figure 2-30. Annual giving: U of M-Twin Cities vs. comparative group, 2001-2006 (in thousands of dollars).

Source: *Voluntary Support of Education,* Council for Aid to Education, 2006

Table 2-35. Annual giving: U of M-Twin Cities vs. comparative group, 2001-2006 (in thousands of dollars).

	2001	2002	2003	2004	2005	2006	5 Yr % Change
Comparative Group*	$196,288	$199,064	$220,620	$195,593	$227,829	$234,300	19.4%
% Change	-	1.4%	10.8%	-11.3%	16.5%	2.8%	-
UMTC	**228,926**	**233,338**	**244,851**	**249,782**	**265,499**	**267,000**	**16.6%**
% Change	-	1.9%	4.9%	2.0%	6.3%	0.6%	-
UMTC Rank	**4** th	**3** rd	**5** th	**4** th	**3** rd	**4** th	-

* Excludes University of Minnesota - Twin Cities
Source: *Voluntary Support of Education,* Council for Aid to Education, 2006

University of Minnesota Coordinate Campuses

Within the shared mission and values of the University of Minnesota are the distinctive contributions of the coordinate campuses in Duluth, Morris, Crookston, and Rochester. Each campus aims to pursue excellence while investing in well-differentiated strengths and strategic priorities that create unique added value for the University and the state.

Each campus in the University system has a responsibility, consistent with its history and mission, to move toward making the University one of the top three public research institutions in the world. The coordinate campuses are conducting a thorough evaluation of their missions, priorities, strengths, and future directions as part of this institutional commitment.

This evaluation is carefully examining the current status of the campus and its programs and determining where change is needed to address current trends and anticipate future needs.

Specifically, the coordinate campuses are:

- Evaluating background data about demographic, programmatic, and fiscal issues facing the campus.

- Addressing enrollment issues and associated financial considerations.

- Identifying ways to partner with the other campuses and with Twin Cities campus colleges and units to leverage complementary strengths and identify efficiencies.

- Establishing a financial and academic accountability framework under which the campus will operate.

- Developing operating assumptions that lead to successful implementation of goals.

- Developing measures by which progress toward goals will be assessed.

The coordinate campuses are in the process of developing these strategic plans for further review by the University and their various constituencies.

The sections which follow provide current overviews of the coordinate campuses and their performance on key measures.

3: University of Minnesota Duluth

The University of Minnesota Duluth (UMD) serves northeastern Minnesota, the state, and the nation as a medium-sized, broad-based university dedicated to excellence in all its programs and operations. As a university community in which knowledge is sought as well as taught, its faculty recognize the importance of scholarship and service, the intrinsic value of research, and the significance of a primary commitment to quality instruction.

Undergraduate students can choose from 12 bachelor's degrees in 75 majors. In addition to a two-year program at the University's School of Medicine and a four-year College of Pharmacy program, UMD offers graduate programs in 19 fields and six cooperative programs offered through the Twin Cities campus. Providing an alternative to large research universities and small liberal arts colleges, UMD attracts students looking for a personalized learning experience on a medium-sized campus of a major university. The campus is set on 244 acres overlooking Lake Superior.

Duluth Campus At A Glance

Founded
1895

Leadership
Kathryn A. Martin, Chancellor

Colleges/Schools
Business and Economics
Continuing Education
Education and Human Service Professions
Fine Arts
Liberal Arts
Medicine*
Pharmacy*
Science and Engineering
  *School of Medicine and College of Pharmacy students are counted as part of Twin Cities campus enrollment.

Degrees and Majors Offered
Undergraduate degrees in 75 majors.
Graduate programs in 19 fields, plus six cooperative programs offered through the Twin Cities campus.
Two-year program at the School of Medicine and a four-year College of Pharmacy program.

Number of Buildings
54 (1,679,000 assignable square feet)

Degrees Awarded (FY2006)
Undergraduate	1,627
Master's	214

Fall 2006 Enrollment
Undergraduate	9,172
Graduate	736
Non-degree	968
Total	10,876

Faculty (Fall 2006)*
Tenured/Tenure Track	310
Other Faculty	214

  *Does not include Duluth faculty in the University's School of Medicine or College of Pharmacy, which are counted as part of the Twin Cities

Alumni (FY 2004)
Living Alumni	47,173

Staff (FY 2006)
Civil Service/ Bargaining Unit	774
Professional and Administrative	202

Expenditures (FY 2006)
$172,791,204

Central to UMD's mission is high-quality teaching nurtured by the research and artistic efforts of its faculty. This undergraduate focus is not at the exclusion of graduate programs, but with the keen expectation that UMD's selected graduate and professional programs will support its mission and the undergraduate learning experience. Further, UMD acknowledges its Sea Grant designation and obligations to the history of the land grant university. UMD values and provides an inclusive, diverse community, with special emphasis on American Indian education.

UMD's programmatic focus is on the core liberal arts and sciences, maintaining a strong commitment to professional programs in the sciences and engineering, the arts, business, education, and medicine. Future development includes strengthening the core liberal arts and sciences, K-12 professional development in education, and strengthened relationships with regional and Iron Range community colleges.

Ultimately, UMD's challenge is to provide innovative solutions to the issues challenging the future of northeastern Minnesota, to make a difference in the lives of people in the state and elsewhere, and to contribute meaningfully to quality of life through improving public policy and finding solutions to the problems that impact people's lives. To do these things, UMD is providing:

Exceptional undergraduate education by building on current academic program strengths and considering selected new programs. To improve the quality of the undergraduate experience and continue improved retention and graduation rates, UMD is:

- Continuing to assess strengths and weaknesses in academic advising programs in order to implement best practices leading to increased retention and student satisfaction.

- Nurturing quality teaching and continuing to emphasize undergraduate research and scholarly effort.

- Adding facilities for classrooms, laboratories, and offices to meet increased enrollment demand.

- Fully integrating ePortfolio and implementing the online Graduation Planner to assist students with degree planning.

- Strengthening faculty engagement with students by increasing funding for smaller freshman classes.

- Continuing efforts to recruit and retain more honors students.

- Increasing student participation in study abroad experiences and developing a plan for managed growth of study abroad programs.

- Engaging parents as partners in recruitment and retention efforts.

- Addressing the issue of under-prepared students in freshman-level courses.

Exceptional graduate education by taking steps to recruit excellent graduate students and to increase enrollment in under-enrolled graduate programs. These steps include:

- Establishing "best size" enrollment goals for each graduate program.

- Developing program-specific recruitment activities.

- Launching a campaign to publicize UMD graduate education in general.

- Increasing graduate teaching and research assistant stipends to be competitive with those at comparable institutions, and to develop new sources for external and private funding for scholarships and fellowships.

- Developing and supporting new graduate degrees, such as the Ed.D. and a multi-campus Ph.D. program in Integrated Biosciences.

- Increasing the number of University of Minnesota Graduate School faculty and increasing the number of UMD faculty serving as advisors to doctoral students.

- Recruiting and retaining more students, faculty, and staff from underrepresented groups, with special emphasis on Native American students, international students, and non-native English speakers.

- Developing colloquia that enhance cultural competence among students, faculty, and staff.

- Strengthening its relationships with the tribal colleges to facilitate partnerships and student recruitment and off-campus degree delivery. Finally, capital funding will be requested to create an American Indian Learning Resource Center.

An exceptional organization, including increased availability and use of technology to serve students and to support the research enterprise. Plans are in place to upgrade the campus data network and computer systems, and to develop high-technology classrooms in the Labovitz School of Business and Economics building. Faculty training in the use of technology in the classroom continues with the 10th round of Tech Camp, a week-long hands-on program designed to enhance the technology skills of faculty. To date, approximately 180 faculty have benefited from this experience. UMD proposes to enhance student learning, research, and writing by creating a state-of-the-art information commons to combine library resources, technology, and student services.

Exceptional innovation through research and partnerships. UMD will continue to focus on those areas for which the campus holds a national reputation and/or satisfies regional need, while at the same time selectively developing new areas of research, scholarship, and artistic activity. Areas of research emphasis include:

- Water resources (Center for Water and Environment, the Large Lakes Observatory, physical and biological sciences in the College of Science and Engineering)

- American Indian research and education (College of Education and Human Service Professions, College of Liberal Arts)

- Interdisciplinary programs in biosciences (College of Science and Engineering along with Duluth Medical School and College of Pharmacy)

UMD will work to facilitate the active participation of UMD faculty and staff in presidential initiatives and other system programs. UMD faculty and research staff will also be encouraged to become part of a system-wide research expertise database and to serve on University research committees. UMD will also work to secure appropriate recognition for faculty achievements in research and scholarship and seek to host more national and international conferences, workshops, and seminars.

UMD will continue to service the region and the state in the area of economic development (Natural Resource Research Institute, Center for Economic Development and Bureau of Business and Economic Research). Faculty hiring will be encouraged in areas that overlap UMD strengths and additional resources should be provided to those productive areas. Faced with a decline in federal research dollars, UMD seeks to develop alternate funding sources for research and creative activities.

UMD has a long and rich history of partnering with public and private organizations to serve the campus and the state. One of the key part-

nerships is with school districts and other PreK-12 organizations and educators. The campus is currently collaborating with local school districts to enhance and coordinate professional development for teachers, and is evaluating and redesigning its teacher preparation programs. In partnership with tribal and community colleges UMD is expanding its Pre-K-12 initiatives by developing alternative teacher education models to serve Native American populations.

Students

Figure 3-l and Table 3-1 provide trend data for average high school rank percentile and high school rank of new, entering freshmen for 1997-2006.

In 2006, the average high school rank percentile and the percentage of new entering freshmen at the top 10 percent of their high school class increased over the previous year. Both of these measures have remained relatively flat over the last decade. These data reflect UMD's efforts to maintain academic preparation standards of entering students while providing access in accordance with its public institution mission.

Figure 3-2 shows that the average ACT score of new, entering freshmen at UMD also has remained flat, decreasing slightly from 23.2 in 1997 to 23.1 in 2006.

During the same period, UMD has maintained consistent entrance requirements while gradually increasing new high school student enrollment from 1,794 in 1997 to 2,315 in 2006.

Figure 3-1. Average high school rank percentile of new, entering freshmen, University of Minnesota Duluth, 1997 – 2006.
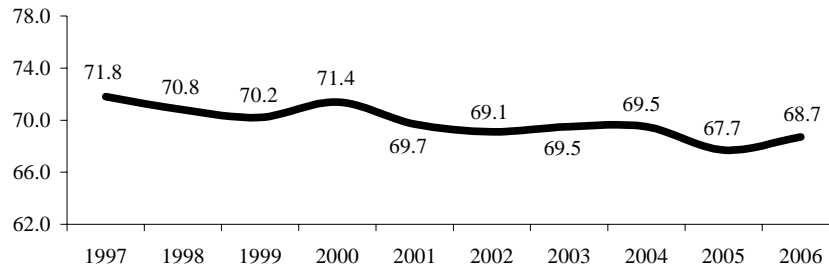
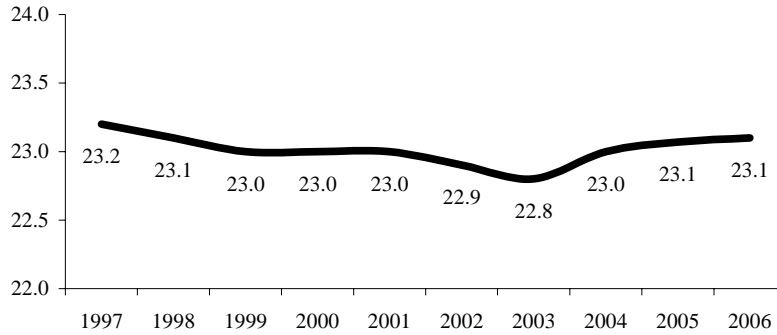Source: Office of Institutional Research, University of Minnesota.

Table 3-1. High school rank of freshmen, University of Minnesota Duluth, 1997-2006.

Rank	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
90-99 %	18%	19%	18%	19%	18%	16%	16%	17%	14%	16%
75-89	30	29	27	29	25	26	28	26	25	26
50-74	39	39	39	38	40	41	40	40	42	41
1-49	13	14	16	14	16	17	16	17	19	18

Source: Office of Institutional Research, University of Minnesota

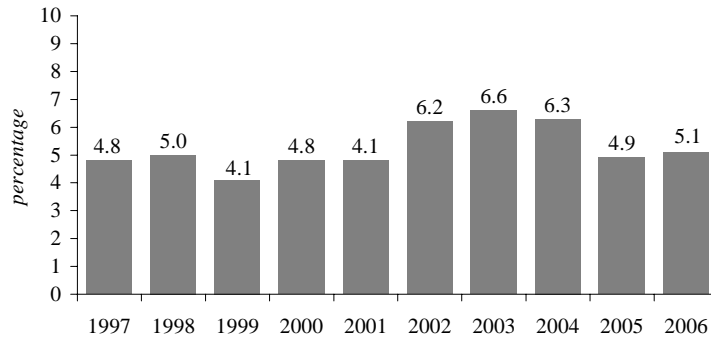**Figure 3-2. Average ACT score of new, entering freshmen, University of Minnesota Duluth, 1997-2006.**

Source: Office of Institutional Research, University of Minnesota.

Diversity

UMD has placed a high priority on diversity and creating an environment that is open, accepting, and just. To this end, one key strategy is to increase the diversity of the campus community. Although 2005 and 2006 showed a decrease in the percentage of students of color, over the past decade the campus overall has gained in the number of students of color.

Figure 3-3. Percentage of entering freshmen of color, University of Minnesota Duluth, fall 1997-2006.

Source: Office of Institutional Research, University of Minnesota

Table 3-2. Proportion of students by racial/ethnic group, University of Minnesota Duluth, 1997-2006.

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
African American	0.6%	0.9%	0.8%	0.8%	1.0%	1.2%	1.2%	1.3%	1.3%	1.3%
American Indian	1	1.1	1.1	0.9	1.1	1	1.1	1.2	1.2	1.1
Asian/Pacific Islander	2.5	2.5	2	1.8	1.9	2.2	2.4	2.5	2.6	2.6
Caucasian	91.5	91.2	89.8	90.6	90.3	90	89	88.3	88..3	87.5
Chicano/Hispanic	0.8	0.9	0.8	0.8	0.9	0.8	0.9	0.9	1.0	0.8
International	1.3	1.4	1.7	1.8	2	2.2	2.3	2.1	1.9	1.9
Not Reported	2.2	2.1	3.8	3.3	2.9	2.6	3.1	3.8	3.8	4.7

(Prior to Fall 2004, students in the Duluth School of Medicine were included in Twin Cities enrollment figures.)
Source: Office of Institutional Research, University of Minnesota

Retention and Graduation Rates

Retention Rates: Figure 3-4 shows first-, second- and third-year student retention rates for students matriculating during 1996-2005. All three rates improved over the decade, with second- and third-year rates reaching new highs in the last reporting period.

Figure 3-5 compares retention rates of students of color for 1996-2005. First- and second-year retention declined slightly over the previous year, while third-year retention increased by 4.7 percentage points. However, all students-of-color retention rates are higher than they were for those who matriculated in 1996. Second-year rates for students of color showed the most improvement over the decade (15.0 percentage points) followed by third-year rates (13.5 percentage points), and first-year rates (5.6 percentage points).

