

UNIVERSITY OF MINNESOTA



Accountable to U

2008

University Plan, Performance, and Accountability Report

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

September 2008

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The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

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.

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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 2008 edition of the *University Plan, Performance, and Accountability Report* summarizes: 1) the major strategic initiatives under way, 2) the measures of progress within each of the University's four strategic "pillars," and 3) the University's rank relative to the 10 competitor institutions¹ of the Twin Cities campus. Data cited are the most recent available (generally 2007). 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 <i>p. 22</i>	2007: 44% 5 Years Ago: 30%	11 th	rankings not available
Average ACT Score <i>p. 24</i>	2007: 25.9 5 Years Ago: 24.7		
Freshmen Students of Color <i>p. 26</i>	2007: 20.1% 5 Years Ago: 18.5%		
2-Year Retention Rate <i>p. 27</i>	Class of 2005: 78.4 5 Years Ago: 73.9	10 th	rankings not available
6-Year Graduation Rate <i>p. 30</i>	Class of 2001: 63.6% 5 Years Ago: 54.2%	11 th	rankings not available
Doctoral Degrees Granted <i>p. 34</i>	2007: 819 (+46.3%) 5 Years Ago: 560	2 nd	9 th
Study Abroad Students <i>p. 37</i>	2006: 1,981 (+65.2%) 5 Years Ago: 1,199	4 th	4 th
International Students Enrolled <i>p. 39</i>	2006: 3,701 (+10.3%) 5 Years Ago: 3,356	8 th	8 th
International Scholars <i>p. 41</i>	2006: 1,337 (+5.2%) 5 Years Ago: 1,271	7 th	9 th
Undergraduate Student Satisfaction <i>p. 43</i>	2007: 4.93 10 Years Ago: 4.6 on 6-point scale		
Graduate Student Satisfaction <i>p. 45</i>	2007: 5.06 10 Years Ago: 4.65 on 6-point scale		

¹ Florida, Illinois, Michigan, Ohio State, Penn State, Texas, UC—Berkeley, UC—Los Angeles, 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 <i>p. 51</i>	2006: 36 (+2.9)	8 th	
	5 Years Ago: 35	8 th	
Faculty Awards <i>p. 53</i>	2006: 24 (-14.3%)	9 th	
	5 Years Ago: 28	7 th	
Post-Doctoral Appointees <i>p. 55</i>	2006: 669 (+8.8%)	4 th	
	5 Years Ago: 615	5 th	
Female Faculty (tenured/tenure-track) <i>p. 57</i>	2007: 29.8%		
	3 Years Ago: 27.8%		
Faculty of Color (tenured/tenure-track) <i>p. 57</i>	2007: 13.8%		
	3 Years Ago: 12.8%		
Full Professor Salary <i>p. 59</i>	2007: \$121,273 (+24.2%)	8 th	
	5 Years Ago: \$97,613	7 th	
Associate Professor Salary <i>p. 59</i>	2007: \$84,342 (+21.9%)	5 th	
	5 Years Ago: \$69,173	6 th	
Assistant Professor Salary <i>p. 59</i>	2007: \$72,334 (+24.2%)	7 th	
	5 Years Ago: \$58,236	7 th	

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 <i>p. 71</i>	2006: \$595 million (+28.8%)	7 th	
	5 Years Ago: \$462 million	6 th	
Libraries <i>p. 74</i>	2007: 0.91 index score	9 th	
	4 Years Ago: 0.75 index score	8 th	

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

Endowment Assets <i>p. 84</i>	2007: \$2.8 billion (+86.8%)	4 th	
	5 Years Ago: \$1.5 billion	4 th	
Voluntary Support <i>p. 86</i>	2007: \$289 million (+23.7%)	5 th	
	5 Years Ago: \$233 million	3 rd	
Facilities Condition Needs Index <i>p. 88</i>	2007: 0.41 (national cohort average: 0.31)		
	2006: 0.41 (national cohort average: 0.32)		

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.

The purpose of "top three" is to urge the University to live up to its 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 the highest standards and achieve 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.
- **Affordability and Diversity**—We must 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**—We must reconstruct a deeper sense of community and respect—across disciplines, across employee groups, and among students and teachers.
- **Results**—We are committed 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, 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 and high-quality education programs.

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.

Introduction

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 2008 edition of the *University Plan, Performance, and Accountability Report* summarizes 1) the major initiatives under way and 2) 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; provides an atmosphere of mutual respect, free from racism, sexism, and other forms of prejudice and intolerance; assists individuals, institutions, and communities in responding to a continuously changing world; is conscious of and responsive to the needs of the many communities it is committed to serving; creates and supports partnerships within the University, with other educational systems and institutions, and with communities to achieve common goals; and inspires, sets high expectations for, and empowers individuals within its community. [Adopted 1-14-08; amended 2-8-08]

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 in 1867. 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 Waseca campus closed in 1992. 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 2007 was 65,476. 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 13,591 degrees in 2007-08, including 11,304 total degrees and 6,618 bachelor's degrees on the Twin Cities campus and, on the Duluth campus, 1,759 total degrees and 1,545 bachelor's degrees.

Forty-one percent of the degrees awarded on the Twin Cities campus in 2007-08 were graduate and first-professional degrees (law, medicine, pharmacy, dentistry, veterinary medicine).

University of Minnesota degrees by campus, 2007-08.

<u>Degree</u>	<u>Twin Cities</u>	<u>Duluth</u>	<u>Morris</u>	<u>Crookston</u>	<u>Total</u>
Associate	0	0	0	12	12
Undergraduate	6,618	1,545	311	205	8,679
Master's	3,019	214	0	0	3,233
First Professional	848	0	0	0	848
Doctoral	819	0	0	0	819
Total	11,304	1,759	311	217	13,591

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). The University of Minnesota's 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 eight 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 every dollar of state support, the University brings in over \$3.00 of other revenues and generates millions of dollars in economic activity.

Importance of State Support: State appropriations, an essential and the most flexible source of funding, provided 23 percent of University of Minnesota revenue in FY 2007-08. Research grants and contracts provided another 24 percent of revenues while tuition and fees provided 19 percent. Private fundraising is an increasingly important source of funding within the University's diverse revenue mix, but this source represents less than 9 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,

Introduction

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 2008 Report

The 2008 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 2008 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 157 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 the 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 Board of 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 2008 edition of the *University Plan, Performance, and Accountability Report* is the seventh produced for the Board of Regents.

Measuring Our Progress

Within this framework and through this report, the University continues its commitment to establish and improve processes to best support and analyze the University's progress toward its aspirational goal. In this effort, the University is 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 University has identified 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 under development.

Performance Measures

A limited number of measures have been identified 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). The University continues to review other measures within each pillar area, on an ongoing basis, to determine their effective-

1: Accountability

ness 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:

Exceptional Students	
	Pages
Student Quality	22-25
Student Diversity	26
Student Outcomes	
Retention	27-29
Timely Graduation	30-33
Degrees Conferred	34-35
Global Engagement	
Study Abroad	37-38
International Students	39-40
International Scholars	41-42
Student Satisfaction	43-46

Exceptional Faculty and Staff	
National Academy Members	51-52
Faculty Awards	53-54
Post-Doctoral Appointees	55-56
Faculty and Staff Diversity	57-58
Faculty Salary and Compensation	59-61
Employee Satisfaction	62-63

Exceptional Innovation	
Total Research Expenditures	71-73
Library Quality	74-75
Citizen Satisfaction	76-78

Exceptional Organization	
Financial Strength	
Endowment Assets	84-85
Voluntary Support	86-87
Facilities Condition Needs	88

1: Accountability

2: Twin Cities Campus

The University of Minnesota's flagship campus 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 139 undergraduate degree programs; 131 master's degree programs; 104 doctoral degree programs; and professional programs in law, dentistry, medicine, pharmacy, and veterinary medicine Fall 2007 Enrollment <table> <tr> <td>Undergraduate</td><td>28,403</td></tr> <tr> <td>Graduate</td><td>14,167</td></tr> <tr> <td>Professional*</td><td>3,616</td></tr> <tr> <td>Non-degree</td><td>4,397</td></tr> <tr> <td>Total</td><td>50,583</td></tr> </table> *includes students in University's School of Medicine and College of Pharmacy on the Duluth campus Faculty Size (FY 2007) <table> <tr> <td>Tenured/Tenure Track</td><td>2,494</td></tr> <tr> <td>Other Faculty</td><td>897</td></tr> </table> Degrees Awarded (FY 2007) <table> <tr> <td>Undergraduate</td><td>6,618</td></tr> <tr> <td>Master's</td><td>3,019</td></tr> <tr> <td>Doctoral and First-Professional</td><td>1,667</td></tr> </table> Alumni (FY 2007) <table> <tr> <td>Alumni Association Members</td><td>64,000</td></tr> <tr> <td>Living Alumni</td><td>399,637</td></tr> </table> Staff (FY 2007) <table> <tr> <td>Civil Service and Bargaining Unit</td><td>8,885</td></tr> <tr> <td>Professional and Administrative</td><td>4,777</td></tr> </table> Number of Buildings 253 (12,972,000 a.s.f.) Expenditures (FY 2007) \$2,290,621,607	Undergraduate	28,403	Graduate	14,167	Professional*	3,616	Non-degree	4,397	Total	50,583	Tenured/Tenure Track	2,494	Other Faculty	897	Undergraduate	6,618	Master's	3,019	Doctoral and First-Professional	1,667	Alumni Association Members	64,000	Living Alumni	399,637	Civil Service and Bargaining Unit	8,885	Professional and Administrative	4,777
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2: Twin Cities Campus

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 has invested \$73 million in the first three years of strategic positioning 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 **College Readiness Consortium** 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. In late 2008, the Consortium will launch a Web-based clearinghouse of University resources available for families and educators.

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. President Bruininks is currently serving as chair of the Partnership.

The Partnership’s priorities include: 1) developing a clear, holistic definition of postsecondary readiness, 2) integrating college and workforce expectations into Minnesota’s K-12 academic standards in science, 3) strengthen-

2: Twin Cities Campus

ing instructional capacity in science, and 4) creating a longitudinal data system to track progress.

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. National Merit Scholars have increased in the freshmen class from 40 in 2003 to 96 in 2007. The University is also establishing special opportunities for top students, including expanded **fast-track options for early admission** of qualified undergraduates to University graduate or professional programs.

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, the program will provide more than \$20 million in support to more than 4,700 low-income students.

Financial support for students is also the centerpiece of the **Promise of Tomorrow Scholarship Drive**, the largest scholarship fundraising drive in the University's 157-year history. In the five years since the campaign began, more than \$233 million has been raised for undergraduate scholarships and graduate fellowships. These privately funded scholarships and fellowships assist more than 7,000 stu-

dents—up 50 percent from five years ago. As part of this scholarship drive, the President's Matching Scholarship program has received \$57 million in gifts for 557 new scholarships while the 21st Century Fellowship program has received \$62 million for 417 new fellowships.

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**, started in August 2008, is complementing the University's award-winning orientation program. The five-day Welcome Week is 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**, now in its second year, is a summer and year-long transitional program designed to prepare students, who have little or no experience of how college or university systems operate, for the University's academic rigors, particularly in math, science, writing, and other "gateway courses." Admitted students who need additional support receive "high-touch" academic support and other programs that give them the opportunity to succeed. The 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 in-

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clude the online **Graduation Planner**, **Student Engagement Planner**, and the **MyU student portal** as well as the **SMART Learning Commons** and the **Multicultural Center for Academic Excellence**.

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 education and strong work in a field of study. It is focusing on initiatives that enrich students' experience and equip them for a complex global society:

All baccalaureate degrees offered by any of the colleges on the University of Minnesota Twin Cities campus include a set of **liberal education requirements**. The Council on Liberal Education, a body composed of faculty and student representatives, is responsible for administering the requirements. The Council has made recommendations designed to strengthen the quality of liberal education at the University; the recommendations were approved by the Twin Cities Assembly in April 2008 and will go into effect for students entering the University in fall 2010.

The **Department of Writing Studies**, started in 2007, offers a comprehensive, integrated first-year writing program, houses an expanded writing center, and is leading the transformation of the University's writing-intensive requirement into a pioneering **Writing-Enriched Curriculum**. Over 170 sections of first-year writing courses are now offered.

The **University Honors Program** integrates collegiate-based honors programs on the Twin Cities campus into an exciting, unified program that welcomed its first students in 2008. One-

on-one faculty interactions are 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. More than 600 students have been enrolled in the first year.

The **Undergraduate Research Opportunities Program (UROP)** is expanding to enrich the role research can play in undergraduate education at a major research university. UROP provides stipends of up to \$1,400 and research expenses of up to \$300 for undergraduate students working with a University faculty mentor. In 2007-08, 408 students participated in the UROP program on the Twin Cities campus.

The UROP expansion is a key element in a broader strategy to insure that all undergraduates have the opportunity for a mentored scholarly, creative, professional or research experience. The University's goal is to raise undergraduate participation in University research, including UROP and other opportunities, from 30 percent to 50 percent.

In addition, the University is working to expand student participation in **freshman seminars** from 40 percent to a goal of over 50 percent. Nearly 125 seminars are being offered in the 2008-09 academic year.

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**, in tandem with the new liberal education requirements, help faculty to develop curricula, plan 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 new student learning outcomes now being im-

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plemented at collegiate and departmental levels across the campus. The learning outcomes state that at the time of receiving a bachelor's degree, students:

- Can identify, define, and solve problems
- Can locate and critically evaluate information
- Have mastered a body of knowledge and a mode of inquiry
- Understand diverse philosophies and cultures within and across societies
- Can 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-awareness
- resilience
- appreciation of differences
- tolerance of ambiguity

The 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.

Graduate Education

Graduate education of the highest quality is critical for any successful research university. 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 the University's participation (one of 29 North American universities)

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

	1997	2007	Change
Undergraduate enrollment	24,292	32,294	+8,002
Freshman class size (fall)	4,526	5,280	+754
Applications for admission (freshman)	12,805	26,073	+13,268
Percent of entering freshmen who are students of color	17%	20%	+3%
Percent of freshmen in the top 10% of their high school class	27%	44%	+17%
Percent of undergraduates who identify themselves as commuter students [†]	47%	35%	-12%
Percent of undergraduates who participated in student organizations or activities [†]	50%	74%	+24%
Percent of students not working at a paid job while in school*	26%	26%	0%
Percent of students rating the overall quality of academic programs as excellent, very good, or good*	78%	89%	+11%
Percent of students rating classroom quality as excellent, very good, or good*	42%	82%	+40%
Percent satisfied*	83%	94%	+11%
Four-year graduation rate**	20%	45%	+25%
Five-year graduation rate**	46%	60%	+14%
Six-year graduation rate**	56%	63%	+7%

[†] Roger Harrold, "Student Interest Survey, 1971-2006," University of Minnesota, data from 1996 and 2006 surveys.

* Student Experience Survey

**Initial graduation rates are for the 1992 entering cohort.

in the **Ph.D. Completion Project**, an in-depth study of doctoral education by the Council of Graduate Schools. This project is producing comprehensive data on attrition from doctoral study and completion of Ph.D. programs and participating institutions are sharing best practices to improve results.

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. The Office of Postdoctoral Affairs in the Graduate School provides sup-

port and resources to 1,100 postdoctoral students in 120 departments and 14 colleges at the University. 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 \$16 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. The Graduate School has also in-

creased the number of multi-year financial packages to recruit top students

In addition, the Graduate School recently hired 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 Minne-

sota's health professional workforce needs, the AHC has focused on the following initiatives:

Launch the Center for Interprofessional

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 Sys-

tems: 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

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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 sci-

ences, 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 27-29
Timely Graduation	Pages 30-33
Degrees Conferred	Pages 34-35
Global Engagement	
Study Abroad	Pages 37-38
International Students	Pages 39-40
International Scholars	Pages 41-42
Student Satisfaction	Pages 43-46

Student Quality

Students are admitted to the colleges of the University of Minnesota-Twin Cities on a competitive basis using a full range of quantitative and qualitative review factors. The University admits undergraduates 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 new freshmen at the Twin Cities campus has improved significantly over the past 10 years. From 1998 to 2007 the proportion of new freshmen in the top 10 percent of their high school graduating classes increased from 28 percent to 44 percent, and the proportion in the top 25 percent increased from 60 percent to 84 percent (Tables 2-2 and 2-3 and Figure 2-1). The average high school rank percentile increased from 75.5 to 84.8, and the average ACT composite score increased from 24.6 in 1998 to 25.9 in 2007 (Figure 2-2 and Table 2-4).

These gains in student quality have been driven by increases in the number of freshman applicants. To increase student quality, an institution must be more selective in its admissions, either by decreasing the number of students it accepts or by increasing the number of applicants. The number of applicants rose from 14,480 in 1998 to 26,073 in 2007, an increase of 80 percent (Figure 2-3), far surpassing the 10 percent growth in Minnesota high school graduates during this period.

The large increases in applicants can be attributed to an increased understanding by prospective students and their parents of the improvements made in undergraduate education at the University, an understanding that has been

vigorously developed by the Office of Admissions and its strategic partners within and outside of the University. The Twin Cities campus has made a concerted effort to employ state-of-the-art marketing methods and to provide outstanding customer service to potential students.

Despite the large gains made in student quality over the last decade, the University still lags behind the high levels of student preparation at other universities in the comparative group. Looking at the first-time, full-time subgroup of freshmen used for national comparisons, the University's 44 percent from the top 10 percent of high school classes represents considerable progress, but it is far below the comparative group's 2007 average of 73 percent.

Conclusion: The University has made considerable progress in improving student quality, but moving up relative to the comparison group will be a challenge. Because quality is driven by selectivity, the University has a built-in disadvantage relative to the comparison group. All the other institutions are the flagship public universities in states with larger populations and larger numbers of high school graduates than Minnesota. They also have a larger natural pool from which to draw students, and therefore can be more selective.

Additionally, the high school graduate pool in Minnesota will be getting smaller. From 2008 to 2014, there is projected to be a 9 percent decline in the number of Minnesota high school graduates (Figure 2-4). This decrease in the already relatively small pool will make the task of continuing to improve student quality even more challenging.

2: Twin Cities Campus

Student Quality

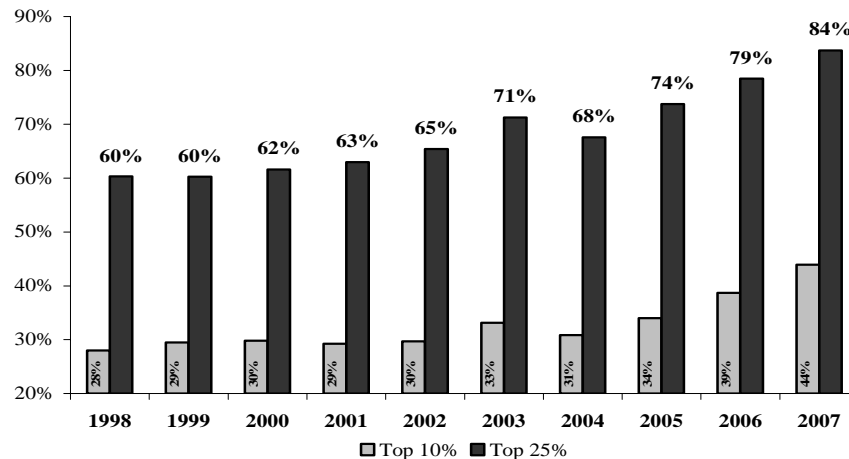
Table 2-2. High school rank of freshmen, University of Minnesota–Twin Cities, 1998-2007.

Rank	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
90-99 %	28%	29%	30%	29%	30%	33%	31%	34%	39%	44%
75-89	32	31	32	34	36	38	37	40	40	40
50-74	28	30	28	28	27	22	26	23	20	15
1-49	12	10	11	9	8	6	6	3	2	2

Source: Office of Institutional Research, University of Minnesota.

Note: percentages may not total 100% because of rounding

Figure 2-1. Percentage of new freshmen in the top 10% and top 25% of their high school classes, University of Minnesota–Twin Cities, 1998-2007.



Source: Office of Institutional Research, University of Minnesota.

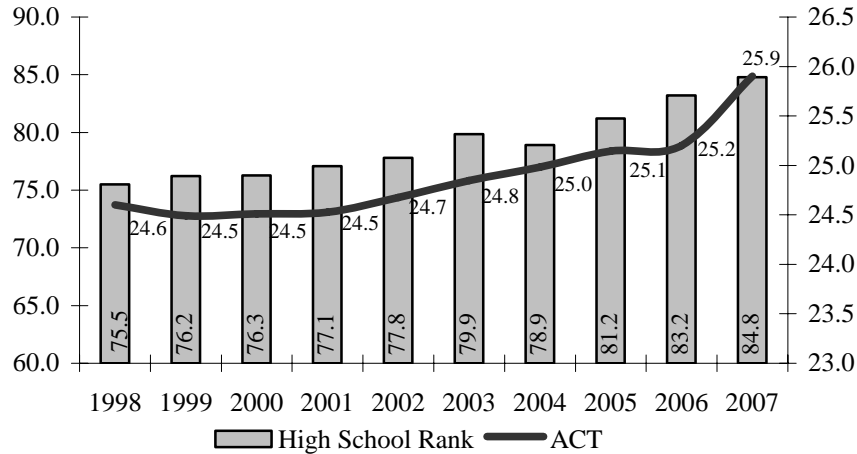
Table 2-3. Percentage of freshmen in top 10 percent of high school class for U of M-Twin Cities and comparative group institutions, 2007-08.

Rank	Institution	2007-08
1	University of California - Berkeley	98%
2	University of California - Los Angeles	97
3	University of Michigan - Ann Arbor	92
4	University of Washington - Seattle	86
5	University of Florida	76
6	University of Texas - Austin	69
7	University of Wisconsin - Madison	60
8	University of Illinois - Urbana-Champaign	55
9	Ohio State University - Columbus	52
10	Pennsylvania State University - Univ. Park	45
11	University of Minnesota - Twin Cities	44

Source: Institutional reports to the Common Data Set

Student Quality

Figure 2-2. Average high school rank percentile and ACT composite scores of University of Minnesota–Twin Cities freshmen, 1998-2007.



Source: Office of Institutional Research, University of Minnesota

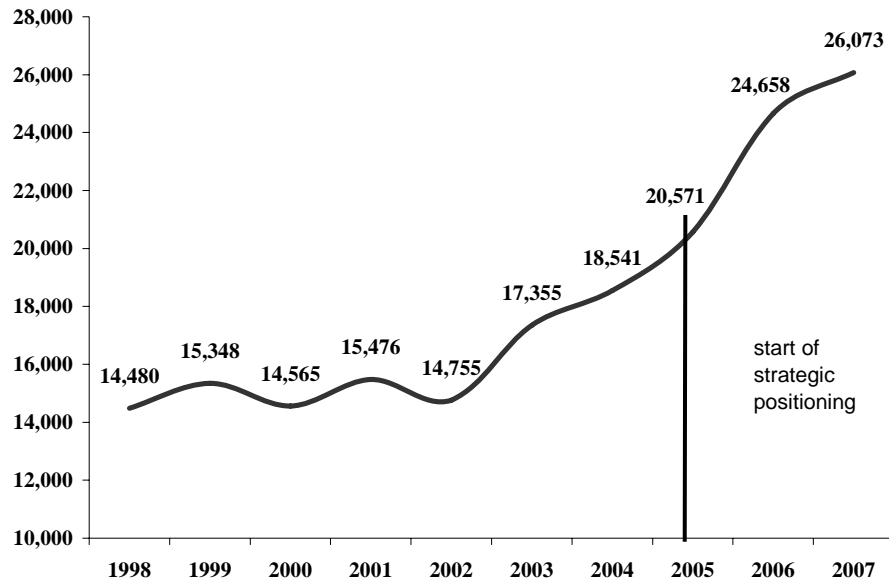
Table 2-4. SAT and ACT scores of new, entering freshmen at comparative group institutions, 2007.

Institution in Alphabetical Order	ACT Composite		SAT (Verbal and Math)	
	25th-75th percentiles	% Reporting	25th-75th percentiles	% Reporting
Ohio State University - Columbus	25 - 29	87%	1130 - 1330	61%
Pennsylvania State University - University Park	NA	12%	1090 - 1300	85%
University of California - Berkeley	NA	-	1220 - 1470	99%
University of California - Los Angeles	28 - 31	34%	1360 - 1480	99%
University of Florida	25 - 29	25%	1140 - 1360	75%
University of Illinois - Urbana-Champaign	26 - 31	89%	1170 - 1410	24%
University of Michigan - Ann Arbor	27 - 31	74%	1220 - 1420	53%
University of Minnesota - Twin Cities	24 - 29	94%	1120 - 1380	18%
University of Texas - Austin	23 - 29	40%	1110 - 1370	94%
University of Washington - Seattle	23 - 29	28%	1090 - 1320	94%
University of Wisconsin - Madison	26 - 30	84%	1170 - 1380	28%

Source: Institutional reports to the Common Data Set

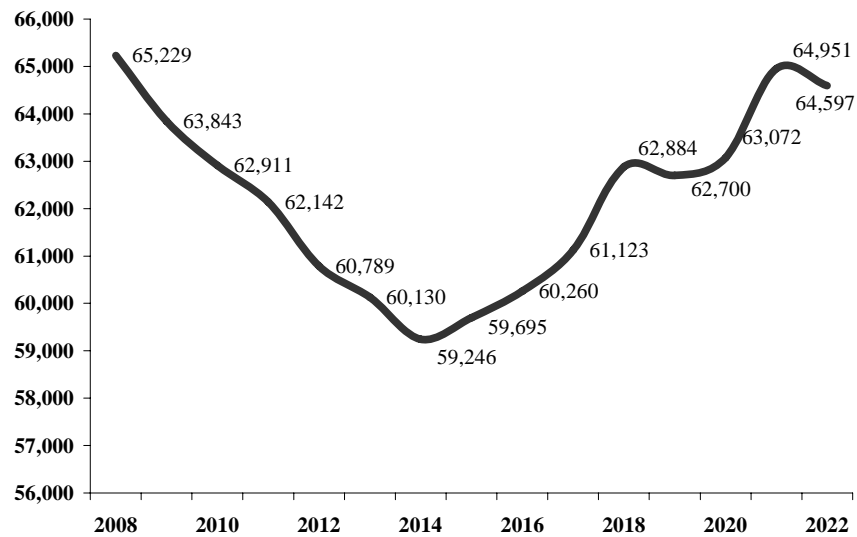
Student Quality

Figure 2-3. New freshman applications, University of Minnesota-Twin Cities, 1998-2007.



Source: Office of Institutional Research, University of Minnesota.

Figure 2-4. Projected Minnesota high school graduates, 2008-2022.



Source: Office of Institutional Research, University of Minnesota.

Student Diversity

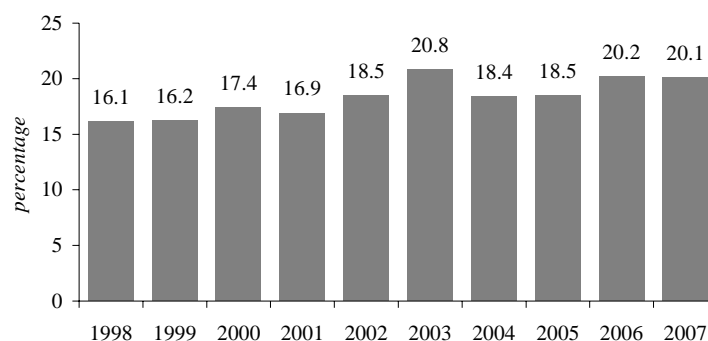
The University is committed to achieving excellence through diversity and strives to foster a diverse, respectful, and welcoming environment.

Analysis: In the past decade, the percentage of freshmen of color increased from 16.1 percent in 1998 to 20.1 percent in the fall of 2007, as shown in Figure 2-5.

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.

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 Office of the Vice President and Vice Provost for Equity and Diversity is leading the effort to capitalize on the opportunities and address the challenges presented by these changing demographics, which will help improve student success.

Figure 2-5. Percentage of entering freshmen of color, University of Minnesota - Twin Cities, fall 1998-2007.



Source: Office of Institutional Research, University of Minnesota

Table 2-5. Proportion of students by racial/ethnic group, University of Minnesota - Twin Cities, Fall 1998-Fall 2007.

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
African American	3.1%	3.3%	3.3%	3.4%	3.5%	3.6%	3.7%	3.7%	3.9%	4.1%
American Indian	0.7	0.7	0.6	0.7	0.6	0.6	0.6	0.8	0.8	0.8
Asian/Pacific Islander	6.8	6.5	6.6	6.9	7	7.5	7.6	7.9	8.1	8.0
Caucasian	77.7	74.9	74.3	73.1	73.1	72.5	72.3	72.5	73.0	71.7
Chicano/Hispanic	1.9	1.8	1.7	1.7	1.8	1.8	1.9	2.0	2.0	2.1
International	6.8	6.5	7.1	7.8	7.8	7.5	7.2	7.1	7.0	7.3
Not Reported	3	6.3	6.4	6.3	6.2	6.4	6.7	6.0	5.2	6.0

Source: Office of Institutional Research, University of Minnesota

Student Outcomes: Retention

Undergraduate Retention Rates (Five-Year Comparison)	1 st Year Retention	2 nd Year Retention	3 rd Year Retention
	87.9% (Up 3.5 points)	78.4% (Up 4.5 points)	76.4% (Up 6.0 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 2-6 shows first-, second-, and third-year retention rates for all students matriculating during 1997-2006. 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 87.9 percent, up from 86.2 percent the previous year. The second-year retention rate fell slightly to 78.4 percent, following the cohort effect of the previous year's dip in first-year retention.

The third-year retention rate increased from 75.0 to 76.4 percent, but will be expected to fall slightly next year as part of the same cohort effect. One issue of concern is that the University loses ground relative to the comparison schools with each year that passes after matriculation. The University has come closer on retention from the first to the second year but the gap grows each year after that.

The University is studying this gap to try to determine what steps can be taken to close it.

Figure 2-7 shows first-, second-, and third-year retention rates for students of color matriculating during 1997-2006. First-year retention rose to 84.1 percent, up from 81.3 percent in 2005. Second- and third-year retention, meanwhile, fell to 69.1 and 66.2 percent, respectively. Some of this dip is related to the cohort effect noted above, but this decline requires further analysis.

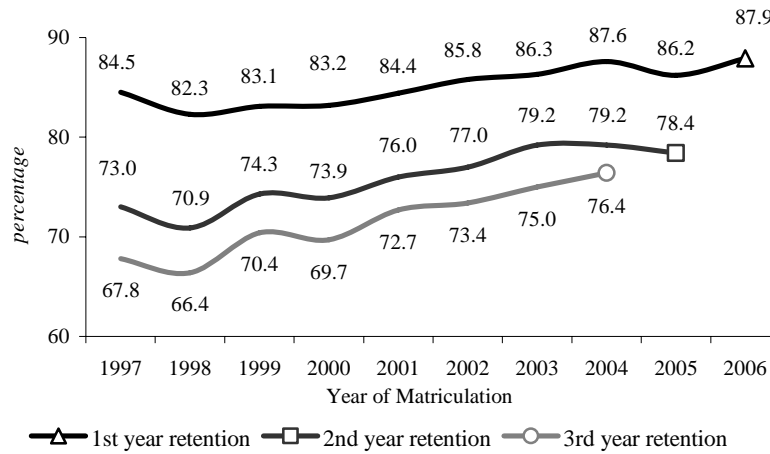
Table 2-6 shows that the University's first- and second-year retention rates, although improving, continue to rank at the bottom of the comparative group.

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. While the University has been improving substantially, the comparative group, especially those near the University in graduation rates, are also improving.

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.

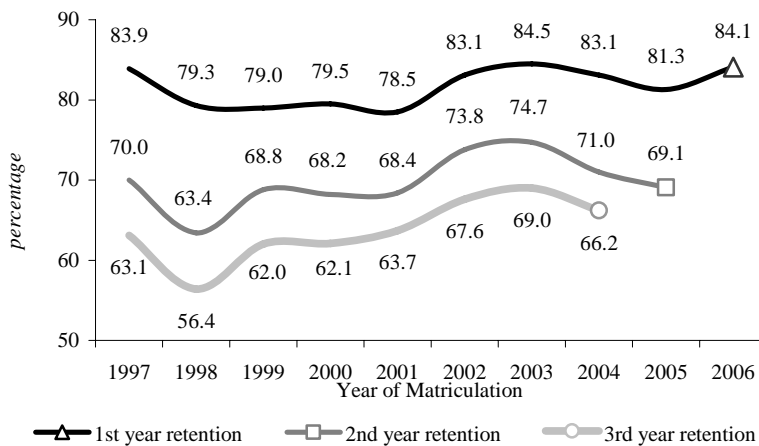
2: Twin Cities Campus

Figure 2-6. 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, 1997-2006.



