

2011 UNIVERSITY PLAN, PERFORMANCE, AND ACCOUNTABILITY REPORT

Office of the Senior Vice President
for Academic Affairs and Provost

October 2011



UNIVERSITY OF MINNESOTA
Driven to DiscoverSM



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EXECUTIVE SUMMARY

The 2011 edition of the *University Plan, Performance, and Accountability Report* summarizes the University's major strategic initiatives, indicators of progress, and its performance relative to comparison institutions.

Highlighted below are key areas of strength as well as opportunities for growth and establishing best practices that are discussed more fully in the respective sections of the report.

Twin Cities Campus: Extraordinary Education

- Graduation rates for Twin Cities undergraduate students have improved significantly (the four-year rate for the fall 2006 entering class was 50 percent, up more than 13 percentage points from the rate of the 2001 entering class), moving the University closer to the rates of its comparison institutions. The first-year retention rate has improved to 89.5 percent for the class entering in 2009, up nearly 5 percent from the class entering in 2001.
- The Twin Cities campus received over 39,000 applications for undergraduate admission in 2011, nearly 24,000 more than in 2000. Over the same period, measures of student preparation have improved, including the proportion of students among the top 10 percent of their high school class.
- The achievement gap between undergraduate students of color and white students is narrowing, and more students of color are graduating from the Twin Cities campus. Key measures are improving at a faster pace for students of color than for other students, including the average ACT composite score, the average high school rank, and first-year retention rates.
- To continue to attract, recruit, enroll, and retain top students, additional private fundraising efforts for scholarships are needed to ensure that highly qualified students from all economic backgrounds are able to be successful at the University.
- Through the restructuring of graduate education, more streamlined and efficient governance,

admission, and operational structures are in place, resulting in \$1 million in annual savings.

- Decentralized awarding of graduate student fellowships better aligns responsibility and accountability of graduate education with collegiate units.
- Other opportunities to strengthen graduate education include involving students earlier in independent research and improving degree completion.

Twin Cities Campus: Breakthrough Research

- The University has an extraordinary breadth of research activities on its five campuses and a strong record of securing research funding (10th among private and public universities) from the federal government, businesses, foundations, private health organizations, and the State.
- The University won a \$51-million Clinical and Translational Science Award (CTSA) from the National Institutes of Health, which will support interdisciplinary activities across the health sciences. The award makes possible other opportunities and helps toward goals of improving the clinical enterprise, biomedical informatics, education, communication and translational activities.
- While the University's relationship with the business community has improved in recent years, it needs to forge even better connections with corporate partners in order to achieve economic prosperity and development in Minnesota.

Twin Cities Campus: Dynamic Outreach and Service

- The University expanded its work with community-based organizations to address complex societal issues including college access, health policy, nutrition and healthy eating, agricultural business management, pandemics, rural development, energy efficiency, and transportation.
- The University has made progress towards its public engagement goals by strengthening data collection systems that allow for improved moni-

toring and assessment of initiatives, streamlining programs, and establishing the Public Engagement Council to address public engagement issues.

- Although significant progress has been made in raising the University's status as an "engaged" university, the University needs to share the results of its community engagement work more widely.

Twin Cities Campus: World-Class Faculty and Staff

- The New Employee Orientation program introduces new employees to the University culture through a year-long series and several training modules. Over 3,500 new employees have participated in this program since its inception.
- Average compensation for all Twin Cities faculty is competitive with its peers, ranking fourth among comparison group institutions.
- While the University's compensation package is a strength, an opportunity exists to increase its competitiveness, as its average salary ranks only ninth among comparison group institutions.

Twin Cities Campus: Outstanding Organization

- The University has established a goal to improve utilization of its Twin Cities campus space by reducing operating and lease costs by \$10 million.
- The Twin Cities campus launched the "It All Adds Up" conservation program, which resulted in annual savings of more than \$2.6 million. Additional energy cost reductions will save \$2 million more annually.
- The Twin Cities campus has improved the condition of its facilities through the demolition of aging facilities, renovation of existing buildings, and construction of new buildings.

Duluth Campus

- The Duluth campus conducted a year-long strategic planning process to clarify its mission and to identify a campus vision, core values, and goals.
- Recent strategic initiatives led to UMD's increasing enrollment, which brought an increase in the number of bachelor's degrees awarded.

- To support its diversity commitment and to educate students as global citizens, UMD plans to recruit and retain more students from under-represented groups and international students.

Morris Campus

- The Morris campus is a national leader in renewable energy and sustainability. Its research has resulted in pioneering strategies to reduce carbon footprints on campus.
- The Morris campus' strength continues to be its ability to attract an increasingly diverse and talented student body, while maintaining selectivity.
- The opportunities to capitalize on the renewable energy infrastructure available in west central Minnesota has led to the development of credit- and non-credit-bearing opportunities for traditional, elementary, and high-school students, adult learners, teachers, and the interested public.

Crookston Campus

- Newly hired faculty and staff on the Crookston campus continue to expand the expertise and capacity for teaching, research, and service.
- Ten of the campus' 29 bachelor's degree programs will be available entirely online in 2011 and student interest in these programs continues to increase.
- The campus is advancing relationships with the Northwest Research and Outreach Center, University Extension, Regional Sustainable Development Partnerships, and Area Health Education Centers.

Rochester Campus

- The Rochester campus provides a programmatic niche in the health and biosciences by leveraging the intellectual and economic resources of southeastern Minnesota. Its programs involve collaborations with the Mayo Clinic, Twin Cities campus, Hormel Institute, and IBM.
- The Center for Learning Innovation, the academic home of faculty and instructors, designs innovative and technology-enriched curriculum.
- The campus continues to partner with the City of Rochester and Mayo Clinic to implement the Downtown Master Plan, which identifies the future site and ancillary facilities for the campus.

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INTRODUCTION

“...[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*

The *University Plan, Performance, and Accountability Report*, now in its tenth year, is a broad, governance-level discussion of the University of Minnesota’s fulfillment of its mission and its success toward its aspiration of becoming one of the premier research universities in the world. The report provides a performance baseline for the University, an assessment of progress over time, and an indication of where additional effort is warranted. The 2011 report discusses each University campus and presents initiatives and investments organized around five strategic goals. Where available, the report identifies select measures that indicate levels of success.

1: PLANNING AT THE UNIVERSITY OF MINNESOTA

Quality and performance at the University of Minnesota are driven by an on-going, five-phase strategic improvement cycle covering policy, governance, leadership, and management responsibilities. The strategic improvement cycle shown in Figure 1-1 begins with planning that aligns activities and strategies with the University's vision, mission, values, and goals. Planning influences which activities the University engages, which are reshaped, and which activities ultimately are discontinued. The planning process drives resource allocation, which involves the distribution of personnel, funds, and space to various operations and units. Planning and resource allocation shape the operational management of programs and activities throughout the University. At this phase of the cycle, units at every level of the institution strive to design and maintain efficient and effective processes that deliver high-quality academic and support activities. Evaluation and improvement results from planned and coordinated action, constant monitoring, and regular review.

In the final phase of the University's strategic improvement cycle, planning, resource allocation, operational management, and evaluation and improvement are tested through accountability. The University and its individual units are accountable to internal and external audiences for executing and overseeing its mission-driven activities. The 2011 *University Plan, Performance, and Accountability Report* is just one of many reports documenting activities within the accountability phase of the cycle. In contrast to other function-specific accountability reports and activities, such as the annual report of the Office of the Vice President for Research, this report assesses the University's fulfillment of its mission and its success toward its aspirations at the broadest level.

Strategic Positioning

Complementing the University's on-going planning cycle, the University engaged in a major strategic

Figure 1-1. Strategic Improvement Cycle



positioning effort that started in 2004. The effort began with a comprehensive review of the University's 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. From this activity the University charged 36 faculty and staff task forces with developing visions of excellence and identifying actions toward reaching those visions for specific aspects of the University. University leadership then selected which actions to pursue, many of which are documented in this report.

Performance Framework

Stemming from the University's strategic positioning effort, the Board of Regents endorsed in 2009 a strategic framework for tracking and reporting on key performance indicators. The framework, which is presented in Figure 1-2, is organized around five goal areas that also frame this report. The framework identifies the strategies that the University has defined to advance its mission and the indicators of performance with respect to those strategies. With this framework, the University continues its commitment to establish and improve measures of success and progress.

The 2011 *University Plan, Performance, and Accountability Report* complements other reports and presentations to the Board of Regents that document the comprehensive list of framework measures the University uses to assess performance and guide strategy. The 2011 report does not repeat those measures but incorporates appropriate measures that align with select discussions.

Tradition of Accountability

The University's framework for tracking and reporting key performance indicators and the 2011 *University Plan, Performance, and Accountability Report* continue the University's long-standing tradition of accountability. Since the University's inception 160 years ago, citizens, the state legislature, the federal government, the Board of Regents, alumni, students, parents, employers, and many others have held the University accountable for fulfilling its fundamental land-grant mission of teaching, research, and service. The University's leadership takes this responsibility seriously, and continues to look for ways to more closely align mission and goals with reliable and consistent measures that enable the Board and others to monitor the University's progress and impact.

Over the years, the University has demonstrated its accountability and its progress in meeting mission-related goals in a variety of ways. These include required reports and activities, 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, 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.

The University produces annual or biannual reports to the Minnesota legislature, including:

- *Postsecondary Planning: A joint report to the Minnesota Legislature by the Minnesota State Colleges and Universities and University of Minnesota.*
- *Biennial report to the Minnesota State Legislature.*

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

- 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 Association of American Universities, Association of Public and Land-grant Universities, and American Council on Education.

In 2000, the Board of Regents 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.

Figure 1-2. University of Minnesota performance framework.