Figure 3-4. First-, second-, and third-year retention rates (percentage) for first-time, full-time new entering students, by year of matriculation, University of Minnesota Duluth, 1996-2005.
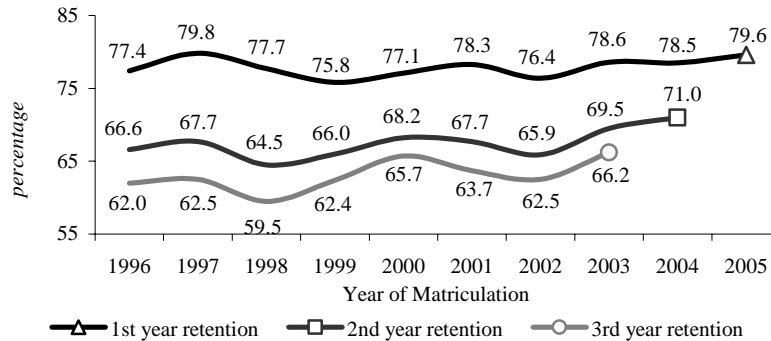
Source: University of Minnesota 2007 NHS Student Graduation/Retention Report

Figure 3-5. University of Minnesota Duluth first-, second-, and third-year retention rates (percentage) for students of color, 1996 – 2005.
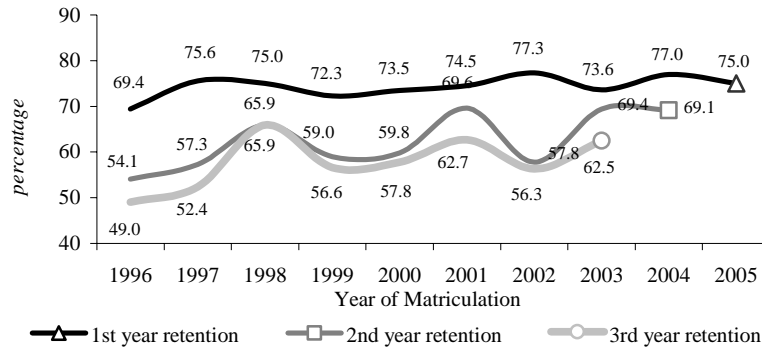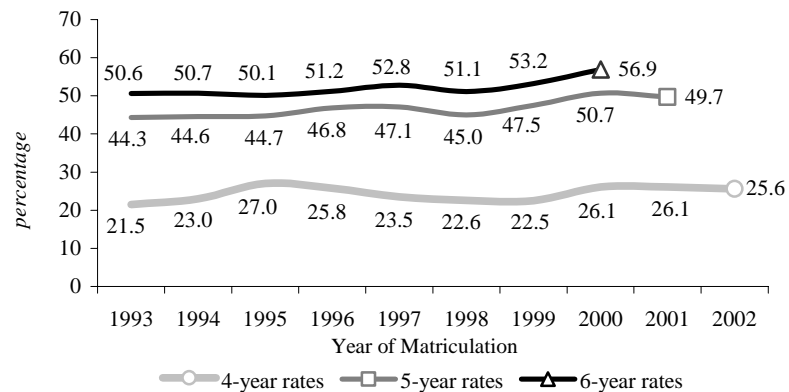

Source: University of Minnesota 2007 NHS Student Graduation/Retention Report

Graduation Rates: Figure 3-6 shows four-, five-, and six-year graduation rates for students matriculating in 1993-2002. While four- and five-year graduation rates declined slightly from the previous year, and six-year rate improved, all rates improved markedly over the decade. Four-year rates improved 4.1 percentage points, five-years rates improved 5.4 percentage points, and six-year rates improved 6.3 percentage points.

For students of color, four- and five-year graduation rates improved significantly from the previous year (3.1 percentage points and 11.8 percentage points, respectively), as shown in Figure 3-7, while the six-year rate stayed the same. Over the decade, four- and five-year rates improved, while the six-year graduation rate was slightly lower.

UMD has established four-, five-, and six-year graduation rate goals for 2012 of 40 percent, 60 percent, and 65 percent, respectively.

Figure 3-6. 4-, 5-, and 6-year graduation rates, University of Minnesota Duluth, 1993-2002.

Source: University of Minnesota 2007 NHS Student Graduation/Retention Report

Note: Rates include students who transferred from one University campus to another and graduated (e.g., a student who matriculated at Duluth and graduated from the Twin Cities is counted as a Duluth graduate). The University also reports graduation rates to a national database (IPEDS); it includes only students who matriculated at and graduated from the same campus; these rates are somewhat lower than those shown above.

Figure 3-7. 4-, 5-, and 6-year student of color graduation rates, University of Minnesota Duluth, 1993-02.
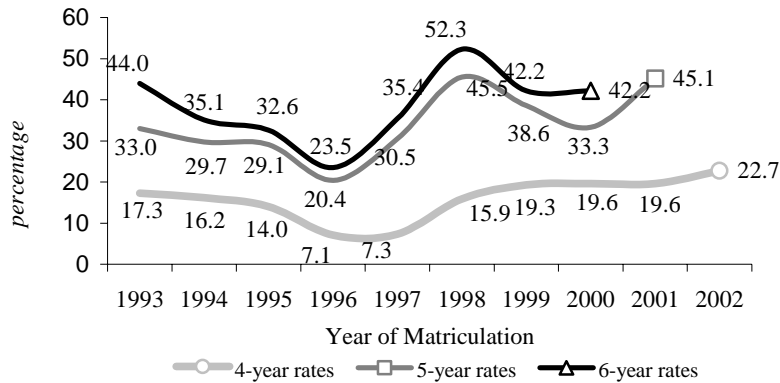
Source: University of Minnesota 2007 NHS Student Graduation/Retention Report
Note: See note for Figure 3-6 above.

Student Satisfaction

The University has placed increased emphasis on improving the student experience. The Student Experiences Survey has been administered every other year since l997 to measure results.

Recent results reflect a number of UMD priorities. The campus's attempt to diversify its community and provide support for students of color has been met with an increase of general satisfaction from students of color. The campus also has made substantial improvements in its physical environment with the addition of new buildings and upgraded classrooms.

While undergraduate and graduate students show increased satisfaction with the quality of classrooms, the overall physical environment and the availability of places to study show modest declines. This may be due to the temporary disruption caused by construction.

Also, after a sharp dip in satisfaction regarding the cost of attendance in 2003 (due to significant budget cuts that year by the Minnesota Legislature), satisfaction has increased the past two years on this measure.

Figure 3-8 summarizes undergraduate student responses in the 10 survey areas. Figure 3-9 shows findings from the graduate student survey.

Figure 3-8. Undergraduate student experiences survey results, University of Minnesota Duluth, 1997-2007.

In general, how satisfied are you with
your experiences at the University of
Minnesota since fall semester started?

1 = very dissatisfied
2 = moderately dissatisfied
3 = slightly dissatisfied
4 = slightly satisfied
5 = moderately satisfied
6 = very satisfied

White Students
- 4.97
- 4.86
- 4.70
- 4.78
- 4.60

Students of Color
- 4.89
- 4.74
- 5.18
- 4.64
- 4.58

Overall
- 4.98
- 4.85
- 4.71
- 4.79
- 4.62
- 4.63

Legend:
- 2007
- 2005
- 2003
- 2001
- 1999
- 1997

If you could do it over again, would
you enroll on the campus of the
University of Minnesota where you
are now enrolled?

1 = definitely not
2 = probably not
3 = probably yes
4 = definitely yes

- 2007: 3.16
- 2005: 3.29
- 2003: 3.10
- 2001: 3.17
- 1999: 3.07
- 1997: 3.02

Figure 3-8 (continued). UMD undergraduate student experiences survey.
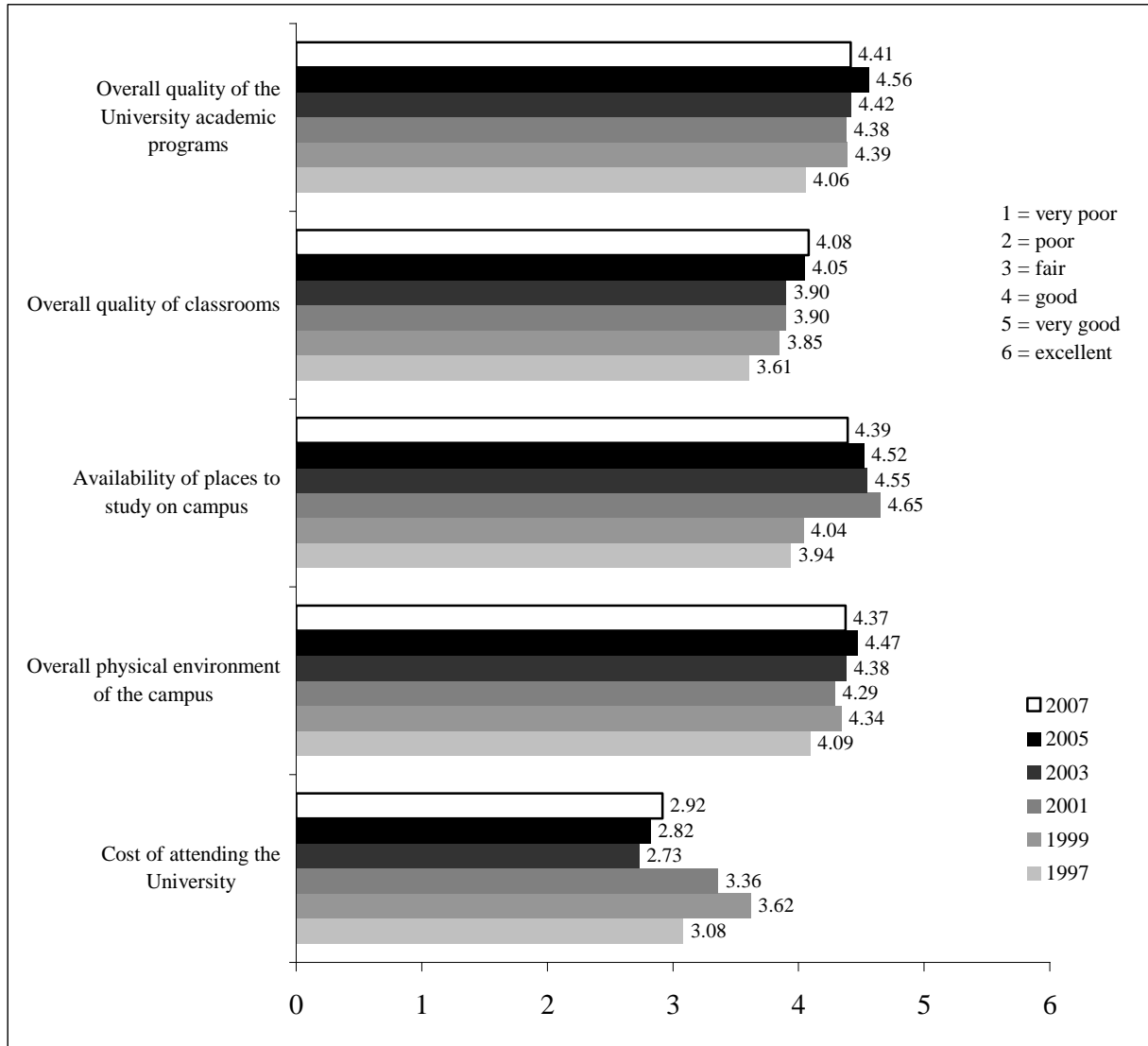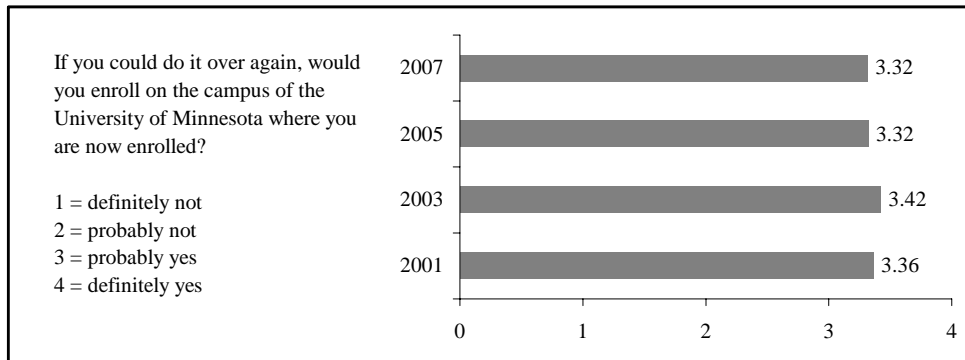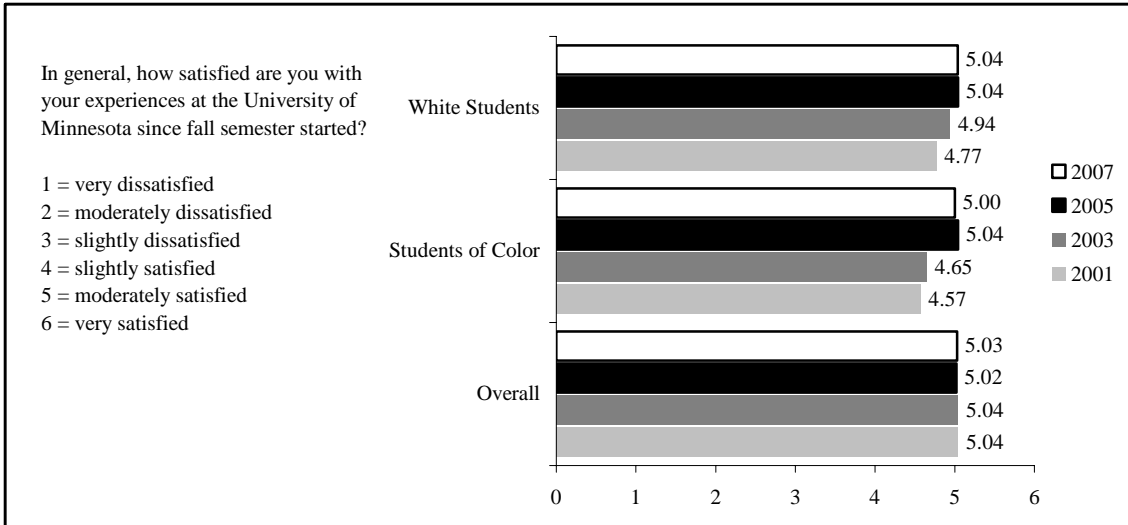

Source: Office of Institutional Research, University of Minnesota.

Figure 3-9. Graduate student experiences survey results, University of Minnesota Duluth, 2001-2007.

In general, how satisfied are you with your experiences at the University of Minnesota since fall semester started?

1 = very dissatisfied
2 = moderately dissatisfied
3 = slightly dissatisfied
4 = slightly satisfied
5 = moderately satisfied
6 = very satisfied

White Students
- 5.04
- 5.04
- 4.94
- 4.77

Students of Color
- 5.00
- 5.04
- 4.65
- 4.57

Overall
- 5.03
- 5.02
- 5.04
- 5.04

□ 2007
■ 2005
▦ 2003
▤ 2001

If you could do it over again, would you enroll on the campus of the University of Minnesota where you are now enrolled?

1 = definitely not
2 = probably not
3 = probably yes
4 = definitely yes

2007 — 3.32
2005 — 3.32
2003 — 3.42
2001 — 3.36

Figure 3-9 continued. Graduate student experiences survey results, University of Minnesota Duluth, 2001-2007.
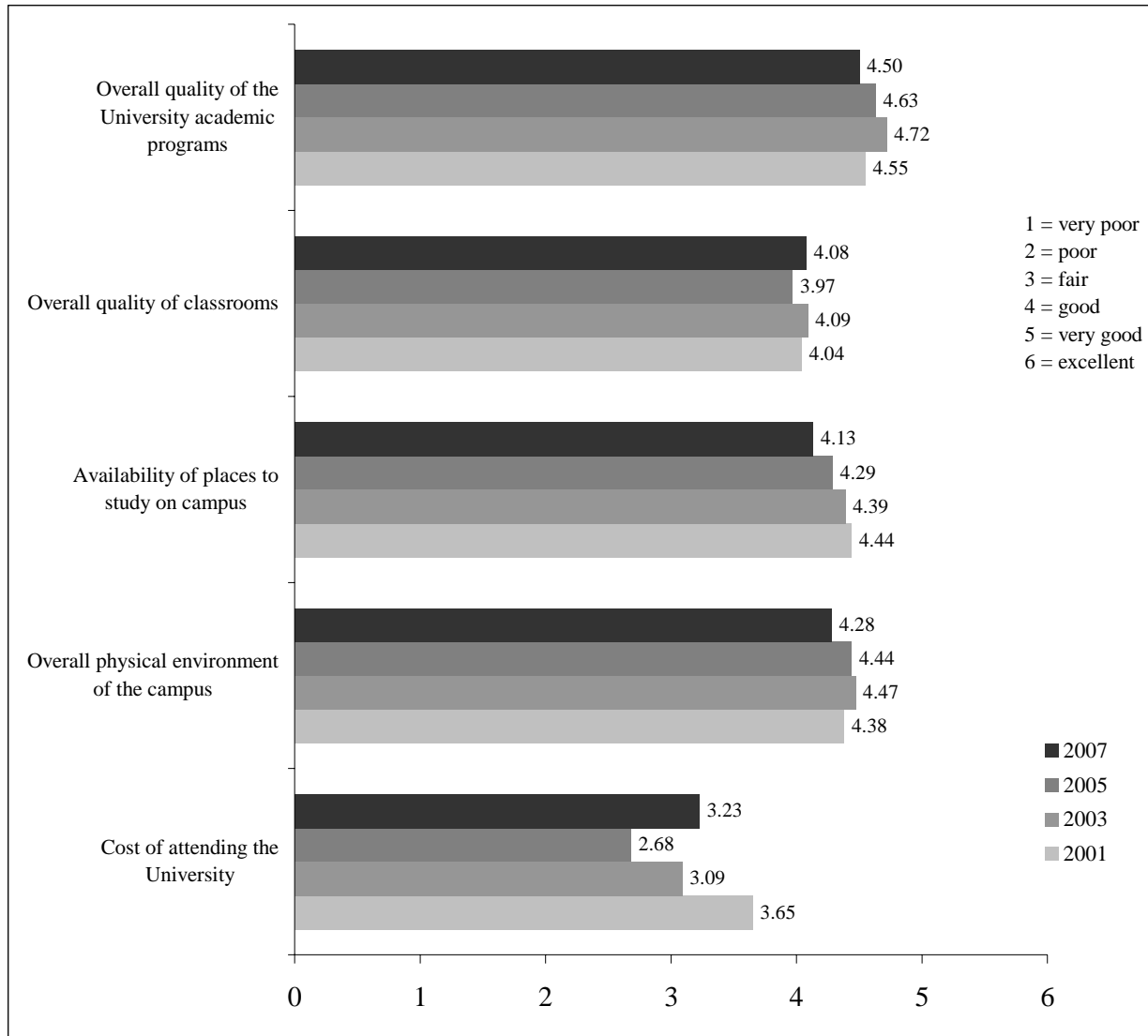
Source: Office of Institutional Research, University of Minnesota.