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

Figure 2-7. University of Minnesota – Twin Cities first-, second-, and third-year retention rates (percentage) for students of color, 1997 – 2006.



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

Student Outcomes: Retention

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

Rank	Institution	1- year Retention (Fall 2006 Cohort)	2-year Retention (Fall 2005 Cohort)	3-year Retention (Fall 2004 cohort)
1	University of California - Berkeley	97.1%	93.3%	89.7%
2	University of Michigan - Ann Arbor	96.0%	92.5%	88.5%
3	University of California - Los Angeles	97.1%	91.5%	88.2%
4	Pennsylvania State University - Univ. Park	93.6%	89.8%	86.6%
5	University of Wisconsin - Madison	93.2%	87.9%	85.4%
6	University of Texas - Austin	91.9%	87.6%	81.6%
7	University of Illinois - Urbana-Champaign	93.1%	86.7%	83.8%
8	University of Washington - Seattle	92.9%	86.4%	79.2%
9	Ohio State University - Columbus	92.4%	86.1%	79.6%
10	University of Minnesota - Twin Cities	87.7%	78.2%	72.5%
-	University of Florida	NA	NA	NA

Source: 2007-2008 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

Undergraduate Graduation Rates (Five-Year Comparison)	4-Year Rate		5-Year Rate		6-Year Rate	
	Actual	2012 Goal	Actual	2012 Goal	Actual	2012 Goal
	44.9% (Up 16.0 points)	60%	60.5% (Up 11.7 points)	75%	63.6% (Up 9.4 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 graduate rate of 75 percent,
- six-year graduation rate of 80 percent.

These goals, if achieved, will reduce the educational costs to students as well as to the University and also should improve the University's performance relative to its competitors.

Analysis: Current results show continued improvement in graduation rates; over the past decade improvements have ranged from over 13 to nearly 27 percentage points. Graduation rates for students of color also have improved significantly, particularly four- and five-year rates.

Figure 2-8 shows the four-, five-, and six-year graduation rates for students matriculating during 1994-2003. Since 1994, all rates have improved substantially:

- four-year rates increased by 26.6 percentage points,
- five-year rates increased by 17.2 percentage points,
- six-year rates increased by 13.5 percentage points.

Students of color lagged behind these overall graduation rates, but still showed significant gains, as shown in Figure 2-9. During the 10-year period:

- four-year rates improved 17.9 percentage points,
- five-year rates improved by 15.8 percentage points,
- six-year rates improved by 8.4 percentage points.

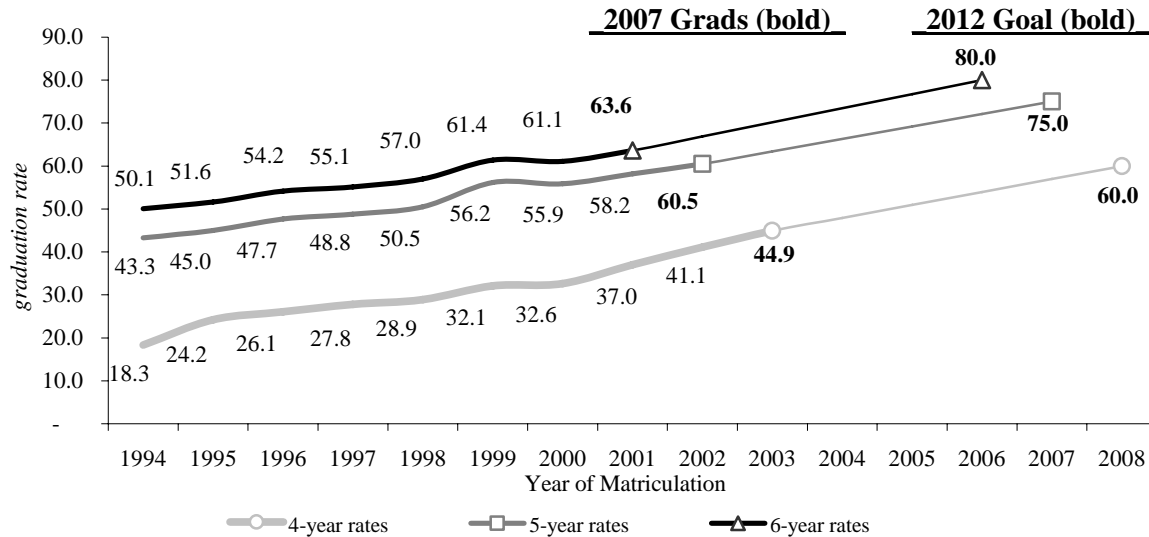
Table 2-7 shows the most recent graduation rate data for the University's comparative group institutions. Although it is making progress, the University of Minnesota – Twin Cities still ranks at the bottom of this group in graduation rates.

However, its four-year graduation rate has nearly caught up to Ohio State and is only 4.4 percentage points behind the University of Wisconsin-Madison. In 1999 the Twin Cities campus's four-year rate was 11 percentage points lower than Madison's; since then, they have improved but the University has improved more.

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

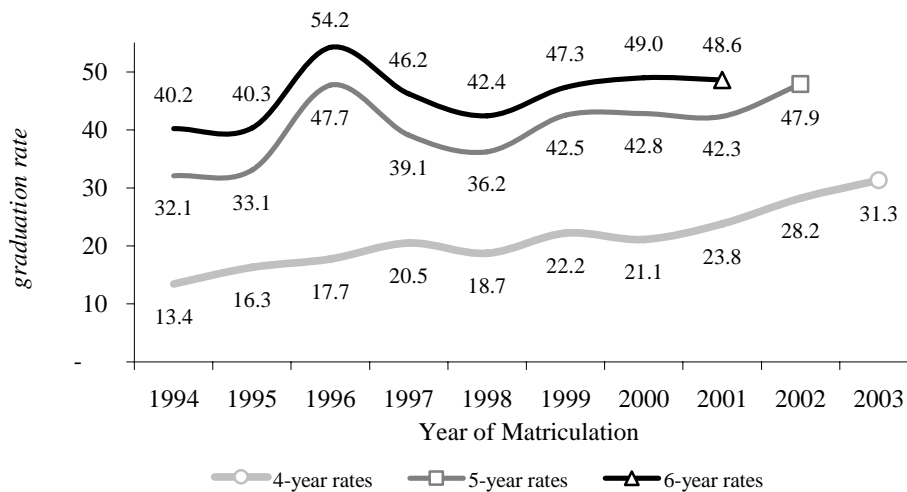
Figure 2-8. 4-, 5-, and 6-year graduation rates, University of Minnesota–Twin Cities, 2007 (Classes beginning in 1994-2003) and 2012 goal.



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 2-9. Graduation rates for students of color, University of Minnesota – Twin Cities, 2007 (Classes beginning in 1994-2003).



Source: University of Minnesota 2007 NHS Student Graduation/Retention Report
See note above for Figure 2-8.

Student Outcomes: Timely Graduation

Table 2-7. Graduation rates: University of Minnesota-Twin Cities and comparative group institutions, 2007 (Classes beginning in 2001-2003), ranked by 6-year rate.

Rank	Institution	4-year Rate (Fall 2003)	5-year Rate (Fall 2002)	6-year Rate (Fall 2001)
1	Pennsylvania State University - Univ. Park	67.6%	89.2%	91.0%
2	University of California - Los Angeles	64.8%	86.0%	89.9%
3	University of Michigan - Ann Arbor	72.7%	85.5%	88.3%
4	University of California - Berkeley	66.3%	86.4%	88.1%
5	University of Illinois - Urbana-Champaign	64.7%	80.5%	81.6%
6	University of Florida	57.4%	76.2%	80.7%
7	University of Wisconsin - Madison	49.1%	78.7%	80.1%
8	University of Texas - Austin	50.9%	72.9%	77.4%
9	University of Washington - Seattle	53.7%	73.0%	75.3%
10	Ohio State University - Columbus	46.2%	68.1%	71.2%
11	University of Minnesota - Twin Cities	44.7%	60.2%	63.4%

Source: 2007-2008 CSRDE Retention Peer Report.

Note: The rates shown above, which are slightly lower than those in Figure 2.8 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 of 2.6 years represents reasonable degree progress.
- At the doctoral level, the median time-to-degree is 5.7 years. The length of time-to-degree is related to fields of study; students in the science and engineering fields generally complete their degrees earlier than students pursuing degrees in the social sciences and humanities.

Conclusions: Graduate schools nationally are working to decrease times-to-degree, with a focus on those fields of doctoral education that require excessively lengthy time investments for students.

The University is participating in a national study by the Council of Graduate Schools (CGS) to improve outcomes. In a pilot study, the Graduate School is working with 14 graduate programs to gather and report data on completion and attrition, and to test intervention strategies derived from the CGS study (e.g., better orientation and mentoring, clearer program rules, exit interviews) that will improve completion.

As part of its commitment to assisting its graduate programs with the development of plans to ensure timely graduation of their students, the Graduate School will share the results of the pilot study with other University graduate programs. The results also will be shared nationally among research and project partners with the goal of developing a set of best practices.

Table 2-8. Median elapsed time to degree for University of Minnesota master’s and doctoral students, 2001-2007.

	2001-2002	2002-2003	2003-04	2004-05	2005-06	2006-07
Master’s Degree Students – All	2.5	2.6	2.6	2.5	2.5	2.6
Male	2.7	2.6	2.6	2.7	2.7	2.7
Female	2.4	2.5	2.5	2.4	2.3	2.4
Students of Color	2.7	2.7	2.7	2.4	2.2	2.7
International Students	2.3	2.3	2.6	2.6	2.7	2.3
Doctoral Students – All	5.9	5.9	5.6	5.8	5.7	5.7
Male	6.0	5.8	5.4	5.8	5.7	5.8
Female	5.9	6.2	5.8	5.8	5.7	5.5
Students of Color	6.5	6.7	5.7	6.3	6.2	6.0
International Students	5.3	5.2	5.1	5.4	5.3	5.5

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	2nd	3rd	2nd	9th
Last Year	4th	3rd	3rd	9th
5 Years Ago	9th	4th	4th	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 2nd within its comparative group for the number of doctoral degrees conferred, 3rd in master's degree, 2nd 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 engages in regular review of its graduate programs to ensure quality.

Particularly in doctoral education, being in the top ranks of degree production is a measure of influence through placement of graduates in academe, industry, and other sectors over time. Beyond that, the University is developing alternative measures of quality to ensure excellent graduate programs.

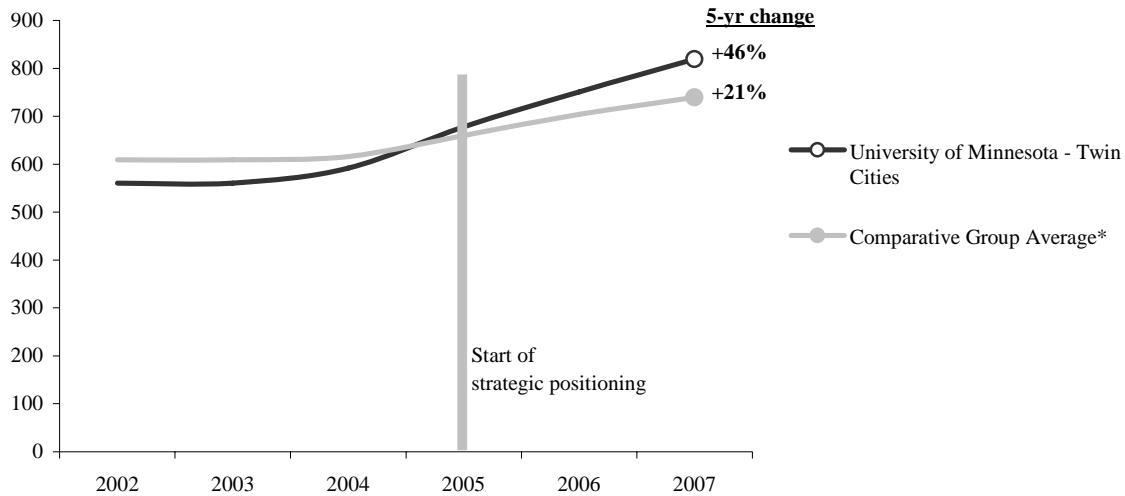
Table 2-9. Degrees conferred: University of Minnesota-Twin Cities and comparative group institutions, 2007.

Rank	Institution	Doctor's degree	Master's degree	First-prof. degree	Bachelor's degree
1	University of California - Berkeley	895	1,966 (9)	385 (9)	6,629 (8)
2	University of Minnesota - Twin Cities	819	3,019 (3)	848 (2)	6,618 (9)
3	University of Michigan - Ann Arbor	789	3,347 (1)	707 (5)	5,941 (11)
4	University of Florida	784	3,142 (2)	1,163 (1)	8,569 (3)
5	University of Texas - Austin	779	2,710 (4)	553 (7)	8,521 (4)
6	University of Wisconsin - Madison	773	1,844 (10)	711 (4)	6,040 (10)
7	University of California - Los Angeles	734	2,298 (8)	573 (6)	6,990 (7)
8	University of Illinois - Urbana-Champaign	698	2,582 (7)	320 (10)	7,035 (5)
9	Ohio State University - Columbus	667	2,635 (5)	834 (3)	9,067 (2)
10	Pennsylvania State Univ. - University Park	646	1,131 (11)	18 (11)	9,604 (1)
11	University of Washington - Seattle	631	2,631 (6)	498 (8)	7,024 (6)

Source: *Top American Research Universities: The Center for Measuring University Performance, 2007.*

Student Outcomes: Degrees Conferred

Figure 2-10. Doctoral degrees conferred, U of M-Twin Cities and comparative group, 2002-2007.



Source: *Top American Research Universities*: The Center for Measuring University Performance, 2007.

Table 2-10. Doctoral degrees conferred, U of M-Twin Cities and comparative group, 2002-2007.

	2002	2003	2004	2005	2006	2007	5-Yr % Change
University of Minnesota - Twin Cities	560	560	592	678	751	819	46.3%
% Change	-	0.0%	5.7%	14.5%	10.8%	9.1%	-
Comparative Group Average*	609	609	616	660	704	740	21.4%
% Change	-	0.0%	1.0%	7.2%	6.7%	5.1%	-
Rank	9th	9th	7th	5th	4th	2nd	

* Excludes University of Minnesota - Twin Cities

Source: *Top American Research Universities*: The Center for Measuring University Performance, 2007.

Global Engagement

The goal to become one of the top universities in the world requires the University of Minnesota to be a global university. The development and pursuit of an international strategy is a prerequisite to achieving that goal, and the University's strategy and tactics are beginning to bear fruit.

In addition to increased study abroad participation and the number of international students on campus, the University is developing its international portfolio in other key areas, such as faculty engagement, curricular development, and international partnerships and projects.

The number of Fulbright scholars from the University of Minnesota is on the rise, as is the amount of funding provided to international research projects; student enrollment is increasing in second and third languages beyond

the introductory level; more scholarly articles are being co-authored with a non-U.S. scholar, and participation by faculty in international research efforts is also increasing.

The University has a long tradition of international programs and exchange, forming a solid foundation upon which to build. Recent efforts to identify key international academic initiatives through the commitment of human and financial resources allow the University to focus its efforts, inspire research, and generate global change at home and abroad.

In addition to tracking the traditional measures of internationalization included in this report, the Office of International Programs is working to identify other meaningful metrics for self-evaluation as well as for comparison to peer institutions.

Involvement in Study Abroad

	U of M Rank Within Comparative Group
This Year	4th
Last Year	3rd
5 Years Ago	4th

Analysis: The Twin Cities campus ranks 4th among comparative group institutions in the number of students studying abroad, as shown in Table 2-11. Figure 2-11 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, or 13.3 percentage points closer to its stated goal of 50 percent (Figure 2-12).

Conclusion: The University continues to work toward its 50 percent participation goal, while maintaining its commitment to offering a broad range of programs, especially those of semester-length or longer, and concentrating on all curricula. The pioneering efforts in curriculum integration are internationally recognized and emulated as a best practice in

making an international experience a part of any field of study. The University is also working to expand its definition of "international experience" to better track, reflect, and legitimize the range of activities that students engage in globally (such as volunteering or interning).

The Carlson School of Management is implementing a pioneering policy requiring all undergraduates to have an international experience. This policy emerged from the growing recognition of the importance of global experience for life planning and career development purposes. In addition, the Learning Abroad Center is increasingly involved in helping students understand the value of their experiences abroad as they engage with the global community.

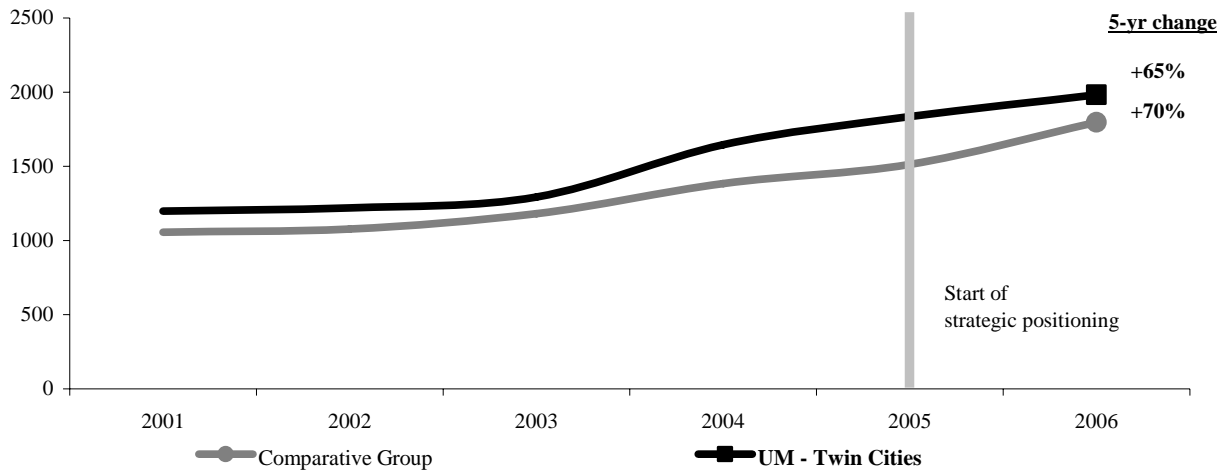
Table 2-11. Involvement in study abroad: U of M-Twin Cities vs. comparative institutions, 2006.

All Publics Rank	Rank	Institution	2006	1-Yr % Change	5-Yr % Change
2	1	University of Texas - Austin	2,244	3.5%	37.4%
3	2	Pennsylvania State University - Univ. Park	2,168	4.0%	92.9%
4	3	University of Illinois - Urbana-Champaign	1,988	14.3%	45.2%
5	4	University of Minnesota - Twin Cities	1,981	7.9%	65.2%
6	5	University of California - Los Angeles	1,966	254.2%	754.8%
7	6	University of Florida	1,926	6.7%	76.4%
9	7	Ohio State University - Columbus	1,858	17.6%	54.7%
11	8	University of Washington - Seattle	1,724	8.7%	71.0%
13	9	University of Michigan - Ann Arbor	1,701	34.7%	80.4%
14	10	University of Wisconsin - Madison	1,616	0.3%	29.0%
39	11	University of California - Berkeley	767	3.2%	9.9%

Source: *Open Doors Report: 2007*, Institute of International Education.

Involvement in Study Abroad

Figure 2-11. Involvement in study abroad: U of M-Twin Cities and comparative group, 2001-2006.



Source: *Open Doors Report: 2007*, Institute of International Education.

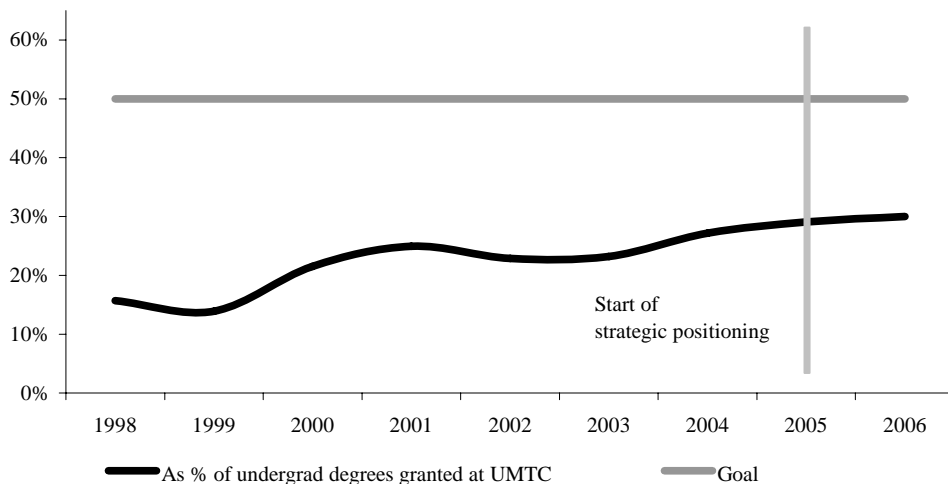
Table 2-12. Involvement in study abroad: U of M-Twin Cities and comparative group, 2001-2006.

	2001	2002	2003	2004	2005	2006	5 Yr % Change
Comparative Group*	1,055	1,077	1,181	1,385	1,514	1,796	70.2%
% Change	-	2.1%	9.6%	17.3%	9.3%	18.7%	-
UMTC	1,199	1,219	1,294	1,644	1,836	1,981	65.2%
% Change	-	1.7%	6.2%	27.0%	11.7%	7.9%	-
UMTC Rank	4 th	4 th	6 th	3 rd	3 rd	4 th	-

* Excludes University of Minnesota - Twin Cities

Source: *Open Doors Report: 2007*, Institute of International Education.

Figure 2-12. Twin Cities campus undergraduates studying abroad as a percentage of degrees granted, 1998-2006.



Source: Office of Institutional Research, University of Minnesota.

International Student Enrollment

U of M Rank <u>Within Comparative Group</u>	
This Year	8th
Last Year	7th
5 Years Ago	8th

Analysis: The number of international students enrolled in United States higher education institutions continues to rebound after years of stagnation attributed in part to 9/11, rising tuition, and increased competition from other countries.

The University of Minnesota, which had been losing ground over the past five years in terms of actual international student enrollment—most dramatically at the undergraduate level—is showing two continuous years of growth, ranking 8th among comparative institutions.

As Tables 2-13 and 2-14 and Figure 2-13 show, while the comparative group's average international student enrollment over the past five years increased by nearly 17 percent, the University's increase was only 10 percent.

Conclusion: For the past three years, the University has undertaken a variety of measures to ensure strong enrollments by highly qualified international students, with a special focus on undergraduates, including increased recruitment efforts, creation of scholarships, and improved programs and services to increase retention.

After five years of small increases and decreases in the actual number of international students, the University posted a solid 9.4 percent increase in 2006. In fall 2007, the number of international freshmen nearly doubled and that number is expected to double again in fall 2008. In addition to increasing the numbers of international students, the University also seeks to increase the diversity and academic caliber of international students.

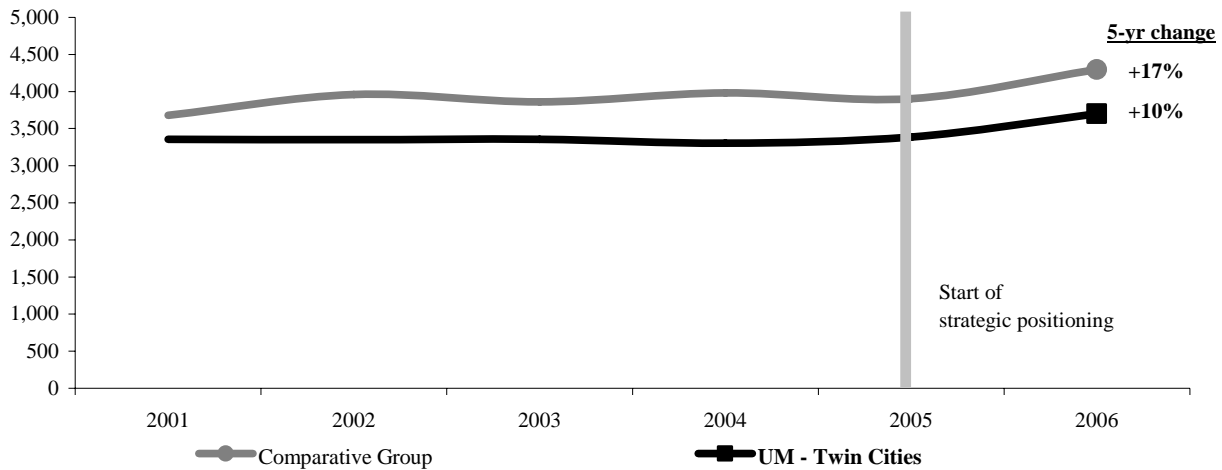
Table 2-13. International student enrollment: U of M-Twin Cities vs. comparative institutions, 2006.

All Publics Rank	Rank	Institution	2006	1-Yr % Change	5-Yr % Change
1	1	University of Illinois - Urbana-Champaign	5,685	15.9%	32.6%
3	2	University of Michigan - Ann Arbor	5,429	16.8%	30.9%
4	3	University of Texas - Austin	5,303	-1.7%	13.5%
5	4	University of California - Los Angeles	4,704	18.2%	68.4%
6	5	Ohio State University - Columbus	4,345	-2.9%	1.0%
10	6	University of Florida	3,921	4.6%	1.0%
12	7	University of Wisconsin - Madison	3,829	13.3%	2.3%
13	8	University of Minnesota - Twin Cities	3,701	9.4%	10.3%
14	9	Pennsylvania State University - Univ. Park	3,681	15.1%	5.7%
19	10	University of California - Berkeley	3,167	18.0%	15.8%
21	11	University of Washington - Seattle	2,884	10.1%	5.4%

Source: *Open Doors Report: 2007*, Institute of International Education.

International Student Enrollment

Figure 2-13. International student enrollment: U of M-Twin Cities and comparative group, 2001-2006.



Source: *Open Doors Report: 2007*, Institute of International Education.

Table 2-14. International student enrollment: U of M-Twin Cities and comparative group, 2001-2006.

	2001	2002	2003	2004	2005	2006	5 Yr % Change
Comparative Group*	3,679	3,961	3,860	3,981	3,904	4,295	16.7%
% Change	-	7.7%	-2.5%	3.1%	-1.9%	10.0%	-
UMTC	3,356	3,351	3,357	3,302	3,384	3,701	10.3%
% Change	-	-0.1%	0.2%	-1.6%	2.5%	9.4%	-
UMTC Rank	8 th	9 th	8 th	8 th	7 th	8 th	-

* Excludes University of Minnesota - Twin Cities

Source: *Open Doors Report: 2007*, Institute of International Education.

International Scholars

U of M Rank <u>Within Comparative Group</u>	
This Year	7th
Last Year	8th
4 Years Ago	9th

Analysis: Although the University ranks 7th in the actual number of international scholars—an increase from 8th last year—it has lost ground within the comparative group. Tables 2-15 and 2-16 show that the number of international scholars at the University has increased by 5 percent over the past five years, while comparative group institutions have increased their number of international scholars by an average of nearly 25 percent. In 2006,

however, the University had the highest growth among the group.

Conclusion: Hosting of international scholars is dependent on the demand from individual colleges and departments. The University continues to encourage and support colleges and departments to attract high-quality researchers, scholars, and post-doctoral appointees from around the world.

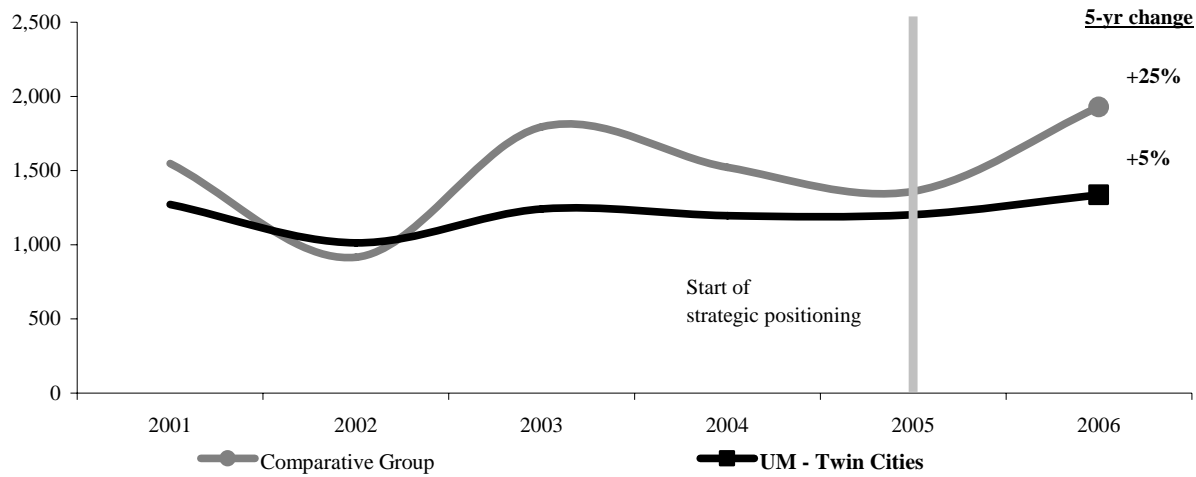
Table 2-15. International scholars: U of M-Twin Cities and comparative institutions, 2006.

All Publics Rank	Rank	Institution	2006	1-Yr % Change	5-Yr % Change
1	1	University of California - Berkeley	2,398	6.8%	1.4%
3	2	University of California - Los Angeles	2,258	6.0%	-9.5%
5	3	University of Washington - Seattle	1,954	-1.0%	31.2%
7	4	University of Florida	1,610	NA	22.2%
8	5	Ohio State University - Columbus	1,503	-6.5%	9.1%
9	6	University of Illinois - Urbana-Champaign	1,438	-11.6%	-11.4%
10	7	University of Minnesota - Twin Cities	1,337	11.2%	5.2%
12	8	University of Michigan - Ann Arbor	1,162	NA	-13.4%
13	9	University of Wisconsin - Madison	1,150	-6.7%	1.9%
18	10	University of Texas - Austin	1,050	-6.3%	9.1%
22	11	Pennsylvania State University - University Park	907	-45.3%	-33.8%

Source: *Open Doors Report: 2007*, Institute of International Education.

International Scholars

Figure 2-14. International scholars: U of M-Twin Cities and comparative group, 2001-2006.



Source: *Open Doors Report: 2007*, Institute of International Education.

Table 2-16. International scholars: U of M-Twin Cities and comparative group, 2001-2006.

	2001	2002	2003	2004	2005	2006	5 Yr % Change
Comparative Group*	1,547	916	1,794	1,522	1,359	1,929	24.7%
% Change	-	-40.8%	95.7%	-15.1%	-10.7%	41.9%	-
UMTC	1,271	1,013	1,241	1,196	1,202	1,337	5.2%
% Change	-	-20.3%	22.5%	-3.6%	0.5%	11.2%	-
UMTC Rank	9 th	7 th	8 th	7 th	8 th	7 th	-

Source: *Open Doors Report: 2007*, Institute of International Education.

* Excludes University of Minnesota - Twin Cities

Undergraduate and Graduate 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 Figure 2-15, gains were registered in undergraduates' overall satisfaction, quality of classrooms, and cost of attendance. Undergraduate satisfaction declined slightly in terms of ratings of academic program quality, availability of places to study, and overall physical environment.