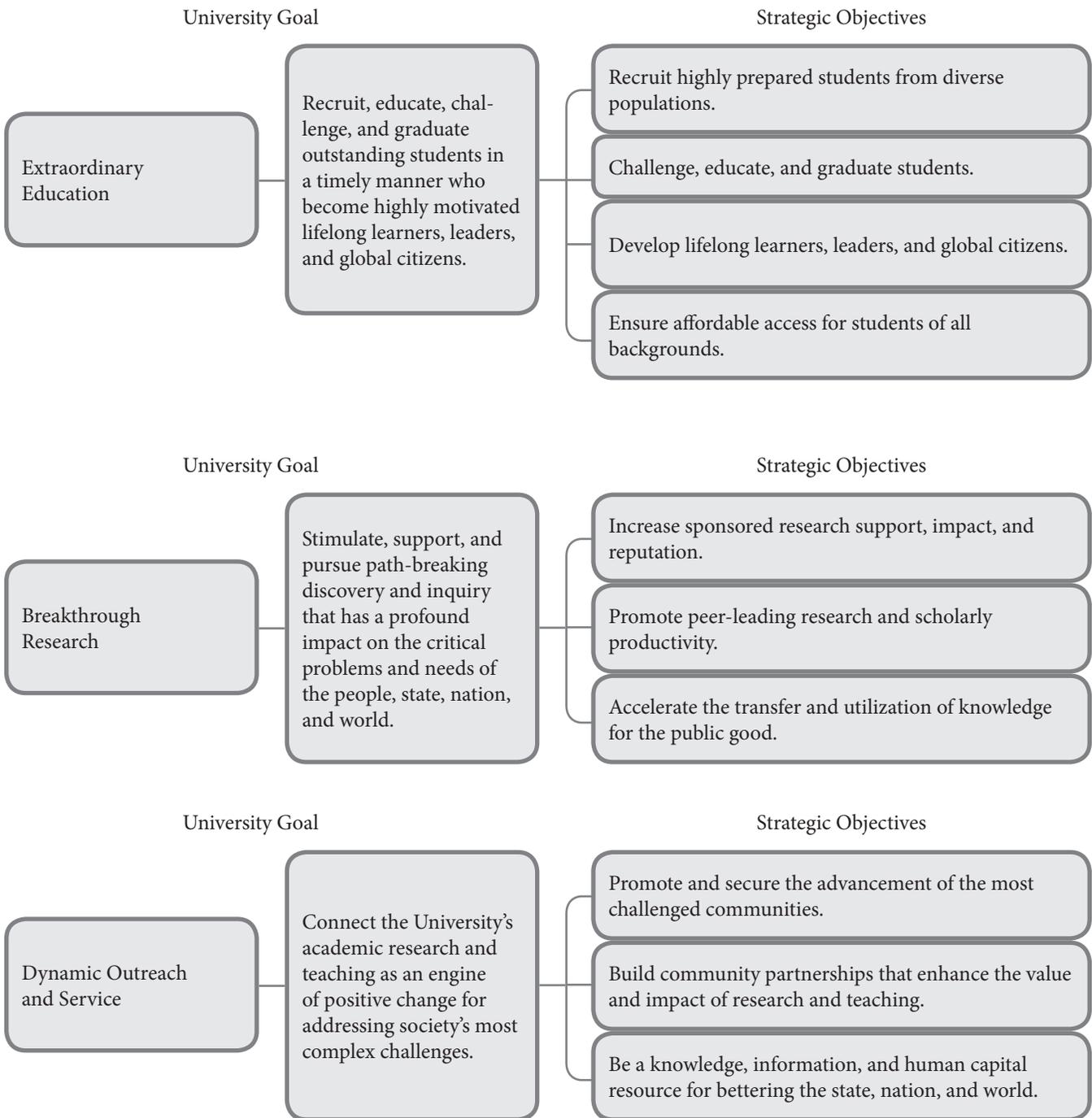
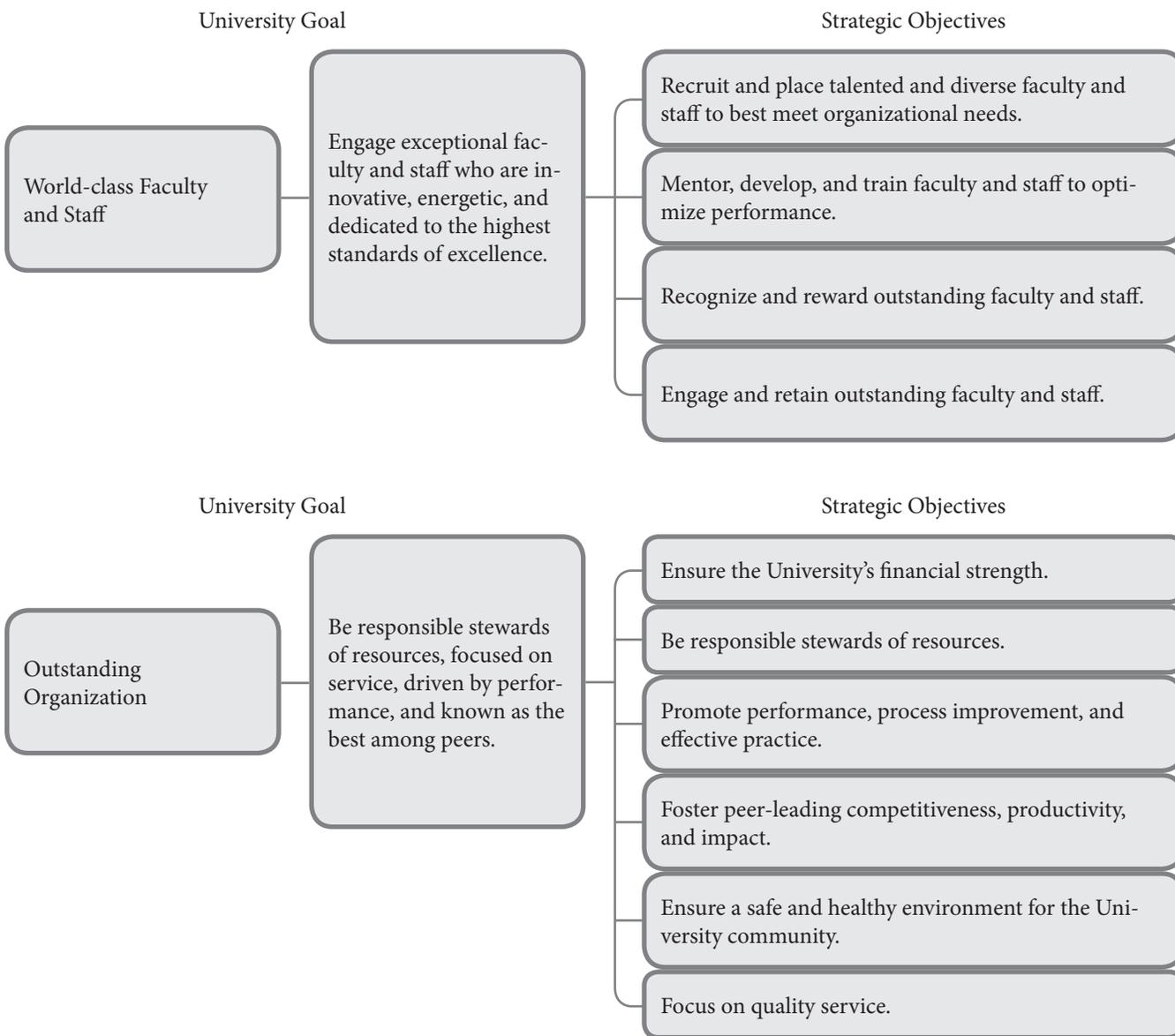


Figure 1-2. University of Minnesota performance framework (continued)



2: HISTORY AND OVERVIEW OF THE UNIVERSITY OF MINNESOTA

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.

Overview

Today the University is a statewide resource that makes a significant impact on Minnesota's economy, society, and culture. With more than 67,000 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.

Distinct Mission: The statutory mission of the University 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).

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

A National Public Research University: The Twin Cities campus ranks consistently within the top public research universities in the nation. It is also among the nation's most comprehensive institutions, one of only four 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 psychology and creative writing to chemical engineering and economics—and its breadth provides unique interdisciplinary strengths, particularly in the environmental sciences.

State's Only Research Institution: The University of Minnesota is the state's only 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).

Importance of State Support: Tuition provided the largest portion (23 percent) of the University's budgeted revenue in 2010. Research grants and contracts provided about 17 percent of revenues, while the budgeted state appropriation provided about 22 percent. Private fundraising is an increasingly important source of revenue within the University's diverse income mix, but on an annual spendable basis, this source represents less than 10 percent of the annual operating budget. Earnings from endowments provide less than 5 percent of the University's annual revenue. While state support is essential and the most flexible source of funding, there has been a steady trend from public funding to a more private model. As a result of the decline in state support, 2010 was the first time in the University's history in which tuition revenue contributed more to the University's operating budget than did state support.

Economical Management: The University 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.

Accreditation: The University 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.

Enrollment: Total enrollment at the University's campuses for Fall 2010 was 67,932, making it the fourth largest public research university in the country. Sixty-four percent of registered students were undergraduates. Non-degree-seeking students represented 9 percent of total enrollment.

University Impact

The health and vitality of the State of Minnesota are inextricably linked to the health and vitality of the University of Minnesota.

State's Economic Driver: In economic terms, the University provides significant return on the state's investment. Conservatively, the University of Minnesota generates approximately \$8.6 billion per year in statewide economic impact.

- For every \$1 invested in the University, more than \$13 are returned to the state.
- The University's research comprises 98.8 percent of sponsored academic research in Minnesota's higher education institutions.
- University research yields \$1.5 billion in statewide economic impact and more than 16,000 jobs.
- The University directly and indirectly supports nearly 80,000 jobs and generates more than \$512 million in tax revenue.

Degrees Granted: University graduates play a unique role in keeping Minnesota competitive and connected in a knowledge-based economy and global society. As shown in Table 2-1, the University awarded 14,478 degrees in 2009-10. Forty-two percent of the degrees awarded on the Twin Cities campus in 2009-10 were first-professional degrees (law, medicine, pharmacy, dentistry, veterinary medicine) and graduate degrees.

Statewide Impact: The University's flagship campus in the Twin Cities is complemented by four coordinate campuses (Duluth, Morris, Crookston, and Rochester), six agricultural experiment stations, one forestry center, 18 regional extension offices, and extension personnel in counties throughout the state, as shown in Figure 2-1.

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

Figure 2-1. Statewide impact

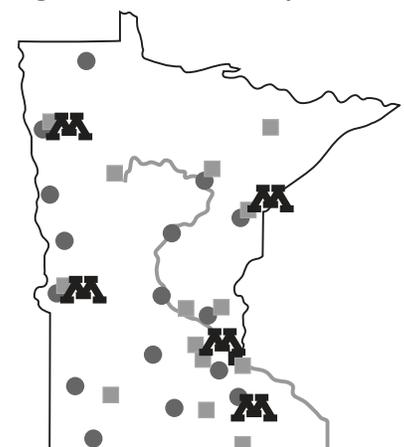


Table 2-1. University degrees granted by campus, 2009-10

	Associate Degrees	Bachelor's Degrees	Master's Degrees	Doctoral Degrees	Professional Degrees	Total Degrees
Crookston	7	191	-	-	-	198
Morris	-	296	-	-	-	296
Duluth	-	1,817	188	-	-	2,005
Twin Cities	-	6,942	3,419	807	811	11,979
All campuses	7	9,246	3,607	807	811	14,478

E-Learning: The University has been a leader in the use of instructional technology and the delivery of distance education for over 100 years. Individual colleges have been offering online courses since the 1990s, and the first online degree program, at the Crookston campus, was introduced in 1996. The University's efforts in e-learning were centralized in 2008 with the launch of the Digital Campus website, which provided the first system-wide listing of all University online course and program offerings. Enrollment in online course sections has quadrupled since 2005-06, as shown in Table 2-2.

Table 2-2. Enrollment in online courses, by campus, 2005-10

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011*
Crookston	1,271	1,663	2,054	2,632	3,248	4,177
Morris	1,417	2,661	3,109	3,615	4,196	5,279
Duluth	281	337	370	338	239	300
Twin Cities	4,888	8,640	11,547	12,958	16,236	18,981
Total	7,857	13,301	17,080	19,543	23,919	28,737

*Preliminary figures

The University is implementing several tools and processes to facilitate e-learning strategically across the system, including: the Learn Mostly Online program to assist faculty in the design, development, and evaluation of online courses; Quality Matters, a nationally recognized program promoting peer review of online course design; the "Clear Path" process, partnering with collegiate units to develop templates to make it easier for faculty to design, develop, and market online offerings; Equella learning

object repository to allow sharing and tracking of learning modules; and eFolio Minnesota, a web-based application that permits display of academic work. The myU Portal/Learning Platform, which integrates many independent applications into a unified system, is being upgraded to incorporate additional functionality and serve a growing number of student, faculty, and staff users, as shown in Table 2-3.

Table 2-3. myU/Learning Platform unique users, 2006-10

	2006	2007	2008	2009	2010
Users	49,631	57,561	65,358	70,408	74,307

To leverage resources and fulfill its land-grant mission, the University leads a partnership with Minnesota State Colleges and Universities and the Minnesota Department of Education in the Minnesota Learning Commons (MnLC). The MnLC saves money on joint development and licensing of tools and curricula for online learning; reduces program duplication; increases access to online education; and builds stakeholder support.

Global Education: Developing citizenship and leadership requires comprehension and appreciation of the world and its people. The University seeks to ensure that all faculty, students, and staff are globally competent, defined as the ability to understand the world and work effectively to improve it. While traditional measures of internationalization assumed that students must go overseas to become globally competent, University leadership recognizes global competence can be acquired at home and abroad. Internationalization of our students follows from the internationalization of our faculty – their teaching

and their research. In 2008, the Board of Regents revised its policy on international education to take a broader approach to international engagement. In addition to the key areas of international experiences for students and hosting of international students, the policy adds as a priority faculty teaching and research and collaboration with international institutions. As the policy states, “through international education and engagement, a great university builds and extends its scholarly standing, its potential for research, and its contributions to the education of students and citizens of the state, the nation, and the world.”