Faculty Salary and Compensation

The American Association of University Professors (AAUP) conducts annual salary and compensation nationwide surveys of full-time instructional faculty (excluding medical school faculty). UMD faculty salary and compensation data reported below do not reflect UEA bargaining unit settlement of July 2007. The data in Tables 3.3 and 3.4 are presented primarily to show changes in the comparative group data.

Comparing salaries and compensation across institutions and campuses, however, is inherently imperfect because they differ in many ways, e.g., mission, public vs. private, size, mix of disciplines, etc. Cost-of-living, tax burden, and variations in fringe benefits only add to the imperfection.

In addition, it is important to emphasize that changes in average salary reflect not only salary increases for continuing faculty but also are influenced by retirements, promotions, and new hires. Thus, percentage changes will be different than those stipulated in an annual salary plan. This is true for all campuses nationwide. These differences will vary from year to year, and they can be very significant when the cohort sizes are relatively small.

Average salary and compensation for UMD faculty are shown relative to the UMD comparative group institutions in Tables 3-3 – 3-7.

Medical School and College of Pharmacy faculty are excluded from Duluth salary and compensation figures.

Table 3-3. Average faculty salary for UMD and comparative group institutions, 2004-05 – 2006-07.

Average Salary

Category	2004-2005	2005-2006	2006-2007
Full Professor			
Comparative Group Average*	$90,835	$88,034	$98,600
% Change		-3.1%	+12.0%
UM – Duluth	**$80,921**	**$82,979**	**$83,444****
% Change		+2.5%	+0.6%
Associate Professor			
Comparative Group Average*	$67,731	$65,414	$73,105
% Change		-3.4%	+11.8%
UM – Duluth	**$66,947**	**$68,248**	**$67,373****
% Change		+1.9%	-1.3%
Assistant Professor			
Comparative Group Average*	$56,568	$54,205	$60,671
% Change		-4.2%	+11.9%
UM – Duluth	**$51,110**	**$53,812**	**$53,623****
% Change		+5.3%	-0.4%

Source: Association of American University Professors Faculty Compensation Survey.
 * Average excluding University of Minnesota Duluth.
 ** Does not include UEA Bargaining Unit salary increase for 2006-2007.

Table 3-4. Average faculty compensation for UMD and comparative group institutions, 2004-05 – 2006-07.

Average Compensation

Category	2004-2005	2005-2006	2006-2007
Full Professor			
Comparative Group Average*	$113,108	$110,618	$116,177
% Change		+4.3%	+5.0%
UM – Duluth	**$108,617**	**$112,217**	**$114,669****
% Change		+3.3	+2.2%
Associate Professor			
Comparative Group Average*	$86,470	$84,053	$88,142
% Change		+4.0%	+4.7%
UM – Duluth	**$91,643**	**$94,389**	**$95,216****
% Change		+3.0%	+0.9%
Assistant Professor			
Comparative Group Average*	$73,250	$70,036	$73,522
% Change		+2.5%	+4.9%
UM – Duluth	**$72,409**	**$76,914**	**$78,571****
% Change		+6.2%	+2.2%

Source: Association of American University Professors Faculty Compensation Survey.
* Average excluding University of Minnesota Duluth.
** Does not include UEA Bargaining Unit salary increase for 2006-2007.

Full Professors

Table 3-5. Full professor average salary and compensation for University of Minnesota Duluth and comparative group, 2006-2007.

Rank	Institution	Salary		Rank	Institution	Compensation
1	University of Central Florida	$111,273		1	University of Central Florida	$142,481
2	University of Nevada-Reno	110,571		2	Villanova University	140,676
3	Villanova University	110,257		3	Marquette University	135,219
4	University of Nevada-Las Vegas	109,837		4	University of Nevada-Las Vegas	131,377
5	Marquette University	105,999		5	University of Massachusetts-Dartmouth	130,662
6	University of Colorado at Denver	102,072		6	University of Nevada-Reno	126,141
7	University of Massachusetts-Dartmouth	99,218		7	University of Colorado at Denver	121,875
8	University of North Carolina at Charlotte	97,590		8	Old Dominion University	121,033
9	Wright State University-Main Campus	96,135		9	Wright State University-Main Campus	120,577
10	Old Dominion University	94,839		10	University of North Carolina at Charlotte	119,539
11	Florida Atlantic University	93,950		11	Oakland University	119,478
12	Cleveland State University	90,397		12	Florida Atlantic University	116,916
13	Oakland University	89,376		13	University of Wisconsin-Milwaukee	115,470
14	University of Wisconsin-Milwaukee	87,737		**14**	**University of Minnesota-Duluth***	**114,669**
15	**University of Minnesota-Duluth***	**83,444**		15	Cleveland State University	113,736
16	University of Maine - Orono	79,747		16	University of Maine - Orono	103,660
-	University of New Hampshire	NA		-	University of New Hampshire	NA

Source: Association of American University Professors Faculty Compensation Survey, 2006-2007
* Does not include UEA Bargaining Unit salary increase for 2006-2007.

Associate Professors

Table 3-6. Associate professor average salary and compensation for University of Minnesota Duluth and comparative group, 2006-2007.

Rank	Institution	Salary	Rank	Institution	Compensation
1	University of Nevada-Las Vegas	$82,098	1	Villanova University	$105,045
2	University of Nevada-Reno	80,891	2	Marquette University	103,777
3	Villanova University	79,568	3	University of Massachusetts-Dartmouth	103,267
4	University of Massachusetts-Dartmouth	77,826	4	University of Nevada-Las Vegas	99,879
5	Marquette University	77,170	5	University of Central Florida	99,134
6	University of Central Florida	76,945	**6**	**University of Minnesota-Duluth***	**95,216**
7	University of Colorado at Denver	76,817	7	University of Nevada-Reno	94,005
8	University of North Carolina at Charlotte	72,241	8	Oakland University	93,287
9	Oakland University	68,321	9	University of Colorado at Denver	93,195
10	Old Dominion University	68,051	10	University of North Carolina at Charlotte	90,111
11	Wright State University-Main Campus	68,049	11	University of Wisconsin-Milwaukee	90,009
12	University of Maine - Orono	67,845	12	Old Dominion University	89,251
13	University of Wisconsin-Milwaukee	67,491	13	University of Maine - Orono	89,062
14	Florida Atlantic University	67,377	14	Wright State University-Main Campus	88,749
15	**University of Minnesota-Duluth***	**67,373**	15	Florida Atlantic University	85,943
16	Cleveland State University	65,887	16	Cleveland State University	85,553
-	University of New Hampshire	NA	-	University of New Hampshire	NA

Source: Association of American University Professors Faculty Compensation Survey, 2006-2007
* Does not include UEA Bargaining Unit salary increase for 2006-2007.

Assistant Professors

Table 3-7. Assistant professor average salary and compensation for University of Minnesota Duluth and comparative group, 2006-2007.

Rank	Institution	Salary	Rank	Institution	Compensation
1	University of Massachusetts-Dartmouth	$66,010	1	University of Massachusetts-Dartmouth	$87,719
2	Marquette University	65,785	2	Marquette University	86,102
3	Villanova University	63,507	3	Villanova University	83,630
4	University of Nevada-Las Vegas	63,400	4	Oakland University	80,473
5	University of North Carolina at Charlotte	63,232	5	University of Central Florida	80,354
6	University of Colorado at Denver	63,131	6	University of North Carolina at Charlotte	79,449
7	University of Nevada-Reno	63,081	**7**	**University of Minnesota-Duluth***	**78,571**
8	University of Central Florida	62,397	8	University of Wisconsin-Milwaukee	78,529
9	Florida Atlantic University	59,524	9	University of Nevada-Las Vegas	78,514
10	Old Dominion University	59,300	10	Old Dominion University	78,027
11	Wright State University-Main Campus	57,930	11	University of Colorado at Denver	77,489
12	Oakland University	57,844	12	Florida Atlantic University	76,580
13	University of Wisconsin-Milwaukee	57,676	13	Wright State University-Main Campus	75,783
14	Cleveland State University	53,707	14	Cleveland State University	71,492
15	**University of Minnesota-Duluth***	**53,623**	15	University of Nevada-Reno	71,453
16	University of Maine - Orono	53,538	16	University of Maine - Orono	70,763
-	University of New Hampshire	NA	-	University of New Hampshire	NA

Source: Association of American University Professors Faculty Compensation Survey, 2006-2007 .
* Does not include UEA Bargaining Unit salary increase for 2006-2007.

Faculty Diversity

Figure 3-10 shows the percentage of female tenured/tenure track faculty and other faculty for the period 1997-2006. While the percentage of non-tenure track female faculty has remained relatively constant, the percentage of tenure and tenure-track faculty has increased

over 7 percent during the decade.

Figure 3-11 shows the percentage of tenured/tenure track faculty of color and other faculty of color for the same period. The number of faculty of color at UMD has more than doubled since 1997.

Figure 3-10. Percentage of female faculty at University of Minnesota Duluth, 1997-2006.
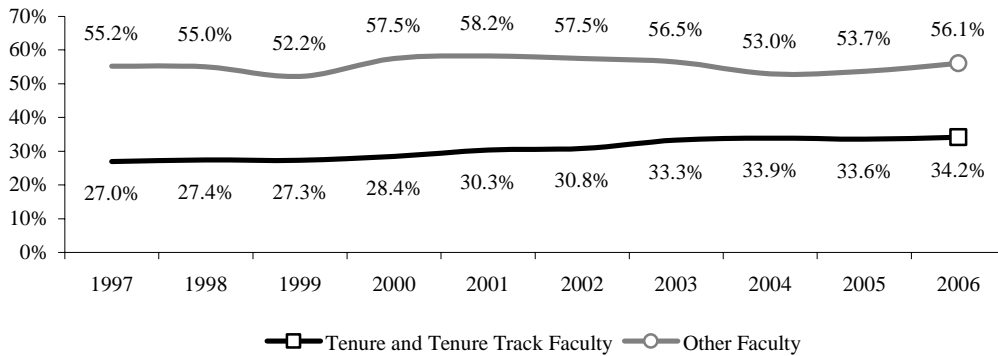
Source: Office of Institutional Research, University of Minnesota Planning Data.

Figure 3-11. Percentage of faculty of color at University of Minnesota Duluth, 1997-2006.
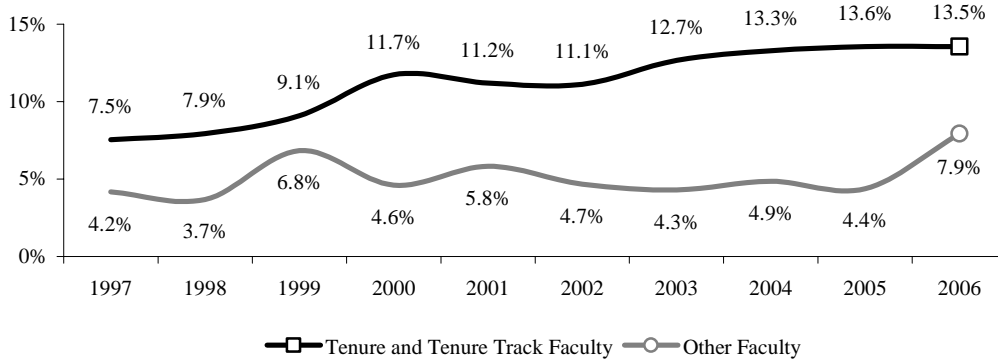
Source: Office of Institutional Research, University of Minnesota Planning Data.
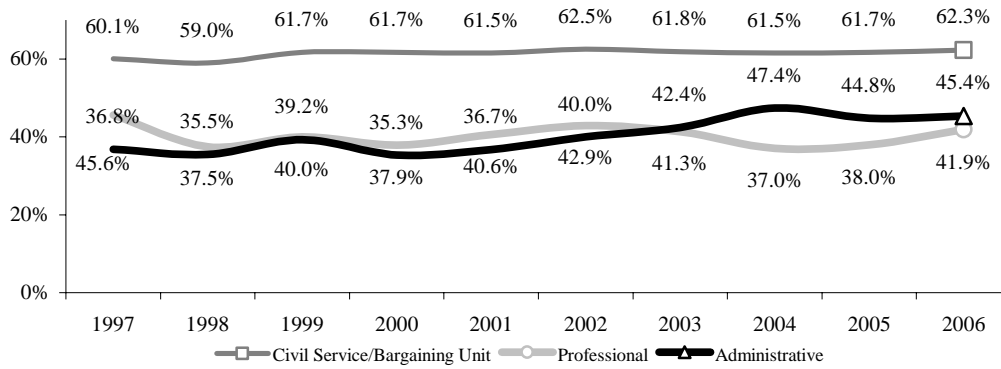
Staff Diversity

In 2006, the University of Minnesota Duluth had 1,500 staff in the Administrative, Professional, and Civil Service/Bargaining Unit (CS/BU) classifications. Of these, 58.4 percent were female, approximately the same percentage as in 1996.

Figures 3-12 and 3-13 show the percentage of female staff and staff of color, respectively,

during the period 1997-2006 for each of the three staff classifications.

Between 1997 and 2006, the number of staff of color at UMD decreased from 45 (4.7 percent) to 43 (4.0 percent). In 2006, 2 percent of UMD's staff members were American Indian, the highest percentage of any University of Minnesota campus.

Figure 3-12. Percentage of female staff employees, University of Minnesota Duluth, 1997-2006.

Source: Office of Institutional Research, University of Minnesota Planning Data.

Figure 3-13. Percentage of staff of color, University of Minnesota Duluth, 1997-2006.
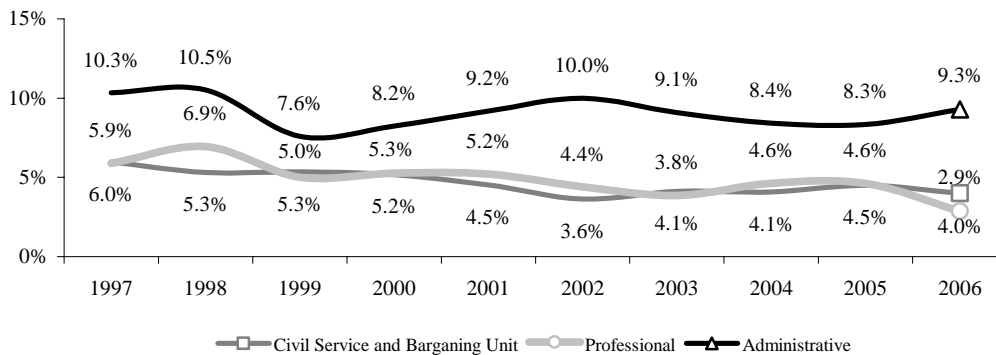
Source: Office of Institutional Research, University of Minnesota Planning Data.