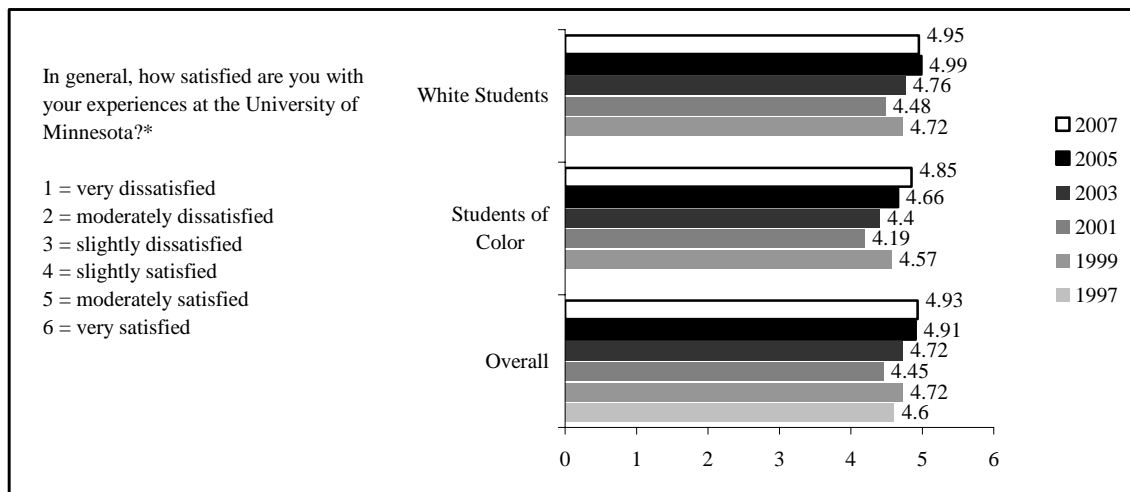
Figure 2-16 shows that graduate students' overall satisfaction improved as did their satisfaction with classroom quality, availability of

study spaces, and cost of attendance. Satisfaction declined slightly in the areas of academic program quality, and campus physical environment.

Conclusion: With the University's increased emphasis on addressing affordability issues, principally through the Founders Opportunity Scholarships for undergraduates and fellowships and grants for graduate students, 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.

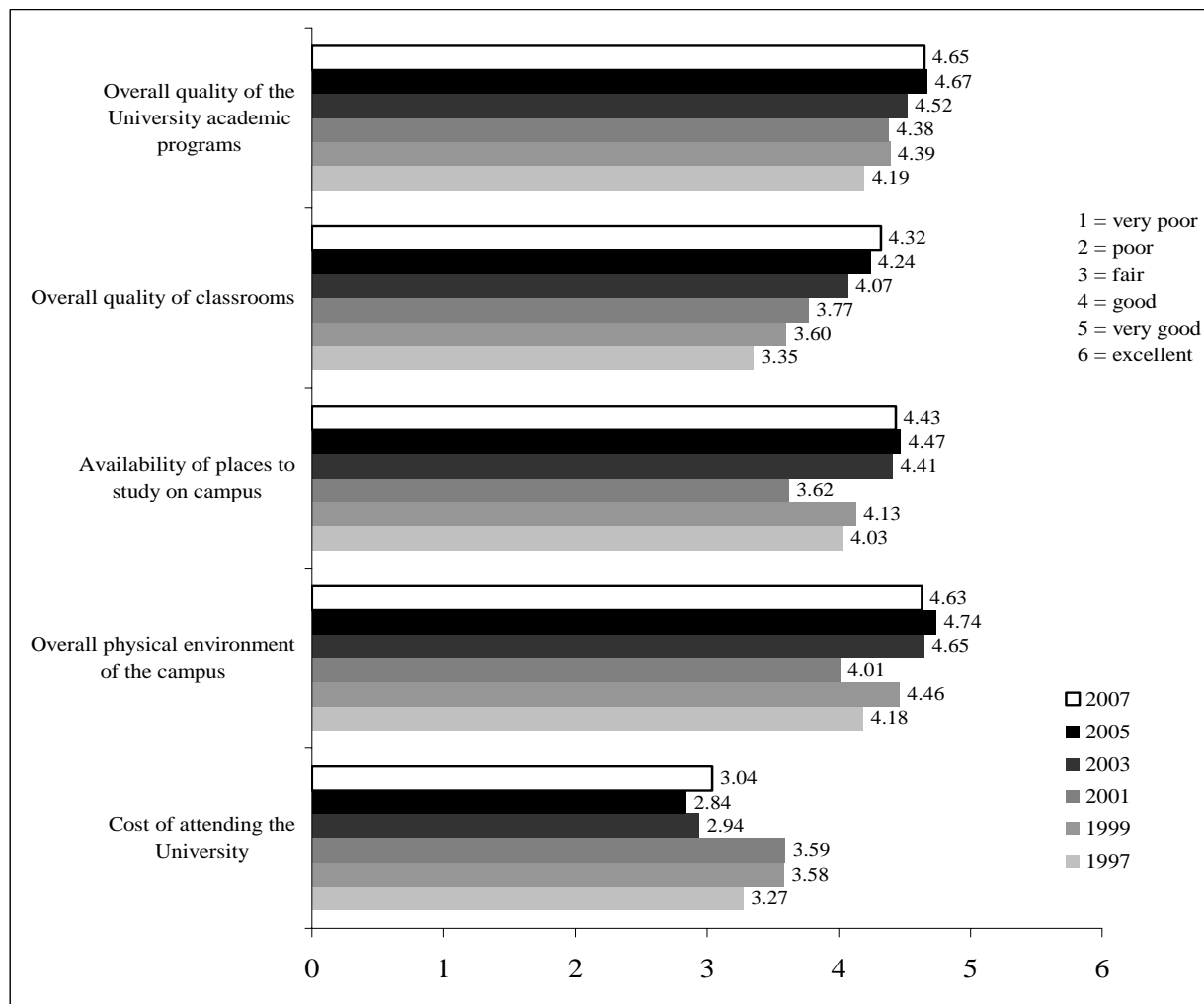
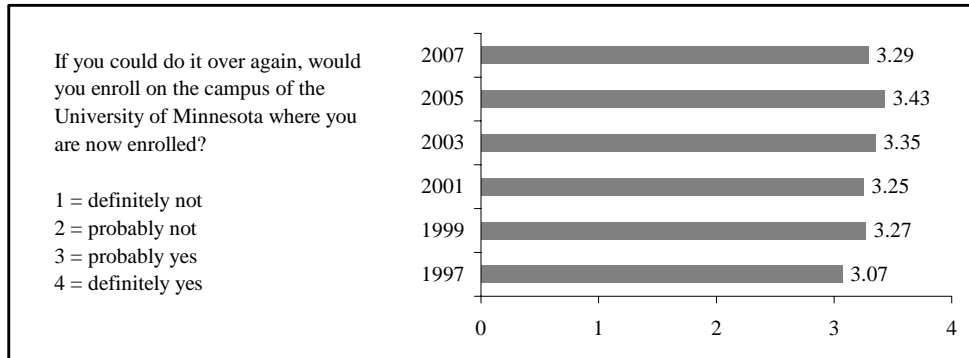
Figures 2-15. Undergraduate student experiences survey results, University of Minnesota - Twin Cities, 1997-2007.



*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

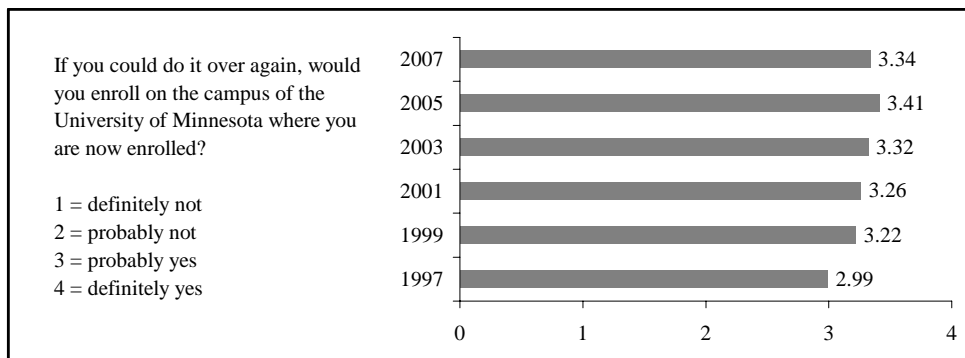
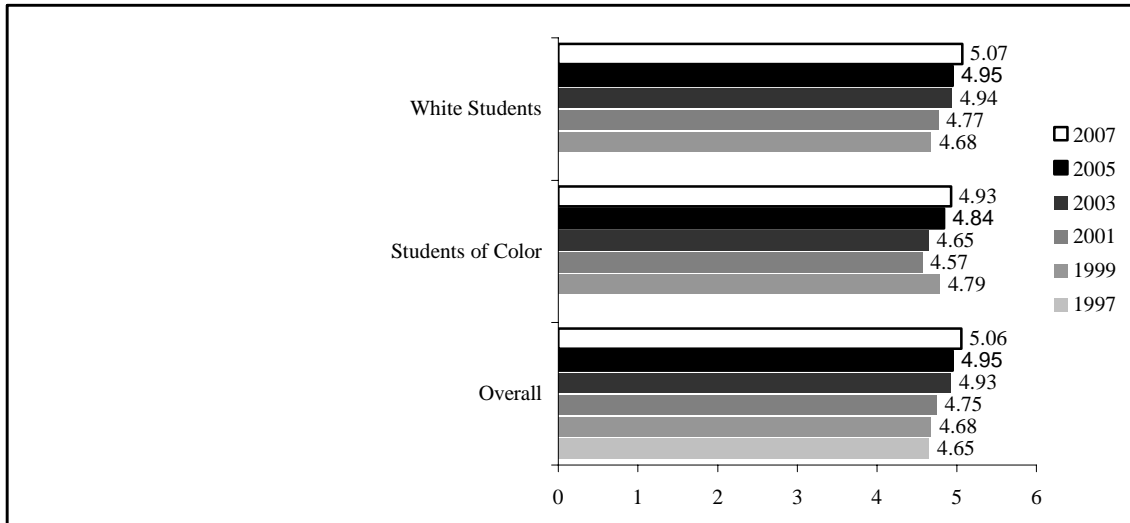
Figures 2-15 (continued). Undergraduate student experiences survey results, University of Minnesota - Twin Cities, 1997-2007.



Source: Office of Institutional Research, University of Minnesota.

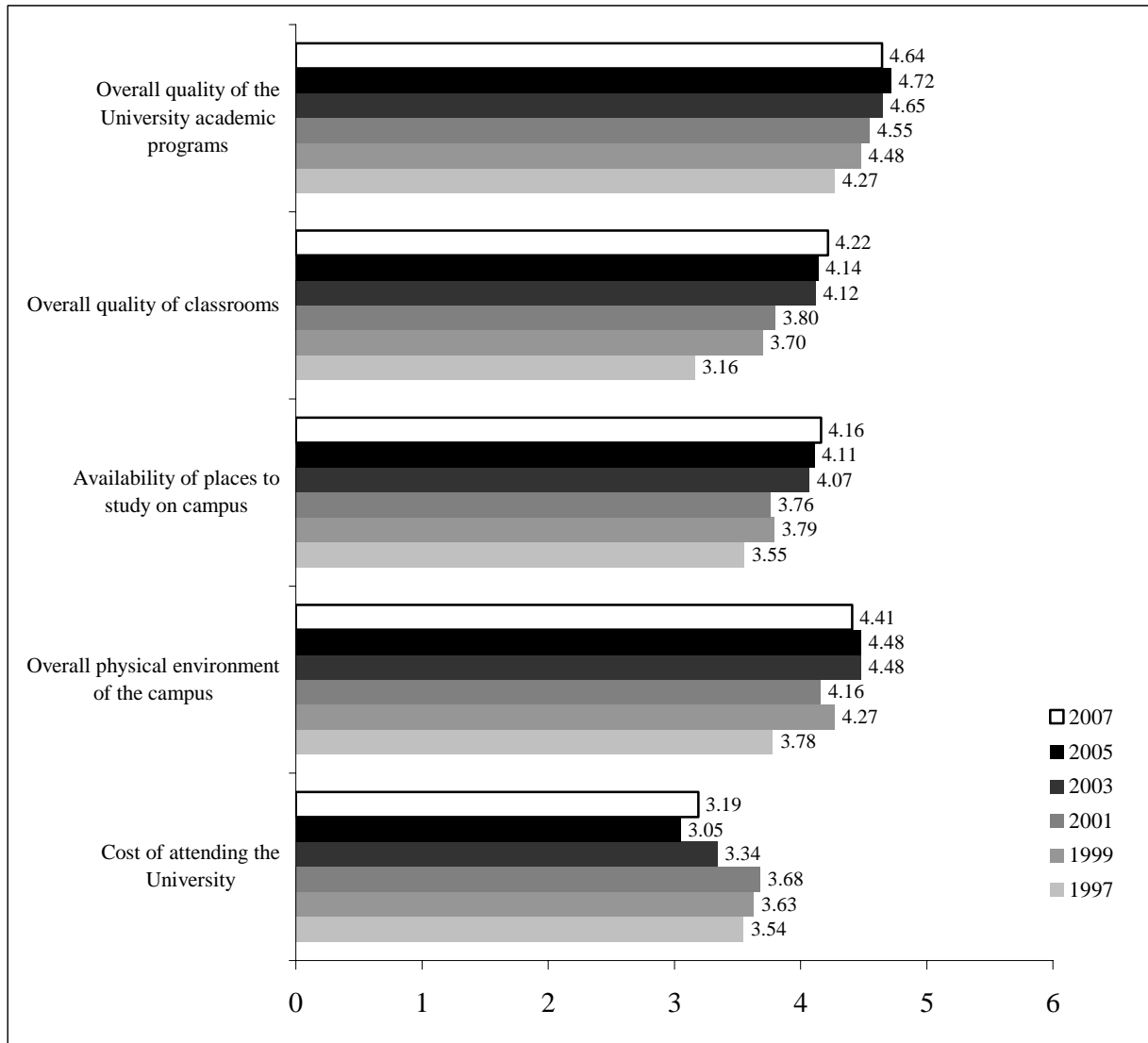
Graduate Student Satisfaction

Figures 2-16. Graduate student experiences survey results, University of Minnesota - Twin Cities, 1997-2007.



Graduate Student Satisfaction

Figures 2-16 (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 has invested \$89 million in the first three years of strategic positioning 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 con-

tinue 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 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 receive in-depth training, and departments are required to define how the faculty position will advance the department. In addition, the University identifies and proactively recruits 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 strives 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 informs 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 provided through the 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. The University's academic leaders have 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 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 404 in 2007).

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; teaching awards including Morse-Alumni and the Graduate and Professional Awards, and advising through the 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. Since 2005, special compensation for exceptional faculty (above and beyond general compensation increases) totals \$32 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 (over 150 participants since 2001), the Office of Service and Continuous Improvement's Transformational Leadership Program, Leading from Where You Are Program (for Civil Service and Bargaining Unit female staff), and orientation programs for new faculty and deans.

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, helps 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 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:

National Academy Members	Pages 51-52
Faculty Awards	Pages 53-54
Post-Doctoral Appointees	Pages 55-56
Faculty and Staff Diversity	Pages 57-58
Faculty Salary and Compensation	Pages 59-61
Faculty and Staff Satisfaction	Pages 62-63

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 late 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

<u>University of Minnesota Rank</u>			<i>These prestigious honors are granted by the National Academies of Sciences and Engineering and the Institute of Medicine, which serve as private, nonprofit organizations to the federal government on science, technology, and medicine.</i>
	<u>Within</u>	<u>Among</u>	
	<u>Comparative Group</u>	<u>All Publics</u>	
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 2-16 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 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.

In addition, a working group of National Academies members was formed to develop strategies for putting forth nominations.

In 2007, three University faculty members were inducted 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 Sciences, the first since 2002.

While 2008 proved to be a more challenging year relative to such inductions, with the continued efforts of the coordinator and the National Academies working group, the University expects the number of national and international faculty awards received by University faculty to continue to increase in the coming years.

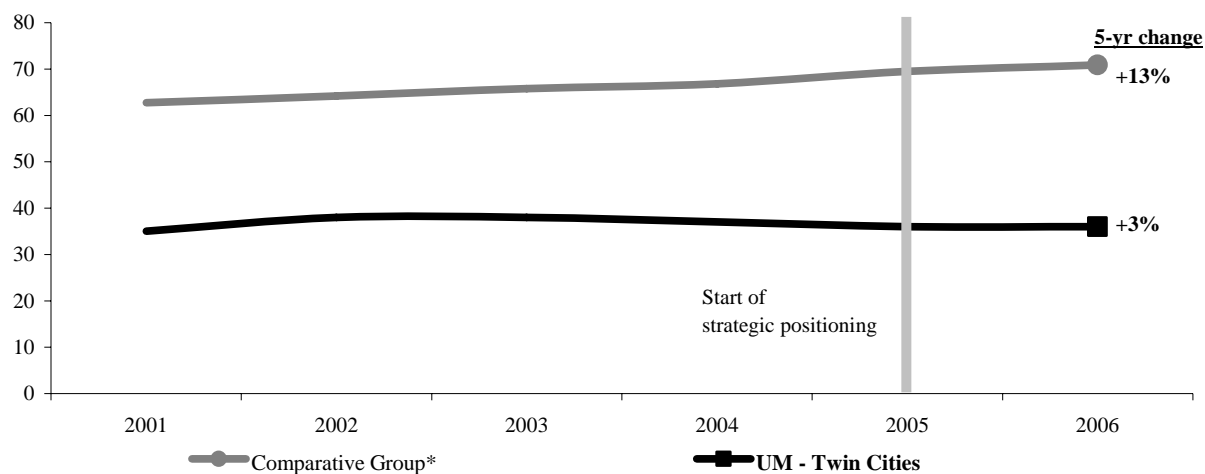
Table 2-17. National Academy members: U of M-Twin Cities and comparative group institutions, 2006.

All Publics Rank	Comparative Group Rank	Institution	2006	1-Yr % Change	5-Yr % Change
1	1	University of California - Berkeley	211	-0.5%	6.0%
4	2	University of Washington - Seattle	86	1.2%	10.3%
5	3	University of California - Los Angeles	76	4.1%	31.0%
5	3	University of Michigan - Ann Arbor	76	4.1%	22.6%
7	5	University of Wisconsin - Madison	71	0.0%	2.9%
8	6	University of Texas - Austin	61	8.9%	17.3%
9	7	University of Illinois - Urbana-Champaign	56	1.8%	3.7%
11	8	University of Minnesota - Twin Cities	36	0.0%	2.9%
18	9	Pennsylvania State University - Univ. Park	30	7.1%	30.4%
25	10	Ohio State University - Columbus	22	0.0%	46.7%
27	11	University of Florida	20	0.0%	17.6%

Source: *The Top American Research Universities*: The Center for Measuring University Performance, 2007.

National Academy Members

Figure 2-16. National Academy Members: U of M-Twin Cities vs. comparative group, 2001-2006.



Source: *The Top American Research Universities*: The Center for Measuring University Performance, 2007.

Table 2-18. National Academy Members: U of M-Twin Cities vs. comparative group, 2001-2006.

	2001	2002	2003	2004	2005	2006	5 Yr % Change
Comparative Group*	63	64	66	67	70	71	13.1%
% Change	-	2.4%	2.5%	1.5%	4.0%	2.0%	-
UMTC	35	38	38	37	36	36	2.9%
% Change	-	8.6%	0.0%	-2.6%	-2.7%	0.0%	-
UMTC Rank	8 th	8 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, 2007.

Faculty Awards

University of Minnesota Rank			<i>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.</i>
	<u>Within</u> Comparative Group	<u>Among</u> All Publics	
This Year	9th	12th	
Last Year	8th	14th	
5 Years Ago	7th	12th	

Analysis: The University currently ranks 9th 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 2-17 and Table 2-20). However, 2006 marked the third straight year of improvement in the number of awardees.

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.

The coordinator has built a database of national and international faculty awards to track award opportunities, is establishing ongoing 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.

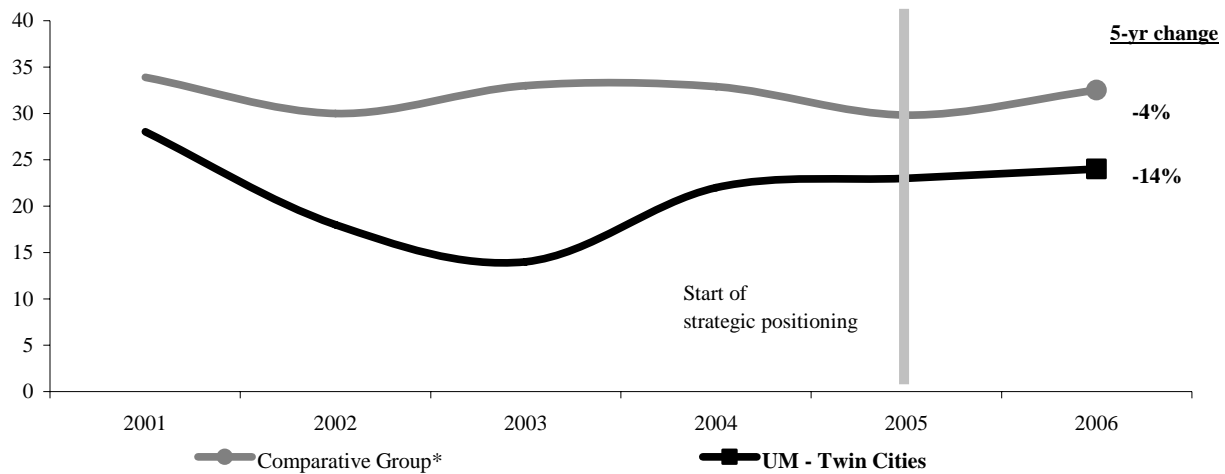
Table 2-19. Faculty awards: U of M-Twin Cities and comparative group institutions, 2006.

All Publics Rank	Comparative Group Rank	Institution	2006	1-Yr % Change	5-Yr % Change
1	1	University of Michigan - Ann Arbor	51	21.4%	-1.9%
3	2	University of California - Berkeley	44	10.0%	-6.4%
4	3	University of Wisconsin - Madison	42	0.0%	23.5%
4	3	University of California - Los Angeles	42	16.7%	7.7%
7	5	Pennsylvania State University - Univ. Park	28	33.3%	7.7%
8	6	University of Washington - Seattle	27	-6.9%	-27.0%
8	6	University of Texas - Austin	27	8.0%	17.4%
11	8	University of Florida	25	31.6%	4.2%
12	9	University of Minnesota - Twin Cities	24	4.3%	-14.3%
14	10	University of Illinois - Urbana-Champaign	22	-15.4%	-35.3%
20	11	Ohio State University - Columbus	17	-5.6%	-26.1%

Source: *The Top American Research Universities*: The Center for Measuring University Performance, 2007.

Faculty Awards

Figure 2-17. Faculty awards: U of M-Twin Cities vs. comparative group, 2001-2006.



Source: *The Top American Research Universities*: The Center for Measuring University Performance, 2007.

Table 2-20. Faculty awards: U of M-Twin Cities vs. comparative group institutions, 2001-2006.

	2001	2002	2003	2004	2005	2006	5 Yr % Change
Comparative Group*	34	30	33	33	30	33	-4.1%
% Change	-	-11.5%	10.0%	-0.3%	-9.4%	9.1%	-
UMTC	28	18	14	22	23	24	-14.3%
% Change	-	-35.7%	-22.2%	57.1%	4.5%	4.3%	-
UMTC Rank	7 th	10 th	11 th	9 th	8 th	9 th	-

* Excludes University of Minnesota - Twin Cities

Source: *The Top American Research Universities*: Center for Measuring University Performance, 2007.

Post-Doctoral Appointees

<u>University of Minnesota Rank</u>			<i>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.</i>
	<u>Within</u>	<u>Among</u>	
	<u>Comparative Group</u>	<u>All Publics</u>	
This Year	4th	7th	
Last Year	5th	9th	
5 Years Ago	5th	8th	

Analysis: The University has increased the number of post-doctoral appointees while maintaining its ranking within the comparative group over the past five years as shown in Figure 2-18. However, the University's number of appointees is 300-400 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 more recent investments made by the Minnesota Legislature, and with the University's additional internal reallocation of funds, the number of appointees has increased and is expected to continue to do so in the coming years.

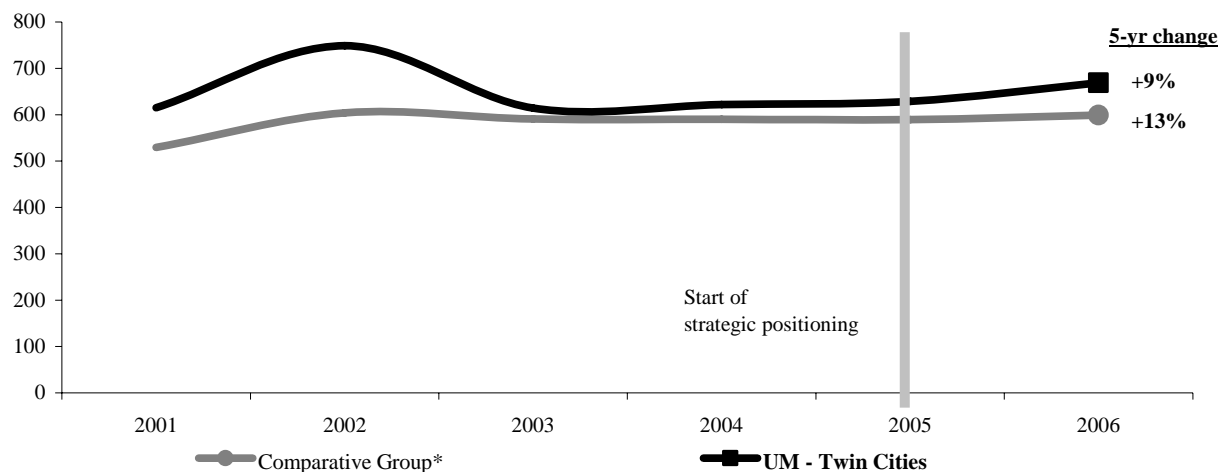
Table 2-21. Post-doctoral appointees: U of M-Twin Cities and comparative group institutions, 2006.

All Publics Rank	Comparative Group Rank	Institution	2006	1-Yr % Change	5-Yr % Change
1	1	University of California - Los Angeles	1,094	7.4%	29.2%
3	2	University of Washington - Seattle	963	-7.7%	2.7%
5	3	University of California - Berkeley	774	7.5%	-13.6%
7	4	University of Minnesota - Twin Cities	669	6.4%	8.8%
11	5	University of Michigan - Ann Arbor	603	-5.6%	-3.4%
12	6	University of Florida	602	2.6%	18.0%
13	7	University of Wisconsin - Madison	595	20.9%	27.4%
15	8	University of Illinois - Urbana-Champaign	416	5.1%	59.4%
19	9	Ohio State University - Columbus	400	-5.7%	41.3%
24	10	Pennsylvania State University - Univ. Park	341	-2.3%	32.2%
43	11	University of Texas - Austin	205	-9.3%	-1.0%

Source: *The Top American Research Universities*: Center for Measuring University Performance, 2007.

Post-Doctoral Appointees

Figure 2-18. Post-doctoral appointees: U of M-Twin Cities vs. comparative group, 2001-2006.



Source: *The Top American Research Universities*: Center for Measuring University Performance, 2007.

Table 2-22. Post-doctoral appointees: U of M-Twin Cities vs. comparative group, 2001-2006.

	2001	2002	2003	2004	2005	2006	5 Yr % Change
Comparative Group*	529	604	591	590	590	599	13.3%
% Change	-	14.1%	-2.1%	-0.1%	-0.1%	1.7%	-
UMTC	615	749	614	622	629	669	8.8%
% Change	-	21.8%	-18.0%	1.2%	1.2%	6.4%	-
UMTC Rank	5th	5th	4th	5th	5th	4th	-

* Excludes University of Minnesota - Twin Cities

Source: *The Top American Research Universities*: Center for Measuring University Performance, 2007.

Faculty and Staff Diversity

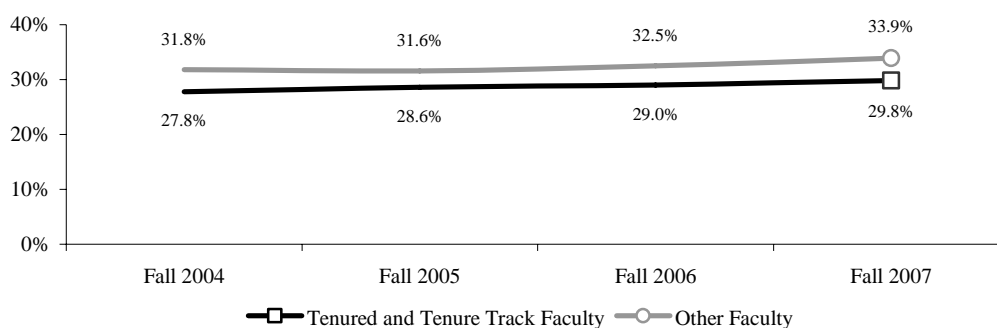
Analysis: Hiring and retaining faculty and staff of color as well as female faculty and staff on the Twin Cities campus has been steady for the past four years. In each case, the percentages have increased modestly, as shown in Figures 2-19, 2-20, 2-22, and 2-23. In particular, females are well represented among all three employee groups (Figure 2-22). Among faculty of color, Asian/Pacific Islanders and Blacks represent an increasing proportion, while the number of American Indian and Chicano/Hispanic faculty have declined slightly (Figure 2-21).

Conclusion: Recruiting and retaining a diverse faculty and staff is one of the University's highest priorities. The University is focusing on developing and promoting 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.

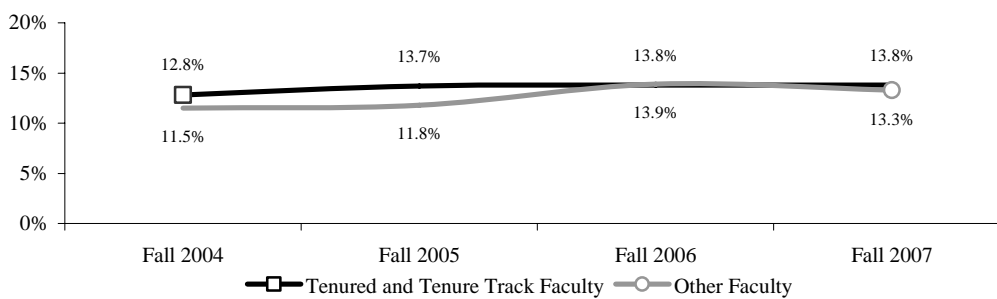
On the staff side, the University has initiated a variety of programs to support the development of civil service, bargaining unit, and professional and academic female staff and staff of color. These efforts include not only attempts to increase numbers, but also to identify and address institutional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

Figure 2-19. Percentage of female faculty, University of Minnesota – Twin Cities, 2004-2007.



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

Figure 2-20. Percentage of faculty of color, University of Minnesota – Twin Cities, 2004-2007.

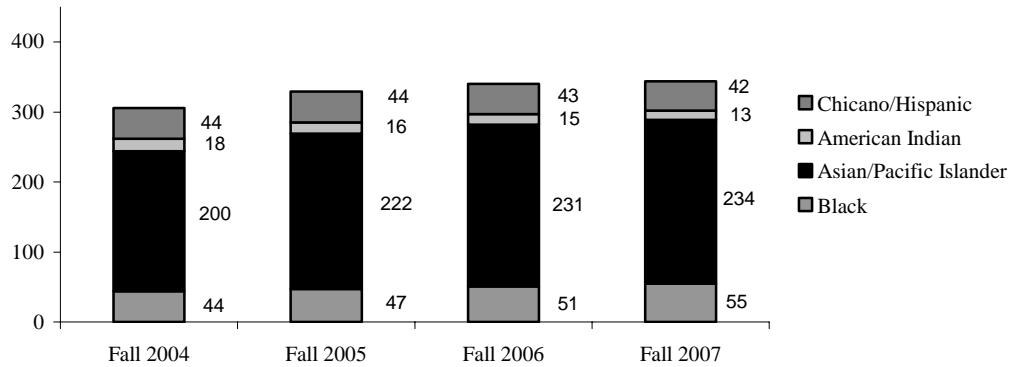


Source: Office of Institutional Research, University of Minnesota Planning Data.