A signature component of the University’s international strategy is to identify international academic initiatives that focus efforts, inspire research, and generate positive energy at home and abroad. The Global Spotlight initiative, launched in 2009, is one key way to achieve this. The initiative is a biennial focus on a region of the world and a pressing global issue.

In 2009-10, the focus was on Africa and Water in the World. The initiative sponsored and supported symposia, conferences, lectures, films, and cultural events to educate and inform the University and local community about the University’s work in these areas. A grant program supported faculty research and collaboration. Institutional goals for the biennial spotlight are highlighting current research by faculty, informing the University and the broader public about that research, and connecting scholars, students, experts, and enthusiasts around the world. The 2011-12 themes are Latin America and the Caribbean and the impact of urbanization.

International Recognition and Leadership: The University’s international programming and strategy continue to gain recognition from peers. Building upon receipt of the 2009 Senator Paul Simon Award for Campus Internationalization from NAFSA, an association of international educators, the Twin Cities campus continues to lead the development and professionalization of the field of international education. In addition to the increase in study abroad participation, and in the number of international

students on campus, the University is working to further develop its international portfolio in other key areas such as faculty engagement, curricular development, and international research.

University Rankings

Numerous non-profit and for-profit organizations rank institutions of higher education nationally and world-wide. Many of the rankings receive significant public attention and, no doubt, influence perceptions about individual institutions among the public and within higher education.

In previous years, the University has referenced the Center for Measuring University Performance’s ranking of American research universities as among the most objective. In the center’s 2010 report, the University of Minnesota Twin Cities ranked 8th among public universities with eight of the report’s nine measures among the top 25 and one among the top 50. In addition, the Shanghai Jiao Tong University survey ranks the Twin Cities campus 28th among 500 universities worldwide, 20th among all public universities, and 9th among U.S. public research universities.

While university rankings are often a topic of great interest to the general public and influential in changing or, in most cases, reinforcing perception, these rankings have several limitations that make them inappropriate for strategic planning and monitoring progress. Two of the most significant limitations are, first, that the rankings are not guided by an empirical and theoretical framework to justify the selection of measures and the methodology employed, and second, that the rankings adjust methodologies frequently, making year-to-year analysis difficult.

NRC Assessment of Doctoral Programs

The University performed well in the federally chartered, non-profit National Research Council’s (NRC) assessment of doctoral programs, which was disseminated in 2010.

The assessment ranked 69 of the University's more than 100 doctoral programs, the second highest of any university out of the 212 that participated in the study, showing the breadth and quality of the institution. The assessment placed over 60 percent of the University's doctoral programs crossing the top 25 percent nationally, across a wide range of doctoral programs in agriculture, engineering, humanities, sciences and social sciences.

While the assessment was based on data from 2005, it serves as a valuable measurement starting point as 2005 marked the beginning of the University's strategic positioning work, which included restructuring a number of colleges and graduate education.

Programs assessed with ranking ranges that cross the top 10 include:

- Aerospace Engineering and Mechanics
- American Studies
- Animal Sciences
- Applied Economics
- Chemical Engineering
- Ecology, Evolution, and Behavior
- Entomology
- Food Science
- Geophysics
- Germanic Studies
- Hispanic and Luso-Brazilian Literatures and Linguistics.
- Kinesiology
- Materials Science and Engineering
- Mechanical Engineering
- Natural Resource Science and Management
- Nursing
- Nutrition
- Psychology
- Veterinary Medicine

3: UNIVERSITY OF MINNESOTA TWIN CITIES CAMPUS

The University’s flagship campus is situated on the banks of the Mississippi River near downtown Minneapolis with an additional campus in 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 fourth largest public or private research university campus as measured by enrollment.

Twin Cities Campus at a Glance

<p>Founded 1851</p> <p>Leadership Eric W. Kaler, President E. Thomas Sullivan, Senior Vice President for Academic Affairs and Provost Robert J. Jones, Senior Vice President for System Academic Administration Aaron L. Friedman, Vice President for Health Sciences; Dean, Medical School</p> <p>Colleges and Schools Allied Health Programs Biological Sciences Continuing Education Dentistry Design Education and Human Development Food, Agricultural and Natural Resource Sciences Law Liberal Arts Management Medicine Nursing Pharmacy Public Affairs Public Health Science and Engineering Veterinary Medicine Minnesota Extension</p> <p>Degrees/Majors Offered 151 undergraduate degree programs; 176 master’s degree programs; 103 doctoral degree programs; and professional programs in law, dentistry, medicine, pharmacy, and veterinary medicine</p>	<p>Student Enrollment (Fall 2010)</p> <table border="0"> <tr> <td>Undergraduate</td> <td>30,519</td> <td>(59%)</td> </tr> <tr> <td>Graduate</td> <td>13,946</td> <td>(27%)</td> </tr> <tr> <td>Professional*</td> <td>3,638</td> <td>(7%)</td> </tr> <tr> <td>Non-degree</td> <td>3,638</td> <td>(7%)</td> </tr> <tr> <td>Total</td> <td>51,721</td> <td></td> </tr> </table> <p><i>*includes students in University’s School of Medicine and College of Pharmacy on the Duluth campus</i></p> <p>Employees (Fall 2010)</p> <table border="0"> <tr> <td>Senior Administrators*</td> <td>58</td> <td>(0.3%)</td> </tr> <tr> <td>Faculty</td> <td>3,374</td> <td>(20%)</td> </tr> <tr> <td>Total Employees**</td> <td>16,773</td> <td></td> </tr> </table> <p><i>*includes the president, vice presidents, assistant and associate vice presidents, vice provosts, deans, the University librarian, general counsel, and the executive director of the Board of Regents</i></p> <p><i>**employee classifications are under review by the Office of Human Resources</i></p> <p>Degrees Awarded (2009-2010)</p> <table border="0"> <tr> <td>Undergraduate</td> <td>6,942</td> <td>(58%)</td> </tr> <tr> <td>Master’s</td> <td>3,419</td> <td>(29%)</td> </tr> <tr> <td>Doctoral & Professional</td> <td>1,618</td> <td>(14%)</td> </tr> <tr> <td>Total</td> <td>11,979</td> <td></td> </tr> </table> <p>Campus Physical Size (July 2010)*</p> <p><i>Minneapolis</i></p> <table border="0"> <tr> <td>Number of Buildings</td> <td>184</td> </tr> <tr> <td>Assignable Square Feet</td> <td>10,759,279</td> </tr> </table> <p><i>St. Paul</i></p> <table border="0"> <tr> <td>Number of Buildings</td> <td>102</td> </tr> <tr> <td>Assignable Square Feet</td> <td>2,523,789</td> </tr> </table> <p><i>* Includes buildings leased by the University</i></p> <p>Budget (2009-2010 Expenditures) \$2.6 billion</p> <p>Research Funding (2010-2011) \$823 million</p>	Undergraduate	30,519	(59%)	Graduate	13,946	(27%)	Professional*	3,638	(7%)	Non-degree	3,638	(7%)	Total	51,721		Senior Administrators*	58	(0.3%)	Faculty	3,374	(20%)	Total Employees**	16,773		Undergraduate	6,942	(58%)	Master’s	3,419	(29%)	Doctoral & Professional	1,618	(14%)	Total	11,979		Number of Buildings	184	Assignable Square Feet	10,759,279	Number of Buildings	102	Assignable Square Feet	2,523,789
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Total	11,979																																												
Number of Buildings	184																																												
Assignable Square Feet	10,759,279																																												
Number of Buildings	102																																												
Assignable Square Feet	2,523,789																																												

Comparison Group Institutions

The University has identified 10 public research university campuses as the primary group for comparison with the Twin Cities campus. The 10 flagship institutions are similar to the University in size and complexity. Where possible, this report

discusses University data compared with data for this group. While these institutions are among the most similar to the Twin Cities campus and best available for comparison, the institutions have significant differences that should be considered. Table 3-1 shows the variance among the 11 schools across type, scope, size, and students.

Table 3-1. Comparison group institutions, Twin Cities campus

Institution	TYPE		SCOPE				SIZE			STUDENTS		
	Land Grant	City Size (2)	Institution Includes:				Enrollment (8)		Faculty (9)	R&D Research (10)	Top-10 HSR (11)	Percent in-state (12)
			Agricult. College	Law School	Med. School	Hospital	Under-grad.	Grad. & Prof.				
Ohio State U. Columbus	●	Large	●	●	●	●	55,014 41,348 13,666	2,840	\$703	54%	89%	
Penn. State U. University Park	●	Small	●	○(3)	○(4)	○(4)	45,185 38,630 6,555	1,757	\$701	46%	75%	
U. of California Berkeley	●(1)	Mid-size		●			35,830 25,530 10,300	1,396	\$592	98%	92%	
U. of California Los Angeles	●(1)	Large		●	●	●	38,550 26,687 11,863	1,829	\$871	97%	94%	
U. of Florida Gainesville	●	Mid-size	●	●	●	○(5)	50,691 33,628 17,063	3,036	\$592	74%	97%	
U. of Illinois Urbana-Champaign	●	Small	●	●	●	○(6)	43,881 31,477 12,404	2,043	\$564	56%	85%	
U. of Michigan Ann Arbor		Mid-size		●	●	●	41,674 26,208 15,466	2,651	\$885	84%	68%	
U. of Minnesota Twin Cities	●	Large	●	●	●	○(5)	51,659 33,236 18,423	2,625	\$683	43%	75%	
U. of Texas Austin		Large		●	○(7)	○(7)	50,995 38,168 12,827	1,958	\$506	76%	95%	
U. of Washington Seattle		Large		●	●	●	45,943 32,718 13,225	1,568	\$765	86%	88%	
U. of Wisconsin Madison	●	Mid-size	●	●	●	●	41,654 29,925 11,729	2,113	\$882	56%	68%	

1 The U.C. System is the land-grant university of California.

2 Population of host city or town, U.S. Census Bureau, 2008.

3 The Penn State U. Law School is located on the Dickinson campus.

4 The Penn State U. Medical School is located on the Hershey campus.

5 Hospital affiliated with but not owned by campus.

6 The U. of I. Medical Center is located on the Chicago campus.

7 The U. of T. medical programs are located on several other campuses.

8 Fall 2010 Enrollment. Undergraduate enrollment includes non-degree seeking students. Integrated Postsecondary Education Data System.

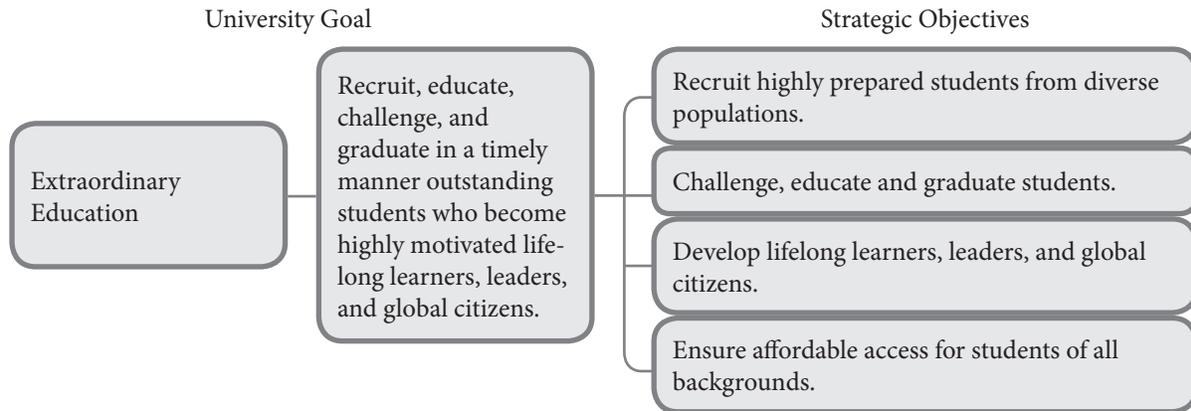
9 Faculty with tenure and tenure-track appointments, Fall 2010. Integrated Postsecondary Education Data System.