4: University of Minnesota Morris

The mission of the University of Minnesota Morris is to provide an undergraduate liberal arts education of uncompromising rigor to students from around the region, the nation, and the world. This tightly focused mission as a public honors college has been at the core of the Morris campus since it opened its doors in 1960.

It is UMM's vision to be the best public liberal arts college in America. UMM values students who exhibit high academic potential and high motivation, and who are hard working and self-starters; faculty who excel as undergraduate teachers and successfully pursue a serious scholarly agenda, with measurable results; and staff who understand their important role in

the educational process and do their work with prideful excellence.

UMM's culture is characterized by an unwavering commitment to the liberal arts and to undergraduate learning and teaching, significant diversity (especially recognizing Native American heritage), the thoughtful integration of the curricular, co-curricular and extracurricular aspects of the student experience, and service to the community. The UMM experience requires a faculty dedicated to excellent classroom teaching and significant scholarship, and a curriculum traditional in its basic shape, but innovative in many of its particulars.

Morris Campus At A Glance

Founded
1959

Leadership
Jacqueline Johnson, Chancellor

Divisions
Education
Humanities
Interdisciplinary Studies
Science and Mathematics
Social Sciences

Degrees Offered
Bachelor of Arts

Academic Programs Offered
31 majors; 8 pre-professional programs

Fall 2006 Enrollment

Undergraduate	1,567
Non-degree	180
Total	1,747

Faculty Size (FY 2006)

Tenured/Tenure Track	114
Other Faculty	14

Undergraduate Degrees Awarded (FY 2006)
374

Living Alumni (FY 2007)
18,462 (graduates and non-grads)

Staff (FY 2006)

Civil Service/ Bargaining Unit	198
Professional and Administrative	99

Number of Buildings
28 (561,000 assignable square feet)

Expenditures (FY 2006)
$38,285,737

As a public liberal arts college, UMM is committed to offering access to students from all economic, social, and cultural backgrounds. UMM is deeply connected to its region and its people. UMM's students, faculty, and staff must reflect the diversity of the public in its region, state, and nation. UMM will maintain and enhance its national status even as it strengthens its deep regional links.

UMM's strategic plan builds on its national reputation as a nationally ranked public liberal arts college and as a leader in environmental and sustainability issues. UMM provides an undergraduate liberal arts education of uncompromising rigor for a diverse student body. UMM is committed to outstanding teaching and learning, research, genuine outreach, engagement, and diversity. UMM's residential academic setting fosters authentic relationships, and the University serves as an educational and cultural resource for the region, nation, and world. A personalized educational experience prepares graduates to be global citizens who are inter-culturally competent, civically engaged, and effective stewards of their environments.

The student-centered goals of the UMM strategic plan build on the exceptionally high participation rates and success of students in: study abroad, research and creative activities (including publications and presentations), service learning, civic engagement, leadership experiences, co-curricular activities, and graduate and professional study.

UMM will build on the strengths articulated above and to position itself in the top tier of national liberal arts colleges. To be successful in reaching this vision and ensuring relevance in the 21st century, UMM will pursue:

Exceptional undergraduate education by enhancing academic programming and student support, as well as by investing in recruitment and marketing, increased scholarship funding, and improved retention. UMM will:

- Develop a cohesive, yearlong First Year Experience.

- Create the Academic Center for Enrichment to better align services and provide opportunities for all students to participate in activities to enrich academics, research, and outreach in a personally engaging community environment.

- Increase our system-leading participation rates in study abroad and undergraduate research.

- Enhance and document participation in service learning and leadership opportunities.

- Expand the Undergraduate Research Symposium and the Undergraduate Research Opportunities Program and improve the Morris Academic Partner and Morris Student Administrative Fellowship program.

- Increase student participation and success in national scholarship competitions.

- Increase available scholarship and research funds to attract high-ability students through targeted fundraising efforts.

- Build upon its diverse student population and prepare for changing student demographics in Minnesota.

- Continue its legacy of high enrollment (highest in the system) of American Indian students and ensure adequate support to retain and graduate these students.

- Increase the percentage of students from outside Minnesota from 13 to 25 percent, including more international students.

- Increase first-year retention from 86 to 90 percent, and second-year retention from 77 to 85 percent.

- Increase the four-year graduation rate from 40 to 60 percent, the five-year rate from 56 to 75 percent, and the six-year rate from 57 to 80 percent.

Exceptional faculty and staff. The Morris campus has extraordinarily gifted and dedicated faculty and staff. To build upon this tradition of excellence, UMM's goals are to:

- Provide competitive compensation.

- Increase support for faculty research and travel and encourage collaborative activity comparable to that of other top-tier liberal arts institutions.

- Enhance recruitment and retention efforts by exploring joint appointments and other creative approaches to attract the highest caliber faculty.

- Provide formal mentoring and professional development programs for all faculty and staff to enhance effectiveness and to help new faculty strengthen their teaching skills.

An exceptional organization that enhances the student experience and better aligns faculty and staff resources with student enrollment and program needs. This will result in better academic and student services and greater efficiency and resource utilization. UMM also is planning new investments in state-of-the-art, flexible-use facilities to enhance student recruitment, facilitate community building and co-curricular activities, and better connect the campus with the external community. To achieve these goals UMM will:

- Update the Campus Master Plan, including environmental and technological master plans.

- Update residential life facilities to meet student expectations.

- Place units that interact with external audiences in a renovated Community Services Building.

- Renovate facilities including the dining, conferencing, and library facilities to meet the needs of students and improve their experience.

- Offer facilities and grounds comparable to top-tier national liberal arts colleges.

- Complete the Humanities/Fine Arts complex to support our commitment as a regional cultural center.

Exceptional innovation, including the development of academic infrastructure to further advance the honors experience; increased support for faculty research, scholarship, and creative endeavor; and partnerships with other academic institutions, government and research organizations. Specifically, UMM will:

- Create the Academic Center for Enrichment to provide enhanced opportunities to build on UMM's core values and increase visibility, participation, and program coordination.

- Initiate an academic program to develop student leadership skills and formally recognize their accomplishments.

- Add a digital institutional repository to achieve greater visibility for and national recognition of faculty research efforts and successes.

- Encourage and facilitate greater faculty participation and success in external scholarly awards, honors, and grants.

- Leverage UMM's green campus initiatives and energy research platform to become a model energy-self-sufficient campus through wind generation, bio-

mass heating and cooling, and expanded use of 'green' vehicles.

- Aggressively pursue nontraditional revenue sources such as the wind farm initiative to generate energy for resale.

- Provide innovative solutions to the economic, demographic, and energy challenges of West Central Minnesota.

- Build on relationships with universities in China, South Korea, Japan, and other nations.

- Develop and expand partnerships with other campuses in the University system and entities such as the West Central Research and Outreach Center and the Office of Public Engagement.

- Enhance summer and break programs such as Summer Scholars, Henjum Institute for Creative Study, and Symposium on Small Towns to increase facility use and serve the West Central Minnesota region.

- Incorporate civic engagement into teaching, learning, and research activities by providing opportunities for students to engage with regional communities through programs such as the existing K-12 Tutoring, Reading, Enabling Children (TREC) program.

- Enhance opportunities for lifelong learning for area residents.

Students

Figures 4-1, 4-2, and 4-3 and Tables 4-1 and 4-2 provide detailed information on the demographics of UMM students over the past decade. Recent declines in new entering student profiles are being addressed in UMM's new strategic planning efforts.

The college's commitment to diversity, recognizing its location in a rural, small town in a region of racial, ethnic, and religious homogeneity, is reflected in a student body that is 17 percent students of color. Over 21 percent of 2006 freshmen were students of color.

Figure 4-1. Average high school rank percentile of new, entering freshmen, University of Minnesota Morris, 1997-2006.
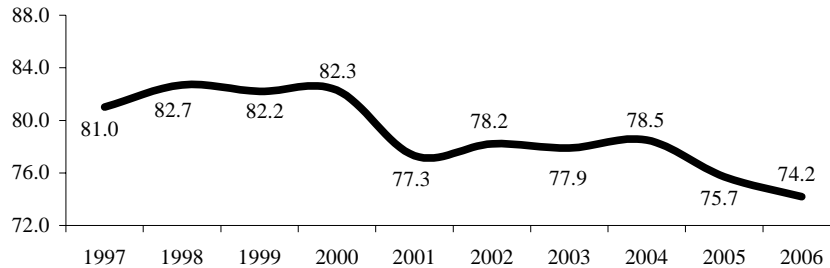
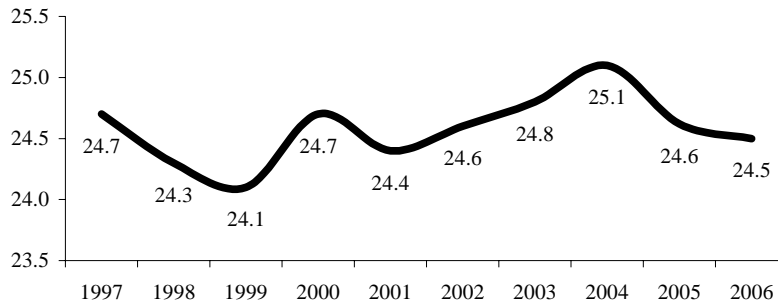Source: Office of Institutional Research, University of Minnesota.

Table 4-1. High school rank of freshmen, University of Minnesota Morris, 1997-2006.

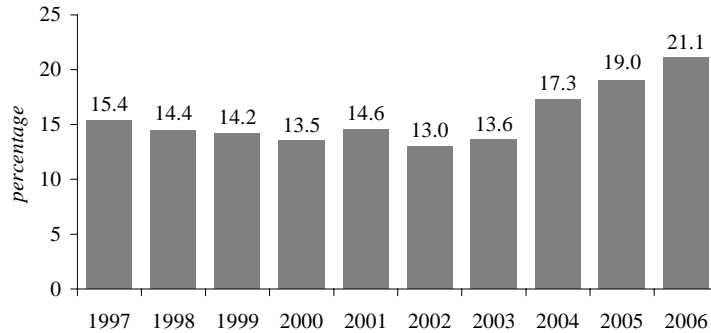| Rank	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
90-99 %	39%	43%	43%	41%	32%	33%	32%	35%	32%	28%
75-89	33	30	31	33	31	33	32	31	28	28
50-74	24	23	22	22	28	26	28	25	28	31
1-49	4	3	3	3	9	8	8	8	12	13

Source: Office of Institutional Research, University of Minnesota.

Figure 4-2. Average ACT score of new, entering freshmen, University of Minnesota Morris, 1997-2006.

Source: Office of Institutional Research, University of Minnesota

Figure 4-3. Percentage of entering freshmen of color, University of Minnesota Morris, 1997-2006.

Source: Office of Institutional Research, University of Minnesota

Table 4-2. Proportion of students by racial/ethnic group, University of Minnesota Morris, 1997-2006.

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
African American	5.6%	5.5%	5.2%	5.6%	4.7%	3.4%	2.8%	2.2%	1.9%	2.1%
American Indian	5.5	6.5	6.7	5.9	6.4	6.5	7.2	7.8	8.8	10.2
Asian/Pacific Islander	2.4	2.7	2.5	2.6	2.9	2.7	3.1	3.1	2.7	3.5
Caucasian	83.3	82.8	82.9	81.5	80.4	80.7	80.4	79.3	78.0	74.5
Chicano/Hispanic	1.6	1.1	1.2	1.4	1.4	1.6	1.5	1.5	1.4	1.5
International	1.3	0.4	0.8	0.3	0.8	1.1	1.1	1.2	1.1	1.7
Not Reported	0.4	0.9	0.7	2.7	3.4	3.9	3.9	4.8	6.1	6.5

Source: Office of Institutional Research, University of Minnesota
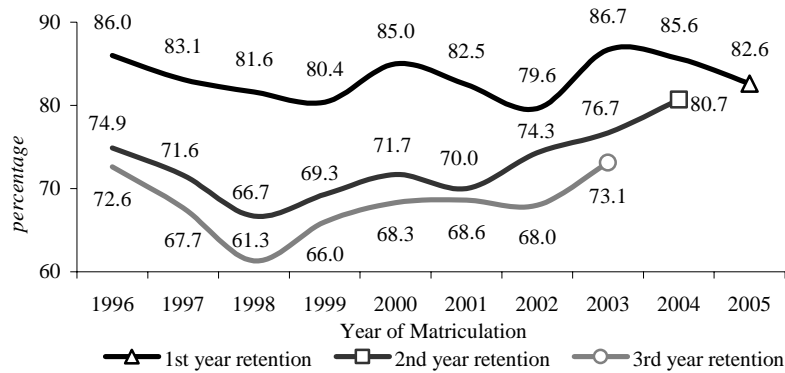
Retention and Graduation Rates

Figures 4-4 and 4-5 show UMM's retention rates over the past decade. Second- and third-year retention rates at Morris rose to new highs (4 percentage points and 5.1 percentage points over the previous year, respectively) while first-year retention was down 3 percentage points. Retention rates for students of color continue to lag those of all students, although second- and third-year rates have shown marked improvement.

Figures 4-6 and 4-7 provide information on graduation rates for students matriculating dur-

ing 1993-2002. Four-, five-, and six-year graduation rates at UMM have traditionally been high on a national scale for public institutions. However, the trend over the past eight years has been generally flat, although showing slight improvement in the last several years. Graduation rates for students of color have declined during the period.

UMM has set four-, five-, and six-year graduation rate goals for 2012 of 60 percent, 75 percent, and 80 percent, respectively.

Figure 4-4. First-, second-, and third-year retention rates (percentage) for first-time, full-time new entering students, by year of matriculation, University of Minnesota Morris, 1996-2005.

Source: University of Minnesota 2007 NHS Student Graduation/Retention Report
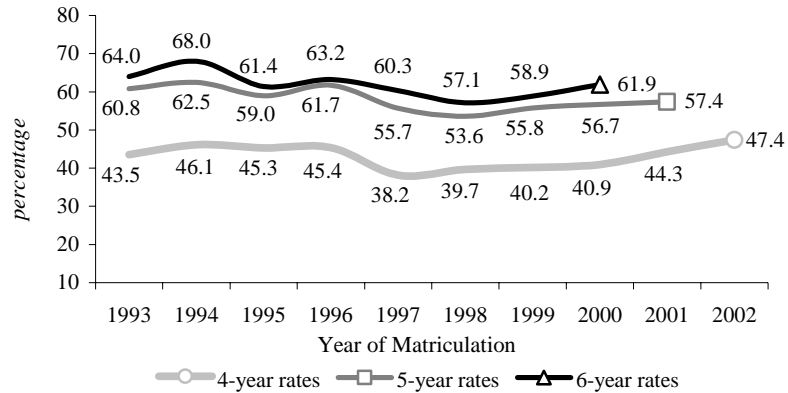
Figure 4-5. University of Minnesota Morris first-, second-, and third-year retention rates (percentage) for students of color, 1996 – 2005.
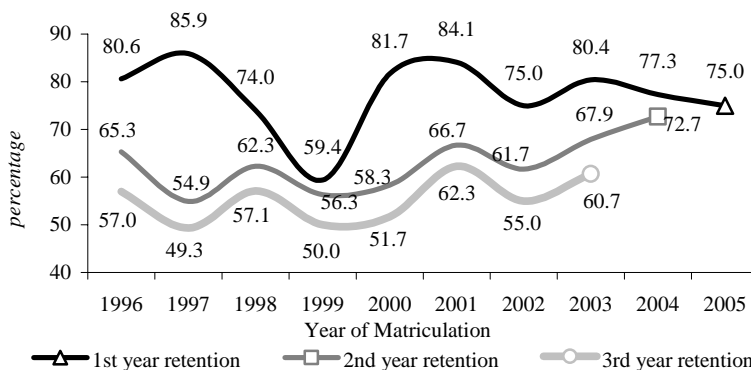
Source: University of Minnesota 2007 NHS Student Graduation/Retention Report
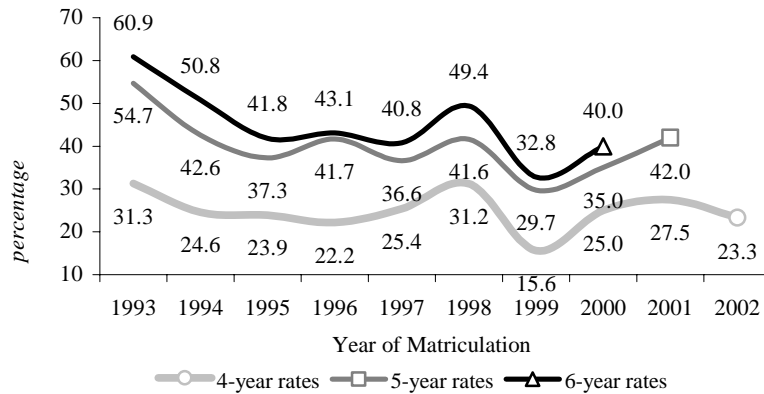
Figure 4-6. 4-, 5-, and 6-year graduation rates, University of Minnesota Morris, 1993-2002.