2: Twin Cities Campus

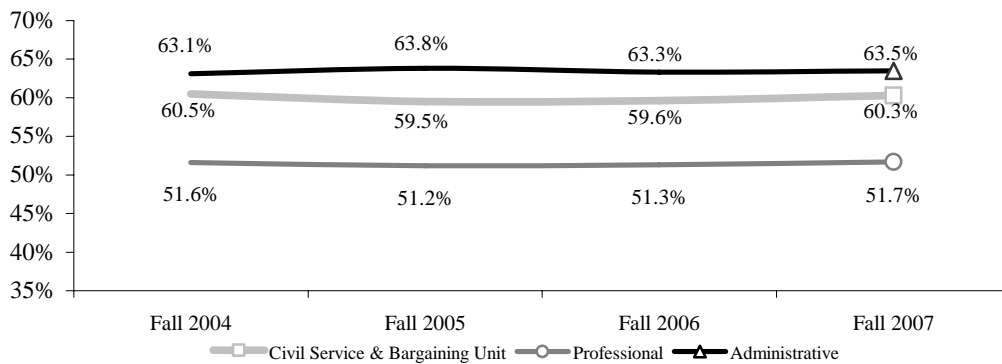
Faculty and Staff Diversity

Figure 2-21. Diversity of tenured and tenure-track faculty, University of Minnesota – Twin Cities, 2004-2007.



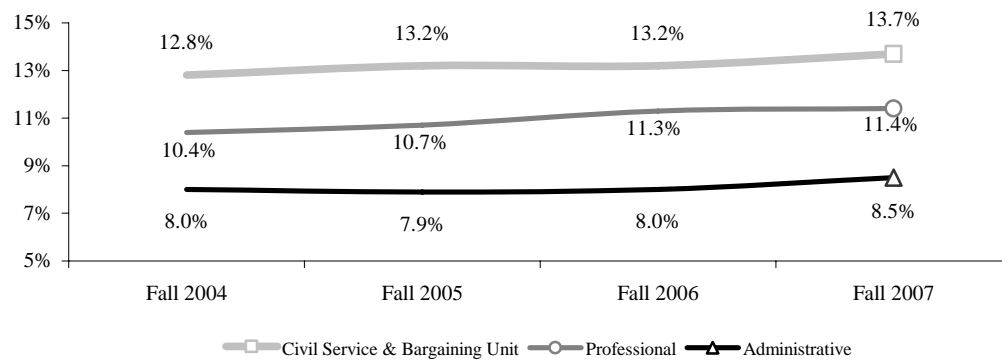
Source: Office of Institutional Research, University of Minnesota Planning Data.

Figure 2-22. Percentage of female staff employee, University of Minnesota – Twin Cities, 2004-2007.



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

Figure 2-23. Percentage of staff of color, University of Minnesota – Twin Cities, 2004-2007.



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

Faculty Salary and Compensation

	U of M Salary Rank Within Comparative Group			U of M Compensation Rank Within Comparative Group		
	Professor	Associate Professor	Assistant Professor	Professor	Associate Professor	Assistant Professor
This Year	8 th	5 th	7 th	4 th	3 rd	3 rd
Last Year	8 th	5 th	7 th	4 th	3 rd	2 nd
5 Years Ago	7 th	6 th	7 th	-	-	-

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 im-

pact of the state's budget reduction to the institution (Figure 2-24). In the last three years, however, the University has made significant progress, and over the five-year period the University outperformed the comparative group average. In 2007-08, 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 3rd at the assistant professor levels.

Conclusion: As part of its strategic positioning efforts, the University has added \$32 million to merit-based faculty salaries on top of a 3 percent increase to the base, but it will take a sustained effort in future years to improve the University's standing within its peer group.

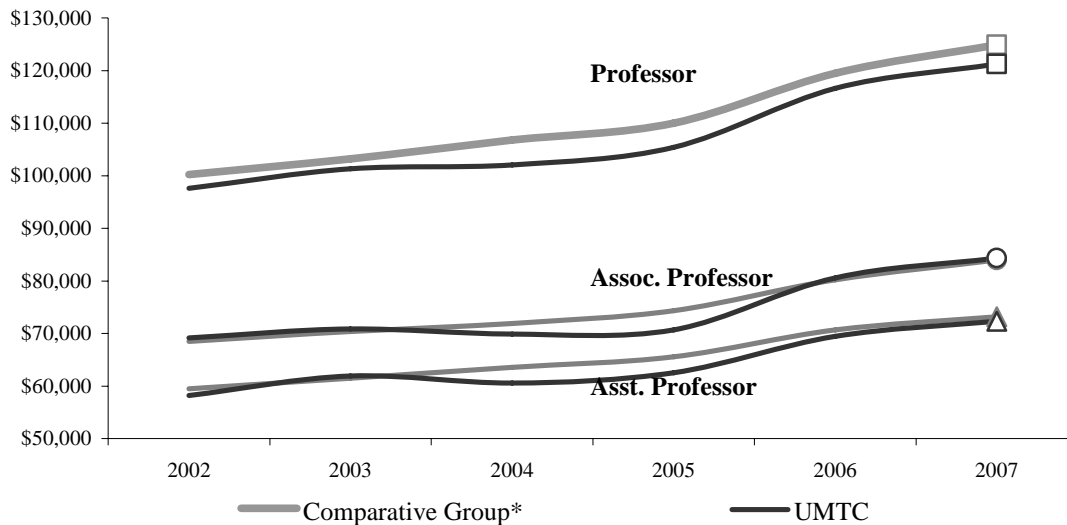
Table 2-23. Faculty salary: U of M-Twin Cities and comparative group institutions, 2007.

Rank	Institutions	Professor	5-Yr % Change	Associate Professor	5-Yr % Change	Assistant Professor	5-Yr % Change
1	University of California - Los Angeles	\$141,969	22.7%	\$90,740 (2)	24.0%	\$76,768 (4)	20.9%
2	University of California - Berkeley	140,966	21.7%	94,385 (1)	28.0%	78,468 (2)	18.4%
3	University of Michigan - Ann Arbor	137,034	25.9%	89,056 (3)	16.8%	79,304 (1)	28.5%
4	University of Texas - Austin	126,018	27.5%	81,269 (8)	28.0%	77,574 (3)	29.3%
5	University of Illinois - Urbana-Champaign	125,683	24.5%	82,235 (7)	17.7%	73,687 (6)	21.9%
6	Pennsylvania State University - Univ. Park	125,402	27.8%	84,986 (4)	27.7%	69,527 (9)	24.1%
7	Ohio State University - Columbus	121,552	29.7%	\$80,451 (9)	26.6%	70,912 (8)	28.5%
8	University of Minnesota - Twin Cities	121,273	24.2%	84,342 (5)	21.9%	72,334 (7)	24.2%
9	University of Washington - Seattle	116,380	29.2%	83,440 (6)	27.3%	73,897 (5)	26.8%
10	University of Florida	109,272	25.8%	73,006 (11)	16.9%	62,535 (11)	16.5%
11	University of Wisconsin - Madison	104,700	12.7%	80,282 (10)	14.4%	69,133 (10)	15.7%

Source: Office of Institutional Research, University of Minnesota.

Faculty Salary and Compensation

Figure 2-24. Faculty salary: U of M-Twin Cities vs. selected comparative group institutions, 2002-2007.



Source: Office of Institutional Research, University of Minnesota.

Table 2-24. Faculty salary: U of M-Twin Cities and comparative group institutions, 2002-2007.

	2002	2003	2004	2005	2006	2007	5-Yr % Change
Professor							
Comparative Group Average*	\$100,197	\$103,217	\$106,782	\$109,992	\$119,457	\$124,898	24.7%
University of Minnesota - Twin Cities	97,613	101,323	102,012	105,362	116,596	121,273	24.2%
Associate Professor							
Comparative Group Average*	\$68,472	\$70,350	\$71,894	\$74,296	\$80,236	\$83,985	22.7%
University of Minnesota - Twin Cities	69,173	70,870	69,879	70,676	80,560	84,342	21.9%
Assistant Professor							
Comparative Group Average*	\$59,491	\$61,492	\$63,537	\$65,544	\$70,640	\$73,180	23.0%
University of Minnesota - Twin Cities	58,236	61,941	60,585	62,525	69,429	72,334	24.2%

Source: Office of Institutional Research, University of Minnesota.

* Excludes University of Minnesota - Twin Cities

2: Twin Cities Campus

Table 2-25. Faculty compensation: U of M-Twin Cities and comparative group institutions, 2007.

Rank	Institutions	Professor	1-Yr % Change	Associate Professor	1-Yr % Change	Assistant Professor	1-Yr % Change
1	University of California - Los Angeles	\$185,151	7.1%	\$120,721 (2)	8.0%	\$103,145 (2)	6.8%
2	University of California - Berkeley	184,006	8.0%	125,552 (1)	9.2%	105,572 (1)	3.8%
3	University of Michigan - Ann Arbor	165,677	5.1%	112,108 (4)	3.4%	100,718 (4)	6.2%
4	University of Minnesota - Twin Cities	159,700	4.6%	116,500 (3)	5.3%	102,100 (3)	5.0%
5	Pennsylvania State University - Univ. Park	152,960	4.3%	106,252 (5)	4.6%	86,381 (10)	2.4%
6	University of Illinois - Urbana-Champaign	151,028	3.6%	102,505 (8)	3.0%	92,961 (6)	2.5%
7	Ohio State University - Columbus	149,917	3.1%	102,023 (9)	3.6%	90,655 (8)	1.3%
8	University of Texas - Austin	149,255	4.0%	99,339 (10)	4.4%	94,137 (5)	3.8%
9	University of Washington - Seattle	141,836	6.9%	102,738 (7)	8.0%	90,120 (9)	5.0%
10	University of Florida	135,820	1.3%	93,949 (11)	-0.5%	80,178 (11)	-0.3%
11	University of Wisconsin - Madison	133,831	1.3%	105,209 (6)	2.7%	92,133 (7)	4.6%

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

2: Twin Cities Campus

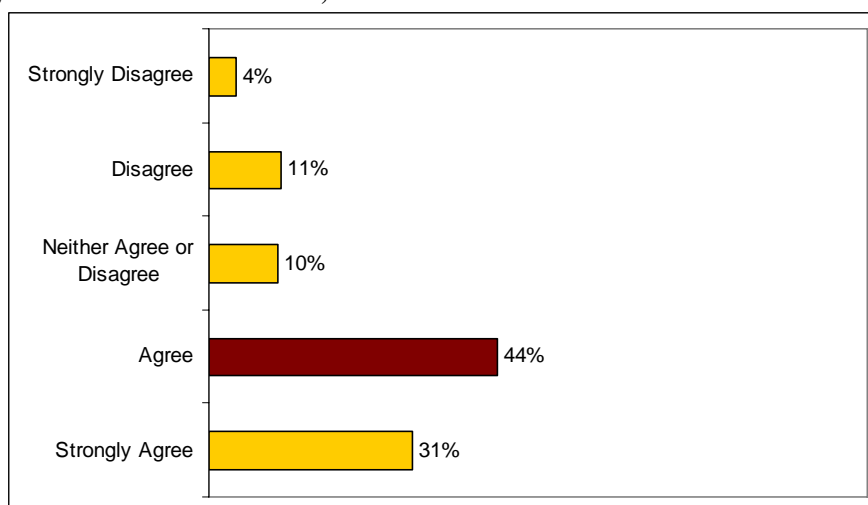
the University's competitive position in this area. While University benefits programs are viewed as a positive feature of employment, good benefits cannot compensate for erosion of base salaries against comparative institutions.

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.

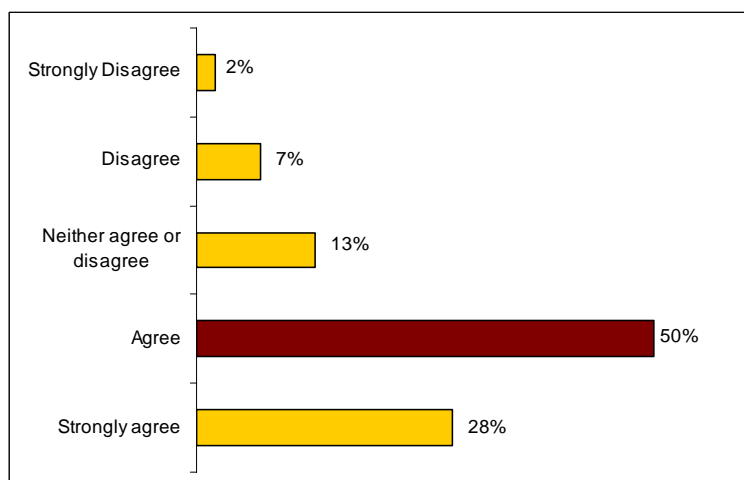
The Pulse Survey will be an ongoing University-wide effort to "take the pulse" of University employees. In the years to come, similar surveys will be administered to track changes in the satisfaction of University employees.

Figure 2-25. 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 2-26. 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.

2: Twin Cities Campus

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 has invested \$72 million in the first three years of strategic positioning 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 2007 realignment of academic units helped advance interdisciplinary inquiry and research, enhance curricular choices and content for students, and provide 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 are being reinvested in academic initiatives. These changes also mean more tuition revenue for other units with enrollment growth. The realignment included:

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** joined 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** joined 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 technical and managerial assistance to faculty interdisciplinary teams, 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 bio-science 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.

Interdisciplinary informatics is an interdisciplinary and inter-professional 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 **Minnesota Biomedical Research Program**, a landmark \$292 million project (\$219 million from the state, plus \$73 million funded by the University) to build four world-class science facilities on the East Bank campus.

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

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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:

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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:

Total Research Expenditures	Pages 71-73
Library Quality	Pages 74-75
Citizen Satisfaction	Pages 76-78

Total Research Expenditures

<u>University of Minnesota Rank</u>			<i>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.</i>
	<u>Within Comparative Group</u>	<u>Among All Publics</u>	
This Year	7th	9th	
Last Year	8th	10th	
5 Years Ago	6th	9th	

Analysis: The University ranks 9th in total research expenditures among public universities (Table 2-26), up from 10th in the previous year. It should be noted, however, that these rankings are very dynamic in nature. For example, only \$30 million separates the public universities ranked 9th, 10th and 11th (Figure 2-27). This serves to illustrate that even relatively small changes in funding have the potential for substantial impact on those institutions’ rankings.

It is also important to consider the effects of different growth rates among peer institutions (Figure 2-28). Over the past 10 years this key performance metric has varied widely among these institutions. The average annual growth rate for all comparators was 11.0 percent in 2004, 15.4 percent in 2005 and 4.6 percent in 2006.

The University of Minnesota’s growth rate for the same period was 3.5 percent, 4.4 percent and 8.4 percent. This increase was second only to the University of Washington among all public research universities included in the National Science Foundation’s top 20 universities analysis and served to move the University of Minnesota back up to 9th in the rankings.

Finally, it is important to note that the funding “gap”—the difference in total research expenditures at the University of Minnesota and the 3rd-ranked public institution—was reduced by nearly 14 percent in FY 2006.

Conclusions: The University of Minnesota performed at an exceptionally high level in FY 2006, and outperformed many of its peers. Given the performance of previous years, this impressive growth deserves acknowledgment. However, a single year’s performance should by no means be viewed as either a trend or a predictor. The volatility of the federal research budget and the relatively narrow gap between those universities ranked 9th, 10th and 11th are but two of the variables that could have a profound impact on these rankings.

As one strategy to strengthen its performance, the University is aggressively pursuing key opportunities for research support by targeting existing strengths and comparative advantages. This exercise is critically important given that 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 by providing information, guides, search tools and training to help develop and pursue 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. Identification and utilization of unrestricted funding for research support will also help to close the gap between the University and its national competition.

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Implementing organizational, operational, policy, and cultural changes in response to recommendations from strategic positioning

task forces will further enable the University to compete more aggressively for research dollars.

Table 2-26. Total research expenditures: ranking of University of Minnesota and public universities, 2004-2006 (University of Minnesota comparative group institutions in bold).

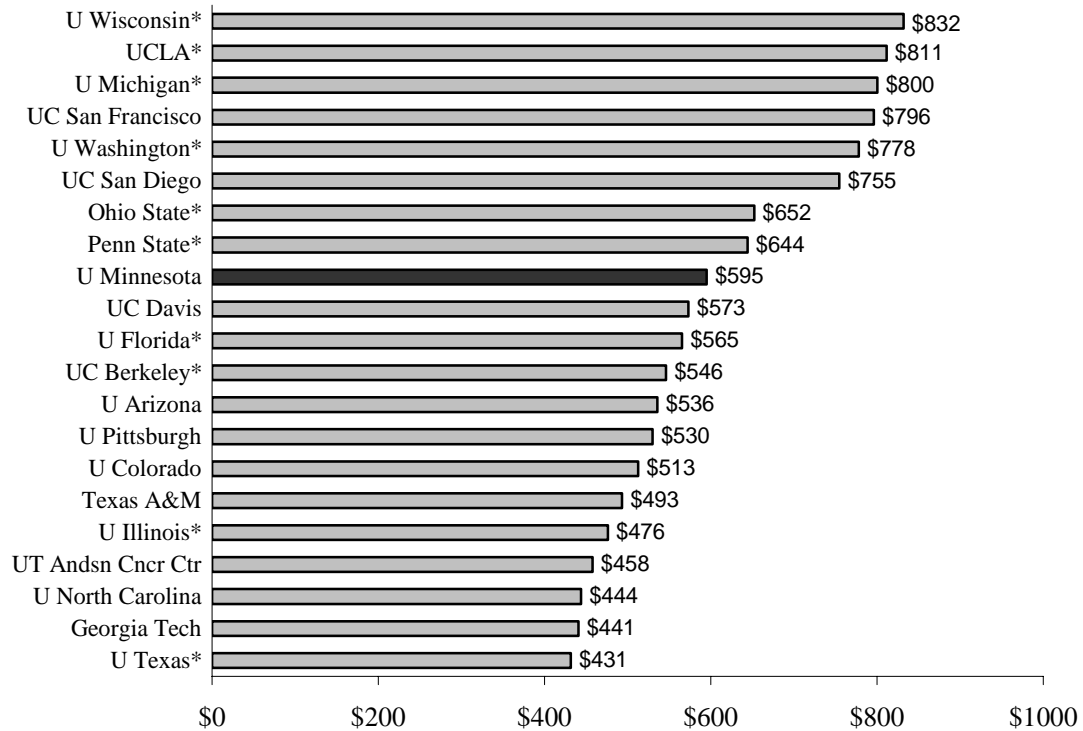
	2004	2005	2006
University of Wisconsin - Madison	3	2	1
University of California - Los Angeles	1	3	2
University of Michigan - Ann Arbor	2	1	3
University of California - San Francisco	4	4	4
University of Washington - Seattle	5	6	5
University of California - San Diego	6	5	6
Ohio State University - Columbus	10	8	7
Pennsylvania State University - Univ. Park	7	7	8
University of Minnesota	8	10	9
University of California - Davis	11	11	10
University of Florida	17	12	11
University of California - Berkeley	8	9	12
University of Arizona	14	13	13
University of Pittsburgh	15	15	14
University of Colorado	13	14	15
Texas A&M University	16	17	16
University of Illinois - Urbana-Champaign	12	16	17
U TX M.D. Anderson Cancer Ctr.	22	21	18
University of North Carolina - Chapel Hill	18	18	19
Georgia Institute of Technology	19	19	20
University of Texas - Austin	21	20	21

Note: Figures for University of Minnesota include all campuses.

Source: National Science Foundation

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Figure 2-27. Total research expenditures: University of Minnesota and public universities, 2006 (in millions of dollars).

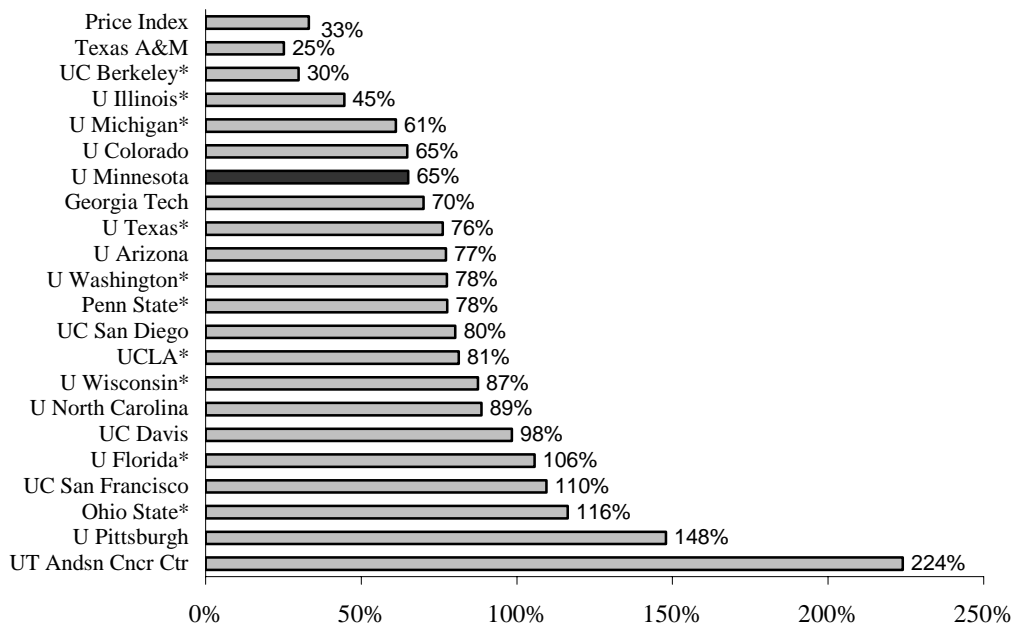


* Comparative Group Institution

Note: Figures for University of Minnesota include all campuses.

Source: National Science Foundation

Figure 2-28. Total research expenditures: percent increase for University of Minnesota and public universities, 1998-2006.



* Comparative Group Institution

Note: Figures for University of Minnesota include all campuses.

Source: National Science Foundation

Library Resources

<u>University of Minnesota Rank</u>		
	<u>Within</u> <u>Comparative Group</u>	<u>Among</u> <u>All Publics</u>
This Year	9 th	9 th
Last Year	8 th	8 th
4 Years Ago	8 th	9 th

Substantial new investments have been made in the last three years to strengthen the University Libraries' support of the academic mission. A total of \$33 million has been invested in the University Libraries since the beginning of strategic positioning efforts.

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 6.8 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 2006-07, the Libraries website received 4.1 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 has

moved 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 is also developing 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 9th within its public research university comparative group as well as all public universities, and 16th 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 2003-2007.

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Library Resources

Table 2-30. U.S. public research university library rankings, 2007.

All Publics	Comp. Rank	Institutions	Index Score	Total Expenditures	Salaries & Wage Staff	Materials Expenditures	Prof & Support Staff
1	1	University of California - Berkeley	1.93	\$53,231,754	\$16,494,886	\$19,715,862	445
2	2	University of Michigan - Ann Arbor	1.71	50,591,407	12,150,966	20,521,937	485
3	3	University of California - Los Angeles	1.68	51,792,128	12,470,133	14,893,015	459
4	4	Pennsylvania State University - Univ. Park	1.61	50,251,356	9,708,146	18,306,551	544
5	5	University of Texas - Austin	1.28	45,044,095	8,773,908	17,847,024	453
6	6	University of Illinois - Urbana-Champaign	1.09	41,919,073	11,732,551	14,530,720	409
7	7	University of Washington - Seattle	1.09	41,583,736	11,076,296	16,161,944	398
8	8	University of Wisconsin - Madison	1.04	41,536,552	13,665,209	11,242,567	391
9	9	University of Minnesota - Twin Cities	0.91	39,927,096	7,328,185	15,695,613	319
10	10	Ohio State University - Columbus	0.42	32,480,575	8,204,846	11,448,889	295
17	11	University of Florida	0.07	27,443,254	6,439,058	10,446,743	295

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

Table 2-31. Online library resources of University Libraries, University of Minnesota, 2003-07.

Resource	2003	2004	2005	2006	2007
Electronic reference sources*	304	415	447	481	729
Electronic journals	21,582	21,783	32,399	35,060	45,953
Electronic books (e-texts including government documents)*	19,847	192,975	202,160	235,635	266,182
Locally created digital files (images, sound files, texts)	13,000	14,000	20,032	58,152	94,885**
InfoPoint electronic reference queries	5,443	5,679	6,134	6,275	8,448***

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, and the growth of the University Digital Conservancy. 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 and UThink: 304,058

*** This figure is for electronic reference queries specifically through the InfoPoint virtual reference service. Throughout the library system, there were more than 18,000 electronic reference transactions, including emails.

Citizen Satisfaction

Minnesotans' overall satisfaction with the University remains strong, according to a December 2007 telephone survey of 852 state residents. Half report a personal connection and believe that the University offers high-quality education and a world-class medical school—two qualities consistently ranked as priorities.

In addition, Minnesotans overwhelmingly support the goal of becoming a top-three research university. Results also indicate that in addition to positive overall satisfaction and favorability level, the intensity of that satisfaction is climbing.

A majority of respondents (57 percent) is favorable toward the University and have a personal connection to the University. Overall satisfaction levels with the University of Minnesota increased to 56 percent in 2007 (Figure 2-29)—up from 50 percent in 2006.

Much of this positive shift is believed to be tied to the Driven to Discover™ campaign, which focused on reaching Minnesota opinion leaders with key messages about curing chronic diseases, discovering innovative ways to teach and prepare future professionals, and discovering innovative solutions to society's issues. The market research indicates that the University has made significant strides in reaching this opinion leader segment. More specifically, from 2006 to 2007 among opinion leaders there was:

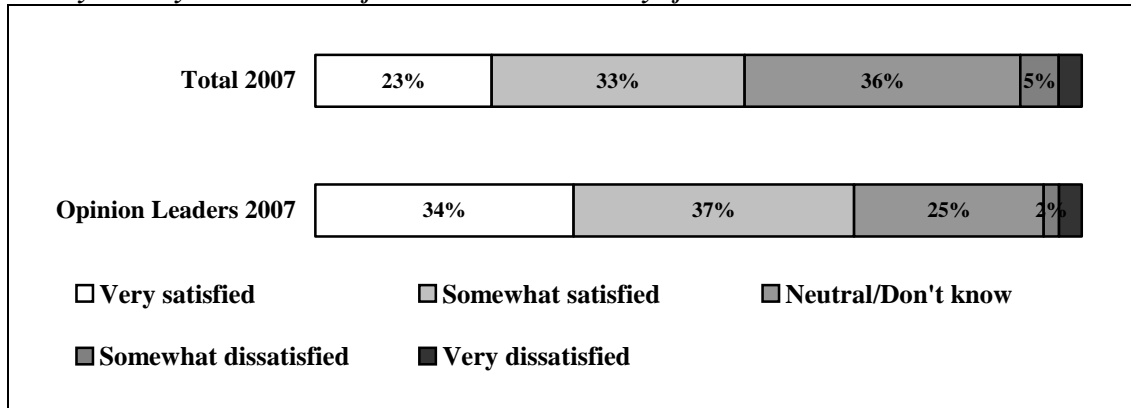
- An increase of 12 percent who stated what they heard, saw or read made them feel more favorable about the University, with 8 percent more stating they feel “much more favorable.”
- An increase of 12 percent who believe the University provides a high quality graduate and undergraduate education.
- An increase of 11 percent who believe the University discovers innovative solutions to world problems.
- An increase of 13 percent who believe the University discovers cures for chronic diseases.
- An increase of 9 percent who favor the University's goal to become one of the top three public research universities in the world.

Unfavorable feelings toward the University have dropped, particularly among opinion leaders, as compared to the previous year. The reasons cited most often for unfavorable feelings include financial management and tuition affordability.

Opinion leaders are more connected and in a wider variety of ways to the University than respondents overall, as shown in Figure 2-30. Sixty-seven percent of opinion leaders reported a University connection compared with 51 percent for those overall.

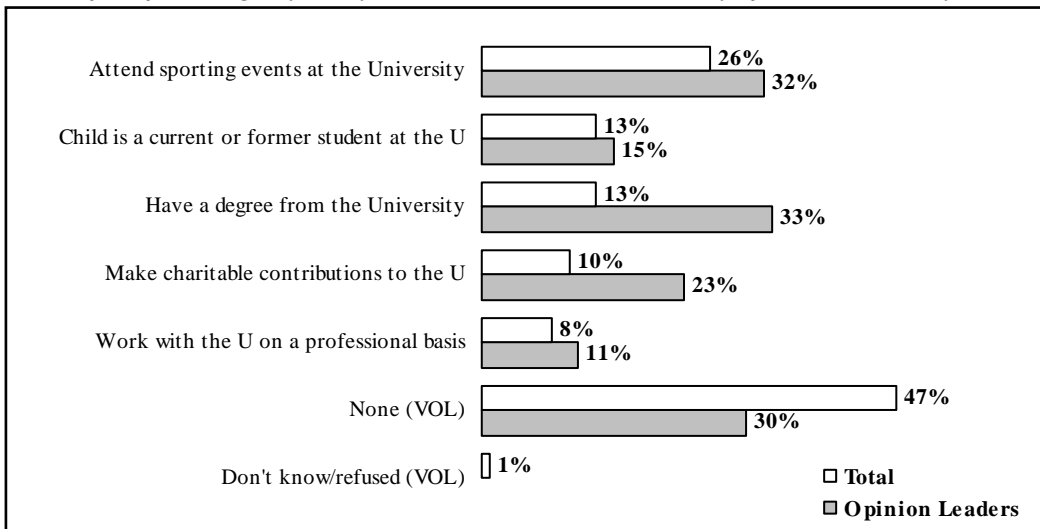
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Figure 2-29. Minnesotans' satisfaction with the University of Minnesota, response to the question: "How would you rate your overall satisfaction with the University of Minnesota?"



Source: KRC Research.

Figure 2-30. 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 previous survey results, 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 under 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 of the initiative, nearly eight in 10 Minnesotans favor it—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.

Conclusions

The University is demonstrating how its strategic positioning effort creates new momentum and opportunities 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 understand the impact of its research, education, and public engagement on their lives and communities. Continued annual market surveys 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 has invested \$120 million in the last four years of strategic positioning towards achieving the following objectives:

- Adopt best practices and embrace enterprise-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 stewardship 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 an **Equity and 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.

Launching the **System-wide Equity and Diversity Action Network**, a cohort of University professionals 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.**

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.

The Department of Public Safety has strengthened partnerships and enhanced services through innovative solutions and effective measurement. Specific initiatives that materially advance the strategic goals of the University strategic positioning and result in measured excellence in public safety, service, and stewardship include:

Development of the Department of Public Safety Strategic Plan. Anchored in the university’s strategic positioning framework, the plan sets forth critical strategic priorities for the Department through 2010.

Development of a system-wide Emergency Management strategic work plan that increases effectiveness of mitigation, response and recovery operations.

Revision of the Central Security Infrastructure Improvement Program to proactively identify and implement security projects that address critical physical and electronic systems essential to the operations of the University

Planning, Management, Tracking, and Measurement

The University is establishing uniform standards and systems 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.

Strengthening 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: The University's new Enterprise Financial System, launched in July 2008, 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 update of its master plan and 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.

Utilizing a systematic, automated **capital project delivery** method that clearly defines project phases, standard tasks, and methodologies to deliver projects in order to meet each project's scope, quality, schedule, and budget.

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: The University has implemented major changes in its facilities management (FM) systems to become a customer-focused organization with a culture of accountability, delivering cost-effective, quality

2: Twin Cities Campus

service to students, faculty, staff, and academic units. The result of this work is FM's smaller, multidisciplinary teams who work closely with University departments and units. Teams provide a single source of contact for building residents, developing personalized service and stronger relationships.

FM has taken its transformation to the next level by implementing its balanced scorecard and managing for results. FM has developed a monthly scorecard of key performance measures, clearly defined those measures, and reports them on its website. University leadership uses the information to inform decision-making and allocate resources appropriately; customers have access to the information to ensure accountability; and employees can see how their work impacts FM's goals.

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: The University has demonstrated its commitment to sustainability and has made significant strides in implementing the Board of Regents policy. Recent commitments include:

Formation of the **Institute on the Environment** to conduct interdisciplinary research addressing complex environmental questions, including renewable energy, policy, economics and ecosystems.

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. The University recently achieved a 38 percent reduction in emissions from its baseline.

Use of oat hulls biomass for 5 percent of the steam production at the Minneapolis campus heating plant.

Participation with Xcel Energy, in the **Energy Design Assistance program**, which provides input and guidance for energy-efficient designs for new construction and renovations.