10 Research and design expenditures in millions of dollars, 2008. National Science Foundation.

11 First-year students with high school rank (HSR) in the top 10 percent of their graduating class, Fall 2010. Integrated Postsecondary Education Data System.

12 Percentage of degree-seeking undergraduate students who are state residents, excluding international students, Fall 2010. Institutional Common Data Sets.

TWIN CITIES CAMPUS: EXTRAORDINARY EDUCATION



The University seeks to provide an extraordinary education to its undergraduate, graduate, and professional students. Toward this end, the University strives to make the Twin Cities campus a destination of choice for students who reflect a diverse community and world, and are sought after because of their strong skills, talents, and experiences. Furthermore, the University strives to educate and support these

students to assume positions of leadership in the community, state, nation, and the world.

In this section of the report, the goal of extraordinary education on the Twin Cities campus is discussed in three subsections focused on undergraduate education, graduate education, and professional education.

UNDERGRADUATE EDUCATION

At the undergraduate level, the Twin Cities campus focuses on student success through attracting a diverse group of well-prepared students, providing them with a distinctive, world-class education, and graduating these students in a timely manner. In support of student success, the Twin Cities campus has developed strategic partnerships to strengthen the preparation of prospective students, has increased its recruitment efforts to attract the best students to its high-quality undergraduate degree programs, and has linked tuition and financial aid strategies to ensure affordable access for all admitted students. For students who enroll at the University, the Twin Cities campus is enhancing its efforts to ease their transition to college, providing strong academic and advising support, developing new academic and student engagement programs to make their undergraduate experience distinctive, and specifying campus-wide student learning outcomes and assessment.

Strategy: Recruit Highly Prepared Students from Diverse Populations

As summarized in Table 3-2 and detailed elsewhere in this section of the report, the Twin Cities campus enrolls and supports an increasingly well-prepared and diverse group of undergraduate students. Undergraduate admission at the University is holistic and need-blind, emphasizing the applicants' ability to excel and not considering their ability to pay. Undergraduate students apply to and are admitted to the colleges of the Twin Cities campus 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, who will be challenged by the rigor of instruction, and who can benefit from the wide range of opportunities available within a public research university in a major metropolitan area.

Attract the Best Students: Top students are attracted to the University by unique and challenging

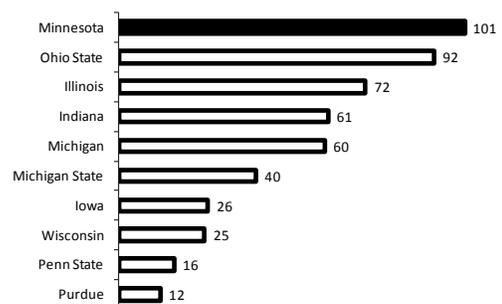
Table 3-2. Highly prepared and diverse undergraduate students, Twin Cities campus, 2005 and 2010

	2005	2010
Portion of first-year students in top 10% of high school class	34%	43%
Average ACT score of first-year students	25.1	27.2
Students of color	16.8%	18.4%
International students	1.6%	6.1%
Students from low-income families*	5,891 (20%)	7,439 (24%)
Scholarships, grants, and waivers provided to students	\$81m	\$145m

*Defined by Pell Grant recipients

educational opportunities, scholarship support, and reputation. The University has increased the number of National Merit Scholars recruited into the freshman class via merit-based scholarships and discipline-specific scholarships and awards. The number of **National Merit Scholars** in the freshman class has increased from 40 in Fall 2003 to 101 in Fall 2010. The University led Big Ten public universities in the number of new National Merit Scholars in fall 2010, as shown in Figure 3-1.

Figure 3-1. New National Merit Scholars, Big Ten public universities, Fall 2010



Source: National Merit Scholarship Corporation, 2010

The University also has established special opportunities for top students, including expanded fast-track options for early admission of highly

qualified undergraduates to University graduate and professional programs.

The new University Honors Program, with its enriched learning environment, honors courses, individualized advising and a close-knit community of scholars, has attracted some of the highest achieving students to choose the University over some of the nation’s most selective institutions.

Strengthen Minnesota Student Preparation:

Ensuring that every young adult in Minnesota earns a post-secondary credential or degree is essential to keeping Minnesota’s workforce competitive. The University has a comprehensive strategy to help the state’s elementary and secondary school students move toward that goal. Two key components include:

- The College Readiness Consortium is helping to build and broaden the pipeline to higher education through partnerships with pre-K-12 schools and districts, higher education institutions, community organizations, government agencies, and businesses. In its first year in 2006, the Consortium led the successful launch of the Minnesota Principals’ Academy, an executive development program to help Minnesota school leaders create and sustain high-performing schools that put all students on the path to post-secondary success. In 2008, the Consortium launched a web-based clearinghouse of University resources 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.

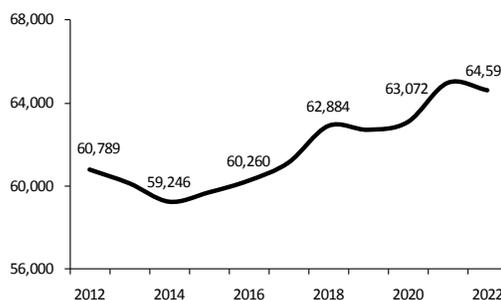
The University has made considerable progress in improving the academic profile of its incoming freshman class, although moving up relative to the comparison group is challenging. Because quality is driven in large measure by selectivity, the University has a built-in disadvantage relative to the comparison group. All the other institutions are the flagship public universities in states with larger populations and larger numbers of high school graduates than Minnesota

and thus have larger natural pools from which to draw students. Those institutions, therefore, can be more selective.

Adding to the challenge, the pool of Minnesota high school graduates will continue to shrink until 2014 (Figure 3-2). In Fall 2010, 65 percent of first-year students were from Minnesota high schools. The continued shrinkage in an already relatively small state pool will make improving the academic profile of entering students even more challenging.

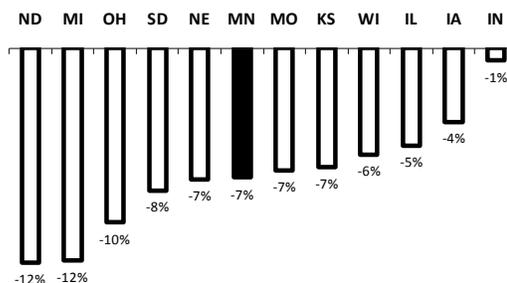
To help meet this challenge, the Minnesota P-16 Partnership’s priorities include: 1) developing a clear, holistic definition of postsecondary readiness, 2) integrating college and workforce expectations into Minnesota’s K-12 academic standards in science, 3) strengthening instructional capacity in science, and 4) creating a longitudinal data system to track progress. Attracting top students will be more challenging because the University draws most of its students from Midwestern states, and the number of high school graduates in those states is projected to decline over the next several years, as shown in Figure 3-3.

Figure 3-2. Projected Minnesota high school graduates, 2012-22



Source: Western Interstate Commission on Higher Education, 2008

Figure 3-3. High school graduate percentage change from 2009 to 2014, Midwestern states



Source: Western Interstate Commission on Higher Education, 2008

Strategy: Ensure Affordable Access for Students of all Backgrounds

Many talented and promising students need financial assistance to realize their educational goals. The University works to ensure that all students who come to the University prepared to learn and motivated to succeed will be able to manage the costs of their college education. To help students manage their costs and make progress toward timely graduation, the University has linked closely its development of tuition rates with its financial aid strategies.

Financial aid strategies include consideration of federal and state aid, University aid, student employment and private grants, scholarships, waivers, and loans. University students receive need-based aid and merit-based aid, depending upon their financial circumstances, academic qualifications, and program of study. Each year, the University follows federal guidelines to determine a “Cost of Attendance” for various categories of students, based on campus of enrollment; level of enrollment as an undergraduate, professional, or graduate student; living on campus or commuter; and resident or non-resident. In 2004-05, the Cost of Attendance for a Minnesota resident undergraduate living on the Twin Cities campus was \$17,174; in 2009-10 it was \$22,052, an increase of 28 percent.

As tuition rates and the overall Cost of Attendance have increased, financial aid has increased. Total financial aid to Twin Cities undergraduate students (federal and state grants, work study, waivers,

University scholarships and private scholarships) grew between 2004-05 and 2009-10, from \$214 million to \$322 million, an increase of 50 percent. The Twin Cities campus percentage of undergraduates with financial aid increased from 55 percent in 2004-05 to 75 percent in 2009-10. As a result, although the Cost of Attendance increased by an average of 5 percent annually over this period, the net price increased by only 3.4 percent (Figure 3-4).

In addition to the strategies for managing tuition rates and total financial aid to affect the net price to students, another important metric is the proportion of financial aid from various categories. For Twin Cities undergraduate students, from 2004-05 to 2009-10, the proportion of gift aid (scholarships and grants that do not have to be repaid) among total student aid has grown from 34 percent to 43 percent, while the proportion of aid in the form of loans has decreased from 60 percent to 52 percent (Table 3-3).

Table 3-3. University of Minnesota, Twin Cities campus undergraduate student aid trends

	2004-05	2009-10
Gift Aid	\$73m	\$137m
Work Study	\$5m	\$8m
Loans	\$128m	\$169m
Waivers	\$8m	\$8m
Total Student Aid	\$214m	\$322m
Gift as % of Total Aid	34%	43%
Loans as % of Total Aid	60%	52%

Figure 3-4. Cumulative percentage increase per student 2001-2010 in cost of attendance, grant/gift aid, and net price for new Twin Cities resident first-year students

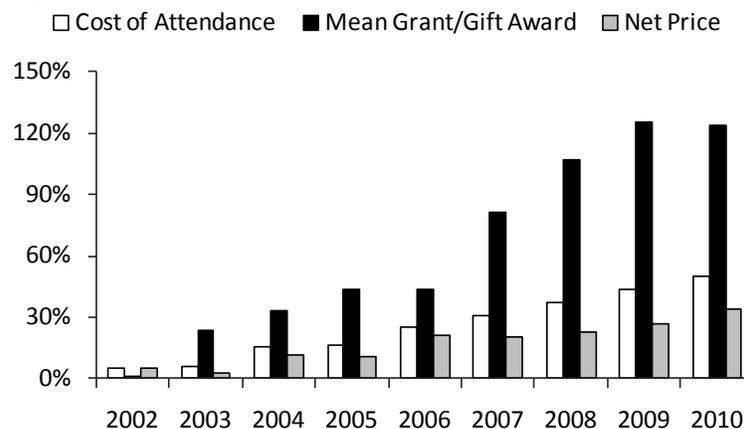
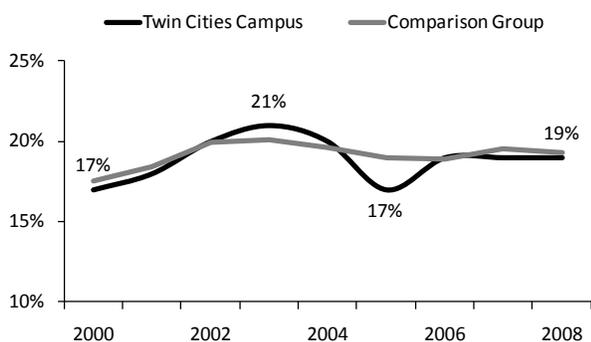


Figure 3-5 shows the percentage of first-time, full-time undergraduate students on the Twin Cities campus who received federal grant aid between 2000-2008, the most recent years for which data are available.

Figure 3-5. Percentage of first-year students receiving federal grant aid*, 2000-2008



Source: Integrated Postsecondary Education Data System

*Federal grant aid includes academic Competitiveness Grants, SMART, Pell Grants, and Supplemental Education Opportunity Grants.