Source: University of Minnesota 2007 NHS Student Graduation/Retention Report
Note: Rates include students who transferred from one University campus to another and gradu-
ated (e.g., a student who matriculated at Morris and graduated from the Twin Cities is counted as
a Morris graduate). The University also reports graduation rates to a national database (IPEDS);
it includes only students who matriculated at and graduated from the same campus; these rates are
somewhat lower than those shown above.

Figure 4-7. 4-, 5-, and 6-year student of color graduation rates, University of Minnesota Morris, 1993-2002.

Source: University of Minnesota 2007 NHS Student Graduation/Retention Report

Student Satisfaction

Over the past 10 years the University has placed increased emphasis on improving the student experience. A variety of programs have been launched to achieve this objective, and the Student Experiences Survey has been administered periodically since 1997 to measure results. UMM students report the highest level of satisfaction of any within the University of Minnesota system.

Figure 4-8 summarizes the responses in 10 key areas at UMM. Major gains were achieved in overall satisfaction, classroom quality, availability of places to study, overall physical environment, and cost of attendance. The level of overall satisfaction among students of color was virtually unchanged as was all students' satisfaction with academic quality.

Figure 4-8. Undergraduate student experiences survey results, University of Minnesota Morris, 1997-2007.
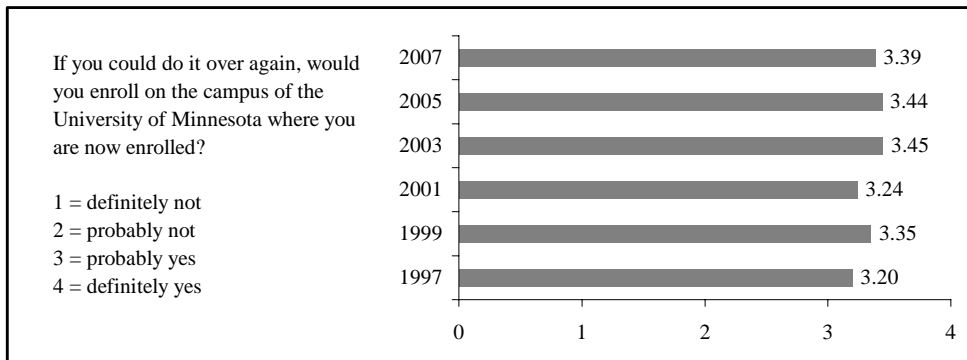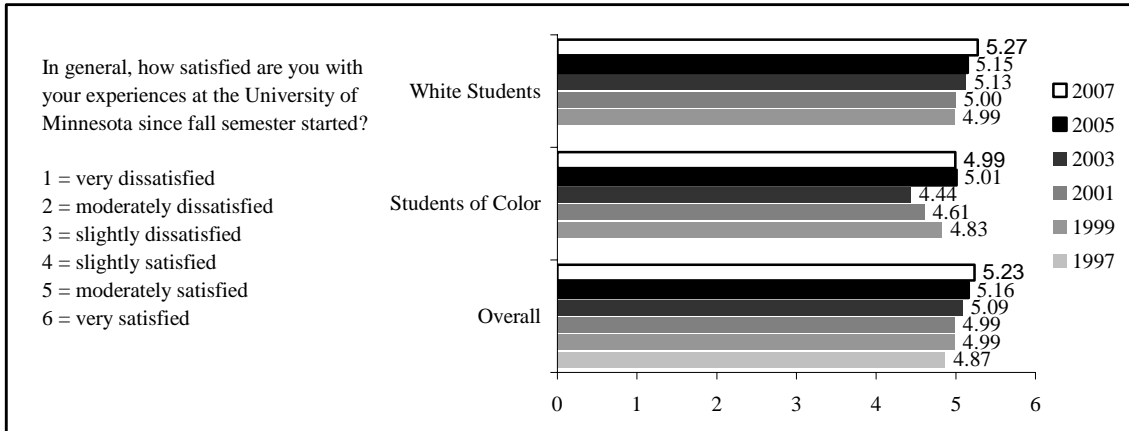
Figure 4-8 (continued). Morris campus undergraduate student experiences survey results, 1997-2007.
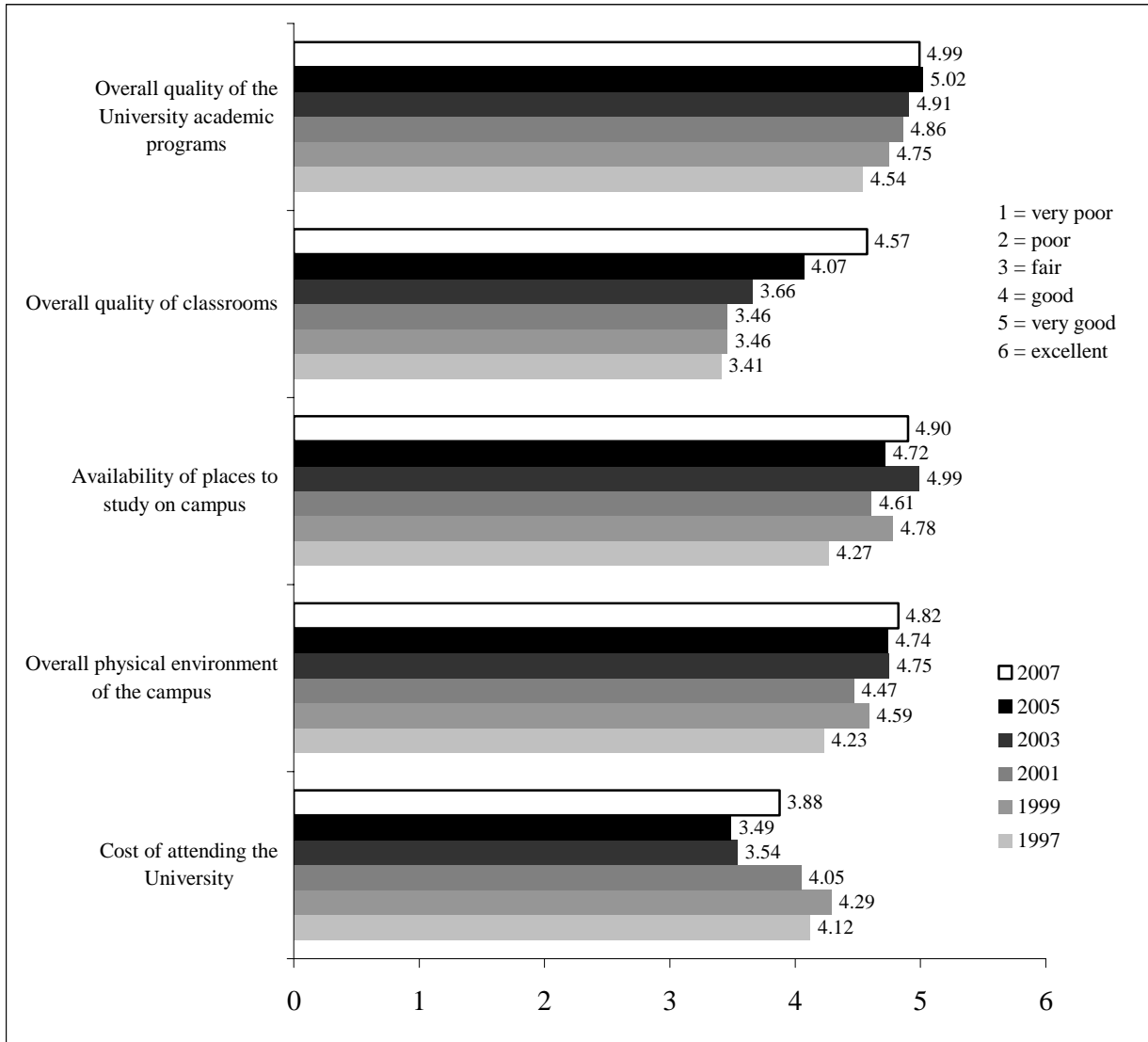

Source: Office of Institutional Research, University of Minnesota.

Faculty Salary and Compensation

The American Association of University Professors (AAUP) conducts annual salary and compensation nationwide surveys of full-time instructional faculty (excluding medical school faculty).

Comparing salaries and compensation across institutions and campuses, however, is inherently imperfect because they differ in many ways, e.g., mission, public vs. private, size, mix of disciplines, etc. Cost-of-living, tax burden, and variations in fringe benefits only add to the imperfection.

In addition, it is important to emphasize that changes in average salary reflect not only salary increases for continuing faculty but also are influenced by retirements, promotions, and

new hires. Thus, percentage changes will be different than those stipulated in an annual salary plan. This is true for all campuses nationwide. These differences will vary from year to year, and they can be very significant when the cohort sizes are relatively small.

UMM's comparative group of 13 public and private institutions nationwide is representative of the kinds of campuses with which UMM competes in recruiting and retaining faculty.

As Tables 4-3 and 4-4 indicate, UMM faculty salaries at all levels are below the average of its comparative group, while compensation is above the comparative group average at all levels except full professor.

Table 4-3. Average faculty salary for University of Minnesota Morris and comparative group institutions, 2004-05 – 2006-07.

Average Salary

Category	2004-2005	2005-2006	2006-2007
Full Professor Comparative Group Average* % Change	$76,296	$78,732 +3.2%	$82,120 +4.3%
UM – Morris % Change	**$70,130**	**$72,536** +3.4%	**$73,563** +1.4%
Associate Professor Comparative Group Average* % Change	$59,176	$60,602 +2.4%	$63,368 +4.6%
UM – Morris % Change	**$54,910**	**$56,847** +3.5%	**$59,732** +5.1%
Assistant Professor Comparative Group Average* % Change	$48,673	$50,160 +3.1%	$52,882 +5.4%
UM – Morris % Change	**$42,555**	**$44,727** +5.1%	**$48,243** +7.9%

* Average excluding University of Minnesota Morris.
Source: Association of American University Professors Faculty Compensation Survey.

Table 4-4. Average faculty compensation for University of Minnesota Morris and comparative group institutions, 2004-05 – 2006-07.

Average Compensation

Category	2004-2005	2005-2006	2006-2007
Full Professor			
Comparative Group Average*	$97,443	$100,825	$105,402
% Change		3.5%	+4.5%
UM – Morris	**$96,021**	**$100,399**	**$104,421**
% Change		+4.6%	+4.0%
Associate Professor			
Comparative Group Average*	$75,889	$78,108	$81,768
% Change		+2.9%	+4.7%
UM – Morris	**$77,536**	**$81,407**	**$87,678**
% Change		+5.0%	+7.7%
Assistant Professor			
Comparative Group Average*	$62,637	$64,496	$68,073
% Change		+3.0%	+5.5%
UM – Morris	**$62,531**	**$66,736**	**$73,771**
% Change		+6.7%	+10.5%

* Average excluding University of Minnesota Morris.
Source: Association of American University Professors Faculty Compensation Survey.

Tables 4-5, 4-6, and 4-7 show UMM faculty salary and compensation averages at the full-, associate-, and assistant-level ranks relative to its comparative group. For 2006-07, while average salary ranked in the bottom half at the full, associate, and assistant professor levels, average compensation ranked in the top third at all levels.

Full Professors

Table 4-5. Full professor average salary and compensation for University of Minnesota Morris and comparative group, 2006-2007.

Rank	Institution	Salary		Rank	Institution	Compensation
1	Carleton College	$105,028		1	Carleton College	$135,778
2	Macalester College	103,032		2	Ramapo College of New Jersey	135,149
3	Ramapo College of New Jersey	100,296		3	Macalester College	131,989
4	St Mary's College of Maryland	82,693		4	University of Mary Washington	108,194
5	St. Olaf College	81,871		5	St. Olaf College	106,023
6	University of Mary Washington	81,669		**6**	**University of Minnesota-Morris**	**104,421**
7	University of North Carolina at Asheville	77,920		7	St Mary's College of Maryland	102,350
8	Saint Johns University	76,295		8	College of Saint Benedict	98,942
9	College of Saint Benedict	76,166		9	Saint Johns University	98,017
10	Gustavus Adolphus College	76,082		10	Gustavus Adolphus College	97,507
11	**University of Minnesota-Morris**	**73,563**		11	University of North Carolina at Asheville	96,679
12	Concordia College at Moorhead	71,999		12	Hamline University	87,971
13	Hamline University	69,916		13	Concordia College at Moorhead	86,492
14	University of Maine at Farmington	64,593		14	University of Maine at Farmington	85,133

Source: Association of American University Professors Faculty Compensation Survey, 2006-2007

Associate Professors

Table 4-6. Associate professor average salary and compensation for University of Minnesota Morris and comparative group, 2006-2007.

Rank	Institution	Salary		Rank	Institution	Compensation
1	Ramapo College of New Jersey	$81,978		1	Ramapo College of New Jersey	$110,465
2	Macalester College	76,262		2	Carleton College	98,925
3	Carleton College	74,629		3	Macalester College	97,338
4	St. Olaf College	65,332		**4**	**University of Minnesota-Morris**	**87,678**
5	St Mary's College of Maryland	61,428		5	St. Olaf College	86,194
6	College of Saint Benedict	61,407		6	University of Mary Washington	80,864
7	Saint Johns University	61,145		7	Saint Johns University	80,423
8	University of Mary Washington	61,045		8	College of Saint Benedict	78,978
9	Gustavus Adolphus College	60,494		9	Gustavus Adolphus College	76,575
10	**University of Minnesota-Morris**	**59,732**		10	St Mary's College of Maryland	76,500
11	University of North Carolina at Asheville	59,491		11	University of North Carolina at Asheville	74,765
12	Concordia College at Moorhead	57,049		12	Concordia College at Moorhead	68,960
13	Hamline University	54,085		13	Hamline University	68,074
14	University of Maine at Farmington	49,433		14	University of Maine at Farmington	65,315

Source: Association of American University Professors Faculty Compensation Survey, 2006-2007

Assistant Professors

Table 4-7. Assistant professor average salary and compensation for University of Minnesota Morris and comparative group, 2006-2007.

Rank	Institution	Salary	Rank	Institution	Compensation
1	Carleton College	$65,697	1	Carleton College	$87,532
2	Macalester College	61,799	2	Ramapo College of New Jersey	79,995
3	Ramapo College of New Jersey	59,366	3	Macalester College	78,510
4	St. Olaf College	52,771	**4**	**University of Minnesota-Morris**	**73,771**
5	Gustavus Adolphus College	52,722	5	St. Olaf College	68,457
6	College of Saint Benedict	52,722	6	College of Saint Benedict	68,345
7	University of North Carolina at Asheville	52,579	7	University of North Carolina at Asheville	66,750
8	St Mary's College of Maryland	51,906	8	Gustavus Adolphus College	66,185
9	Saint Johns University	50,189	9	St Mary's College of Maryland	65,397
10	Concordia College at Moorhead	49,567	10	University of Mary Washington	64,669
11	University of Mary Washington	48,830	11	Saint Johns University	63,878
12	Hamline University	48,645	12	Hamline University	61,227
13	**University of Minnesota-Morris**	**48,243**	13	Concordia College at Moorhead	59,477
14	University of Maine at Farmington	40,025	14	University of Maine at Farmington	54,530

Source: Association of American University Professors Faculty Compensation Survey, 2006-2007

Faculty and Staff Diversity

Between 1997 and 2006, the total faculty at UMM increased by 14; 13 of these were female faculty positions, mostly in non-tenured positions. Figure 4-9 shows the percentage of female tenured/tenure track faculty and other faculty for the period 1997-2006.

Figure 4-10 shows the percentage of tenured/tenure track faculty of color and other faculty of color for the same period.

Figure 4-11 shows the ethnic and racial diversity of the UMM faculty.

Figures 4-12 and 4-13 show the percentage of female staff and staff of color, respectively, during the period 1997-2006 for each of the three staff classifications.