Pursuing **LEED™** (Leadership in Energy and Environmental Design) certification for the new 50,000-seat TCF Bank Stadium, Science Teaching and Student Services Building, and the new Bell Museum of Natural History.

Establishment of the University-wide **Sustainability Goals and Outcomes Committee**, comprised of faculty, staff, and students.

Celebration of the University's 25th anniversary of its **recycling program** in October 2008.

Increased use of locally purchased foods, **recycling, and composting** (including biodegradable packaging), in University Dining Services. UDS also placed 2nd out of 400 participating schools in a national competition called RecycleMania.

Increased **transit ridership** by 146 percent since 2000 by offering students, faculty, and staff a low-cost, unlimited ride transit pass that

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is good on every bus and rail route in the Twin Cities.

The program has been a tremendous success with more than 20,000 students using the U-Pass program in fall 2007, reducing more than 50,000 vehicle miles and saving more than 2,000 gallons of gasoline daily. The reduced driving also eliminates more than

220 tons of carbon monoxide and 4,500 tons of carbon dioxide emissions annually.

Performance Measures

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

Financial Strength	
Endowment Assets	Pages 84-85
Voluntary Support	Pages 86-87
Facilities Condition	Pages 88

Total Endowment Assets

<u>University of Minnesota Rank</u>			<i>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.</i>
	<u>Within</u>	<u>Among</u>	
	<u>Comparative Group</u>	<u>All Publics</u>	
This Year	4th	6th	
Last Year	4th	6th	
5 Years Ago	4th	6th	

Analysis: The National Association of College and University Business Officers (NACUBO) publishes an annual survey of college and university endowments. Although the survey receives national attention, it is limited in its usefulness as a comparative measure because it looks at only one factor—the overall size of the endowment—which does not provide any insights into other considerations such as the size of the institution, number of students, or operating budget.

Taking into account these limitations, the University maintained its 4th place ranking within the comparative group on this measure.

Among all public research universities, the University maintained its 6th place ranking (Table 2-32). Over the past five years, the University has increased its endowment by nearly 87 percent (Figure 2-31).

Conclusion: The University needs to place continued emphasis on increasing its endowment in order to support its aspirational goal. Sustained endowment growth, coupled with continued high performance in investment management, supports Board of Regents policies designed to achieve the University's strategic objectives.

Table 2-32. Total endowment assets: U of M - Twin Cities and comparative group institutions (in thousands of dollars), 2007.

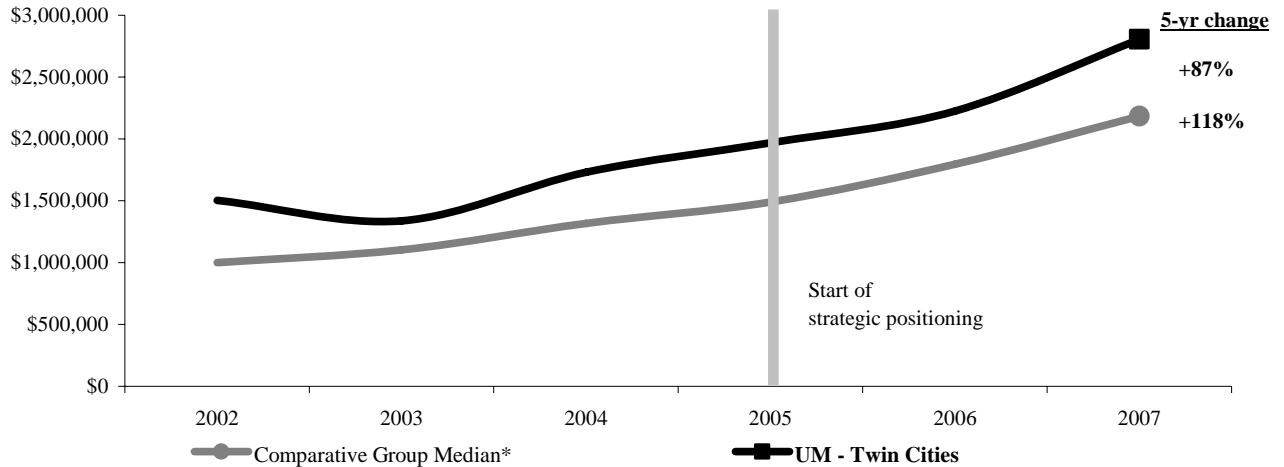
All Publics Rank	Comparative Group Rank	Institution	2007	1-Yr % Change	5-Yr % Change
1	1	University of Texas System	\$15,613,672	18.0%	80.9%
2	2	University of Michigan - Ann Arbor	7,089,830	25.4%	110.0%
4	3	University of California System	6,439,436	16.2%	53.4%
6	4	University of Minnesota - Twin Cities	2,804,466	26.1%	86.8%
7	5	Ohio State University - Columbus	2,338,103	17.1%	143.5%
9	6	University of Washington - Seattle	2,184,374	21.7%	96.5%
11	7	University of Wisconsin - Madison	1,645,250	15.4%	64.4%
12	8	Pennsylvania State University - Univ. Park	1,590,000	19.9%	128.7%
14	9	University of Illinois System	1,515,387	21.0%	71.8%
19	10	University of Florida	1,219,026	22.4%	108.9%

Source: NACUBO Endowment Study, National Association of College and University Business Officers, 2007

2: Twin Cities Campus

Total Endowment Assets

Figure 2-31. Total endowment assets: U of M-Twin Cities vs. comparative group, 2002-2007 (in thousands of dollars).



Source: *NACUBO Endowment Study*, National Association of College and University Business Officers, 2007

Table 2-33. Total endowment assets: U of M-Twin Cities vs. comparative group, 2002-2007 (in thousands of dollars).

	2002	2003	2004	2005	2006	2007	5 Yr % Change
Comp. Median*	\$1,000,857	\$1,103,197	\$1,315,894	\$1,489,924	\$1,794,370	\$2,184,374	118.3%
% Change	-	10.2%	19.3%	13.2%	20.4%	21.7%	-
UMTC	1,501,394	1,336,020	1,730,063	1,968,930	2,224,308	2,804,466	86.8%
% Change	-	-11.0%	29.5%	13.8%	13.0%	26.1%	-
UMTC Rank	4th	4th	4th	4th	4th	4th	-

* Excludes University of Minnesota - Twin Cities

Source: *NACUBO Endowment Study*, National Association of College and University Business Officers, 2007

Voluntary Support

<u>University of Minnesota Rank</u>			<i>“Voluntary support” 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.</i>
	<u>Within</u>	<u>Among All</u>	
	<u>Comparative Group</u>	<u>Publics</u>	
This Year	5 th	5 th	
Last Year	4 th	4 th	
5 Years Ago	3 rd	4 th	

Analysis: The University has maintained its place within the top tier of public research universities in terms of voluntary support for the past five years. In 2007, the University ranked 5th within the comparative group on this measure and 5th among all public research universities.

Voluntary support of the University has increased steadily since 2002, as shown in Figure 2-32. Over the past five years, vol-

untary support has increased by 23.7 percent, compared to the 26.1 percent increase of the comparative group (Table 2-35). (Annual figures can fluctuate significantly as a result of campaigns and major gifts.)

Conclusion: Continued emphasis on voluntary support will provide the University with increased flexibility in funding its academic mission and making progress toward its aspirational goal.

Table 2-34. Voluntary support: U of M - Twin Cities and comparative group institutions (in thousands of dollars), 2007.

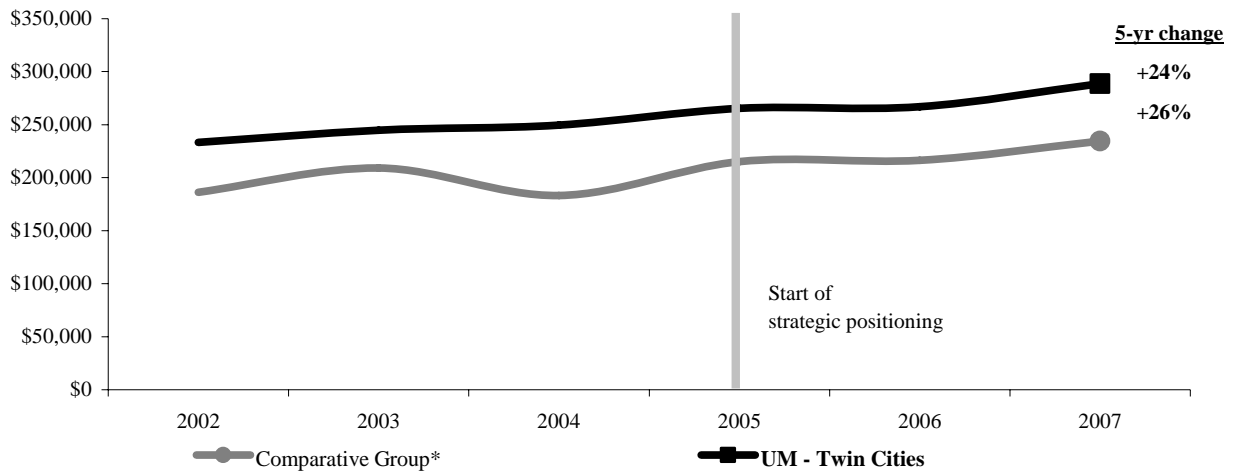
All Publics Rank	Comparative Group Rank	Institution	2007	1-Yr % Change	5-Yr % Change
1	1	University of California - Los Angeles	364,779	14.0%	29.2%
2	2	University of Wisconsin - Madison	\$325,336	-0.2%	5.9%
3	3	University of Washington - Seattle	300,199	-5.0%	29.5%
4	4	University of Michigan - Ann Arbor	293,403	16.9%	81.8%
5	5	University of Minnesota - Twin Cities	288,750	8.1%	23.7%
10	6	University of California - Berkeley	242,601	-1.4%	8.7%
11	7	University of Texas - Austin	228,758	30.0%	47.3%
12	8	Ohio State University - Columbus	225,558	7.4%	25.7%
14	9	Pennsylvania State University - Univ. Park	182,857	13.6%	29.7%
15	10	University of Florida	182,617	16.3%	1.8%
-	-	University of Illinois - Urbana-Champaign	NA	-	-

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

2: Twin Cities Campus

Voluntary Support

Figure 2-32. Voluntary support: U of M-Twin Cities vs. comparative group, 2002-2007 (in thousands of dollars).



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

Table 2-35. Voluntary support: U of M-Twin Cities vs. comparative group, 2002-2007 (in thousands of dollars).

	2002	2003	2004	2005	2006	2007	5 Yr % Change
Comparative Group*	\$186,108	\$209,197	\$183,024	\$215,259	\$216,300	\$234,611	26.1%
% Change	-	12.4%	-12.5%	17.6%	0.5%	8.5%	-
UMTC	233,338	244,851	249,782	265,499	267,000	288,750	23.7%
% Change	-	4.9%	2.0%	6.3%	0.6%	8.1%	-
UMTC Rank	3rd	5th	4th	3rd	4th	5th	-

* Excludes University of Minnesota - Twin Cities

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

Facilities Condition

Analysis: The Facilities Condition Needs Index is a ratio of the cost to maintain reliable operations over the next 10 years to the cost of replacing all facilities. The index is used to monitor the condition of buildings; a small index value indicates better conditions than does a large index value. The Twin Cities campus has a higher 10-Year Needs/Replacement of its facilities than the national average (ISES). Table 2-35 shows the Twin Cities campus's estimated replacement value, projected 10-year needs and FCNI value. Figure 2-32 shows that the Twin Cities FCNI value since 2002 is higher

than that of the Intelligent Systems and Engineering Services (ISES) client average during the past two years.

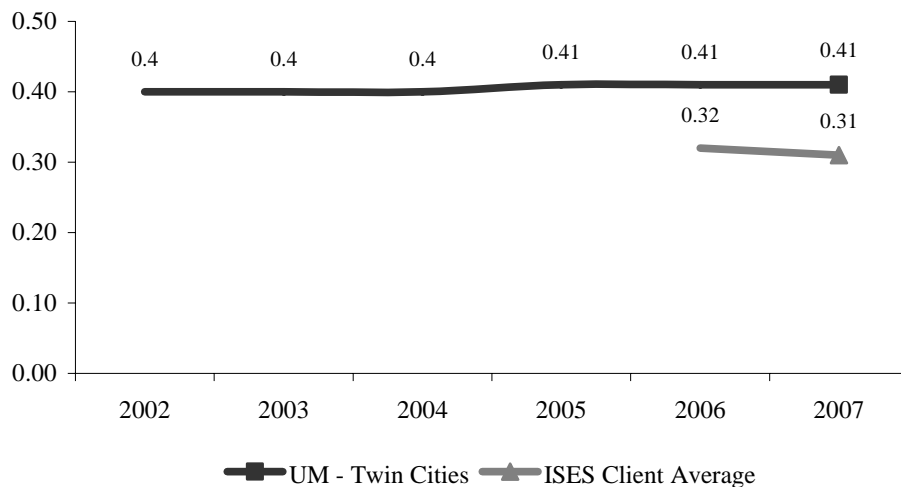
Conclusion: The University continues to develop strategies to address facilities needs, such as working with departments to use Facilities Condition Assessment (FCA) information to support capital and program needs, use FCA data to transform the Department of Facilities Management into a more strategic organization, and target available resources to mitigate risks and support academic priorities.

Table 2-35. University of Minnesota -Twin Cities condition assessment, 2006-2007.

	2007	2006
Building Gross Square Feet	22,954,460	23,077,992
Estimated Replacement Value	\$4,922,656,473	\$4,783,922,712
Projected 10-year Needs	\$2,022,472,280	\$1,949,121,867
10-year Needs/Replacement Value (FCNI)	0.41	0.41

Source: Office of University Services, University of Minnesota.

Figure 2-33. University of Minnesota -Twin Cities FCNI and ISES Client Average, 2002-2007.



Source: Office of University Services, University of Minnesota.

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

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 (FY2007)

Undergraduate	1,545
Master's	214

Fall 2007 Enrollment *

Undergraduate	9,184
Graduate	739
Non-degree	938
Total	10,861

*School of Medicine and College of Pharmacy students are counted as part of Twin Cities campus enrollment.

Faculty (Fall 2007)*

Tenured/Tenure Track	329
Other Faculty	205

*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 campus

Alumni (FY 2007)

Living Alumni	53,799
---------------	--------

Staff (FY 2007)

Civil Service/ Bargaining Unit	783
Professional and Administrative	222

Expenditures (FY 2007)

\$173,312,585

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, medicine, and pharmacy. 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 issues challenging the future of northeastern Minnesota, to make a difference in people's lives in the state and elsewhere, and to contribute meaningfully to quality of life through improving public policy and finding solutions to 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 and implement best practices to increase retention and student satisfaction.

- Focusing on student learning through the development and assessment of measurable outcomes.
- Implementing a revised liberal education program.
- 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.
- Recruiting and retaining more undergraduates from underrepresented groups, with special emphasis on Native American students, international students, and non-native English speakers.
- Developing additional 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

3: Duluth Campus

degree delivery. Capital funding will be requested to create an American Indian Learning Resource Center.

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.
- 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.

An exceptional organization, including increased availability and use of technology to serve students and support the research enterprise. Plans are in place to upgrade the campus data network and computer systems and to develop high-technology classrooms and labs in the new Civil Engineering building. Faculty training in the use of technology in the classroom continues with the 11th round of Tech Camp, a week-long, hands-on program that has upgraded the technology skills of over 200 faculty. 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. UMD will continue to place emphasis on the recruitment and retention of faculty and staff from under-represented groups.

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 (Minnesota Sea Grant, Center for Water and Environment, 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, American Indian Learning Resource Center)
- Mining and processing ferrous and non-ferrous minerals (Natural Resources Research Institute)
- Interdisciplinary programs in biosciences (College of Science and Engineering along with University of Minnesota School of Medicine Duluth and College of Pharmacy Duluth)

UMD will facilitate the active participation of UMD faculty and staff in presidential initiatives and other system programs, including a system-wide research expertise database and serving on University research committees. UMD will work to secure 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 state in economic development (Natural Resource Research Institute, Center for Economic Development, Bureau of Business and Economic Research). Faculty hiring will be

3: Duluth Campus

encouraged in areas that overlap UMD strengths and additional resources provided to productive areas. Faced with a decline in federal research dollars, UMD seeks to develop alternate funding sources.

UMD has a long and rich history of partnering with public and private organizations. One key partnership is with school districts and other preK-12 organizations and educators. UMD is currently collaborating with 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

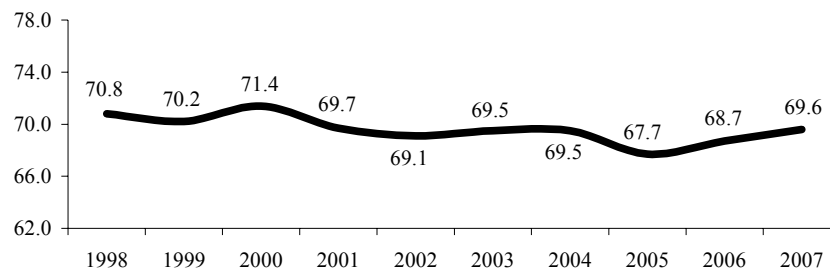
Figure 3-1 and Table 3-1 provide trend data for average high school rank percentile and high

school rank of new, entering freshmen for 1998-2007.

In 2007, the average high school rank percentile increased over the previous year while the percentage of new entering freshmen at the top 10 percent of their high school class remained the same. 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, increasing slightly from 23.1 in 1998 to 23.4 in 2007. During the same period, UMD has maintained consistent entrance requirements while gradually increasing new high school student enrollment by over 500 students.

Figure 3-1. Average high school rank percentile of new, entering freshmen, University of Minnesota Duluth, 1998–2007.



Source: Office of Institutional Research, University of Minnesota.

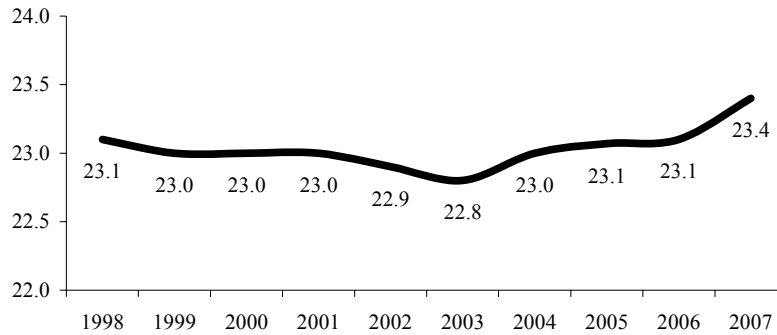
Table 3-1. High school rank of freshmen, University of Minnesota Duluth, 1998-2007.

Rank	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
90-99 %	19%	18%	19%	18%	16%	16%	17%	14%	16%	16%
75-89	29	27	29	25	26	28	26	25	26	27
50-74	39	39	38	40	41	40	40	42	41	43
1-49	14	16	14	16	17	16	17	19	18	15

Source: Office of Institutional Research, University of Minnesota

3: Duluth Campus

Figure 3-2. Average ACT score of new, entering freshmen, University of Minnesota Duluth, 1998-2007.



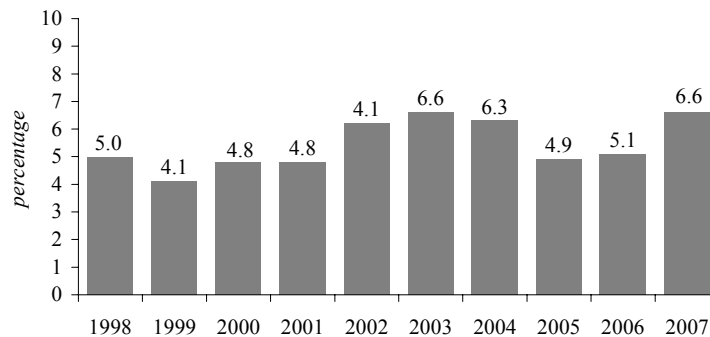
Source: Office of Institutional Research, University of Minnesota.

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. In 2007, UMD had the highest

proportion of entering freshmen of color since 2003 (see Figure 3-3). Table 3-4 shows that the proportions of students by race and ethnicity has remained relatively constant over the past 10 years.

Figure 3-3. Percentage of entering freshmen of color, University of Minnesota Duluth, fall 1998-2007.



Source: Office of Institutional Research, University of Minnesota

Table 3-2. Proportion of students by racial/ethnic group, University of Minnesota Duluth, 1998-2007.

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
African American	0.9%	0.8%	0.8%	1.0%	1.2%	1.2%	1.3%	1.3%	1.3%	1.2%
American Indian	1.1	1.1	0.9	1.1	1.0	1.1	1.2	1.2	1.1	1.2
Asian/Pacific Islander	2.5	2.0	1.8	1.9	2.2	2.4	2.5	2.6	2.6	2.6
Caucasian	91.2	89.8	90.6	90.3	90.0	89.0	88.3	88.3	87.5	87.6
Chicano/Hispanic	0.9	0.8	0.8	0.9	0.8	0.9	0.9	1.0	0.8	1.0
International	1.4	1.7	1.8	2.0	2.2	2.3	2.1	1.9	1.9	1.9
Not Reported	2.1	3.8	3.3	2.9	2.6	3.1	3.8	3.8	4.7	4.6

Source: Office of Institutional Research, University of Minnesota

3: Duluth Campus

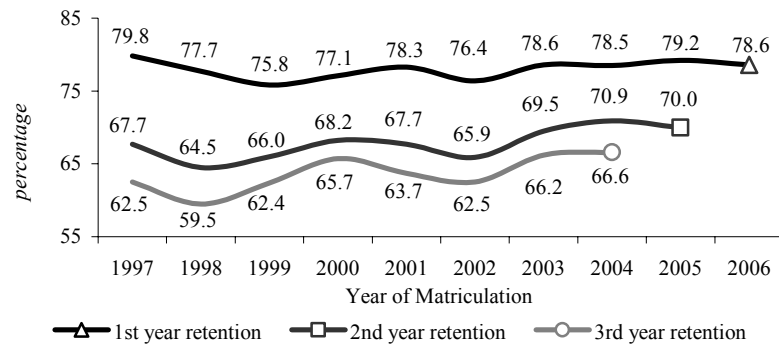
Retention and Graduation Rates

Retention Rates: Figure 3-4 shows first-, second- and third-year student retention rates for students matriculating during 1997-2006. The second- and third-year retention rates have improved over the decade, while the first-year retention rate has remained relatively unchanged over the decade. Third-year retention rates reached a new high in the last reporting period.

Figure 3-5 compares retention rates of students of color for 1997-2006. First- and third-year

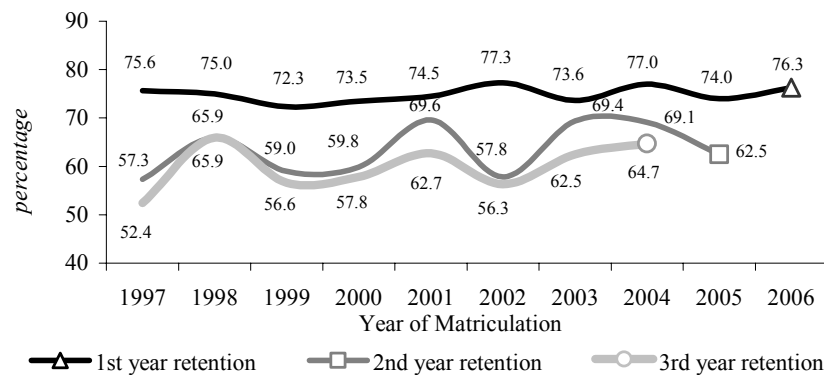
retention increased slightly over the previous year, while second-year retention decreased by 6.6 percentage points. All students-of-color retention rates are higher than they were for those who matriculated in 1997. Third-year rates for students of color showed the most improvement over the decade (12.3 percentage points) followed by second-year rates (5.2 percentage points), and first-year rates (0.7 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, 1997-2006.



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, 1997-2006.



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

3: Duluth Campus

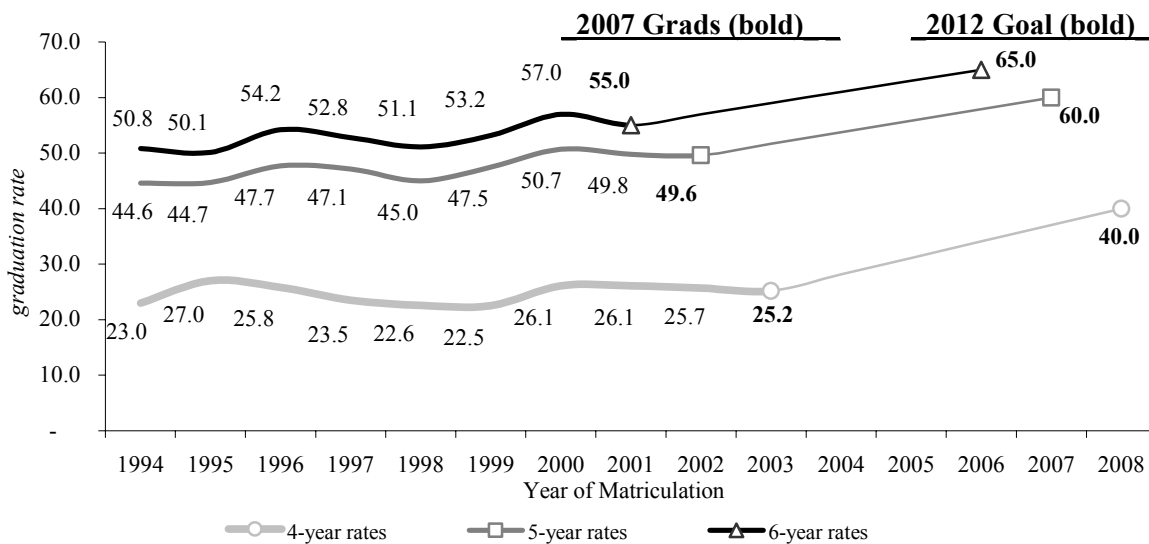
Graduation Rates: UMD has established four-, five-, and six-year graduation rate goals for 2012 of 40 percent, 60 percent, and 65 percent, respectively.

Figure 3-6 shows four-, five-, and six-year graduation rates for students matriculating in 1994-2003. While all three graduation rates declined slightly from the previous year, all rates improved over the decade. Four-year

rates improved 2.2 percentage points, five-year rates improved 5.0 percentage points, and six-year rates improved 4.2 percentage points.

For students of color, the six-year graduation rate improved significantly from the previous year (9.8 percentage points), as shown in Figure 3-7, while the four- and five-year rates fell. Over the decade, all three graduation rates were higher.

Figure 3-6. 4-, 5-, and 6-year graduation rates, University of Minnesota – Duluth, 1994-2003 (Classes beginning in 1994-2003) and 2012 goal.

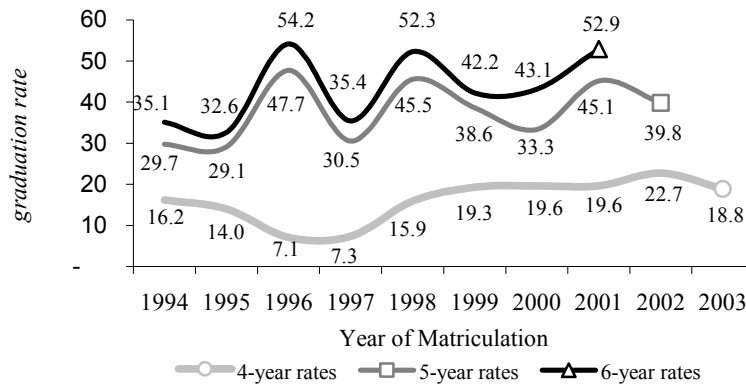


Source: University of Minnesota 2007 NHS Student Graduation/Retention Report

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.

3: Duluth Campus

Figure 3-7. 4-, 5-, and 6-year student of color graduation rates, University of Minnesota Duluth, 1994-2003.



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 1997 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 by 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

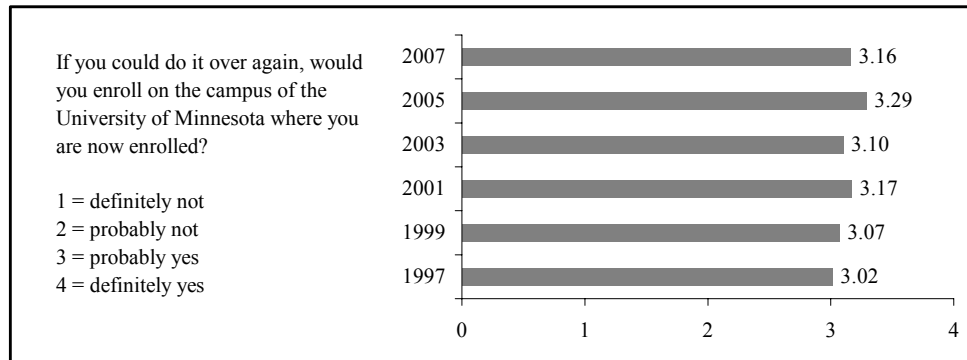
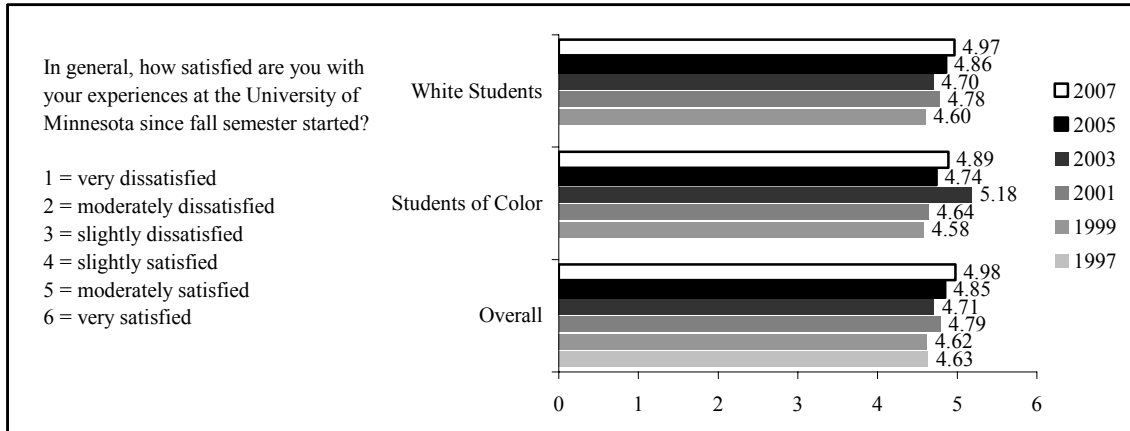
classrooms, the overall physical environment and the availability of places to study show modest declines. This may be due to the temporary disruption caused by construction.

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.