An important component of the University's current financial aid strategy focuses on need-based aid to undergraduate students who are Minnesota residents and whose families are in the lower-income and middle-income categories:

- The lower-income category is defined as students who are eligible for federal Pell Grant aid, typically from families in the lowest 25 percent of income distribution, usually below \$40,000 in adjusted gross income. Of the degree-seeking undergraduate students enrolled on all campuses in 2009-10, 25 percent were Pell-eligible.
- The middle-income category includes students whose income is above Pell eligibility, but below \$100,000. In 2009-10, over 40 percent of Twin Cities campus Minnesota resident undergraduate students were from families with incomes below \$100,000.

Over the past six years, the need-based aid strategy for Minnesota students has developed as follows:

- In 2007-08, the University of Minnesota Founders Program provided need-based scholarship assistance to the lowest-income students who were Minnesota residents and Pell Grants recipients. In 2009-10 this Program was renamed the University of Minnesota Promise Scholarship Program (U Promise).

- In 2009-10 the University recognized the financial strains on middle-income families and implemented a middle-income scholarship program for Minnesota students from families with incomes above Pell eligibility but below \$100,000.
- In 2010-11 these two scholarship programs together provided grants to over 13,500 Minnesota undergraduate students.
- In 2011-12, the University will have one unified U Promise Scholarship Program, to assist both lower-income and middle-income Minnesota resident undergraduate students. The number of students served by the program will remain about the same as in 2010-11, serving over 13,500 students on all University campuses. The award amounts for new incoming students will be based upon expected family contribution, to ensure neediest students receive the highest amounts; award amounts will be multi-year, guaranteeing a defined cohort of recipients and allowing for better support and advising of U Promise recipients. The U Promise scholarships will help to ensure that the University continues to be affordable for Minnesota students from low- and middle-income families.

Financial support for students was also the centerpiece of the **Promise of Tomorrow** Scholarship Drive, the largest scholarship fundraising drive in the University's 160-year history. In the seven-year campaign, which ended in December 2010, more than \$341 million was raised for scholarships and fellowships. Privately funded scholarships and fellowships assisted more than 13,000 students at the University in 2010, a 56 percent increase from 2004. As part of the scholarship drive, the President's Scholarship Matching program received \$103.8 million in gifts for 648 new endowed scholarships, while the 21st Century Fellowship program received \$104.9 million for 531 new endowed graduate and professional fellowships.

In addition to grants, scholarships, and loans, **University employment** is important to undergraduate students at all income levels, on all campuses. In the 2009-10 fiscal year, 13,585 undergraduates were employed by the University

across all campuses, earning a total of nearly \$44 million. On the Twin Cities campus that year, one-third of the undergraduates held an on-campus job at some point during the year, earning an average amount of \$3,571. Student employment is important not just for financial support, but also for improving student success. Students who work on campus typically complete a higher number of credits and have higher retention and satisfaction rates than do other students.

To assist students and their parents, the University has increased its resources and educational programming on financial literacy. Messaging to students regarding “Live Like a Student Now, So You Don’t Have to Later” reinforces this concept. Welcome Week includes a workshop on money management, and the One Stop Student Services web site includes money management resources. A key point of the financial literacy messaging is that graduating in a timely manner is one of the best ways for students to manage the costs of their education.

Results: Student Recruitment and Affordability

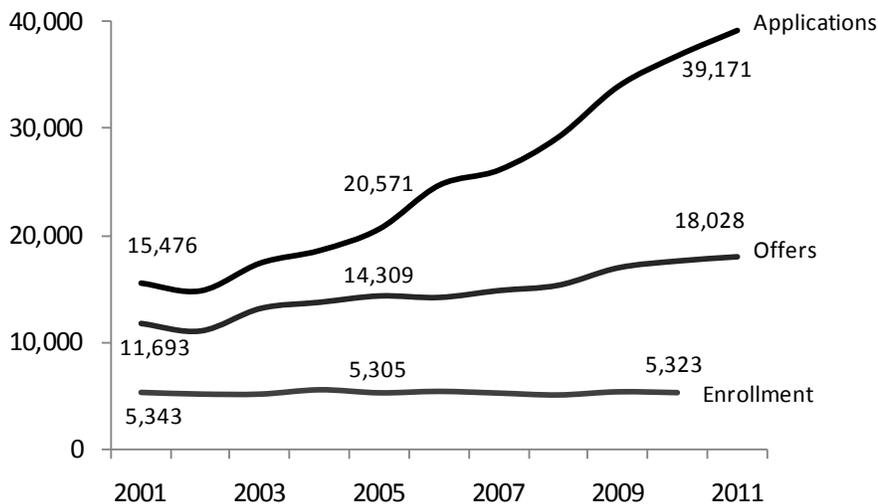
Data that indicate the extent to which the University recruits high-ability and diverse students include new student applications, high school rank, ACT scores,

and demographics. Data on the overall undergraduate student body, including transfer students, are detailed on the pages that follow.

Student Applications

To increase the overall academic qualifications of its incoming students, an institution must be more selective in its admissions, either by reducing the number of students it accepts or by increasing the pool of applicants. Figure 3-6 shows a large increase in numbers of applicants at the Twin Cities campus, which can be attributed to a growing awareness by prospective students and their parents of the improvements made in undergraduate education at the University. The concerted efforts to improve the undergraduate experience, combined with outstanding service to potential applicants, have resulted in improved reputational rankings. The academic preparedness and ability of first-year students and the diversity among those students broadens the University undergraduate profile and enriches the classroom and social experiences for all students on campus. Enhanced national-level recruitment is helping to offset the declining numbers of Minnesota high school graduates, increase the geographic diversity of the student body, and bring increased workforce talent into the state of Minnesota.

Figure 3-6. New freshmen applications, offers, and enrollment; Twin Cities campus, 2001-11

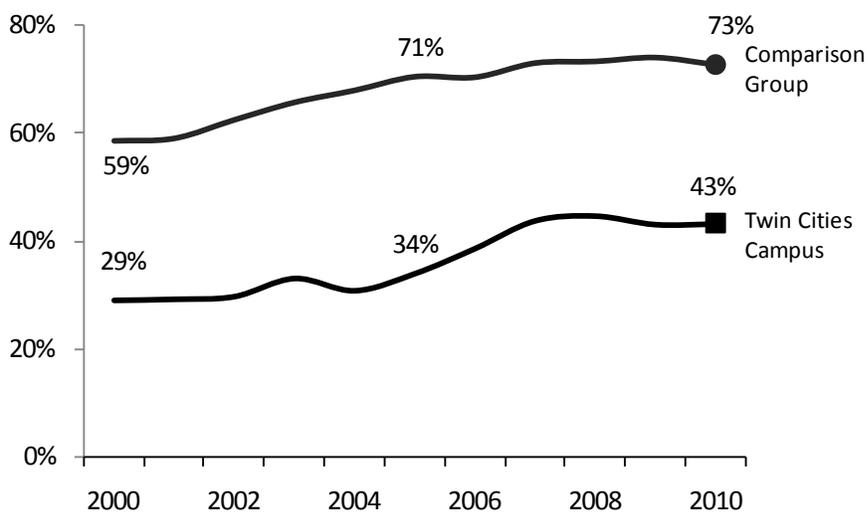


Student Preparation

The profile of first-year students at the Twin Cities campus has improved significantly over the past 10 years. From 2000 to 2010 the percentage of first-year students in the top 10 percent of their high school graduating classes increased from 29 percent to 43 percent (Figure 3-7). Despite the gains made in student quality over the last decade, the Twin Cities campus

still lags behind the high levels of student preparation at other universities in its comparison group (Table 3-4). First-year students from the top 25 percent of their high school graduating classes increased from 62 percent in 2000 to 83 percent in 2010 (Figure 3-8). While the Twin Cities campus' portion of first-year students from the top 25 percent of their classes still trails that of comparison group institutions, (Table 3-5), that gap has narrowed significantly since 2000.

Figure 3-7. Percentage of degree-seeking, first-year students in the top 10 percent of their school graduating classes, Twin Cities campus, 2000-10



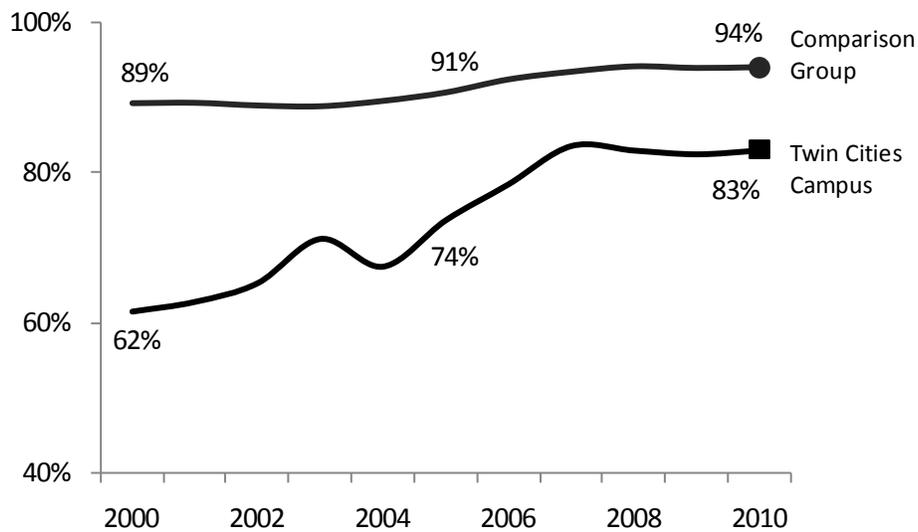
Source: Integrated Postsecondary Education Data System

Table 3-4. Twin Cities campus and comparison group institutions ranked by percent of degree-seeking, first-year students in the top 10 percent of high school graduating classes; 2000, 2005, and 2010

	2000		2005		2010		Percentage Point Change	
		Rank		Rank		Rank	5-year	10-year
U. of California - Berkeley	98%	1	99%	1	98%	1	-1%	0%
U. of California - Los Angeles	97%	2	99%	1	97%	2	-2%	0%
U. of Washington - Seattle	24%	11	82%	5	86%	3	+4%	+62%
U. of Michigan - Ann Arbor	87%	3	89%	3	84%	4	-5%	-3%
U. of Texas - Austin	50%	6	68%	6	76%	5	+8%	+26%
U. of Florida - Gainesville	66%	4	85%	4	74%	6	-11%	+8%
U. of Wisconsin - Madison	48%	7	56%	7	56%	7	0%	+8%
U. of Illinois - Urbana-Champaign	56%	5	48%	8	56%	7	+8%	0%
Ohio State U. - Columbus	32%	8	39%	10	54%	9	15%	+22%
Pennsylvania State U. - Univ. Park	30%	9	40%	9	46%	10	+6%	+17%
U. of Minnesota - Twin Cities	29%	10	34%	11	43%	11	+9%	+14%

Source: Integrated Postsecondary Education Data System

Figure 3-8. Percentage of degree-seeking, first-year students in the top 25 percent of high school graduating classes, Twin Cities campus, 2000-2010



Source: Integrated Postsecondary Education Data System

Table 3-5. Twin Cities campus and comparison group institutions ranked by percent of degree-seeking, first-year students in the top 25 percent of high school graduating classes; 2000, 2005, and 2010

	2000	Rank	2005	Rank	2010	Rank	Percentage Point Change	
							5-year	10-year
U. of California - Berkeley	100%	1	100%	1	100%	1	0%	0%
U. of California - Los Angeles	100%	1	100%	1	100%	1	0%	0%
U. of Michigan - Ann Arbor	93%	4	98%	3	97%	3	-1%	+4%
U. of Washington - Seattle	96%	3	96%	4	97%	3	+1%	+1%
U. of Texas - Austin	93%	4	92%	5	94%	5	+2%	+1%
U. of Florida - Gainesville	89%	7	90%	7	93%	6	+3%	+4%
U. of Wisconsin - Madison	90%	6	91%	6	93%	6	+2%	+3%
U. of Illinois - Urbana-Champaign	86%	8	86%	8	93%	6	+7%	+7%
Ohio State U. - Columbus	68%	10	76%	10	89%	9	+13%	+21%
Pennsylvania State U. - Univ. Park	78%	9	78%	9	84%	10	+6%	+6%
U. of Minnesota - Twin Cities	62%	11	74%	11	83%	11	+9%	+21%

Source: Integrated Postsecondary Education Data System

Over the past decade, the average ACT composite score increased from 24.5 in 2000 to 27.2 in 2010 (Figure 3-9). The rate of growth for the Twin Cities campus during that time was above that of most comparison group institutions (Table 3-6).