In 2006, the University of Minnesota Morris had 179 staff in the Administrative, Professional, and Civil Service/Bargaining Unit (CS/BU) classifications. Of these, 60.3 percent were female, the highest percentage of any University of Minnesota campus. This percentage increased from 57.5 percent in 1997.

The number of staff of color was about the same in 2006 as in 1997, although the percentage dropped slightly.
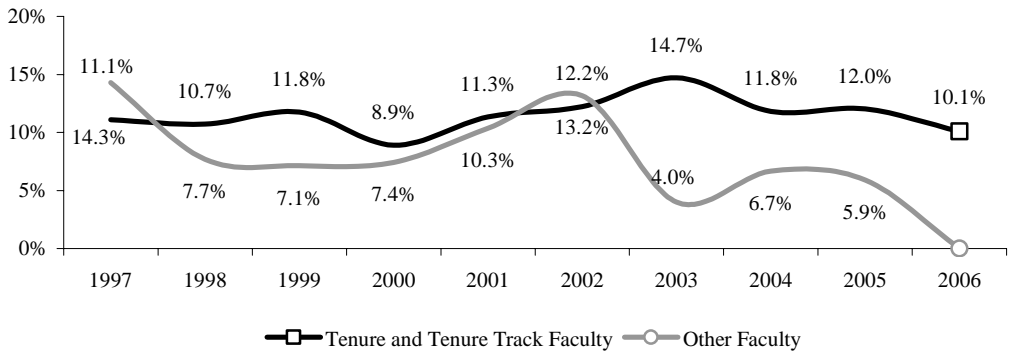
Figure 4-9. Female faculty at University of Minnesota Morris, 1997-2006.
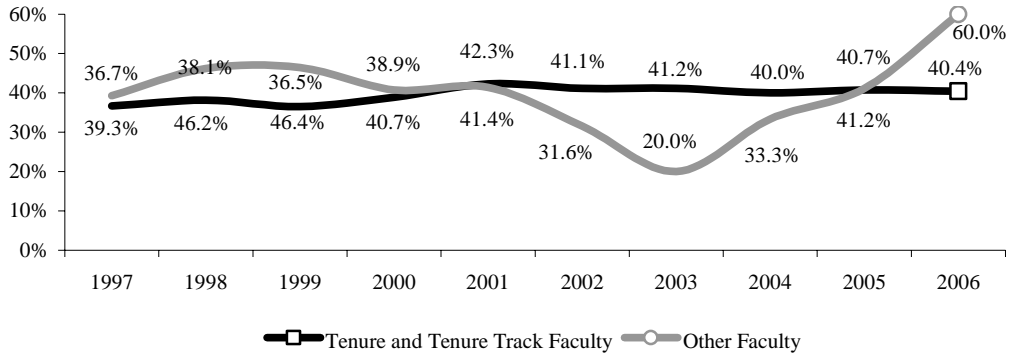
Legend: ■ Tenure and Tenure Track Faculty   ○ Other Faculty
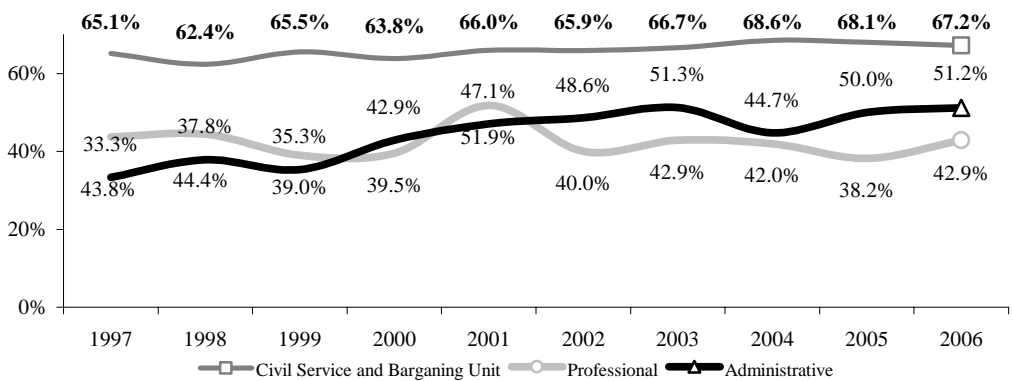
Source: Office of Institutional Research, University of Minnesota Planning Data.

Figure 4-10. Faculty of color at University of Minnesota Morris, 1997-2006.

Legend: ■ Tenure and Tenure Track Faculty   ○ Other Faculty

Source: Office of Institutional Research, University of Minnesota Planning Data.

Figure 4-11. Percentage of female staff employees, University of Minnesota Morris, 1997-2006.

Legend: □ Civil Service and Barganing Unit   ○ Professional   △ Administrative

Source: Office of Institutional Research, University of Minnesota Planning Data.

Figure 4-12. Percentage of staff of color, University of Minnesota Morris, 1997-2006.

Source: Office of Institutional Research, University of Minnesota Planning Data.

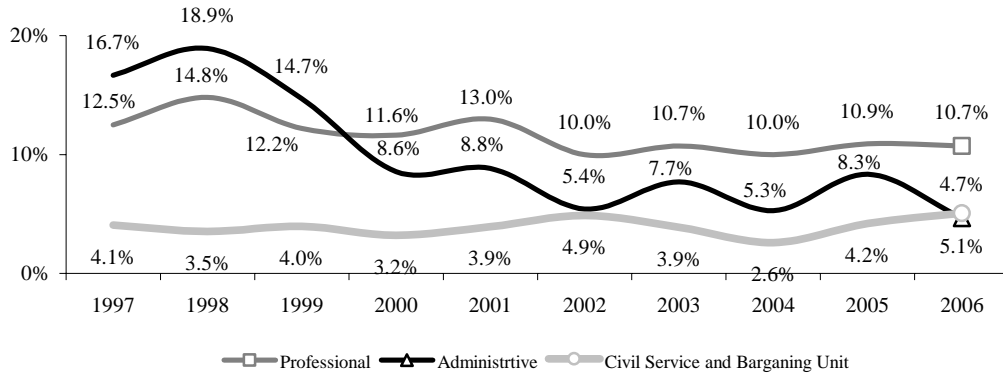**4: Morris Campus**

5: University of Minnesota, Crookston

The University of Minnesota, Crookston (UMC), established in 1965 on the foundation of the Northwest School of Agriculture, provides its unique contribution through applied, career-oriented learning programs that combine theory, practice and experimentation in a technologically rich environment.

The Crookston campus delivers a personal and exceptional hands-on educational experience where students become leaders; innovate with technology; explore through learning and research and earn a University of Minnesota degree. Graduates secure a quality career and are successful in competing in the global marketplace. The campus provides 26 undergraduate degree programs and 50 concentrations, including new and enhanced programs in agronomy, biology, horticulture and equine science and animal science with pre-veterinary options. Unique programs include aviation and natural resources law enforcement. The highly successful business program continues to be in demand. More than $1 million in merit and competitive scholarships are awarded annually. New facilities include a new student center and modern apartment-style living and learning area named Centennial Hall.

NOTE: As part of its strategic planning process, UMC, in collaboration with the University's Office of Institutional Research, has identified a new group of peer institutions on which to benchmark its performance: the University of Wisconsin-Stout, Northern Sate University, Dakota State University, Delaware Valley College, Bemidji State University.

Crookston Campus At A Glance

Founded
1905

Leadership
Charles Casey, Chancellor

Degrees Offered
Bachelor of Applied Health
Bachelor of Science
Bachelor of Manufacturing Management
Associate in Applied Science
Associate in Science

Programs Offered
24 four-year degrees
6 two-year degrees

Fall 2006 Enrollment
Undergraduate	1,053
Non-degree	1,361
Total	2,414

Undergraduate Degrees Awarded (FY 2006) 251

Faculty Size (FY 2006)
Tenured/Tenure Track	45
Other Faculty	9

Alumni (FY 2004)
Living Alumni	7,066

Staff (FY 2006)
Civil Service/ Bargaining Unit	114
Professional and Administrative	71

Number of Buildings
38 (367,442 assignable square feet)

Expenditures (FY 2006)
$21,747,432

UMC has established a vision for its future as an innovative, competitive, and culturally transformed campus known for its exceptional undergraduate experience and for the unparalleled value it creates for the region. The campus strives to be distinctive, and at the same time, firmly aligned with the University's core purposes. UMC will be known for graduates that are known for superior technology and communication skills, strong leadership potential, and the ability not just to get a job, but to create jobs for the region and the state.

UMC will accomplish these goals through:

Exceptional undergraduate education.
UMC is working to calculate how many students its physical plant can accommodate and develop a time-certain plan to reach that capacity. Specific, program-by-program goals and strategies to increase new high school and advanced standing recruitment, year-to-year retention, and graduation rates will be developed.

UMC must expand its choice of degree programs to attract more students and retain them for four years. New programs should: be mission driven, meet demonstrable student and employer demand, leverage existing strengths and capacities, be based on solid cost-benefit estimates, and have an exit strategy.

Recruiting more international students presents an opportunity for the Crookston campus to simultaneously attract a larger and more diverse student body, and potentially contribute to the region's economic development by attracting talented students and faculty from around the world. UMC will also focus on preparing all students to succeed in a global marketplace.

A unique commitment to experiential learning differentiates UMC from its peers by adding quality to the curriculum and value to the un-dergraduate experience. UMC students gain valuable real world experience to complement experiential learning opportunities embedded in the regular curriculum. Internship and service learning programs are strong and should remain so. A campus-wide emphasis on undergraduate research is consistent with the University's research goal and the campus commitment to experiential learning. It also underscores the need to increase support for faculty research. Interdisciplinary, collaborative research of the kind envisioned by the Center for Sustainable Development is a campus priority.

An exceptional organization. Moving forward requires strong and steady leadership, consistency in both message and action, and long-term commitment to core values. Broad dialogue is necessary to ensure a shared expectation for change. In its traditional service area of nearby counties, many perceive UMC as offering a limited portfolio of technical programs, consistent with the mission of the campus 20 years ago. Strategic positioning offers an ideal opportunity for UMC to define its identity and craft a message for the future that firmly aligns UMC with the University system brand, Driven to Discover™.

The University of Minnesota system is rightly known as the economic engine of the state, but personal income in northwestern counties lags behind the metro area and the gap is growing. As the system's most important and visible presence in the region, the Crookston campus should resolve to be and be seen as an economic engine for northwest Minnesota. UMC should strengthen its presence as the regional hub of activity for creative talent of all kinds—teachers and scientists, entrepreneurs and business builders, social service providers and community leaders.

The University of Minnesota, Crookston seeks to become northwestern Minnesota's preferred provider of high-value, polytechnic under-graduate education that prepares diverse and deserving learners for rewarding careers and better lives.

UMC strives to enhance the well-being of the region by offering outcome-oriented, teaching-focused, polytechnic professional programs that prepare graduates for career success and for community leadership in a multi-racial and multicultural world; deploy innovative tech-nology-based formats and delivery systems so all ambitious and intellectually curious stu-dents can acquire a University of Minnesota education; generate and preserve knowledge, understanding, and creativity by conducting high-quality applied research and scholarly work with an emphasis on the needs of north-western Minnesota, but with potential applica-tion across the state, nation, and world; and

extend, exchange, and apply knowledge that enriches society and solves problems.

Students

Figures 5-1 – 5-3 and Tables 5-1 and 5-2 pro-vide detailed information on UMC student demographics over the past decade.

The college has made progress in terms of the profile of new entering students in the past decade. The average high school class rank of new, entering freshmen of 56.9 percent in 2006 and average ACT composite score of 20.9, while lower than the previous year, are indicative of that improvement.

Progress in improving the diversity of the stu-dent population is also noteworthy. In fall 2006, 7.4 percent of new freshmen were stu-dents of color, down slightly from last year's record high.

Figure 5-1. Average high school rank percentile of new, entering freshmen, University of Minnesota, Crookston, 1997-2006.
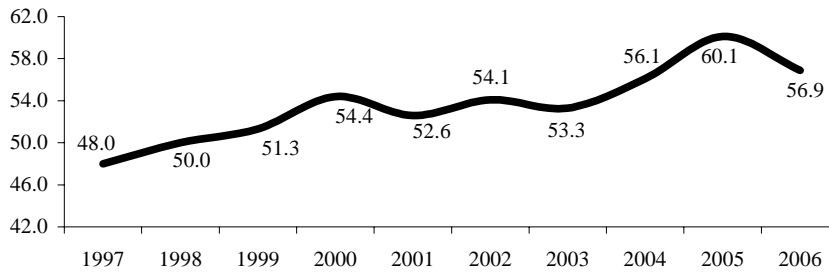
Source: Office of Institutional Research, University of Minnesota.

Table 5-1. High school rank of freshmen, University of Minnesota, Crookston, 1997-2006.

Rank	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
90-99 %	4%	7%	7%	10%	7%	5%	6%	9%	14%	8%
75-89	16	14	13	16	18	18	16	21	18	18
50-74	26	30	33	29	29	32	35	29	35	38
1-49	54	50	47	45	46	45	43	41	33	35

Source: Office of Institutional Research, University of Minnesota

Figure 5-2. Average ACT score of new, entering freshmen, University of Minnesota, Crookston, 1997-2006.

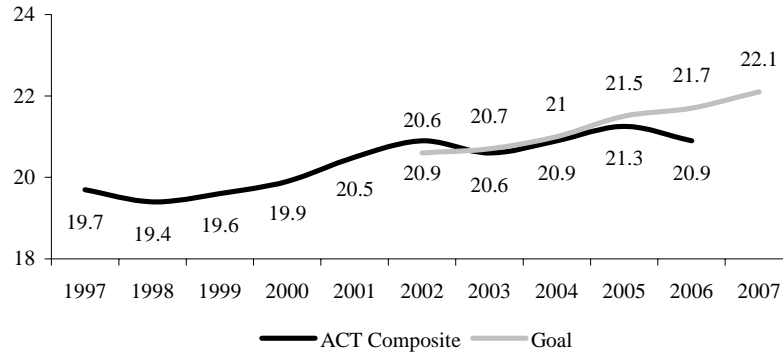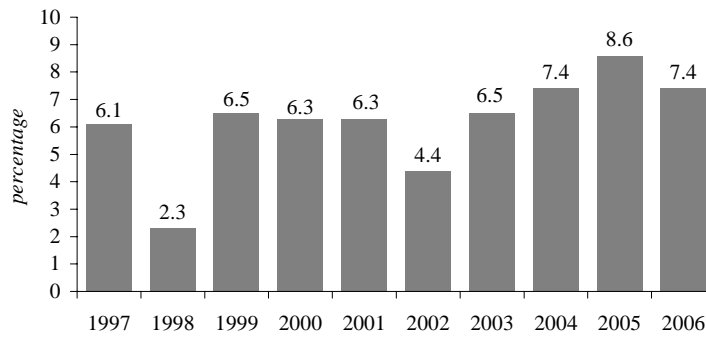Source: Office of Institutional Research, University of Minnesota

Figure 5-3. Percentage of entering freshmen of color, University of Minnesota, Crookston, 1997-2006.

Source: Office of Institutional Research, University of Minnesota

Table 5-2. Proportion of undergraduate students by racial/ethnic group, University of Minnesota, Crookston, 1999-2006.

	1999	2000	2001	2002	2003	2004	2005	2006
African American	2.6%	2.9%	2.5%	2.2%	2.6%	2.3%	4.0%	4.3%
American Indian	0.6	0.3	0.5	0.4	0.8	0.9	1	0.9
Asian/Pacific Islander	0.6	0.9	1.7	1.5	1	1.4	1.4	1.8
Caucasian	91.3	88.3	86.7	85.6	83.8	83.2	81.8	81.5
Chicano/Hispanic	1.3	1	1.2	1	1.5	1.6	1.6	1.7
International	2.6	3	2.7	2.8	2.9	3.1	2.8	4.2
Not Reported	1.0	3.6	4.6	6.4	7.3	7.6	7.3	5.6

Note: Excludes CHIS (College in the High School Program) students
Source: Office of the Registrar, University of Minnesota, Crookston

Retention and Graduation Rates

Figures 5-4 and 5-5 show UMC's retention rates over the past decade. First-year retention rates increased nearly 4 percentage points from the previous year and second- and third-year rates improved slightly. Because of the small number of UMC students of color, retention rates fluctuate widely from year to year and meaningful comparisons cannot be made.