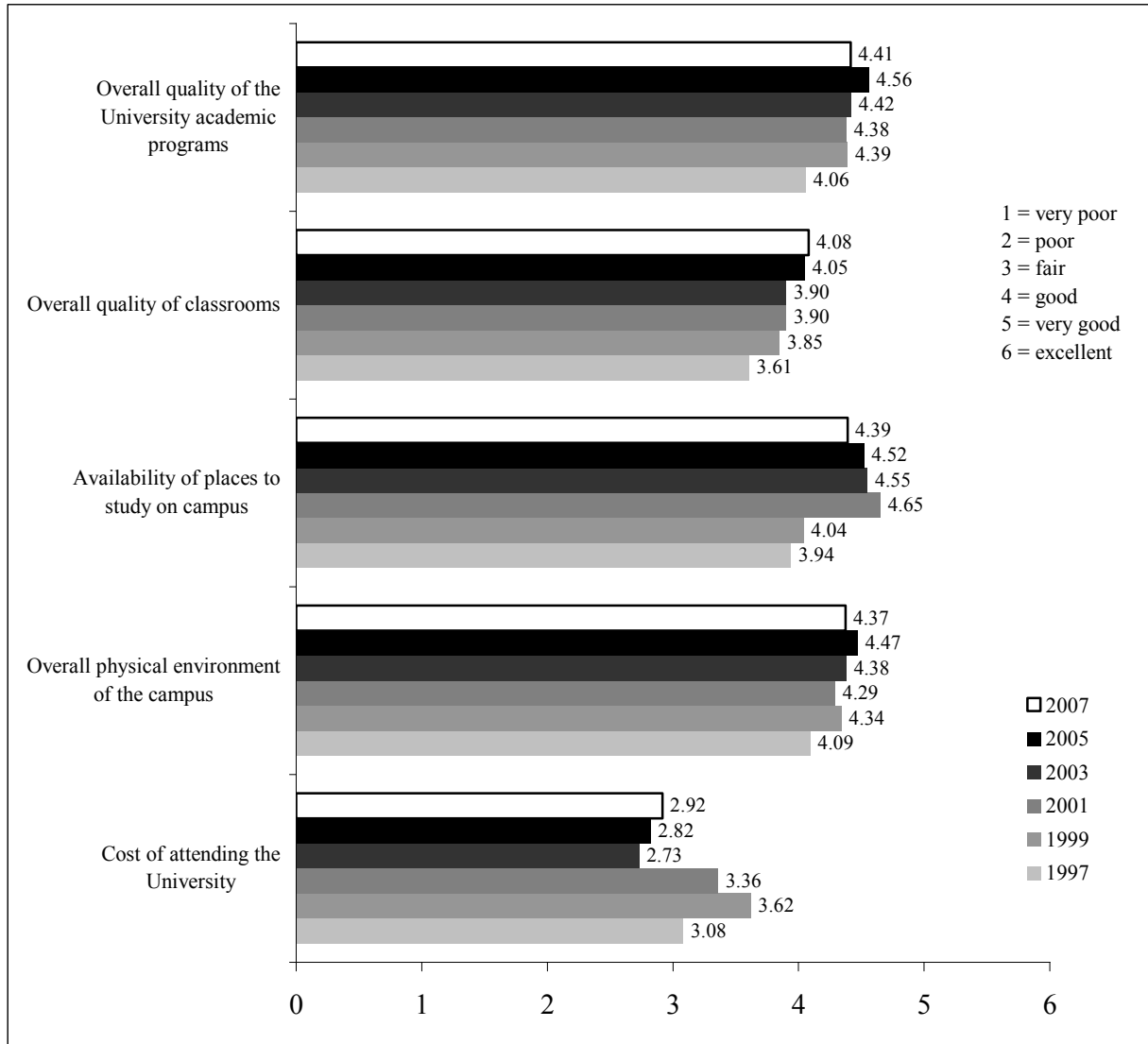
3: Duluth Campus

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



3: Duluth Campus

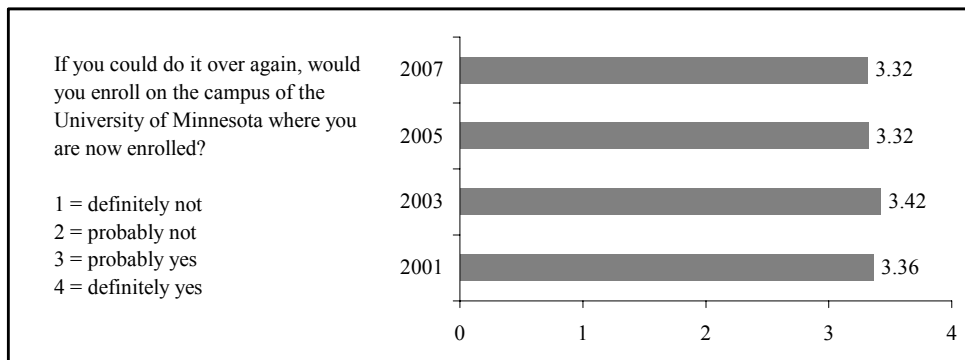
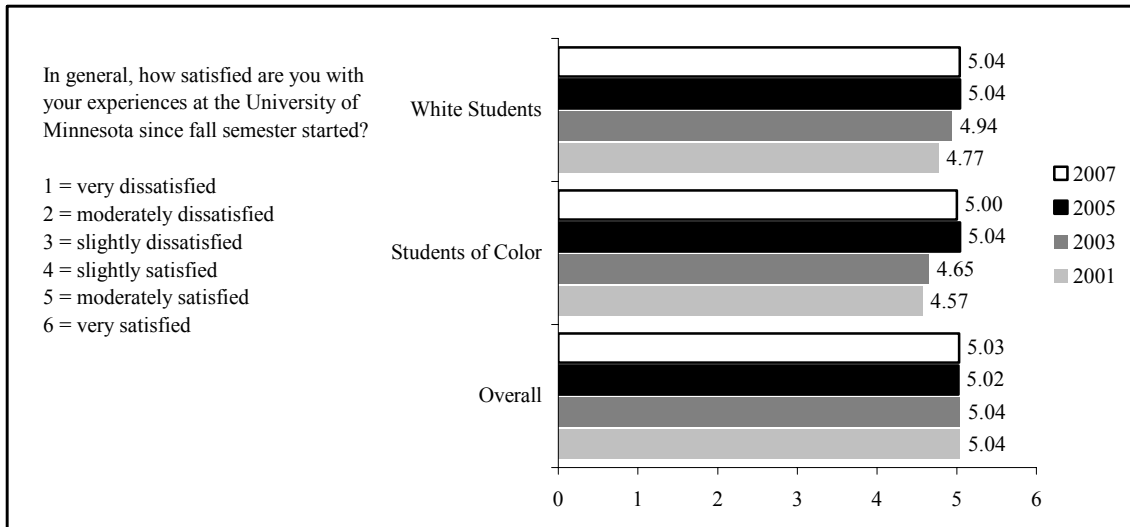
Figure 3-8 (continued). UMD undergraduate student experiences survey.



Source: Office of Institutional Research, University of Minnesota.

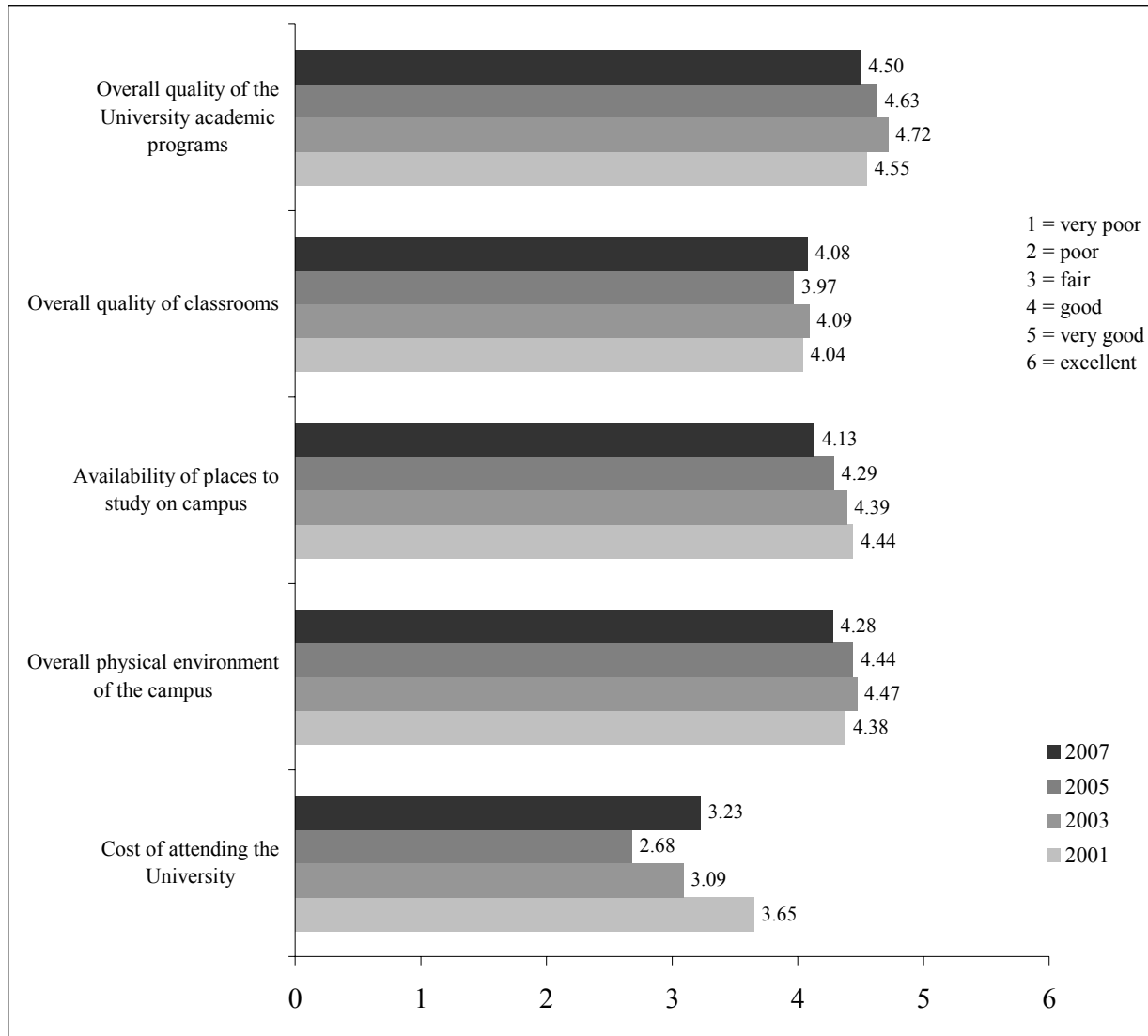
3: Duluth Campus

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



3: Duluth Campus

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). 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 sal-

ary 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. These faculty are included in the Twin Cities campus data.

Table 3-3. Average faculty salary for UMD and comparative group institutions, 2004-05 and 2007-08.

Average Salary		
Category	2004-2005	2007-2008
<u>Full Professor</u>		
Comparative Group Average*	\$90,835	\$101,646
3 Year % Change		+11.9%
UM – Duluth	\$80,921	\$87,101
3 Year % Change		+7.6%
<u>Associate Professor</u>		
Comparative Group Average*	\$67,731	\$75,456
3 Year % Change		+11.4%
UM – Duluth	\$66,947	\$69,721
3 Year % Change		+4.1%
<u>Assistant Professor</u>		
Comparative Group Average*	\$56,568	\$63,721
3 Year % Change		+12.6%
UM – Duluth	\$51,110	\$55,093
3 Year % Change		+7.8%

Source: Association of American University Professors Faculty Compensation Survey.

* Average excluding University of Minnesota Duluth.

3: Duluth Campus

Table 3-4. Average faculty compensation for UMD and comparative group institutions, 2004-05 – 2007-08.

Average Compensation

Category	2004-2005	2007-2008
<u>Full Professor</u>		
Comparative Group Average* 3 Year % Change	\$113,108	\$128,924 +14.0%
UM – Duluth 3 Year % Change	\$108,617	\$123,800 +14.0%
<u>Associate Professor</u>		
Comparative Group Average* 3 Year % Change	\$86,470	\$97,935 +13.3%
UM – Duluth 3 Year % Change	\$91,643	\$102,800 +12.2%
<u>Assistant Professor</u>		
Comparative Group Average* 3 Year % Change	\$73,250	\$82,913 +13.2%
UM – Duluth 3 Year % Change	\$72,409	\$85,100 +17.5%

Source: Association of American University Professors Faculty Compensation Survey.

* Average excluding University of Minnesota Duluth.

Full Professors

Table 3-5. Full professor average salary and compensation for University of Minnesota Duluth and comparative group, 2007-2008.

Rank	Institution	Salary	Rank	Institution	Compensation
1	Villanova University	\$115,013	1	Villanova University	\$144,987
2	University of Nevada-Las Vegas	114,539	2	University of Central Florida	143,975
3	University of Central Florida	112,348	3	University of Massachusetts-Dartmouth	140,159
4	Marquette University	107,965	4	Marquette University	138,861
5	University of North Carolina-Charlotte	105,041	5	University of Nevada-Las Vegas	135,592
6	University of Colorado-Denver	104,505	6	University of North Carolina-Charlotte	129,462
7	University of Massachusetts-Dartmouth	100,135	7	Old Dominion University	126,315
8	Old Dominion University	98,960	8	University of Colorado-Denver	124,662
9	Wright State University-Main	97,509	9	University of Minnesota-Duluth	123,800
10	Cleveland State University	96,552	10	University of Michigan-Dearborn	123,584
11	University of Michigan-Dearborn	95,301	11	Oakland University	122,504
12	Florida Atlantic University	94,086	12	Wright State University-Main	121,783
13	Oakland University	91,400	13	Cleveland State University	121,360
14	University of Wisconsin-Milwaukee	89,702	14	University of Wisconsin-Milwaukee	116,547
15	University of Minnesota-Duluth	87,101	15	Florida Atlantic University	115,150

Source: Association of American University Professors Faculty Compensation Survey, 2007-2008

3: Duluth Campus

Associate Professors

Table 3-6. Associate professor average salary and compensation for University of Minnesota Duluth and comparative group, 2007-2008.

Rank	Institution	Salary	Rank	Institution	Compensation
1	University of Nevada-Las Vegas	\$85,516	1	University of Massachusetts-Dartmouth	\$109,888
2	Villanova University	83,456	2	Villanova University	108,484
3	University of Colorado-Denver	79,832	3	Marquette University	106,262
4	Marquette University	78,555	4	University of Nevada-Las Vegas	103,061
5	University of Massachusetts-Dartmouth	78,002	5	University of Minnesota-Duluth	102,800
6	University of Central Florida	77,619	6	University of Central Florida	100,005
7	University of North Carolina-Charlotte	77,229	7	University of Michigan-Dearborn	98,358
8	University of Michigan-Dearborn	76,038	8	Oakland University	97,580
9	Old Dominion University	71,032	9	University of North Carolina-Charlotte	97,026
10	Wright State University-Main	70,584	10	University of Colorado-Denver	96,752
11	Cleveland State University	70,517	11	Old Dominion University	93,058
12	Oakland University	69,881	12	University of Wisconsin-Milwaukee	91,936
13	University of Minnesota-Duluth	69,721	13	Cleveland State University	91,425
14	Florida Atlantic University	69,268	14	Wright State University-Main	90,699
15	University of Wisconsin-Milwaukee	68,856	15	Florida Atlantic University	86,571

Source: Association of American University Professors Faculty Compensation Survey, 2007-2008

Assistant Professors

Table 3-7. Assistant professor average salary and compensation for University of Minnesota Duluth and comparative group, 2007-2008.

Rank	Institution	Salary	Rank	Institution	Compensation
1	Marquette University	\$68,480	1	University of Massachusetts-Dartmouth	\$94,512
2	University of Michigan-Dearborn	67,036	2	Marquette University	89,462
3	University of Massachusetts-Dartmouth	66,982	3	University of Michigan-Dearborn	86,671
4	University of North Carolina-Charlotte	66,977	4	University of Minnesota-Duluth	85,100
5	University of Colorado-Denver	66,957	5	University of North Carolina-Charlotte	84,828
6	University of Nevada-Las Vegas	66,239	6	Villanova University	84,714
7	Villanova University	65,516	7	Oakland University	82,840
8	Florida Atlantic University	62,581	8	University of Colorado-Denver	81,912
9	University of Central Florida	61,898	9	University of Nevada-Las Vegas	81,391
10	Old Dominion University	61,201	10	University of Wisconsin-Milwaukee	81,331
11	Wright State University-Main	60,707	11	Old Dominion University	80,451
12	Oakland University	60,470	12	University of Central Florida	79,742
13	University of Wisconsin-Milwaukee	59,990	13	Wright State University-Main	78,849
14	Cleveland State University	56,739	14	Florida Atlantic University	78,489
15	University of Minnesota-Duluth	55,093	15	Cleveland State University	75,602

Source: Association of American University Professors Faculty Compensation Survey, 2007-2008.

3: Duluth Campus

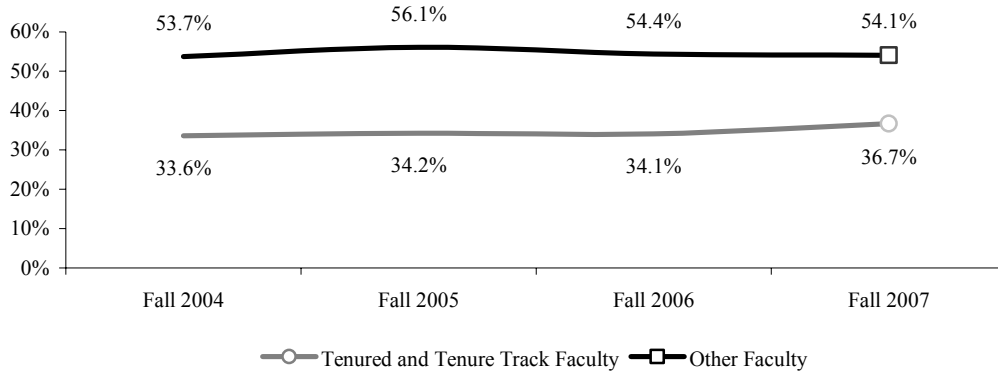
Faculty Diversity

Figure 3-10 shows the percentage of female tenured/tenure track faculty and other faculty for the period 2004-2007. The percentage of tenured and tenure-track female faculty has increased by nearly three percentage points while the percentage of other female faculty is

only slightly higher than the previous year.

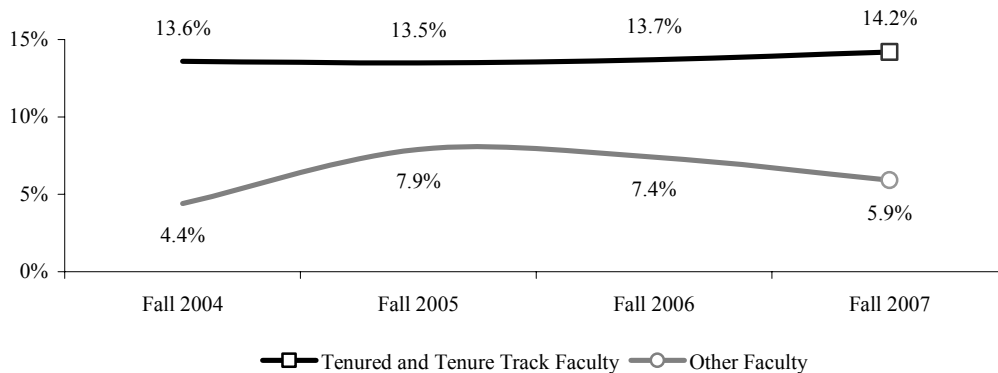
Figure 3-11 shows the percentage of tenured/tenure track faculty of color and other faculty of color for the same period. The number of faculty of color at UMD has increased since 2004.

Figure 3-10. Percentage of female faculty at University of Minnesota Duluth, 2004-2007.



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

Figure 3-11. Percentage of faculty of color at University of Minnesota Duluth, 2004-2007.



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

3: Duluth Campus

Staff Diversity

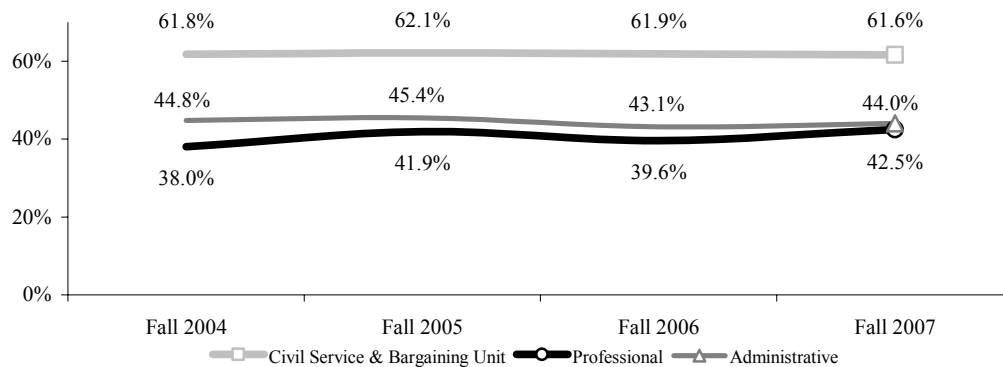
In 2007, the University of Minnesota Duluth had 1,005 staff in the Administrative, Professional, and Civil Service/Bargaining Unit (CS/BU) classifications.

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

during the period 2004-2007 for each of the three staff classifications.

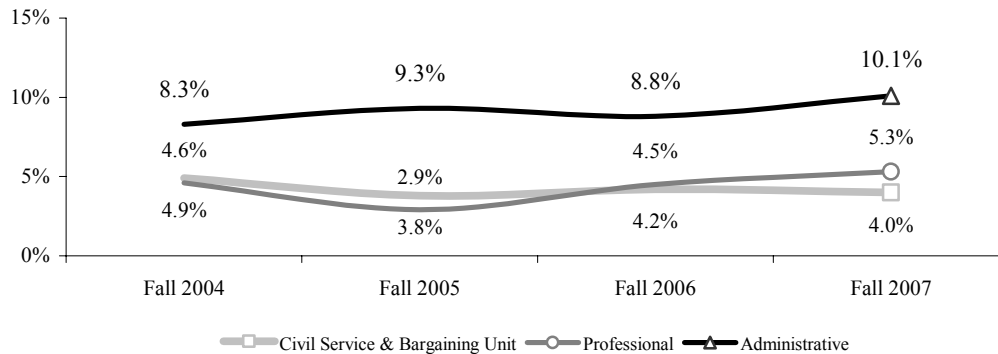
Between 2004 and 2007, the number of administrative and professional staff of color at UMD increased while the portion of civil service and bargaining unit staff of color decreased slightly.

Figure 3-12. Percentage of female staff employees, University of Minnesota Duluth, 2004-2007.



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

Figure 3-13. Percentage of staff of color, University of Minnesota Duluth, 2004-2007.



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

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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 mission has been at the core of the Morris campus since it opened its doors in 1960 and builds on the legacy of the previous educational institutions located here: the American Indian Boarding school dating to the late 19th century and the agricultural boarding high school and experiment station of the first half of the twentieth century.

UMM values students who exhibit high academic potential and high motivation, and who are hard working and self-starters; faculty

members 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.

Morris campus culture is characterized by an unwavering commitment to the liberal arts and to undergraduate learning and teaching, significant diversity (especially recognizing American Indian heritage), the thoughtful integration of the curricular, co-curricular and extracurricular aspects of the student experience, and service to the community.

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
32 majors; 8 pre-professional programs

Fall 2007 Enrollment

Undergraduate	1,543
Non-degree	<u>143</u>
Total	1,686

Degrees Awarded (FY2007)
Undergraduate 311

Faculty Size (FY 2007)

Tenured/Tenure Track	107
Other Faculty	8

Undergraduate Degrees Awarded (FY 2007)
311

Living Alumni (FY 2007)
20,756 (graduates and non-grads)

Staff (FY 2007)

Civil Service/ Bargaining Unit	199
Professional and Administrative	112

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

Expenditures (FY 2007)
\$37,648,504

As a public liberal arts college, Morris is deeply connected to its region and its people and is committed to offering access to students from all economic, social, and cultural backgrounds.

The Morris strategic plan builds on its reputation as a nationally ranked public liberal arts college and as a leader in environmental and sustainability issues. UMM is committed to outstanding teaching and learning, research, genuine outreach, engagement, and diversity. The 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 Morris 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.

To be successful in achieving its goals and ensuring relevance in the 21st century, UMM is pursuing excellence in its students, faculty and staff, organizational attributes, and innovation. Accomplishments this year in each of these categories are described below.

Exceptional Students

To achieve its exceptional students/exceptional undergraduate strategic goal, the University of Minnesota Morris has enhanced academic programming and student support and has invested in recruitment and marketing, increased scholarship funding, and improved retention and graduation rates in some areas. Specifically, in the past year, UMM has:

- Completed the first steps in developing a cohesive, year-long **First Year Experience**.
- Created 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.
- Increased system-leading participation rates in **study abroad and undergraduate research**. A total of 33.5 percent of Morris students participated in study abroad in 2007-08, a 7.9 percent increase compared to 2002. In addition, 57 percent of Morris students participated in faculty-mentored undergraduate research or artistic production in 2007-08, an increase of 18 percent over the preceding year.
- Expanded the **Undergraduate Research Symposium** from 67 presentations in 2007 to 73 in 2008, a 9 percent increase.
- Increased student participation and success in **national scholarship competitions**, achieving two new national scholarships/fellowships in 2007-08, the Morris Udall Scholarship and the Kilam Fellowship.
- Implemented two new **merit-based scholarship programs** in Fall 2007. Data as of August 2008 suggest significant increases in the quality of entering students, particularly those from the top 5 and 10 percent of their graduating classes.
- Enhanced the ability to attract a **more diverse student population** by adding a **new multicultural admissions counselor** position in fall 2007. Enrollment data as of August 2008 suggest UMM will experience significant increases in

4: Morris Campus

enrollment of entering students of color in fall 2008.

- Continued the legacy of **high enrollment of American Indian students**, which has nearly doubled in a 10-year period, from 99 students in fall 1997 to 180 students in fall 2007.
- Increased the number of **international students** in line with strategic goals, with significant increases of new international students anticipated fall 2008 and retention rates that parallel those of other students.
- Added **JV soccer** and **men's cross country** to Division III athletics in fall 2007 to enhance ability to attract talented scholar athletes.

Exceptional Faculty and Staff

The Morris campus has extraordinarily gifted and dedicated faculty and staff. To better support faculty and staff, UMM has:

- Improved **faculty compensation** by 4.7 percent from fall 2006 to fall 2007.
- Sponsored faculty participation in the **CIC leadership program** and in the **President's Emerging Leadership Program**.
- Added two new **Horace T. Morse award winners** for excellence in undergraduate teaching: 19 percent of Morris current tenured/tenure-track faculty are Morse award winners.

Exceptional Organization

An exceptional organization enhances the student experience and better aligns faculty and staff resources with student enrollment and program needs. This in turn results in better academic and student services and greater efficiency and resource utilization. New invest-

ments in state-of-the-art, flexible-use facilities will enhance student recruitment, facilitate community building and co-curricular activities, and better connect the campus with the external community. In the past year in an effort to achieve these goals UMM has:

- Renovated outdated **residential life facilities** to meet student expectations, including investments of \$1 million in new furnishings and renovations of resident living spaces in 1970s-constructed Clayton A. Gay Hall and created handicapped-accessible residential life office spaces.
- Initiated preliminary plans/design phase for new **Green Prairie Living and Learning Residence Hall**—first new residence hall since 1970s.
- Updated the **Campus Master Plan**, including historic preservation, environmental and technological master plans.
- Increased **gifts and donations** to UMM by 24 percent during 2007-08.
- Secured funding through Minnesota's capital bonding process for the renovation of the existing Community Services building to a **new Gateway Center** to co-locate units that interact with external audiences.
- Implemented design plans to **renovate dining facilities** in the summer of 2009 with new Sodexo contract to better meet the needs of students and improve their experience.
- **Assessed alumni attitudes and satisfaction** with their University experience through a marketing and branding initiative. Key findings included: 96 percent of alumni are satisfied overall with their UMM experience and 95 percent would recommend UMM to a prospective student

4: Morris Campus

- Alumni annual giving increased 19 percent in FY 2008 (compared to 12 percent increase system wide).

Exceptional Innovation

Morris has continued to secure its niche as an exceptional undergraduate-focused institution, creating an educational experience that transpires in a living and learning laboratory. Morris has also advanced in its system, state, and national leadership and recognition in renewable energy and sustainability initiatives. In the past year UMM has:

- Provided **leadership through the West Central Initiative, Wired Grant** and other venues to promote innovative solutions to the economic, demographic, and energy challenges of West Central Minnesota.
- Developed and expanded **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.
- Initiated planning to enhance **summer and break programs** with new attention focused on energy and sustainability niche.
- Incorporated **civic engagement** into teaching, learning, and research activities by providing opportunities for students to engage with regional communities through programs such as the expansion of the K-12 Tutoring, Reading, Enabling Children (TREC) program to additional student populations.
- Continued to leverage UMM's green campus initiatives and energy research platform to become a **model energy-self-sufficient campus** through wind generation, biomass heating and cooling, and expanded use of "green" vehicles (Figures 4-1 and 4-2). Accomplishments include: biomass plant construction completed in June 2008; approval received for Clean Renewable Energy Bonds; and exploration initiated for Energy Service Contract.
- Continued progress toward energy self-sufficiency and dramatically reduced carbon footprint as illustrated in Figures 4-1 and 4-2.

4: Morris Campus

Figure 4-1. University of Minnesota Morris total energy use by source, 2004-2012.

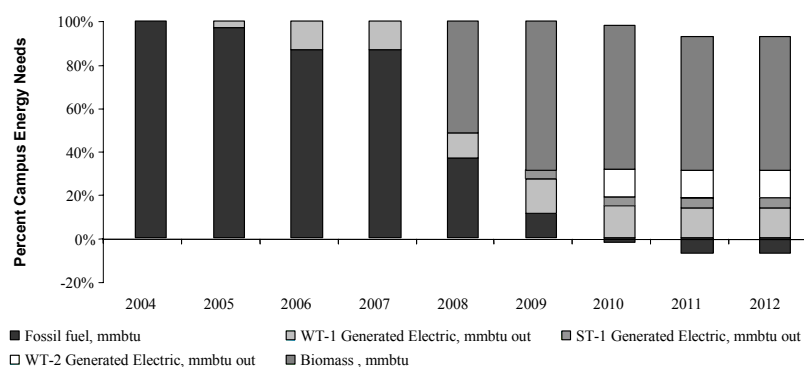
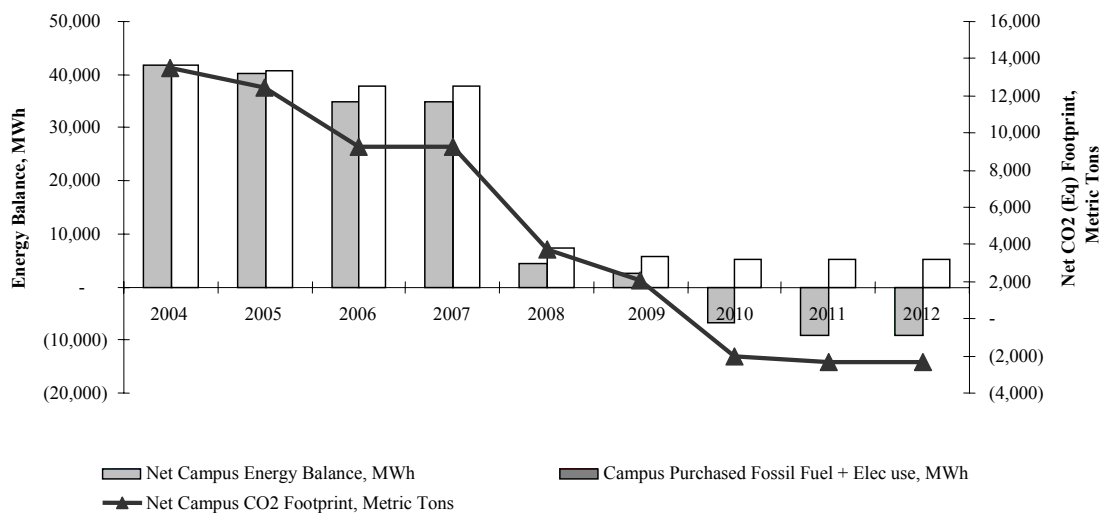


Figure 4-2. University of Minnesota Morris net energy balance, 2004-2012.



4: Morris Campus

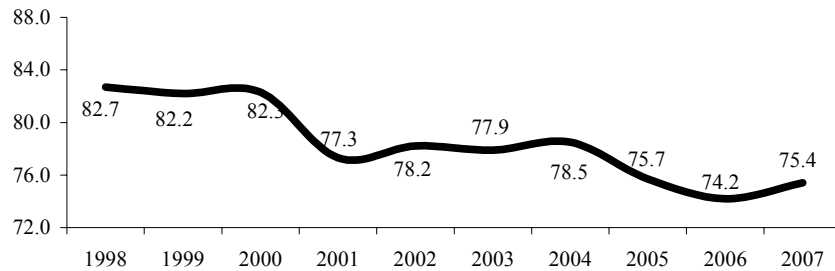
Student Data

Figures 4-3, 4-4, and 4-5 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. In 2007, the average high school rank of new, entering freshmen rose slightly. In the same year, the aver-

age ACT score rose to 25.0 from 24.5 the previous year.

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 over 16 percent of 2007 freshmen who were students of color.

Figure 4-3. Average high school rank percentile of new, entering freshmen, University of Minnesota Morris, 1998-2007.