While nearly 80 percent of first-year students to the University submit ACT scores, SAT scores are also an option for students and the SAT is most readily completed by students, in eastern regions of the country. The average SAT score also increased, from 1204 in 2000 to 1268 in 2010 (Figure 3-9).

Figure 3-9. Average ACT and SAT composite scores for first-year students, Twin Cities campus, 2000-10

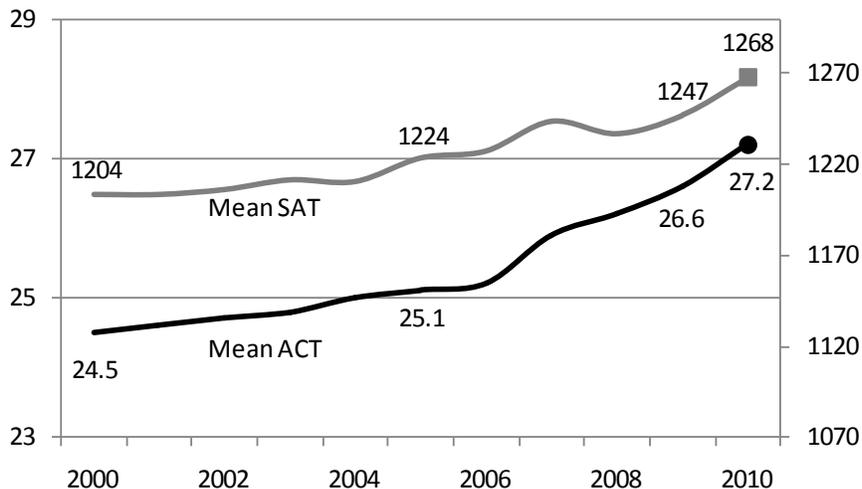


Table 3-6. Twin Cities campus and comparison group institutions ranked by ACT composite scores 25 percent and 75 percent midpoints for first-year students, 2000 and 2009

	2000	Rank	2009	Rank
U. of Michigan - Ann Arbor	27.5	3	29.0	1
U. of Illinois - Urbana-Champaign	27.5	3	28.5	2
U. of California - Berkeley	29.0	1	28.5	2
U. of Wisconsin - Madison	27.0	5	28.0	4
Ohio State U. - Columbus	25.5	9	27.5	5
U. of California - Los Angeles	29.0	1	27.5	5
U. of Florida - Gainesville	27.0	5	27.0	7
U. of Texas - Austin	27.0	5	27.0	7
U. of Minnesota - Twin Cities	24.5	10	26.5	9
Pennsylvania State U. - Univ. Park	26.0	8	26.5	9
U. of Washington - Seattle	24.5	10	26.5	9

Source: Integrated Postsecondary Education Data System

Student Diversity

Consistent with the University’s mission and values, the University is committed to achieving excellence with a diverse student body and a respectful, welcoming environment for all students. This commitment encompasses diversity in many forms,

including racial-ethnic background, geographic origin, gender, sexual identity, culture, and socio-economic background.

Racial/Ethnic Diversity: Over the past five years, the University has increased the number and proportion of undergraduates of color, improved their preparation

level, increased their retention rates, and most importantly, increased the number who graduate.

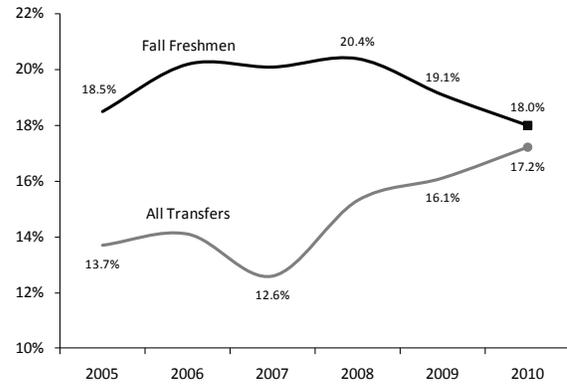
From 2005 to 2010 the number of undergraduates of color on the Twin Cities campus increased by 15 percent, while the number of white undergraduates declined by 2 percent. The 5 percent increase in the total number of undergraduates was entirely accounted for by increases in students of color and international students. Table 3-7 shows the trends by ethnic group.

Table 3-7. Fall-term Twin Cities campus undergraduate enrollments by ethnicity, 2005-2010

	2005	2009	2010	2005 - 2010	
				Change	Percent
American Indian	234	339	369	135	58%
Asian/Pacific/Hawaiian	2,694	2,901	2,959	265	7%
Black/African American	1,326	1,490	1,524	198	15%
Chicano/Latino	612	690	760	148	24%
International	467	1,448	1,868	1,401	300%
White	22,922	22,437	22,497	-425	-2%
Unknown	702	616	542	-160	-23%
Total	28,957	29,921	30,519	1,562	5%
All Students of Color	4,866	5,420	5,612	746	15%
Percent Students of Color	16.8%	18.1%	18.4%		

Further understanding of the ethnic enrollment trends can be gained by looking at new students coming into the University, including not only fall first-year students, but also transfer students, who enroll in substantial numbers in the spring as well as the fall semesters. Figure 3-10 shows the student of color percentage among fall first-year students and fall and spring transfer students. The student of color percentage among first-year students ranged between 20 percent in 2008 and 18 percent in 2010; meanwhile,

Figure 3-10. Student of color percentages among Twin Cities campus fall first-year students and all transfers, 2005-10



the percentage of transfer students of color rose from 12.6 percent in 2007 to 17.2 percent in 2010.

Over the past several years the University has become more selective in freshman admissions, while at the same time increasing access for transfers. Instead of taking under-prepared first-year students and doing remedial work with them, the University is relying on the state’s community and technical colleges to serve that role and then considering these students for transfer admission once they have completed the remedial work. As a result, the achievement gap between students of color and whites is closing.

As seen in Figure 3-11 and Tables 3-8 and 3-9, from 2005 to 2010, the average high school rank percentile for first-year students of color increased by 8.6 points, compared with 3 points for white students. The average ACT Composite score for students of color rose by 2.7 points compared to 1.9 for whites.

Figure 3-11. Average high school rank percentiles of White first-year students and first-year student of color, 2005-10

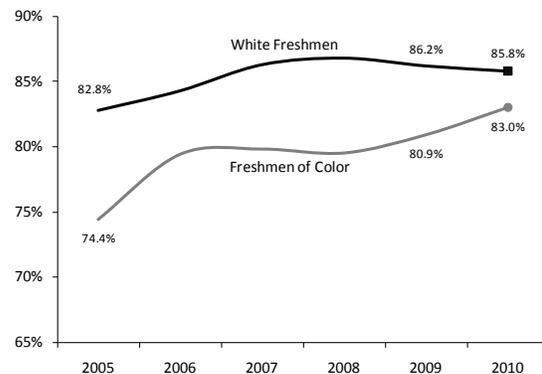


Table 3-8. Average first-year student high school Rank percentiles, Twin Cities campus, 2005, 2009-10

	2005	2009	2010	Change 2005 -10
American Indian	70.5	76.2	79.8	9.3
Asian/Pacific/Hawaiian	78.2	84.1	85.3	7.1
Black/African American	68.2	74.9	78.1	9.9
Chicano/Latino	70.9	80.1	82.5	11.5
International	72.1	82.9	79.3	7.2
Unknown	79.0	86.3	85.3	6.3
Total	81.2	85	85.2	4.0
All Students of Color	74.4	80.9	83.0	8.6

Table 3-9. Average ACT composite scores by ethnicity, Twin Cities campus, 2005, 2009-10

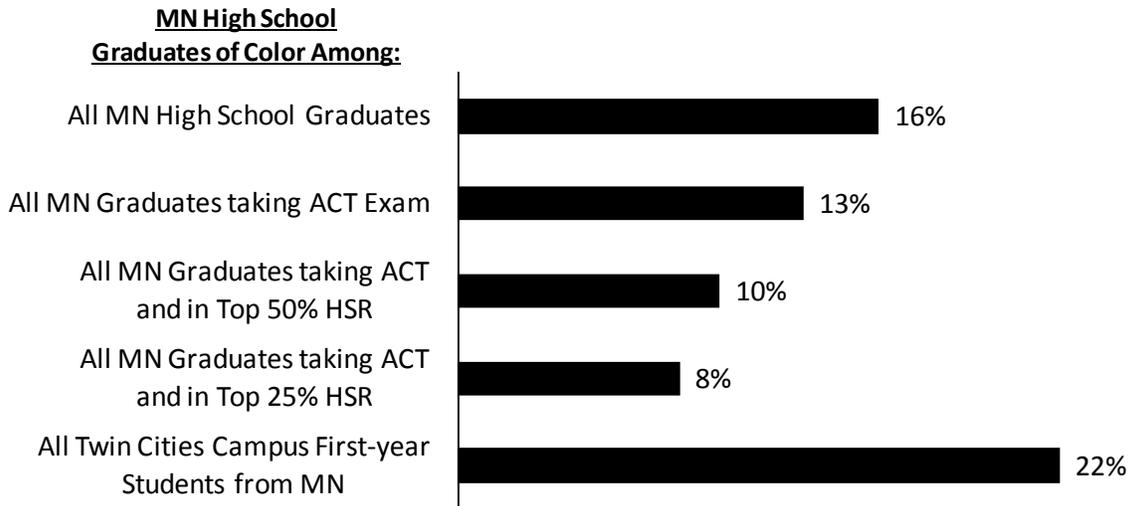
	2005	2009	2010	Change 2005 -10
American Indian	23.0	24.7	25.3	2.3
Asian/Pacific/Hawaiian	22.4	24.5	25.2	2.7
Black/African American	19.5	21.5	22	2.5
Chicano/Latino	22.8	25.2	25.6	2.8
International	22.7	24.3	26.4	3.7
Unknown	25.0	25.6	27.3	2.3
Total	25.1	26.6	27.2	2.0
All Students of Color	21.8	23.9	24.5	2.7

The small decline in the percentage of students of color among first-year students raises the question of whether the University is doing enough to recruit first-year students of color, especially in the state of Minnesota. A partial answer to that question can be gained by comparing the percentage of students of color in the freshmen class with the percentage in the pool of potential Minnesota students. There are different ways to define the pool of potential students, as seen in Figure 3-12. One could say that the 2010 pool was all high school graduates in Minnesota, in which the student of color percentage was 16 percent. But not every Minnesota high school graduate aspires to attend a four-year college, so a better definition of the pool might be those who take the ACT test, which nearly every Minnesota student interested in a four-year college does. Among 2010 Minnesota high school graduates taking the ACT exam, the student of color percentage was 13 percent.

As a tier-one research university, the classes are rigorous and assume a high level of secondary school preparation. One important predictor of success at the University is high school performance. Among students of color who graduated from high school in 2010, 10 percent took the ACT and were in the top half of their graduating classes; 8 percent of Minnesota high school graduates were students of color who took the ACT and were in the top quartile of their graduating classes.

Among 2010 first-year students from Minnesota, the student of color percentage was 22 percent. This percentage considerably exceeds the student of color percentage in any definition of the available pool, and more than doubles the percentages from the most realistic pools, indicating that the University has gone beyond the minimum expectation for recruiting students of color in Minnesota.