Figure 5-6 shows the graduation rate trends for Crookston students matriculating during 1994 to 2002. All rates declined over the period,

although four- and five-year graduation rates improved in the most recent reporting period.

UMC is focusing on addressing the underlying factors that will ultimately improve campus retention and graduation rates. As existing academic programs are strengthened, and student life programming and facilities are improved, both retention and graduation rates are expected to increase.

UMC has established four-, five-, and six-year graduation rate goals for 2012 of 40 percent, 50 percent, and 55 percent, respectively.

Figure 5-4. First-, second-, and third-year retention rates (percentage) for first-time, full-time new entering students, by year of matriculation, University of Minnesota, Crookston, 1996-2005.
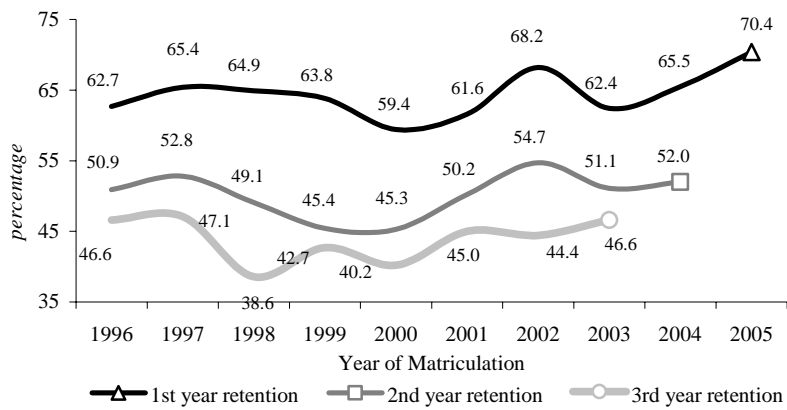
Source: University of Minnesota 2007 NHS Student Graduation/Retention Report

Figure 5-5. University of Minnesota, Crookston first-, second-, and third-year retention rates (percentage) for students of color, 1996-2005.
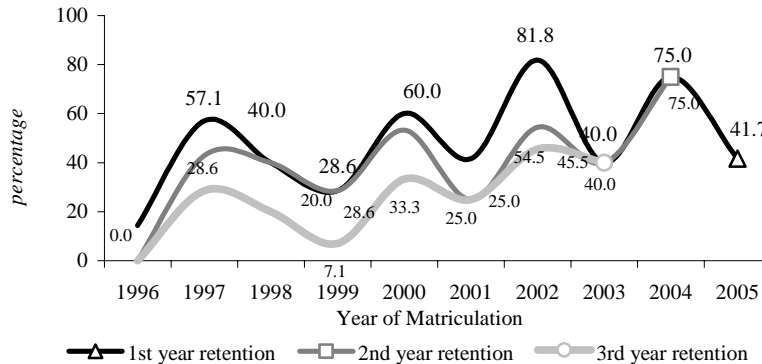
Source: University of Minnesota 2007 NHS Student Graduation/Retention Report

Figure 5-6. 4-, 5-, and 6-year graduation rates, University of Minnesota, Crookston, 1994-2002.

Source: University of Minnesota 2007 NHS Student Graduation/Retention Report
Note: Rates include students who transferred from one University campus to another and graduated
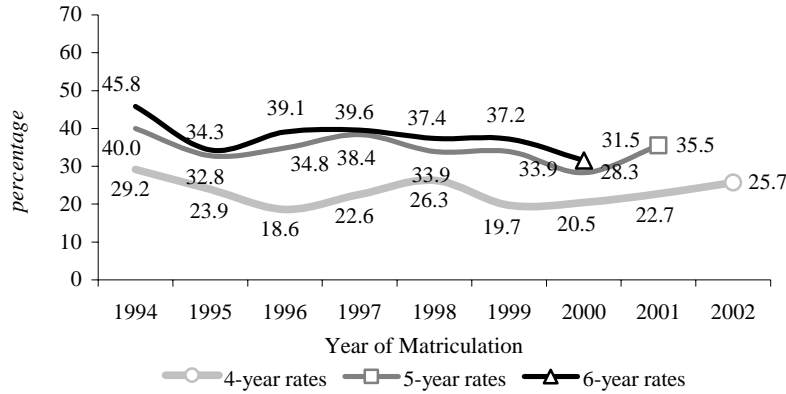(e.g., a student who matriculated at Crookston and graduated from Duluth is counted as a Crookston
graduate). The University also reports graduation rates to a national database (IPEDS); it includes
only students who matriculated at and graduated from the same campus; these rates are somewhat
lower than those shown above.

Student Satisfaction

Over the past 10 years the University has placed increased emphasis on improving the student experience. A variety of programs have been launched to achieve this objective, and the Student Experiences Survey has been administered periodically since 1997 to measure results.

Figure 5-7 summarizes the responses in 10 key areas at UMC. In general, the ratings reflect a high degree of satisfaction by students with their educational experience. A general upward trend is observable with the exception of cost and physical environment.

Figure 5-7. Undergraduate student experiences survey results, University of Minnesota, Crookston, 1997-2007.
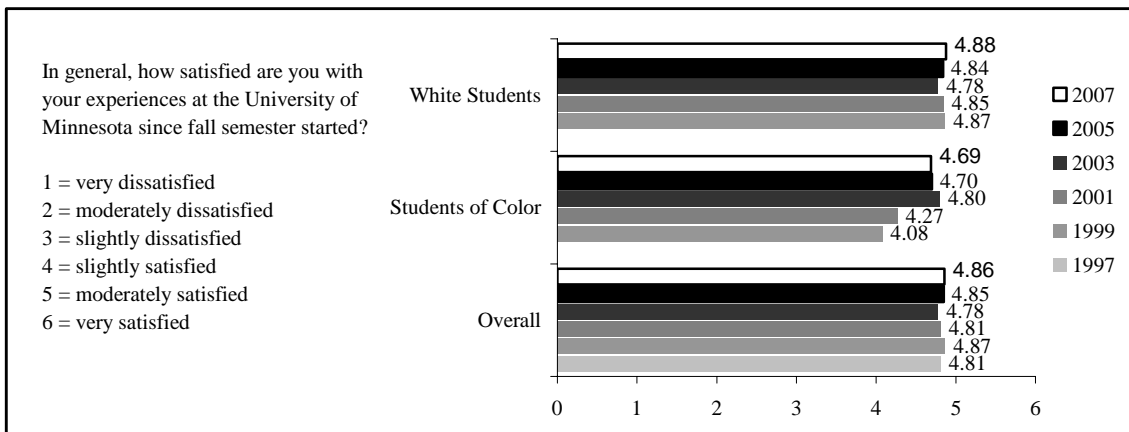
Figure 5-7 (continued). Crookston campus undergraduate student experiences survey results. 1997-2007.

If you could do it over again, would you enroll on the campus of the University of Minnesota where you are now enrolled?

1 = definitely not
2 = probably not
3 = probably yes
4 = definitely yes

Year	Value
2007	3.09
2005	3.18
2003	3.05
2001	3.17
1999	3.25
1997	2.85

1 = very poor
2 = poor
3 = fair
4 = good
5 = very good
6 = excellent

Overall quality of the University academic programs: 4.29, 4.66, 4.58, 4.39, 4.38, 4.06

Overall quality of classrooms: 4.20, 4.19, 4.66, 4.35, 4.48, 4.15

Availability of places to study on campus: 4.55, 4.33, 4.46, 4.45, 4.29, 4.19

Overall physical environment of the campus: 4.41, 4.41, 4.43, 4.55, 4.88, 4.57

Cost of attending the University: 3.44, 2.90, 3.23, 3.29, 3.41, 2.98

2007, 2005, 2003, 2001, 1999, 1997

Source: Office of Institutional Research, University of Minnesota.

Faculty Salary and Compensation

Comparisons based on American Association of University Professors (AAUP) annual nationwide surveys cover full-time instructional faculty and exclude medical school faculty. The Crookston campus's salary and compensation comparative group of 10 institutions nationwide (see Table 5-5) is representative of the kinds of campuses with which UMC competes in recruiting and retaining faculty.

However, comparing salaries and compensation across campuses is inherently imperfect because campuses differ in many ways, e.g., mission, public vs. private, size, mix of disciplines, etc. Cost-of-living, tax burden, and variations in fringe benefits only add to the imperfection.

In addition, it is important to emphasize that changes in average salary reflect not only salary increases for continuing faculty but also

are influenced by retirements, promotions, and new hires. Thus, percentage changes will be different than those stipulated in an annual salary plan. This is true for all campuses nationwide. These differences will vary from year to year, and they can be very significant when the cohort sizes are relatively small.

As shown in Tables 5-3 – 5-7, UMC outperformed its comparative group institutions in average salaries and compensation for faculty at the professor, associate professor, and assistant professor levels. For full professors, UMC faculty rank 1st in average salary and average compensation. At the associate professor level, UMC faculty rank 3rd in average salary and 1st in average compensation. At the assistant professor level, UMC faculty rank 2nd in average salary and 1st in average compensation.

Table 5-3. Average faculty salary for University of Minnesota, Crookston and comparative group institutions, 2004-05 to 2006-07.

Average Salary

Category	2004-2005	2005-2006	2006-2007
Full Professor			
Comparative Group Average*	$65,510	$66,924	$69,317
% Change		+2.2%	+3.6%
UM, Crookston	**$74,009**	**$73,251**	**$75,989**
% Change		-1.0%	+3.7%
Associate Professor			
Comparative Group Average*	$53,924	$55,519	$57,423
% Change		+3.0%	+3.4%
UM, Crookston	**$60,847**	**$61,386**	**$59,797**
% Change		+0.9%	-2.6%
Assistant Professor			
Comparative Group Average*	$44,447	$45,911	$47,920
% Change		+3.3%	+4.4%
UM, Crookston	**$52,046**	**$50,649**	**$53,920**
% Change		-2.7%	+6.5%

Source: Association of American University Professors Faculty Compensation Survey.
*Average excluding University of Minnesota, Crookston

Table 5-4. Average faculty compensation for University of Minnesota, Crookston and comparative group institutions, 2004-05 to 2006-07.

Average Compensation

Category	2004-2005	2005-2006	2006-2007
Full Professor			
Comparative Group Average*	$84,047	$86,549	$89,431
% Change		+3.0%	+3.3%
UM, Crookston	**$100,732**	**$101,265**	**$107,358**
% Change		+0.5%	+6.0%
Associate Professor			
Comparative Group Average*	$70,689	$72,985	$75,497
% Change		+3.2%	+3.4%
UM, Crookston	**$84,751**	**$86,901**	**$87,753**
% Change		+2.5%	+1.0%
Assistant Professor			
Comparative Group Average*	$58,759	$61,085	$64,015
% Change		+4.0%	+4.8%
UM, Crookston	**$74,058**	**$73,904**	**$80,643**
% Change		-0.2%	+9.1%

Source: Association of American University Professors Faculty Compensation Survey.
*Average excluding University of Minnesota, Crookston

Full Professors

Table 5-5. Full professor average salary and compensation for University of Minnesota, Crookston and comparative group, 2006-2007.

Rank	Institution	Salary	Rank	Institution	Compensation
1	**University of Minnesota, Crookston**	**$75,989**	**1**	**University of Minnesota, Crookston**	**$107,358**
2	Delaware Valley College	74,737	2	University of Minnesota-Morris	104,421
3	Bemidji State University	74,700	3	Bemidji State University	95,676
4	University of Minnesota-Morris	73,563	4	University of Wisconsin-Stout	95,361
5	University of Wisconsin-Stout	71,941	5	Delaware Valley College	92,301
6	Dakota State University	69,466	6	University of Wisconsin-River Falls	86,473
7	University of Pittsburgh-Johnstown	67,064	7	University of Maine at Farmington	85,133
8	University of Maine at Farmington	64,593	8	Dakota State University	84,474
9	University of Wisconsin-River Falls	64,474	9	University of Pittsburgh-Johnstown	83,678
10	Northern State University	63,318	10	Northern State University	77,359

Source: Association of American University Professors Faculty Compensation Survey.

Associate Professors

Table5-6. Associate professor average salary and compensation for University of Minnesota, Crookston and comparative group, 2006-2007.

Rank	Institution	Salary		Rank	Institution	Compensation
1	Dakota State University	$63,413		**1**	**University of Minnesota, Crookston**	**$87,753**
2	Bemidji State University	59,950		2	University of Minnesota-Morris	87,678
3	**University of Minnesota, Crookston**	**59,797**		3	Dakota State University	77,576
4	University of Minnesota-Morris	59,732		4	University of Wisconsin-River Falls	77,143
5	University of Pittsburgh-Johnstown	58,959		5	University of Pittsburgh-Johnstown	77,093
6	Delaware Valley College	57,367		6	Bemidji State University	76,686
7	University of Wisconsin-River Falls	56,672		7	University of Wisconsin-Stout	75,796
8	Northern State University	55,770		8	Delaware Valley College	73,417
9	University of Wisconsin-Stout	55,515		9	Northern State University	68,769
10	University of Maine at Farmington	49,433		10	University of Maine at Farmington	65,315

Source: Association of American University Professors Faculty Compensation Survey.

Assistant Professors

Table 5-7. Assistant professor average salary and compensation for University of Minnesota, Crookston and comparative group, 2006-2007.

Rank	Institution	Salary		Rank	Institution	Compensation
1	Dakota State University	$54,156		**1**	**University of Minnesota, Crookston**	**$80,643**
2	**University of Minnesota, Crookston**	**53,920**		2	University of Minnesota-Morris	73,771
3	University of Wisconsin-River Falls	50,918		3	University of Wisconsin-River Falls	70,285
4	Bemidji State University	50,488		4	University of Wisconsin-Stout	68,863
5	University of Wisconsin-Stout	49,699		5	Dakota State University	67,026
6	University of Minnesota-Morris	48,243		6	Bemidji State University	64,695
7	Delaware Valley College	47,817		7	Delaware Valley College	61,966
8	University of Pittsburgh-Johnstown	46,626		8	University of Pittsburgh-Johnstown	60,406
9	Northern State University	43,310		9	Northern State University	54,590
10	University of Maine at Farmington	40,025		10	University of Maine at Farmington	54,530

Source: Association of American University Professors Faculty Compensation Survey.

Faculty and Staff Diversity

UMC aspires to enrich further the life of the campus by attracting and retaining a more diverse faculty and staff. The campus has made deliberate attempts to increase the number of faculty and staff of color, and continues to work to overcome potential barriers related to its rural geographic location.

Figure 5-8 shows the percentage of female tenured/tenure track faculty and other faculty for the period 1997-2006.

Figure 5-9 shows the percentage of tenured/tenure track faculty of color and other faculty of color for the same period.

Figures 5-10 and 5-11 show the percentage of female staff and staff of color, respectively, during the period 1997-2006 for each of the three staff classifications.

Note: The Crookston campus has only 54 faculty members, considerably fewer than other

University of Minnesota campuses. Adding or subtracting even one person among female

faculty or faculty of color from year to year can cause wide year-to-year fluctuations.

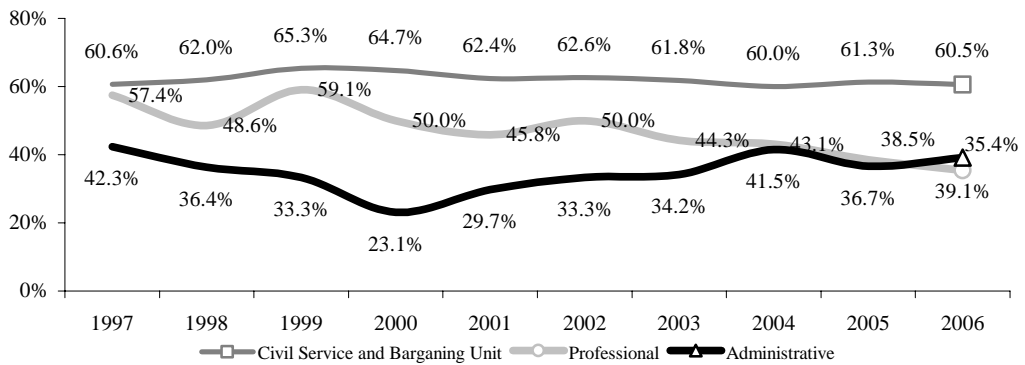**Figure 5-8. Female faculty at University of Minnesota, Crookston, 1997-2006.**
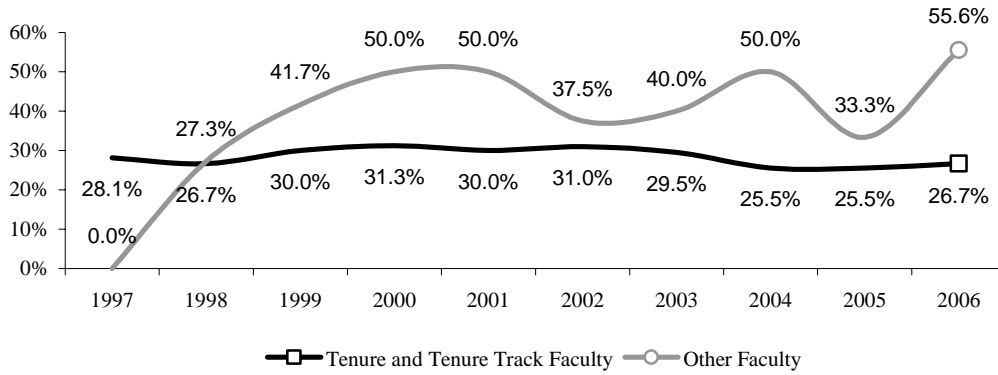
Source: Office of Institutional Research, University of Minnesota Planning Data.