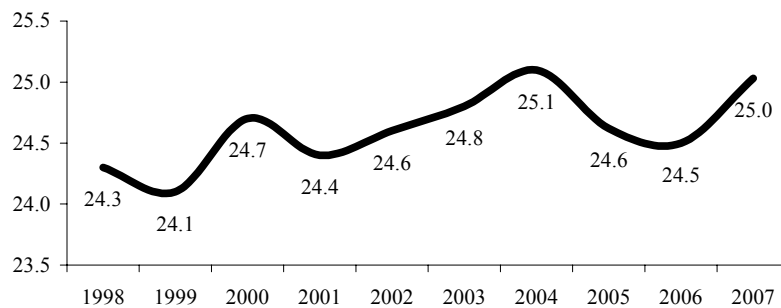
Source: Office of Institutional Research, University of Minnesota.

Table 4-1. High school rank of freshmen, University of Minnesota Morris, 1998-2007.

Rank	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
90-99 %	43%	43%	41%	32%	33%	32%	35%	32%	28%	25%
75-89	30	31	33	31	33	32	31	28	28	34
50-74	23	22	22	28	26	28	25	28	31	31
1-49	3	3	3	9	8	8	8	12	13	10

Source: Office of Institutional Research, University of Minnesota.

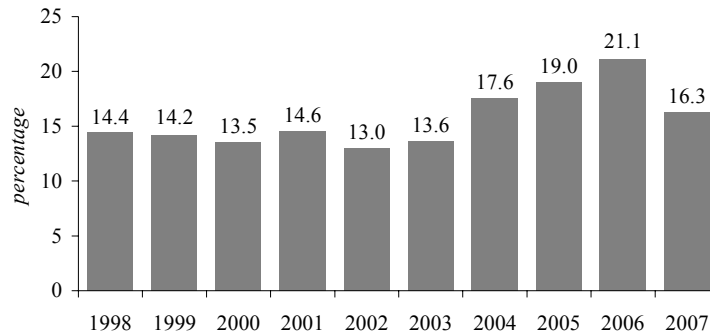
Figure 4-4. Average ACT score of new, entering freshmen, University of Minnesota Morris, 1998-2007.



Source: Office of Institutional Research, University of Minnesota

4: Morris Campus

Figure 4-5. Percentage of entering freshmen of color, University of Minnesota Morris, 1998-2007.



Source: Office of Institutional Research, University of Minnesota

Table 4-2. Proportion of students by racial/ethnic group, University of Minnesota Morris, 1998-2007.

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
African American	5.5%	5.2%	5.6%	4.7%	3.4%	2.8%	2.2%	1.9%	2.1%	1.8%
American Indian	6.5	6.7	5.9	6.4	6.5	7.2	7.8	8.8	10.2	10.7
Asian/Pacific Islander	2.7	2.5	2.6	2.9	2.7	3.1	3.1	2.7	3.5	3.1
Caucasian	82.8	82.9	81.5	80.4	80.7	80.4	79.3	78.0	74.5	73.8
Chicano/Hispanic	1.1	1.2	1.4	1.4	1.6	1.5	1.5	1.4	1.5	1.7
International	0.4	0.8	0.3	0.8	1.1	1.1	1.2	1.1	1.7	2.7
Not Reported	0.9	0.7	2.7	3.4	3.9	3.9	4.8	6.1	6.5	6.1

Source: Office of Institutional Research, University of Minnesota

Retention and Graduation Rates

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

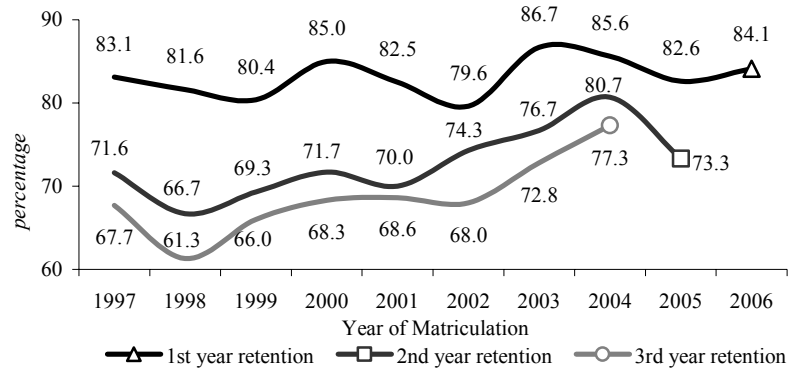
Figures 4-6 and 4-7 show UMM's retention rates over the past decade. First- and third-year retention rates at Morris rose 1.5 percentage points and 4.5 percentage points, respectively, over the previous year, while second-year retention fell 7.4 percentage points. Retention rates for students of color are close to or better than those of all students, as first- and third-year rates have shown marked improvement.

Figures 4-8 and 4-9 provide information on graduation rates for students matriculating during 1994-2003.

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. Five- and six-year graduation rates for students of color have improved steadily in recent years.

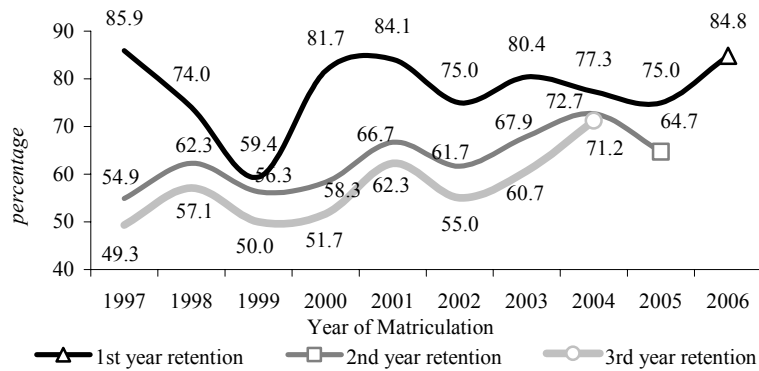
4: Morris Campus

Figure 4-6. First-, second-, and third-year retention rates (percentage) for first-time, full-time new entering students, by year of matriculation, University of Minnesota Morris, 1997-2006.



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

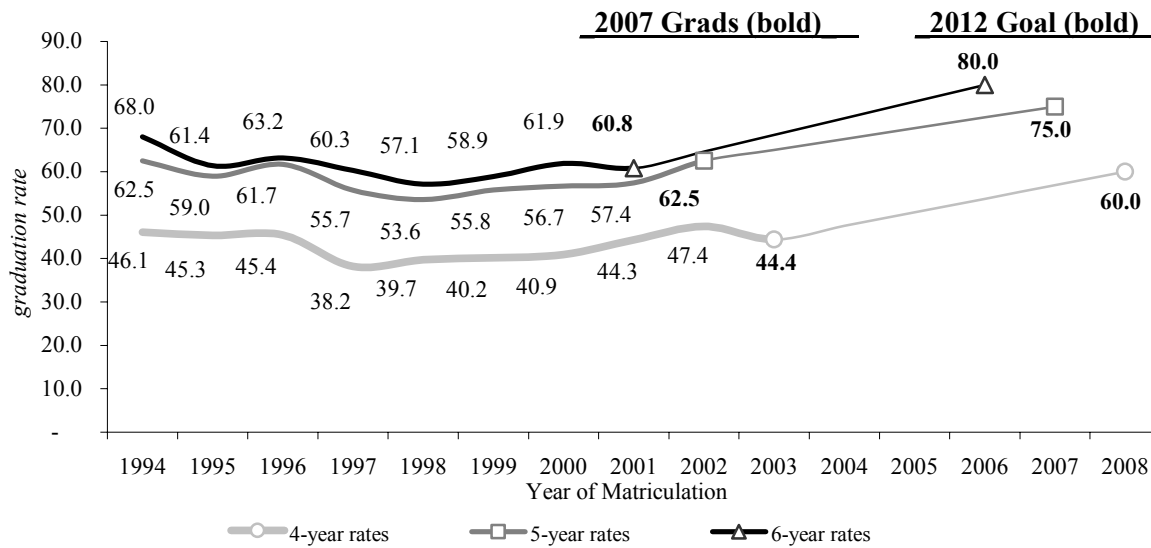
Figure 4-7. University of Minnesota Morris first-, second-, and third-year retention rates (percentage) for first-time, full-time new entering students of color, 1997-2006.



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

4: Morris Campus

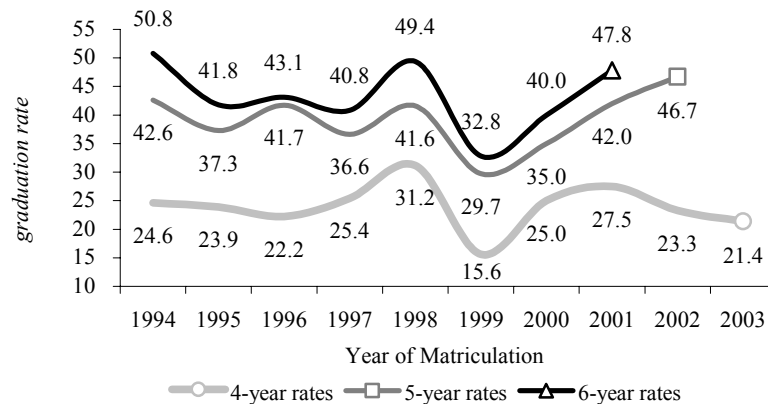
Figure 4-8. 4-, 5-, and 6-year graduation rates, University of Minnesota – Morris, 2007 (Classes beginning in 1994-2003) and 2012 goal.



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 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 4-9. 4-, 5-, and 6-year student of color graduation rates, University of Minnesota Morris, 2007 (Classes beginning in 1994-2003).



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 meas-

ure results. UMM students report the highest level of satisfaction of any within the University of Minnesota system.

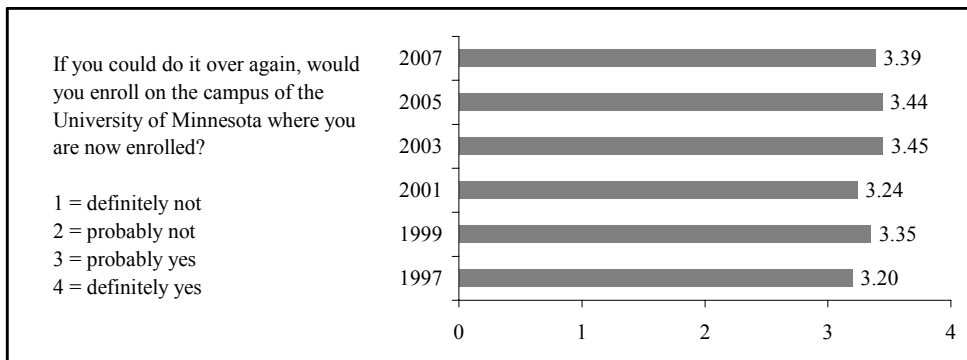
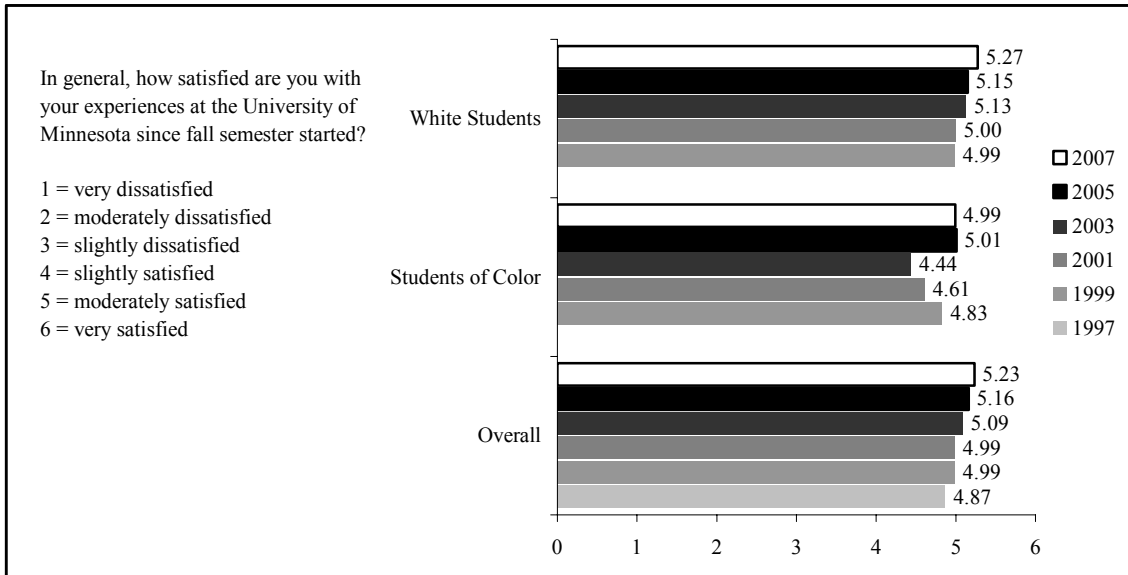
Figure 4-10 summarizes the responses in 10 key areas at UMM. Gains were achieved in overall satisfaction, classroom quality, avail-

4: Morris Campus

ability of places to study, overall physical environment, and cost of attendance. The level of overall satisfaction among students of color

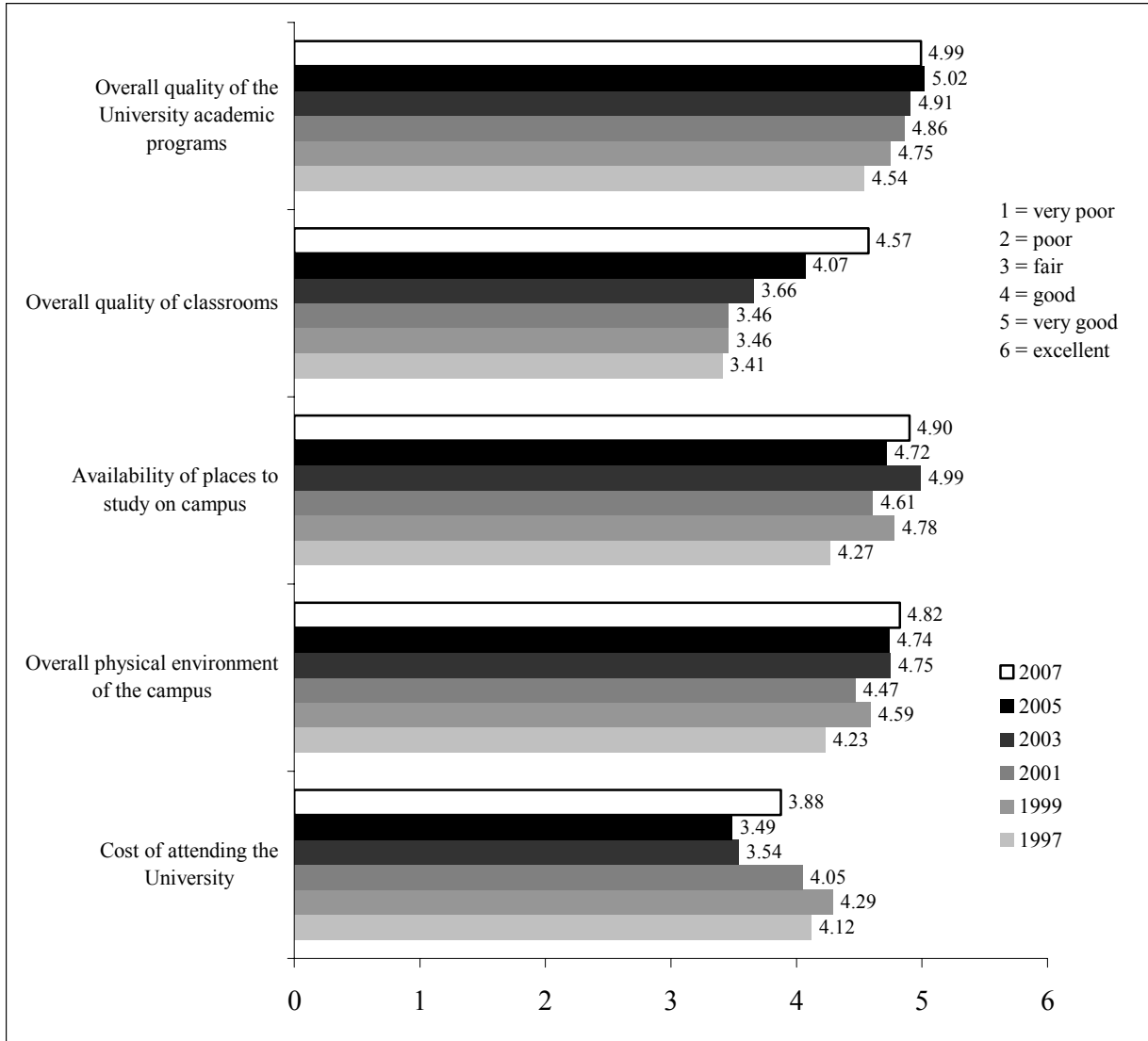
was virtually unchanged as was all students' satisfaction with academic quality.

Figure 4-10. Undergraduate student experiences survey results, University of Minnesota Morris, 1997-2007.



4: Morris Campus

Figure 4-10 (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.

Table 4-3. Average faculty salary for University of Minnesota Morris and comparative group institutions, 2004-05 – 2007-08.

Average Salary

Category	2004-2005	2005-2006	2006-2007	2007-2008
<u>Full Professor</u>				
Comparative Group Average*	\$76,296	\$78,732	\$82,120	\$84,528
% Change		+3.2%	+4.3%	+2.9%
UM – Morris	\$70,130	\$72,536	\$73,563	\$75,880
% Change		+3.4%	+1.4%	+3.1%
<u>Associate Professor</u>				
Comparative Group Average*	\$59,176	\$60,602	\$63,368	\$65,799
% Change		+2.4%	+4.6%	+3.8%
UM – Morris	\$54,910	\$56,847	\$59,732	\$61,084
% Change		+3.5%	+5.1%	+2.3%
<u>Assistant Professor</u>				
Comparative Group Average*	\$48,673	\$50,160	\$52,882	\$54,409
% Change		+3.1%	+5.4%	+2.9%
UM – Morris	\$42,555	\$44,727	\$48,243	\$50,192
% Change		+5.1%	+7.9%	+4.0%

* Average excluding University of Minnesota Morris.

Source: Association of American University Professors Faculty Compensation Survey.

4: Morris Campus

Table 4-4. Average faculty compensation for University of Minnesota Morris and comparative group institutions, 2004-05 – 2007-08.

Average Compensation

Category	2004-2005	2005-2006	2006-2007	2007-2008
<u>Full Professor</u>				
Comparative Group Average*	\$97,443	\$100,825	\$105,402	\$108,773
% Change		3.5%	+4.5%	+3.2%
UM – Morris	\$96,021	\$100,399	\$104,421	\$110,200
% Change		+4.6%	+4.0%	+5.5%
<u>Associate Professor</u>				
Comparative Group Average*	\$75,889	\$78,108	\$81,768	\$85,013
% Change		+2.9%	+4.7%	+4.0%
UM – Morris	\$77,536	\$81,407	\$87,678	\$92,400
% Change		+5.0%	+7.7%	+5.4%
<u>Assistant Professor</u>				
Comparative Group Average*	\$62,637	\$64,496	\$68,073	\$70,356
% Change		+3.0%	+5.5%	+3.4%
UM – Morris	\$62,531	\$66,736	\$73,771	\$79,200
% Change		+6.7%	+10.5%	+7.4%

* 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.

4: Morris Campus

Full Professors

Table 4-5. Full professor average salary and compensation for University of Minnesota Morris and comparative group, 2007-2008.

Rank	Institution	Salary	Rank	Institution	Compensation
1	Carleton College	\$108,670	1	Carleton College	\$141,147
2	Macalester College	105,168	2	Ramapo College-New Jersey	139,982
3	Ramapo College-New Jersey	105,131	3	Macalester College	136,488
4	St. Olaf College	85,953	4	St. Olaf College	112,611
5	University of Mary-Washington	84,799	5	University of Minnesota-Morris	110,200
6	University North Carolina-Asheville	83,982	6	University of Mary-Washington	107,089
7	College of Saint Benedict	79,093	7	Saint John's University	105,347
8	Saint John's University	78,648	8	College of Saint Benedict	103,577
9	Gustavus Adolphus College	77,497	9	University North Carolina-Asheville	103,047
10	University of Minnesota-Morris	75,880	10	Gustavus Adolphus College	102,459
11	Hamline University	74,020	11	Hamline University	93,168
12	Concordia College-Moorhead	73,946	12	University of Maine-Farmington	90,995
13	St. Mary's College-Maryland	72,536	13	St. Mary's College-Maryland	89,733
14	University of Maine-Farmington	69,423	14	Concordia College-Moorhead	88,401

Source: Association of American University Professors Faculty Compensation Survey, 2007-2008

Associate Professors

Table 4-6. Associate professor average salary and compensation for University of Minnesota Morris and comparative group, 2007-2008.

Rank	Institution	Salary	Rank	Institution	Compensation
1	Ramapo College-New Jersey	\$83,644	1	Ramapo College-New Jersey	\$111,372
2	Macalester College	79,369	2	Carleton College	102,633
3	Carleton College	77,383	3	Macalester College	101,413
4	St. Olaf College	68,326	4	University of Minnesota-Morris	92,400
5	University North Carolina-Asheville	65,496	5	St. Olaf College	91,765
6	University of Mary-Washington	64,071	6	University of Mary-Washington	84,509
7	Saint John's University	62,922	7	Saint John's University	84,292
8	College of Saint Benedict	62,885	8	College of Saint Benedict	82,006
9	Gustavus Adolphus College	62,487	9	University North Carolina-Asheville	81,514
10	University of Minnesota-Morris	61,084	10	Gustavus Adolphus College	77,795
11	Concordia College-Moorhead	59,465	11	University of Maine-Farmington	73,451
12	St. Mary's College-Maryland	57,750	12	Concordia College-Moorhead	72,003
13	Hamline University	56,822	13	Hamline University	71,521
14	University of Maine-Farmington	54,761	14	St. Mary's College-Maryland	70,890

Source: Association of American University Professors Faculty Compensation Survey, 2007-2008

4: Morris Campus

Assistant Professors

Table 4-7. Assistant professor average salary and compensation for University of Minnesota Morris and comparative group, 2007-2008.

Rank	Institution	Salary	Rank	Institution	Compensation
1	Carleton College	\$66,373	1	Carleton College	\$88,333
2	Ramapo College-New Jersey	64,001	2	Ramapo College-New Jersey	85,217
3	Macalester College	62,319	3	University of Minnesota-Morris	79,200
4	University North Carolina-Asheville	57,717	4	Macalester College	79,094
5	St. Olaf College	54,780	5	University North Carolina-Asheville	72,130
6	Gustavus Adolphus College	53,630	6	St. Olaf College	71,320
7	Saint John's University	52,284	7	University of Mary-Washington	69,612
8	College of Saint Benedict	52,027	8	Saint John's University	68,230
9	Concordia College-Moorhead	51,476	9	College of Saint Benedict	67,468
10	University of Minnesota-Morris	50,192	10	Gustavus Adolphus College	66,914
11	University of Mary-Washington	50,107	11	University of Maine-Farmington	62,186
12	Hamline University	48,886	12	Concordia College-Moorhead	62,007
13	St. Mary's College-Maryland	48,063	13	Hamline University	61,531
14	University of Maine-Farmington	45,658	14	St. Mary's College-Maryland	60,587

Source: Association of American University Professors Faculty Compensation Survey, 2007-2008

Faculty and Staff Diversity

Figure 4-11 shows the percentage of female tenured/tenure track faculty and other faculty for the period 2004-2007.

Figure 4-12 shows the percentage of tenured/tenure track faculty of color and other faculty of color for the same period.

Figures 4-13 and 4-14 show the percentage of female staff and staff of color, respectively,

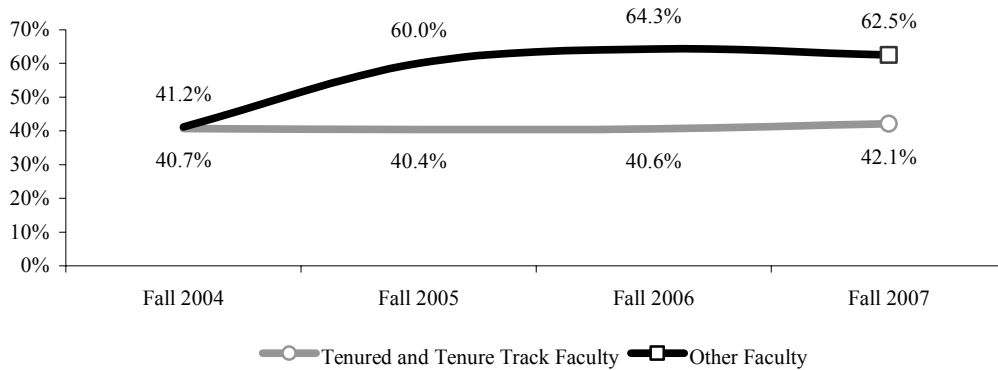
during the period 2004-2007 for each of the three staff classifications.

In 2007, 67 percent of UMM staff in the Administrative, Professional, and Civil Service/Bargaining Unit (CS/BU) classifications were female, the highest percentage of any University of Minnesota campus.

The percentage of staff of color was about the same in 2006 as in 2007.

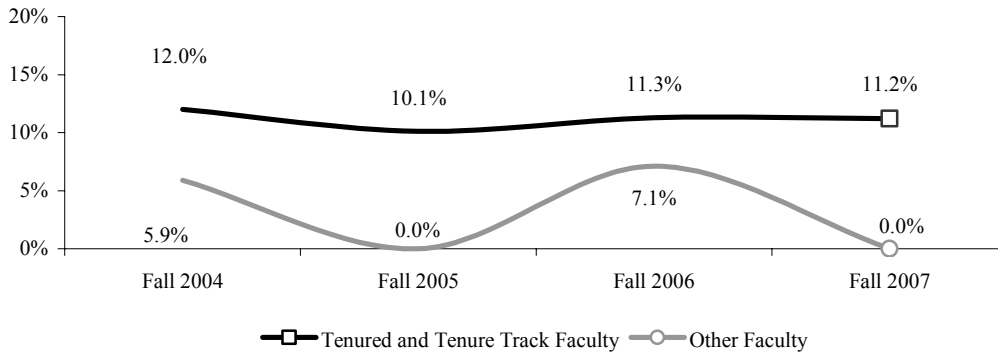
4: Morris Campus

Figure 4-11. Female faculty at University of Minnesota Morris, 2004-2007.



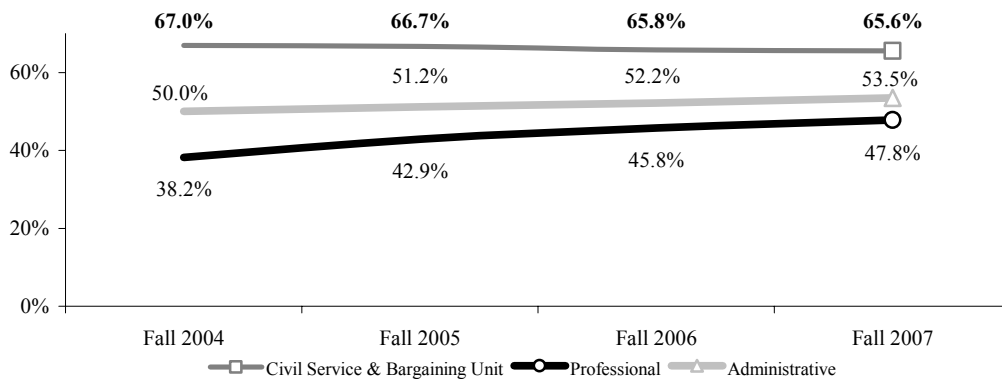
Source: Office of Institutional Research, University of Minnesota Planning Data.

Figure 4-12. Faculty of color at University of Minnesota Morris, 2004-2007.



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

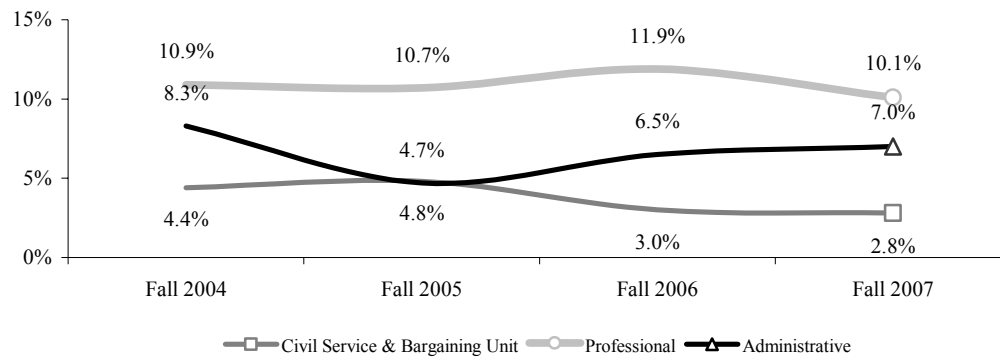
Figure 4-13. Percentage of female staff employees, University of Minnesota Morris, 2004-2007.



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

4: Morris Campus

Figure 4-14. Percentage of staff of color, University of Minnesota Morris, 2004-2007.



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 27 undergraduate degree programs and 50 concentrations, including new, 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.

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.

Crookston Campus At A Glance

Founded 1905		Undergraduate Degrees Awarded (FY 2007) 205
Leadership Charles Casey, Chancellor		Faculty Size (FY 2007)
		Tenured/Tenure Track 41
		Other Faculty 6
Degrees Offered Bachelor of Applied Health Bachelor of Science Bachelor of Manufacturing Management		Alumni (FY 2007) Living Alumni 10,110
Academic Programs Offered 27 four-year degrees		Staff (FY 2007) Civil Service/ Bargaining Unit 114 Professional and Administrative 94
Fall 2007 Enrollment		Number of Buildings 34 (370,376 assignable square feet)
Undergraduate 1,142		Expenditures (FY 2007) \$27,018,024
Non-degree 1,204		
Total 2,346		

UMC will accomplish its 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 undergraduate 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 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, applied, career-oriented undergraduate 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, applied, career-oriented professional programs that prepare graduates for career success and for community leadership in a multi-racial and multicultural world; deploy innovative technology-based formats and delivery systems so all ambitious and intellectually curious students can acquire a University

5: Crookston Campus

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 northwestern Minnesota, but with potential application across the state, nation, and world; and extend, exchange, and apply knowledge that enriches society and solves problems.

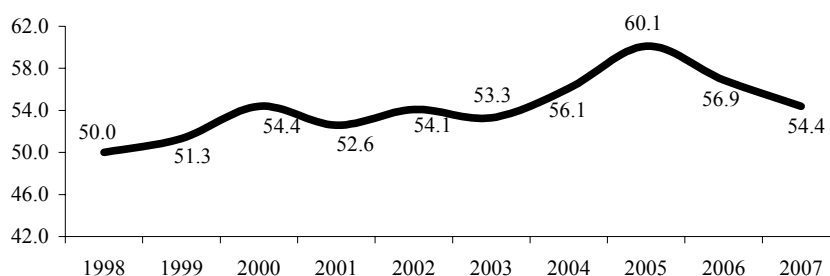
Students

Figures 5-1 – 5-3 and Tables 5-1 and 5-2 provide detailed information on UMC student demographics over the past decade.

Though 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 fell to 54.4 percent in 2007. The average ACT composite score was 20.7 in 2007, slightly lower than the previous year. (The average ACT score for the nation in 2008 was 21.1 out of a possible 36 points.)

Progress in improving the diversity of the student population is noteworthy. In fall 2007, 11.6 percent of new freshmen were students of color, 4.2 percentage points higher than the previous year.

Figure 5-1. Average high school rank percentile of new, entering freshmen, University of Minnesota, Crookston, 1998-2007.



Source: Office of Institutional Research, University of Minnesota.