Figure 3-12. Minnesota high school graduates of color among all Minnesota high school graduates, those taking the ACT exam, high school rank, and those enrolling as first-year students on the Twin Cities campus, 2010

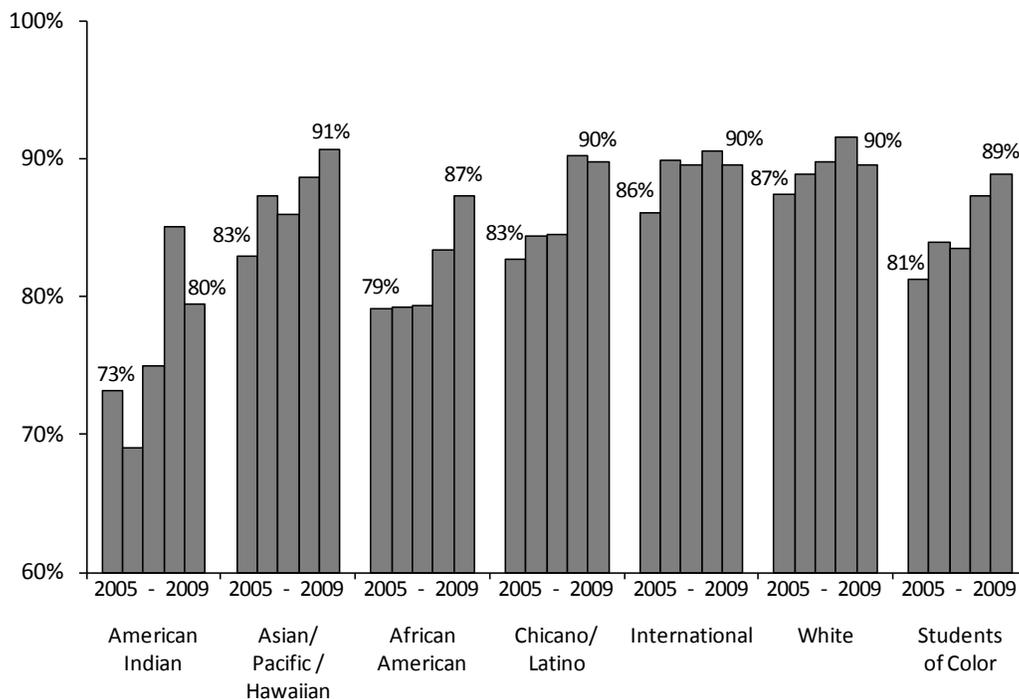


Sources: Minnesota Higher Education Office; ACT, Inc.

With the narrowing of the achievement gap at the point of admission has come a narrowing of the achievement gap in student retention. As shown in Figure 3-13, from 2005 to 2010 the first-year retention rate for students of color increased by nearly eight

points from 81.3 percent to 88.9 percent. The rate for white students increased by just over two points from 87.4 percent to 89.6 percent. Over the next few years, the increased retention of students of color should be reflected in increased graduation rates.

Figure 3-13. First-year retention by ethnicity, Twin Cities campus, 2005-09



The increased enrollments of students of color, their increased preparation, and their increased retention have produced more graduates of color.

Since 2005, the number of bachelor degrees conferred to students of color increased by 43 percent, compared with an increase of 11 percent among white students. American Indian degrees increased by 96 percent and African American degrees increased by 90 percent (Table 3-10).

Table 3-10. Bachelor’s degrees by ethnicity, Twin Cities campus, 2005, 2009-10

	2005	2009	2010	2005 - 2010	
				Change	Percent
American Indian	28	40	55	27	96%
Asian/Pacific/Hawaiian	445	545	568	123	28%
Black/African American	154	236	293	139	90%
Chicano/Latino	107	127	134	27	25%
International	174	101	151	-23	-13%
White/Other	5,178	5,637	5,741	563	11%
Total	6,086	6,686	6,942	856	14%
Students of Color	734	948	1,050	316	43%

Geographic Diversity: While the Minnesota percentage has been relatively consistent, there have been shifts in the geographic distribution of other students.

The percentage of students from the reciprocity states (Wisconsin, North Dakota, South Dakota) has gone down, while the percentage from other states and outside the U.S. have increased (Figure 3-14). The increase in the international undergraduate student population reflects the University’s growing awareness that the community is enhanced through the inclusion of young people from different countries, backgrounds, religions, and experiences. As a result,

the University now ranks fourth among comparison group institutions in the number of international students enrolled (Table 3-11).

Figure 3-14. Home locations of undergraduate students, Twin Cities campus, 2005-10

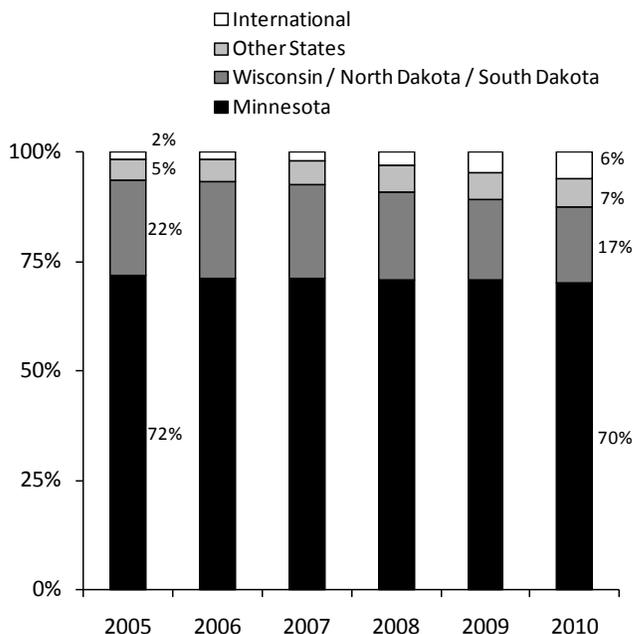


Table 3-11. Twin Cities campus and comparison group institutions ranked by percentage of international undergraduate students, 2005-10

	2005		2010	
U. of Illinois - Urbana-Champaign	2	4.1%	1	10.4%
U. of California - Berkeley	7	3.1%	2	7.2%
Penn. State U. - University Park	9	2.2%	3	6.2%
U. of Minnesota - Twin Cities	10	1.6%	4	6.1%
U. of Michigan - Ann Arbor	1	4.7%	5	5.9%
U. of California - Los Angeles	3	3.6%	6	5.8%
U. of Wisconsin - Madison	6	3.2%	6	5.8%
U. of Washington - Seattle	4	3.5%	8	5.7%
Ohio State U. - Columbus	8	2.8%	9	5.2%
U. of Texas - Austin	4	3.5%	10	4.5%
U. of Florida*	11	0.8%	11	0.8%

Source: Integrated Postsecondary Education Data System

For the past three years, the University has undertaken a variety of initiatives to increase enrollments of highly qualified undergraduate international students. The University has reassessed its efforts and focused on retention, the diversity of its international student and faculty population, and the integration of international students into the campus community. In addition, the University brings new international students onto campus through customized short-term programs to learn about the University and U.S. culture with the hope that some of these students choose to return as degree-seeking students. These efforts have resulted in the Twin Cities campus reaching its goal of five percent international undergraduates.

Despite its recent success, as evident in Figure 3-14 and Table 3-11, the University continues to face intense competition for qualified undergraduate international students. Additional initiatives require targeted scholarships and focused recruiting efforts.

Economic Diversity

As discussed previously, the University is committed to ensuring that its undergraduate degree programs are financially accessible to all students who are

prepared to learn and motivated to succeed. In assessing the economic diversity of the student body of a campus, most experts believe that the number of students receiving federal Pell Grants is the best statistic available to gauge the proportion of low-income undergraduates.

Table 3-12 presents the number and percentage of undergraduates receiving Pell Grants on the Twin Cities campus and its comparison group institutions in 2008, the most recent year available. The 2008 state poverty rates and median household incomes for each institution's respective state also are included.

Even though Minnesota had the lowest poverty rate and the fourth highest household median income relative to comparison group states in 2008, 17 percent of undergraduates on the Twin Cities campus were Pell recipients. Although the overall poverty rate for the entire state of Minnesota was 11 percent, the percentage of first-year students enrolled at the University who were from low-income families as measured by receiving Pell Grants was 19 percent, thus demonstrating the University's commitment to ensuring access to low-income students.

Table 3-12. Number and percentage of undergraduate Pell Grant recipients, Twin Cities campus and comparison group institutions, Fall 2008

	Number of Undergraduate Pell Recipients	Percent of Undergraduate Enrollment	State Poverty Rate	Median Household Income
U. of California - Los Angeles	8,160	31%	14%	\$58,900
U. of California - Berkeley	7,487	30%	14%	\$58,900
U. of Florida	8,209	24%	15%	\$44,700
U. of Texas - Austin	7,952	21%	17%	\$48,300
U. of Washington - Seattle	5,713	20%	12%	\$56,500
Ohio State U. - Columbus	7,291	18%	15%	\$45,400
U. of Minnesota - Twin Cities	5,584	17%	11%	\$55,600
Pennsylvania State U. – Univ. Park	5,610	15%	13%	\$49,500
U. of Illinois - Urbana-Champaign	4,744	15%	13%	\$54,000
U. of Michigan-Ann Arbor	3,078	12%	16%	\$45,300
U. of Wisconsin - Madison	3,534	12%	12%	\$50,000

Strategy: Challenge, Educate, and Graduate Students

Academic support is designed to assist students from recruitment, orientation, and first-year transitions, to choosing a major, career exploration, and timely completion of their undergraduate degree program. To improve students' transition to college, foster greater academic success, and ensure timely graduation, the University has undertaken a broad range of initiatives, including an intensive Welcome Week experience.

The Welcome Week Program, started in 2008, complements the University's award-winning two-day orientation program. The five-day Welcome Week experience is required for all Twin Cities campus first-year students, and takes place immediately before fall semester begins. The program provides opportunities for new students to enhance their skills for academic and personal success, and gives them an edge in starting college. As part of Welcome Week, students:

- Meet with college representatives to learn what to expect in their classes and how to succeed academically.
- Make friends with others in their entering class cohort and learn campus traditions.
- Learn to navigate campus and the diverse Twin Cities community prior to starting classes.
- Meet student leaders and others who will introduce them to campus resources that are important to their academic and personal goals.

By the end of Welcome Week students are ready to begin their first semester with the tools needed to have a successful academic and personal experience.

Provide Academic and Advising Support

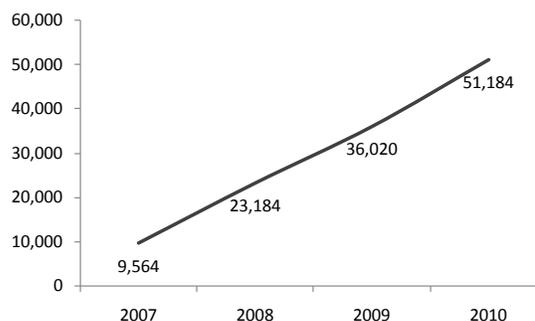
The University continues to invest in technologies, facilities, and programs that support better student planning, community engagement, and timely graduation.

Key technological efforts include the online Graduation Planner, Student Engagement Planner, the MyU student portal, and the APlus advising system.

The **MyU student portal** helps students, at a single online location, to 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.

Graduation Planner is an interactive tool that students can use to explore the requirements for majors and minors, discover what courses they will need to take and when, and make a plan that will help them stay on track for graduation in four years. Graduation Planner demonstrates the University's commitment to improving retention and graduation rates. The number of students using this tool has increased significantly in recent years as shown in Figure 3-15.

Figure 3-15. Number of Twin Cities campus undergraduate students with a Graduation Plan, 2007-10



The **Aplus** advising tool uses technology to allow undergraduate advisors to monitor the academic progress of their advisees. The tool was created as a means to track student behavior likely to affect progress toward graduation and enable advisors to respond quickly. The tool supports advisors' needs for information on advisees and has dramatically shortened advisor response time to student issues. It ensures that pertinent information about a student follows the student and is available to academic advisors across the campus. All Twin Cities campus undergraduate colleges have begun adopting this technology and adapting its use for their specific student populations and advising concerns. Aplus supports better advising service for all undergraduate students.

The new **Center for Academic Planning and Exploration (CAPE)** is designed to provide support for students who are undecided in their major or are seeking acceptance into a highly competitive major. CAPE advisors offer a customized course that guides students through specific action steps towards declaring their major, as well as in-person appointments with advisors to help students explore and choose their career and academic paths.