Figure 5-9. Faculty of color at University of Minnesota, Crookston, 1997-2006.
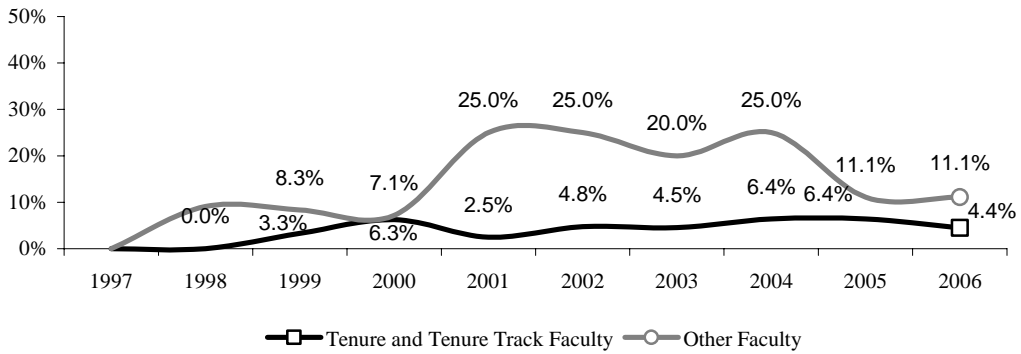
Source: Office of Institutional Research, University of Minnesota Planning Data.
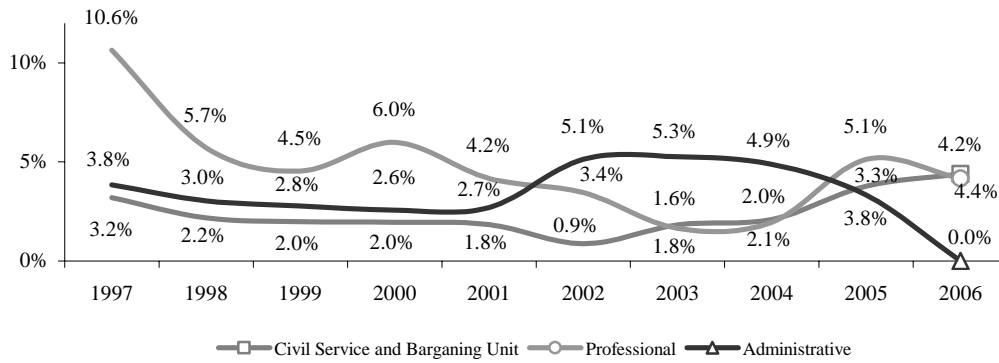
Figure 5-10. Percentage of female staff employees, University of Minnesota, Crookston, 1997-2006.

Source: Office of Institutional Research, University of Minnesota Planning Data.

Figure 5-11. Percentage of staff of color, University of Minnesota, Crookston, 1997-2006.

Source: Office of Institutional Research, University of Minnesota Planning Data.

6: University of Minnesota Rochester

The strategic direction for University of Minnesota Rochester (UMR) is to become a distinctive campus of the University system, providing quality academic programming, research, and public engagement with emphasis in health sciences, technology, and related fields. This future will be realized by focusing on the needs of southeastern Minnesota and the strengths of its resources, especially public-private partnerships and collaborations with the Mayo Clinic, IBM, and other health care and high technology industries.

UMR is uniquely positioned for expansion into a distinctive campus with its own facilities and faculty. Rochester is home to internationally recognized institutions including the Mayo Clinic, IBM, and more than 30 high technology businesses that contribute billions of dollars to the Minnesota economy in promising fields such as the biosciences and nanotechnology.

As the campus and academic programs are developed, public-private partnerships with these organizations will be sought to enhance opportunities for shared facilities and faculty. Innovative relationships of this type will enhance the depth and breadth of efforts to develop collaborative academic programming and leading-edge instructional delivery systems.

The strategic goals being undertaken by UMR support the University system's strategic goal, responding to regional and state constituent needs, developing strategic public-private education and research partnerships, effectively communicating the University's message, and accomplishing these outcomes in a financially responsible manner.

Exceptional undergraduate and graduate education, in part by selecting undergraduate, graduate, and professional academic degree programs that closely match strengths and resources with the needs and resources of partners and students. Academic degree programs have been selected and are in various stages of development and implementation. For example, in fall 2006 the Master of Health Care Administration program was implemented, and in fall 2007 the Master of Occupational Therapy and Bachelor in Clinical Laboratory Science programs will be operational in Rochester.

The Center for Allied Health Programs has been established as a degree-granting unit of the University. This new unit is studying the potential for converting Bachelor of Applied Science programs in Respiratory Care and Radiation Therapy into Bachelor of Science degrees and has other innovative plans under development.

The Institute of Technology, and College of Biological Sciences on the Twin Cities campus, and UMR are considering proposing a similar, collaborative degree-granting unit for the areas of biomedical informatics and quantitative and computational studies in the life sciences, with a goal of establishing new academic programming in these areas by fall 2008.

These signature programs will rely heavily upon research and teaching partnerships with IBM, the Mayo Clinic, and the University's Hormel Institute. In addition, UMR is exploring academic partnerships, within and outside of the University system, that have the potential to provide liberal education electives at UMR.

Exceptional faculty, including both the faculty from the Twin Cities and Duluth campuses who have been and will continue to provide teaching and research services for UMR,

as well as joint resident faculty to be appointed from collaborating organizations. With system-level support from the University, plans are being developed for increasing the number of on-site faculty in Rochester as of fall 2007. It is expected that these faculty will serve in the health sciences and biotechnology areas. As additional academic programs and research initiatives are established, the number of Rochester-based faculty will also grow.

An exceptional organization including innovative organizational, financing, and administrative structures. A set of working principles describing the roles, responsibilities, and accountabilities of leaders, faculty, and staff from UMR, other University of Minnesota system campuses, and non-University partners has been developed and is under review by the UMR Executive Steering Committee.

It is also imperative to establish a financial model to support the growth of the campus. Thanks to collaborative initiatives, especially among the Greater Rochester Advocates for Universities and Colleges, community and political leaders, state legislative leaders, and the University, state funding has been secured to support initial growth in academic programs and facilities. UMR and system leaders will continue to review financial scenarios that reflect the direction of UMR growth, and develop comprehensive plans for obtaining additional short and long-term funding.

There are ongoing discussions with public and private organizations to explore opportunities for long-term shared space. As academic programming and research initiatives grow, UMR will continue to pursue opportunities for collaboration in the use of space for instruction and research.

The UMR Campus Master Plan Committee has begun discussions with community leaders representing the city, county, economic development board, Rochester Downtown Alliance, community action groups, and local busi-

nesses. Information from these discussions will help guide the development and selection of the permanent UMR campus site.

Exceptional innovation through research and partnerships. One of the most critical, powerful, and dramatic trends in southeastern Minnesota is the growth in investments in bioscience and technology collaborations. This growth represents a confluence of efforts, primarily among the University, Mayo Clinic, and IBM. Business leaders are working to define ways to capture and build upon state-of-the-art technologies in Rochester, and they envision the University having a major role to play in advancing the education, science, and application of these initiatives.

By its very nature, UMR will break new ground in establishing research, education, business, and technology transfer partnerships. To facilitate these relationships, the University's Rochester Academic and Corporate Relations Center (ACRC) has been established to identify high potential ventures and bring together action teams to focus on and accelerate efforts in a variety of technology and biosciences fields. By combining the Twin Cities campus and UMR units, the University is better able to provide coverage for the state with the Rochester-based relationship officer working primarily with businesses in southern Minnesota and the Twin Cities officers covering other parts of the state.

The University of Minnesota Rochester, through relationships with other universities and colleges, meets the higher education needs of southeastern Minnesota by providing and promoting academic programs, research, and outreach. In collaboration with the Minnesota State Colleges and Universities (MnSCU) system, UMR provides leadership for baccalaureate and graduate programs that reflect the University of Minnesota's tradition of excellence. UMR will be a distinctive University branch

known for programming in health sciences and technology.

As its mission, UMR provides a strong higher education foundation in health professions, technology, business, education, and social services; responds to the educational, economic, research, and cultural needs of southeastern Minnesota; and is establishing itself as the regional higher education institution of choice for students pursuing career preparation in selected health science and technology professions.

As a provision of the 2002 revised agreement between the University of Minnesota and MnSCU, UMR is responsible for providing academic leadership for all future upper-division and post-baccalaureate graduate and professional degree programs in Rochester. New baccalaureate and graduate programs for the public higher education institutions are to be developed and operated by UMR or through contract with UMR.

UMR has built a well-defined scope of educational offerings at the baccalaureate and graduate levels, in response to the educational needs of southeastern Minnesota. Emphasis will continue to be given to development of programming in areas that relate directly to the region's economic vitality—health sciences and technology—including partnerships with the Mayo Clinic and IBM, and other area businesses and organizations.

Current UMR Programs
(cooperating U of M campus noted)

Undergraduate Programs
Clinical Laboratory Science (B.S.)—Twin Cities
Graphic Design (B.F.A.)—Duluth
Information Technology Infrastructure (B.A.Sc.)—Twin Cities
Manufacturing Technology, (B.A.Sc.)—Twin Cities
Nursing (B.S.N.)—Twin Cities
Respiratory Care (B.A.Sc.)—Twin Cities and Mayo School of Health Sciences
Studio Art (B.F.A.)—Duluth

Graduate Programs
Adult Education (M.A., M.Ed., Ed.D., Ph.D.)—Twin Cities
Business Administration (M.B.A.)—Duluth
Computer Science (M.S., M.C.S.)—Twin Cities

Graduate Programs (continued)
Curriculum and Instruction: Elementary Education; Learning Technologies; Interdisciplinary Focus/ Middle School Education (M.Ed.)—Twin Cities
Educational Leadership (Ed.D.)—Twin Cities
Electrical Engineering (M.S.)—Twin Cities
Healthcare Administration (M.H.A.)—Twin Cities
Higher Education (Ed.D.)—Twin Cities
Human Resource Development (M.A., M.Ed., Ed.D., Ph.D.)—Twin Cities
Occupational Therapy (M.O.T.)—Twin Cities
Public Health (M.P.H.)—Twin Cities and Mayo Medical School
Social Work (M.S.W.)—Twin Cities

6: Rochester Campus

Appendix A:
Key Data Sources and Web Links

<u>Key Data Sources</u>

Association of American Universities   www.aau.edu

Association of Research Libraries   www.arl.org

Association of University Technology Managers   www.autm.net

Institute of International Education   www.iie.org

National Center for Education Statistics   http://nces.ed.gov/ipeds

National Institutes of Health   www.nih.gov

National Research Council   www.nas.edu/nrc

National Science Foundation   www.nsf.gov

The Center for Measuring University Performance   http://mup.asu.edu

<u>University of Minnesota Links</u>

Twin Cities Campus   www.umn.edu

Duluth Campus   www.d.umn.edu

Morris Campus   www.mrs.umn.edu

Crookston Campus   www.crk.umn.edu

Rochester Campus   www.r.umn.edu

University of Minnesota Extension   www.extension.umn.edu

University of Minnesota Links (continued)

Research and Outreach Centers
    North Central Center at Grand Rapids   http://ncroc.cfans.umn.edu
    Northwest Center at Crookston   www.nwroc.umn.edu
    Southern Center at Waseca   http://sroc.cfans.umn.edu
    Southwest Center at Lamberton   http://swroc.cfans.umn.edu
    UMore Park at Rosemount   http://umorepark.cfans.umn.edu
    West Central Center at Morris   http://wcroc.cfans.umn.edu

Academic Health Center   www.ahc.umn.edu

Board of Regents   www.umn.edu/regents

Controller's Office   http://process.umn.edu/cont

Council on Public Engagement   www.umn.edu/civic

Minnesota Medical Foundation   www.mmf.umn.edu

Office of Budget and Finance   www.budget.umn.edu

Office of Senior Vice President and Provost   www.evpp.umn.edu

Office of Institutional Research   www.irr.umn.edu

Office of International Programs   www.international.umn.edu

Office of Oversight, Analysis, and Reporting   www.oar.umn.edu

Office of Planning   www.academic.umn.edu/planning

Office of the President   www.umn.edu/pres/

Office of Vice President for Research   www.research.umn.edu

University Libraries   www.lib.umn.edu

University of Minnesota Alumni Association   www.alumni.umn.edu

University of Minnesota Foundation   www.giving.umn.edu/foundation

University Relations/Government Relations   www.umn.edu/govrel

Appendix B:
Board of Regents

Honorable Patricia Simmons, Chair
  Congressional District 1
  Elected in 2003
  Term expires in 2009

Honorable Clyde E. Allen, Jr., Vice Chair
  Congressional District 7
  Elected in 2003
  Term expires in 2009

Honorable Anthony R. Baraga
  Congressional District 8
  Elected in 1999
  Term expires in 2005

Honorable Dallas Bohnsack
  Congressional District 2
  Elected in 1999
  Term expires in 2005

Honorable Maureen Cisneros
  At Large
  Elected in 2007
  Term expires in 2013

Honorable Linda Cohen
  At Large
  Elected in 2007
  Term expires in 2013

Honorable John Frobenius
  Congressional District 6
  Elected in 2003
  Term expires in 2009

Honorable Venora Hung
  Congressional District 5
  Elected in 2007
  Term expires in 2013

Honorable Steven Hunter
  At Large
  Elected in 2005
  Term expires in 2011

Honorable Dean Johnson
  At Large
  Elected in 2007
  Term expires in 2013

Honorable David Larson
  Congressional District 3
  Elected in 2005
  Term expires in 2011

Honorable David R. Metzen
  Congressional District 4
  Elected in 1997, 2003
  Term expires in 2009

Ann D. Cieslak
Executive Director and Corporate Secretary
600 McNamara Alumni Center
200 Oak Street S.E.
University of Minnesota
Minneapolis, MN 55455-2020

Appendix C:
Administrative Officers

Robert H. Bruininks	President
E. Thomas Sullivan	Senior Vice President for Academic Affairs & Provost
Frank B. Cerra	Senior Vice President for Health Sciences
Robert Jones	Senior Vice President for System Academic Administration
Kathryn F. Brown	Vice President and Chief of Staff
Charles Muscoplat	Vice President for Statewide Strategic Resource Development
Rusty Barceló	Vice President and Vice Provost for Equity and Diversity
Carol Carrier	Vice President for Human Resources
Karen L. Himle	Vice President for University Relations
R. Timothy Mulcahy	Vice President for Research
Steve Cawley	Vice President for Information Technology and CIO
Kathleen O'Brien	Vice President for University Services
Richard Pfutzenreuter	Vice President and Chief Financial Officer
Meredith M. McQuaid	Associate Vice President and Dean for International Programs
Robert B. Kvavik	Associate Vice President for Planning
Alfred D. Sullivan	Special Assistant to the President
Kathryn A. Martin	Chancellor, University of Minnesota, Duluth
Jacqueline Johnson	Chancellor, University of Minnesota, Morris
Charles Casey	Chancellor, University of Minnesota, Crookston
Stephen Lehmkuhle	Chancellor, University of Minnesota, Rochester
Mark B. Rotenberg	General Counsel
Joel Maturi	Director, Intercollegiate Athletics