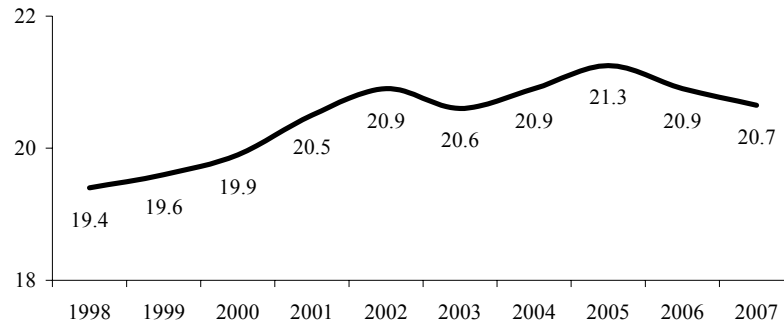
Table 5-1. High school rank of freshmen, University of Minnesota, Crookston, 1998-2007.

Rank	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
90-99 %	7%	7%	10%	7%	5%	6%	9%	14%	8%	8%
75-89	14	13	16	18	18	16	21	18	18	16
50-74	30	33	29	29	32	35	29	35	38	33
1-49	50	47	45	46	45	43	41	33	35	44

Source: Office of Institutional Research, University of Minnesota

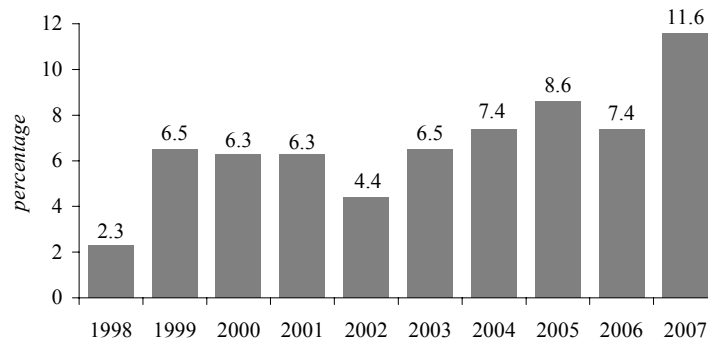
5: Crookston Campus

Figure 5-2. Average ACT score of new, entering freshmen, University of Minnesota, Crookston, 1998-2007.



Source: Office of Institutional Research, University of Minnesota

Figure 5-3. Percentage of entering freshmen of color, University of Minnesota, Crookston, 1998-2007.



Source: Office of Institutional Research, University of Minnesota

Table 5-2. Proportion of undergraduate students by racial/ethnic group, University of Minnesota, Crookston, 1998-2007.

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
African American	0.8%	1.2%	1.4%	1.2%	1.1%	1.5%	1.4%	2.2%	1.9%	2.5%
American Indian	1.3	1.2	0.8	0.7	0.7	0.8	1.1	1.1	1.0	0.9
Asian/Pacific Islander	0.7	0.8	0.9	1.3	1.1	1.2	1.2	1.4	1.1	1.2
Caucasian	93.2	91.4	77.4	75.8	72.5	75.1	79	82.1	61.2	57.5
Chicano/Hispanic	1.2	1.3	0.9	0.8	0.7	1.1	1.4	1.1	0.9	1.1
International	1.3	1.2	1.3	1.3	1.5	1.6	1.7	1.4	2.3	3.9
Not Reported	1.4	3	17.3	18.9	22.4	18.8	14.2	10.6	31.6	32.9

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-, second-, and third-year retention rates increased from the previous year. In particular, UMC's second-year retention rate rose markedly, from 52.8 to 57.2. Because of the small number of UMC students of color, retention rates fluctuate widely from year to year and meaningful comparisons cannot be made.

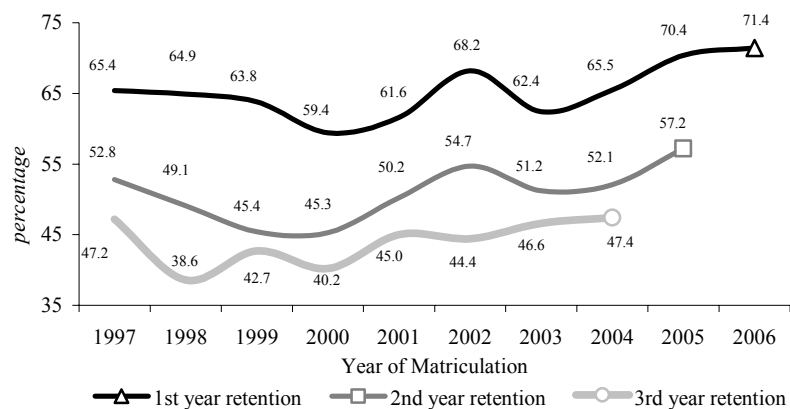
Figure 5-6 shows the graduation rate trends for Crookston students matriculating during 1994 to 2003. All rates declined over the period, although five- and six-year graduation rates

improved (3.8 and 6.4 points, respectively) 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.

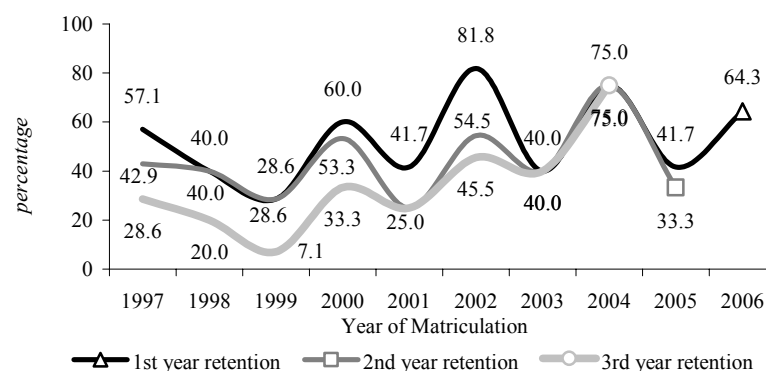
UMC has established four-, five-, and six-year graduation rate goals for 2012 of 40 percent, 50 percent, and 55 percent, respectively.

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, 1997-2006.



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

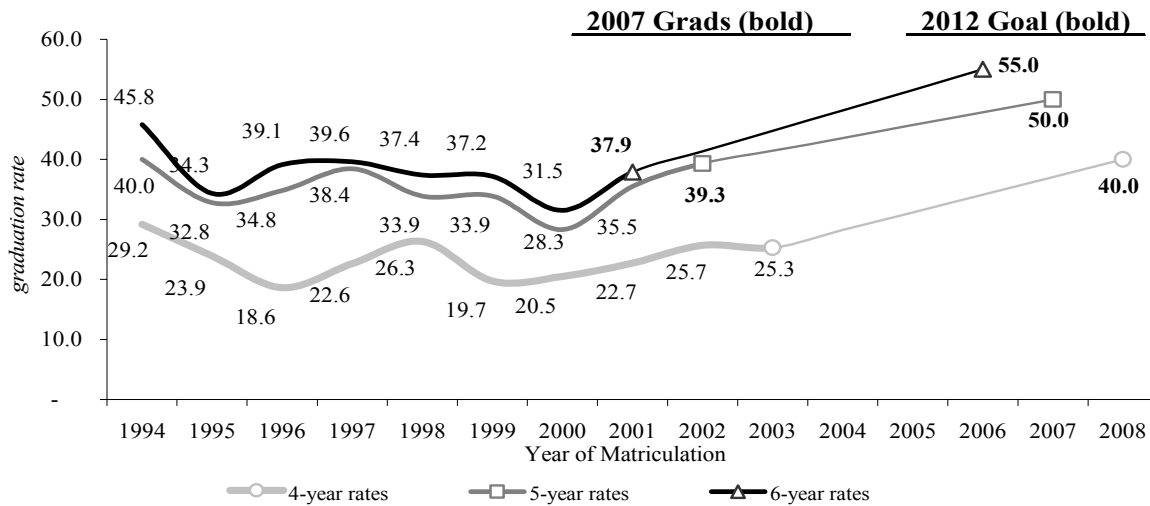
Figure 5-5. University of Minnesota, Crookston first-, second-, and third-year retention rates (percentage) for students of color, 1997-2006.



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

5: Crookston Campus

Figure 5-6. 4-, 5-, and 6-year graduation rates, University of Minnesota – Crookston, 2006 (Classes beginning in 1994-2003) and 2012 goal.



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

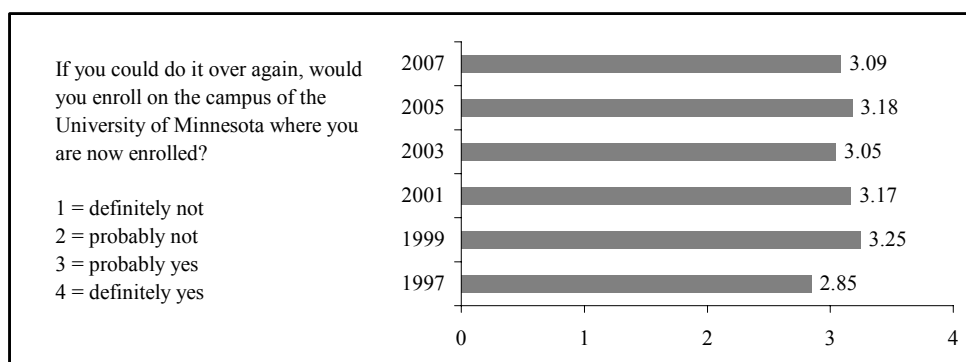
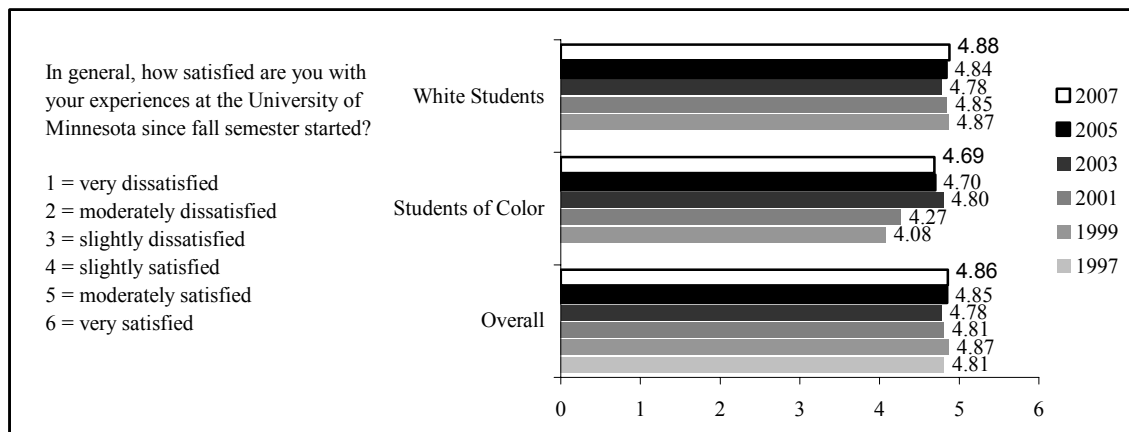
Over the past 10 years the University has placed increased emphasis on improving the student experience. A variety of programs have been launched to achieve this objective, and the Student Experiences Survey has been administered periodically since 1997 to measure results.

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. The largest one-year improvements occurred in students' ratings of the cost of education and the availability of study spaces. The largest decline occurred in students' ratings of overall academic quality. Other satisfaction measures were largely unchanged from the previous year.

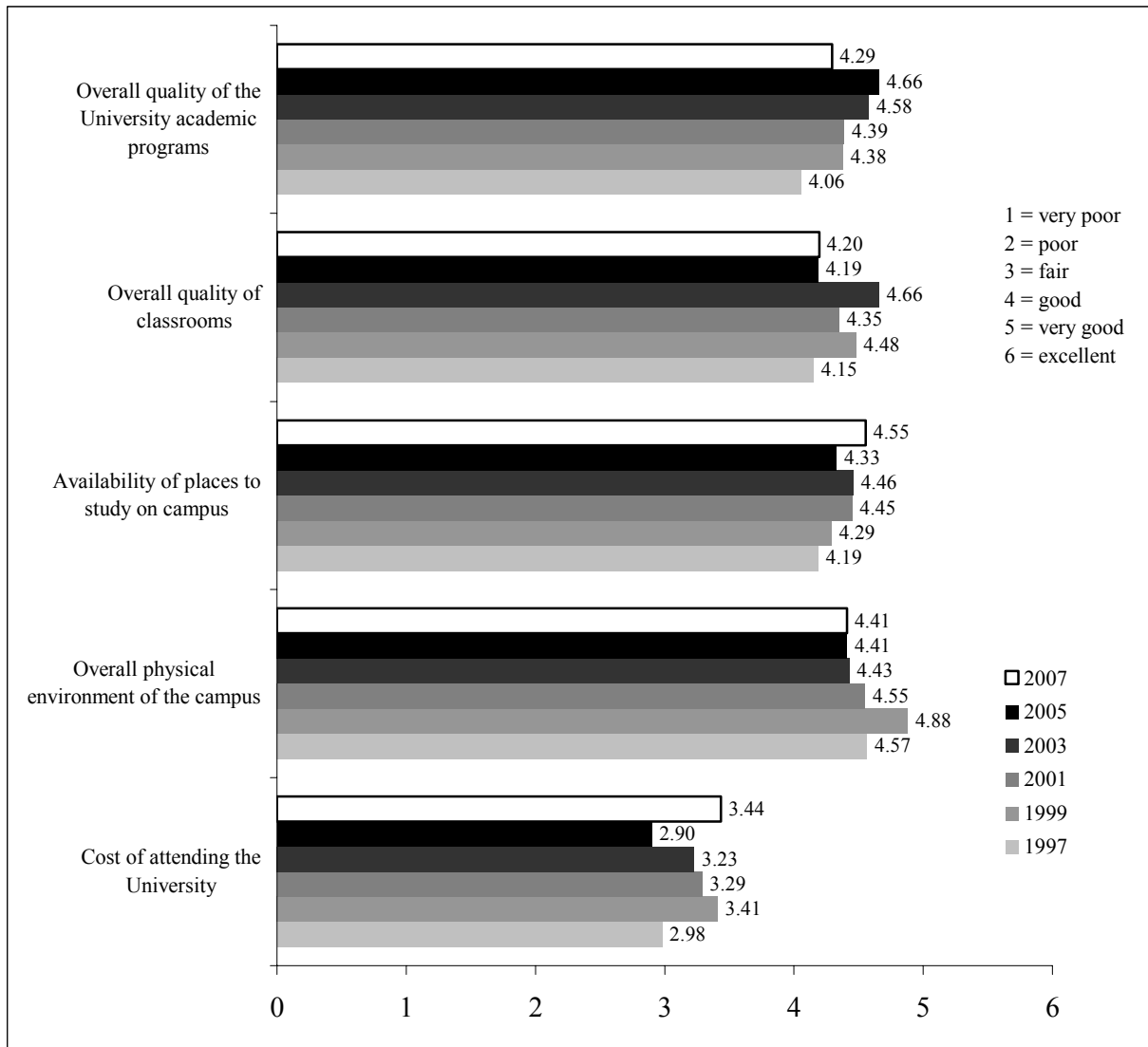
5: Crookston Campus

Figure 5-7. Undergraduate student experiences survey results, University of Minnesota, Crookston, 1997-2007.



5: Crookston Campus

Figure 5-7 (continued). Crookston campus undergraduate student experiences survey results. 1997-2007.



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. The Crookston campus's salary and compensation comparative group of 10 institutions 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 6th in average salary and 1st in average compensation. At the associate professor level, UMC faculty rank 2nd in average salary and 1st in average compensation. At the assistant professor level, UMC faculty rank 1st 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 2007-08.

Average Salary

Category	2004-2005	2005-2006	2006-2007	2007-2008
<u>Full Professor</u>				
Comparative Group Average*	\$65,510	\$66,924	\$69,317	\$71,385
% Change		+2.2%	+3.6%	+3.0%
UM, Crookston	\$74,009	\$73,251	\$75,989	\$71,159
% Change		-1.0%	+3.7%	-6.36%
<u>Associate Professor</u>				
Comparative Group Average*	\$53,924	\$55,519	\$57,423	\$59,005
% Change		+3.0%	+3.4%	+2.8%
UM, Crookston	\$60,847	\$61,386	\$59,797	\$63,430
% Change		+0.9%	-2.6%	+6.1%
<u>Assistant Professor</u>				
Comparative Group Average*	\$44,447	\$45,911	\$47,920	\$50,105
% Change		+3.3%	+4.4%	+4.5%
UM, Crookston	\$52,046	\$50,649	\$53,920	\$55,656
% Change		-2.7%	+6.5%	+3.2%

Source: Association of American University Professors Faculty Compensation Survey.

*Average excluding University of Minnesota, Crookston

5: Crookston Campus

Table 5-4. Average faculty compensation for University of Minnesota, Crookston and comparative group institutions, 2004-05 to 2007-08.

Average Compensation

Category	2004-2005	2005-2006	2006-2007	2007-2008
<u>Full Professor</u>				
Comparative Group Average*	\$84,047	\$86,549	\$89,431	\$91,602
% Change		+3.0%	+3.3%	+2.4%
UM, Crookston	\$100,732	\$101,265	\$107,358	\$104,500
% Change		+0.5%	+6.0%	-2.7%
<u>Associate Professor</u>				
Comparative Group Average*	\$70,689	\$72,985	\$75,497	\$77,200
% Change		+3.2%	+3.4%	+2.3%
UM, Crookston	\$84,751	\$86,901	\$87,753	\$95,500
% Change		+2.5%	+1.0%	+8.8%
<u>Assistant Professor</u>				
Comparative Group Average*	\$58,759	\$61,085	\$64,015	\$66,222
% Change		+4.0%	+4.8%	+3.4%
UM, Crookston	\$74,058	\$73,904	\$80,643	\$85,300
% Change		-0.2%	+9.1%	+5.8%

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, 2007-2008.

Rank	Institution	Salary	Rank	Institution	Compensation
1	Delaware Valley College	\$76,481	1	University of Minnesota-Crookston	\$104,500
2	University of Minnesota-Morris	75,880	2	University of Minnesota-Morris	104,162
3	Bemidji State University	73,103	3	Delaware Valley College	95,099
4	Dakota State University	72,064	4	Bemidji State University	93,693
5	University of Pittsburgh-Johnstown	71,516	5	University of Wisconsin-Stout	93,433
6	University of Minnesota-Crookston	71,159	6	University of Maine-Farmington	90,995
7	University of Wisconsin-Stout	70,031	7	University of Wisconsin-River Falls	88,849
8	University of Maine-Farmington	69,423	8	University of Pittsburgh-Johnstown	88,007
9	Northern State University	67,782	9	Dakota State University	87,436
10	University of Wisconsin-River Falls	66,182	10	Northern State University	82,743

Source: Association of American University Professors Faculty Compensation Survey.

5: Crookston Campus

Associate Professors

Table5-6. Associate professor average salary and compensation for University of Minnesota, Crookston and comparative group, 2007-2008.

Rank	Institution	Salary	Rank	Institution	Compensation
1	Dakota State University	\$66,422	1	University of Minnesota-Crookston	\$95,500
2	University of Minnesota-Crookston	63,430	2	University of Minnesota-Morris	85,606
3	University of Minnesota-Morris	61,084	3	Dakota State University	81,005
4	University of Pittsburgh-Johnstown	60,408	4	University of Pittsburgh-Johnstown	78,330
5	Delaware Valley College	58,439	5	University of Wisconsin-Stout	78,314
6	Bemidji State University	58,152	6	University of Wisconsin-River Falls	78,273
7	University of Wisconsin-Stout	57,372	7	Delaware Valley College	74,875
8	University of Wisconsin-River Falls	57,357	8	Bemidji State University	74,422
9	Northern State University	57,055	9	University of Maine-Farmington	73,451
10	University of Maine-Farmington	54,761	10	Northern State University	70,523

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, 2007-2008.

Rank	Institution	Salary	Rank	Institution	Compensation
1	University of Minnesota-Crookston	\$55,656	1	University of Minnesota-Crookston	\$85,300
2	Dakota State University	55,617	2	University of Minnesota-Morris	71,179
3	Bemidji State University	51,441	3	University of Wisconsin-Stout	70,975
4	University of Wisconsin-Stout	51,224	4	University of Wisconsin-River Falls	70,710
5	University of Wisconsin-River Falls	51,017	5	Dakota State University	68,690
6	Delaware Valley College	50,267	6	Bemidji State University	65,965
7	University of Minnesota-Morris	50,192	7	University of Pittsburgh-Johnstown	63,836
8	University of Pittsburgh-Johnstown	48,488	8	Delaware Valley College	63,343
9	Northern State University	47,040	9	University of Maine-Farmington	62,186
10	University of Maine-Farmington	45,658	10	Northern State University	59,113

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 2004-2007.

Figure 5-9 shows the percentage of tenured/tenure track faculty of color and other faculty of color for the same period.

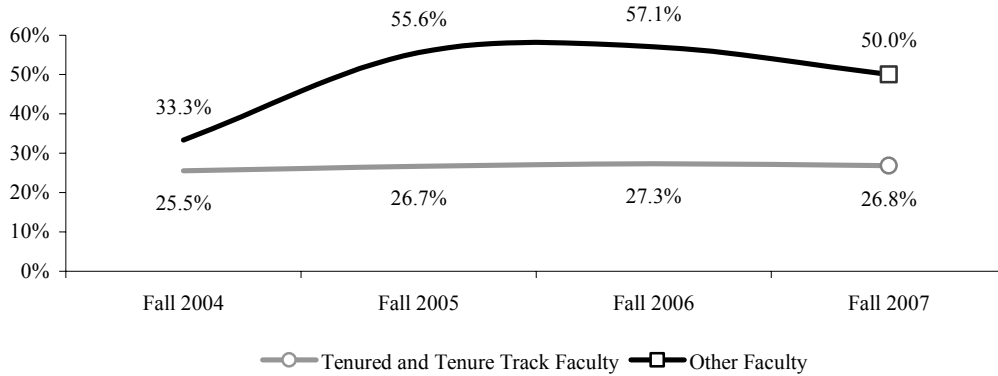
Figures 5-10 and 5-11 show the percentage of female staff and staff of color, respectively, during the period 2004-2007 for each of the three staff classifications.

Note: The Crookston campus has only 54 faculty members, considerably fewer than other

5: Crookston Campus

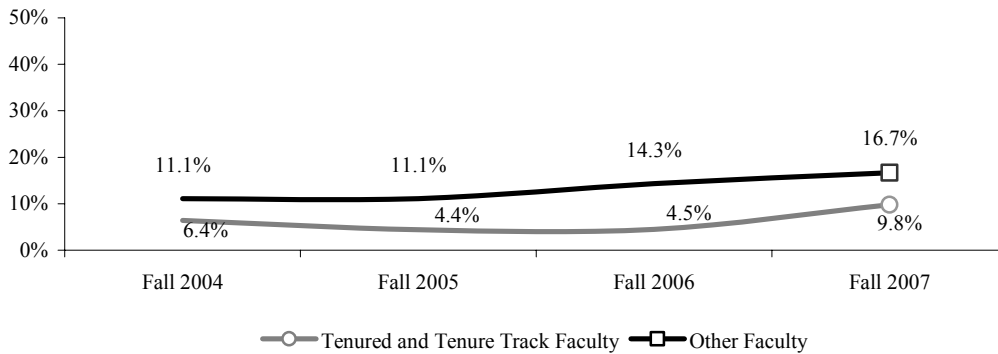
University of Minnesota campuses. Adding or subtracting even one person among faculty of color from year to year can cause annual fluctuations.

Figure 5-8. Female faculty at University of Minnesota, Crookston, 2004-2007.



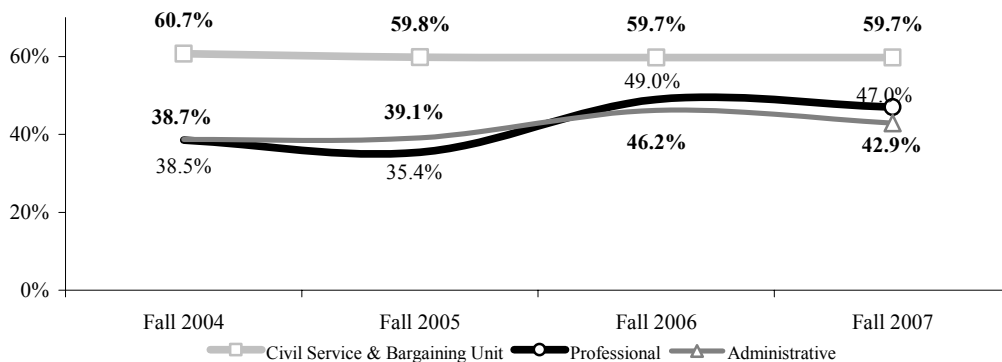
Source: Office of Institutional Research, University of Minnesota Planning Data.

Figure 5-9. Faculty of color at University of Minnesota, Crookston, 2004-2007.



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

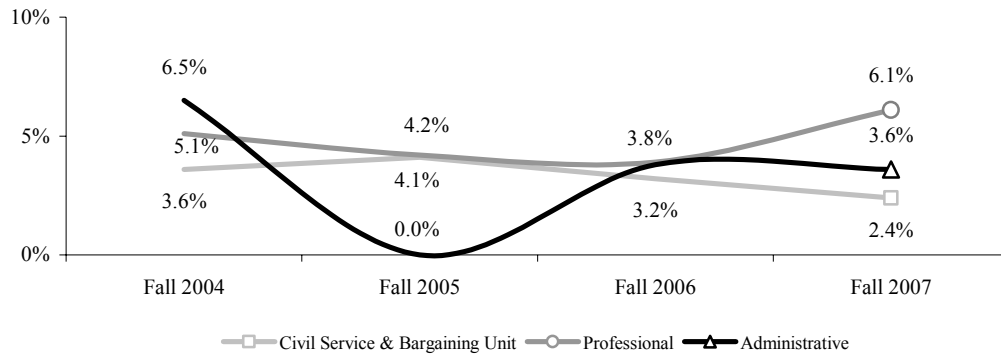
Figure 5-10. Percentage of female staff employees, University of Minnesota, Crookston, 2004-2007.



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

5: Crookston Campus

Figure 5-11. Percentage of staff of color, University of Minnesota, Crookston, 2004-2007.



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

5: Crookston Campus

6: University of Minnesota Rochester

The strategic direction for University of Minnesota Rochester (UMR) is to become a distinctive campus of the University, providing quality academic programming, research, and public engagement with emphasis in health sciences, informatics, 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 has expanded 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 Minnesota's economy in promising fields such as the biosciences and nanotechnology.

As the campus and academic programs continue to be 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's strategic goals, 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 are offered in part by selecting undergraduate, graduate, and professional aca-

demic degree programs that closely match strengths and resources of the region with the needs and resources of partners and students. Academic degree programs are in various stages of development and implementation.

The Master's in Healthcare Administration (MHA) Part-Time Option for Working Professionals held its first class in fall 2006. The purpose of the MHA program is to expand career growth opportunities for working health-care professionals in and around the Rochester area. As of spring 2008, eight students were formally admitted to the program with an additional 34 participating in classes as non-degree-seeking students. Additional program candidates are currently in the admissions review process by the School of Public Health Admissions Committee. At capacity, the program is expected to enroll 20 program candidates per academic year.

In fall 2008, the M.S. in Biostatistics program at the UMR campus will begin offering courses via interactive television, web-based courses, and adjunct faculty. The Biostatistics degree program is a collaboration with the School of Public Health and Mayo Clinic. The program was approved by the Board of Regents in June 2008. It is expected that students will be enrolled part-time and able to complete the curriculum within three to five years.

Also commencing at UMR in fall 2008 is a Rochester cohort of the Minnesota Principals' Academy. The Academy's curriculum for public school leaders focuses on instructional leadership and the role of the principal in creating and sustaining high-performing K-12 schools. Participants in the UMR cohort are expected to number 20.

A new University interdisciplinary graduate program, administered in Rochester, will train

6: Rochester Campus

the leaders of tomorrow in Biomedical Informatics and Computation Biology (BICB). The BICB program, a UMR collaboration with the University of Minnesota Twin Cities, Mayo Clinic, IBM, and the Hormel Institute, will offer M.S. and Ph.D. programs in this vibrant and fast-paced field. These degree programs were approved by the Board of Regents in July with classes commencing fall 2008.

The BICB program was established as a way to harness the Rochester region's strong resources in education, medicine, and technology to create world-class graduate and research programs in two of bioscience's fastest-growing fields: biomedical informatics and computational biology. Currently more than 40 investigators have invested the resources to initiate new interdisciplinary and multi-institutional research projects.

As a result, new lines of research, new interactions, and even new resources in the form of federal competitive grant funding have developed. BICB has supported three broad research areas: data mining of clinical data, machine learning to predict disease state, and computational methods for rational drug design. UMR has funded nine collaborative research projects, 15 graduate traineeships, and one post-doctoral associate.

The University of Minnesota Rochester is developing a new baccalaureate degree program proposed to be instituted fall 2009. The Bachelor of Science in Health Sciences (BSHS) will provide education and training for students interested in health professions career programs, post-baccalaureate education, and professional degrees. Students will share a common curriculum during the first two to three years, with the remainder of the degree program targeted to the students' career aspirations and preparation for post-baccalaureate programs and professional schools in the health sciences.

The Center for Learning Innovation (CLI) is the organizational structure that will take a research-based approach to learning and assessment in the development and implementation of this curriculum. CLI will promote a learner-centered, technology-enhanced, competency-based, and community-integrated learning environment in which ongoing assessment will guide and monitor student achievement of measurable objectives and will be the basis for data-driven research on learning.

The Center will serve as a laboratory for learning and lead the development of the integrated curriculum for baccalaureate degrees in the health sciences and will work in collaboration with regional businesses and industry to provide unique educational opportunities for students.

Exceptional faculty, on-site and from the Twin Cities and Duluth campuses as well as joint resident faculty appointed from collaborating organizations, have been and will continue to provide teaching and research services for UMR. The number of on-site faculty in Rochester will be increasing with the implementation of the Center for Learning Innovation (CLI). The on-site program staff can be categorized into three areas: design faculty, student-based faculty, and post-doctoral fellows. Initially UMR expects to add eight faculty and four post-doctoral fellows to serve students in fall 2009.

As additional academic programs and research initiatives are established, the number of Rochester-based faculty will continue to grow. Policies related to faculty engagement at UMR are guided by a 7.12 document, currently under review.

Exceptional leadership at UMR has a new organizational structure in place. Reorganization of the leadership structure has been completed, resulting in leadership positions to include Student Services, Institutional Ad-

6: Rochester Campus

vancement, Partnership Programs, Academic Affairs, and Operations and Finance.

UMR is developing its campus and policies and procedures working closely with expertise throughout the University. Guidance is provided through ad hoc committees with membership selected or appointed by leaders in the area.

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 University 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.

The UMR Campus Master Plan Committee is nearing completion of the master plan and complying with University requirements for future changes and expansion. The committee's report is scheduled for review fall 2008. Discussions with community leaders representing the city, county, economic development board, Rochester Downtown Alliance, community action groups, and local businesses have been an integral part of this strategic effort.

The newly completed campus, located in the heart of downtown Rochester, maintains the capacity for up to 1,400 students. The campus includes 17 classrooms, seven of which have

interactive television (ITV) capabilities. Classes at the campus commenced in fall 2007 with approximately 400 students enrolled. Next steps toward campus completion include finalizing space for new educational programming slated to begin fall 2009.

Exceptional innovation occurs 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.

Through its own programs and partnership programs with other University campuses, 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.

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.

6: Rochester Campus

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 Biomedical Informatics and Computation Biology (M.S., Ph.D.)—Twin Cities Biostatistics (M.S.)—Twin Cities	Graduate Programs (continued) Business Administration (M.B.A.)—Duluth Computer Science (M.S., M.C.S.)—Twin Cities 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

Appendix A:

Key Data Sources and Web Links

Key Data Sources

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

University of Minnesota Links

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
Northwest Center at Crookston
Southern Center at Waseca
Southwest Center at Lamberton
UMore Park at Rosemount
West Central Center at Morris

<http://ncroc.cfans.umn.edu>
[www.nwroc.umn.edu](http://nwroc.umn.edu)
<http://sroc.cfans.umn.edu>
<http://swroc.cfans.umn.edu>
<http://umorepark.cfans.umn.edu>
<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, 2005
Term expires in 2011

Honorable Dallas Bohnsack

Congressional District 2
Elected in 1999, 2005
Term expires in 2011

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 J. 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
Steven Rosenstone	Vice President for Scholarly and Cultural Affairs
Mark B. Rotenberg	General Counsel
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
Joel Maturi	Director, Intercollegiate Athletics