The **Health Careers Center** serves many levels of students interested in careers in health care – high school students and their families, University undergraduates and alumni, and individuals transitioning from a different career into a health career. The center provides in-person and online career exploration courses and consults with academic units to assist with recruitment and retention.

Programs to enhance student success include the **Access to Success (ATS) Program**, which enrolls 450 first-year students each fall on the Twin Cities campus. ATS is designed to assist students whose experiences and high school records indicate potential for success, but whose high school rank and test scores alone may not. Opportunities for ATS students include curriculum integration, intensive advising, peer mentoring, and networking opportunities. The results of the ATS program are encouraging: from fall 2008 to 2009, 83 percent of ATS students were retained from first to second year, compared with 91 percent of first-year students overall. From fall 2009 to fall 2010, 82 percent of new ATS first-year students returned for their second year, compared with 90 percent overall.

In addition, the University coordinates its space and facilities with its services to support student success. The new **Science Teaching and Student Services** building on the east bank of the Twin Cities campus integrates One Stop Student Services (including registration, financial aid, transcripts, Veterans Services, and Student Accounts Assistance) in the same building with high-tech classrooms, student study space, a career services center, academic advising offices, CAPE, and the Office for Student Engagement.

Provide a Distinctive Experience

The University is committed to providing students with a distinctive, world-class liberal education and strong coursework in a field of study. It is focusing on initiatives that enrich students' experience and equip them for their future in a complex, diverse global society.

The **Department of Writing Studies**, started in 2007, offers a comprehensive, integrated first-year writing program, houses an expanded writing center, and is pioneering the Writing-Enriched Curriculum in over 20 different academic programs.

The **University Honors Program** integrates collegiate-based honors programs on the Twin Cities campus into an exciting, unified program that welcomed its first freshmen in 2008. One-on-one faculty interactions are a hallmark of this program, enabling the University to recruit a larger, more diverse pool of highly accomplished, talented students from across the state and throughout the world (Table 3-13). In each of its first three years, the University Honors Program has enrolled more than 600 outstanding students with median ACT scores above that of the nation's most elite programs (Table 3-14). Honors advising expertise spans disciplines and colleges, and these high-ability students with varied interests benefit from this collaboration and diversity of knowledge.

Table 3-13. Twin Cities campus Honors Program student profile, Fall 2010

Enrollment	562
Median ACT Composite	32.0
Average High School Rank	96.8
Percent Students of Color	14.8%

Source: Integrated Postsecondary Education Data System

Table 3-14. Honors program median ACT composite comparisons of first-year students, Fall 2010

Comparison with top Liberal Arts Colleges		Comparison with top STEM Universities		Comparison with top Ranked Universities	
Twin Cities Campus Honors Program	32.0	TC Campus Honors Program (STEM Students)	34.0	Twin Cities Campus Honors Program	32.0
Amherst Col.	31.5	California Inst. of Tech.	34.0	Stanford U.	32.0
Carleton Col.	31.0	Massachusetts Inst. of Tech.	33.5	Northwestern U.	32.0
Williams Col.	31.0	Cornell U. (Engineering)	33.0	Duke U.	31.5
Grinnell Col.	30.5	Carnegie Mellon U. (CIT)	32.5	U. of Chicago	30.5
Vassar Col.	30.5	Georgia Inst. of Tech.	30.0	Georgetown U.	30.0

Source: Integrated Postsecondary Education Data System

The **Undergraduate Research Opportunities Program (UROP)** is expanding to enrich the role research can play in undergraduate education at a major research university. In 2010-11, over 650 undergraduate students participated in the UROP program. These students worked one-on-one with a University faculty mentor and received a stipend of up to \$1700.

The UROP expansion is a key element in a broader strategy to ensure that all undergraduates have the opportunity for a mentored scholarly, creative, professional, or research experience. The University's goal is to raise overall 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**. In 2010-11, about half of the first-year students on the Twin Cities campus enrolled in a freshman seminar. Students who have taken a freshman seminar have higher retention and graduation rates than students who have not taken a freshman seminar course.

Baccalaureate degrees offered on the Twin Cities campus include a set of redefined **liberal education** requirements that went into effect for students entering the University in Fall 2010. The requirements include seven core requirements of one course in physical sciences, biological sciences, social sciences, historical perspectives, literature, arts/humanities, and mathematical thinking. The five theme requirements are diversity and social justice in the U.S., global

perspectives, environment, civic life and ethics, and technology and society.

Liberal education is an essential part of undergraduate education at the University. Liberal education courses help students learn to investigate the world from new perspectives, learn ways of thinking that will be useful in many areas of their lives, and grow as an active citizen and lifelong learner.

Student Learning and Development Outcomes

The University helps graduates prepare to take their place in the world as lifelong learners and global citizens. The development of campus-wide student learning outcomes in 2007, in tandem with the new liberal education requirements, helps 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. The learning outcomes are embedded within the liberal education courses, as well as the courses students take in their major and minor fields.

The student learning outcomes (SLOs) 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 (SDOs), also approved in 2007, help students to function as University and community citizens. 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 experience in and outside of the classroom and can be assessed in the context of coursework, 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.

University faculty are trained, through workshops and individual counseling, to incorporate the SLOs into their teaching plans, apply class experiences and

assignments that best connect to the SLOs, and use techniques for measuring and evaluating the SLOs. By incorporating the SLOs into their teaching, faculty and the University acquires important feedback about student learning that leads to improvement.

Results: Challenge, Educate, and Graduate Students

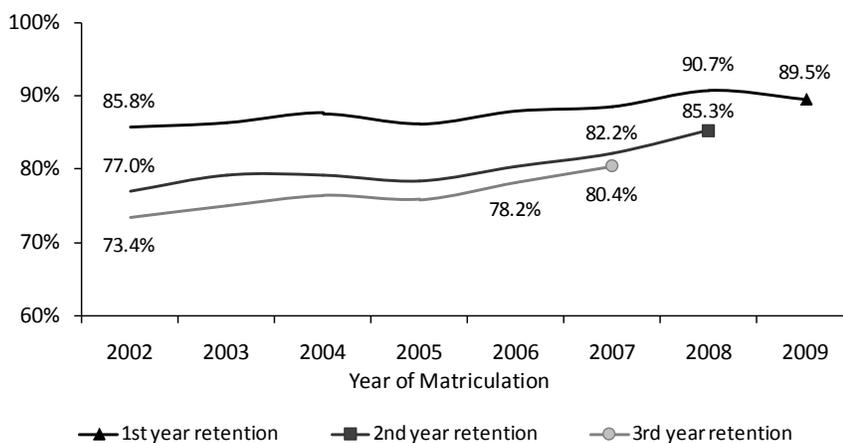
Undergraduate student retention rates, graduation rates, and the number of degrees conferred are among the measures that the University uses to assess the extent to which the University is challenging, educating, and graduating students.

Undergraduate Retention Rates

The Twin Cities campus has made significant progress over the last decade in improving undergraduate retention and graduation rates. These improvements were made through such initiatives as the four-year graduation plan, 13-credit policy, mid-term alerts, the online Graduation Planner, improved student advising, and increased access to courses needed for graduation. While the University still lags behind comparison group institutions, that gap has narrowed significantly in recent years.

Figure 3-16 shows first-, second-, and third-year retention rates for all students matriculating for the 2002 through 2009 cohorts. The most recent results show rates at their highest levels in the past decade with the exception of the first-year retention rate, which dipped slightly from the previous year.

Figure 3-16. First-, second-, and third-year retention rates for full-time undergraduate students, Twin Cities campus, 2002-2009 cohorts



Undergraduate Graduation Rates

As a key component of its strategic positioning efforts the Twin Cities campus set specific goals to improve undergraduate graduation rates. For 2012, 2013, and 2014, the goals are:

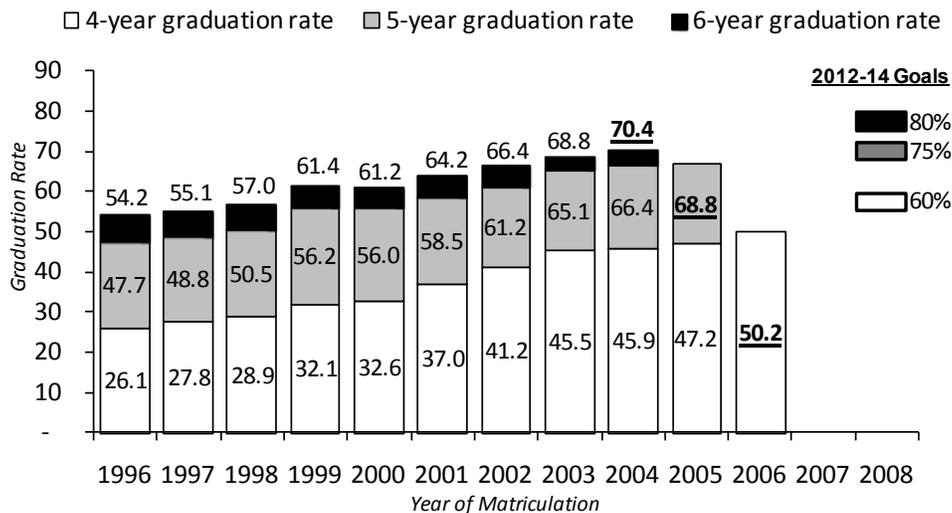
- Four-year graduation goal of 60 percent (Class matriculating in 2008 and graduating in 2012),
- Five-year graduate goal of 75 percent (Class matriculating in 2008 and graduating in 2013),
- Six-year graduation goal of 80 percent (Class matriculating in 2008 and graduating in 2014).

These goals, if achieved, will reduce the educational costs to students as well as costs to the University and also should improve the University’s performance relative to its competitors. Current results (Figure 3-17) show continued improvement in graduation rates; over the past decade improvements have ranged from over 16 percentage points for six-year rates to

over 24 percentage points for four-year graduation rates. The Twin Cities campus continues to make steady progress toward its graduation goals. Continued investments, such as those described earlier in this section, are focused on achieving this goal.

The Twin Cities undergraduate graduation rates continue to move closer to those of its comparison group. While the University’s primary focus is on improving four-year graduation rates, it uses the reporting-standard, six-year rate for comparison with other institutions. Table 3-15 shows that comparison group institutions have increased their six-year graduation rates for all students (by nearly 6 percentage points), students of color, white and unreported students, and international students since the 1996 cohort matriculated. The Twin Cities campus has relatively similar rates, though a slight 1.7 percent decrease occurred between the 1996 and 2003 cohorts for international students.

Figure 3-17. Four-, five-, and six-year graduation rates, (classes matriculating in 1996-2006) and 2012-14 goals, Twin Cities campus



*Rates include graduates who transferred to another University of Minnesota campus. Graduation rates reported to the national database (IPEDS) include only students who matriculated at and graduated from the same campus. As a result, the rates presented in the figure above are slightly higher than those reported to IPEDS.

Table 3-15. Six-year undergraduate graduation rates sorted by 2006 all-student rate, Twin Cities campus and comparison group institutions (classes matriculating in 1996 and 2003)

	All Students		Students of Color		White and Unreported		International Students	
	1996	2003	1996	2003	1996	2003	1996	2003
U. of California - Berkeley	83.6%	90.2%	81.6%	90.9%	87.0%	89.1%	82.4%	89.5%
U. of Michigan - Ann Arbor	84.2%	89.4%	77.2%	87.1%	87.4%	89.9%	78.4%	97.4%
U. of California - Los Angeles	84.6%	89.2%	83.3%	88.8%	87.0%	90.1%	78.8%	86.3%
Pennsylvania State U. - Univ. Park	79.8%	84.7%	69.3%	76.8%	82.5%	86.7%	31.3%	62.8%
U. of Illinois - Urbana-Champaign	79.9%	82.6%	72.0%	75.9%	82.7%	86.3%	94.9%	62.9%
U. of Florida - Gainesville	76.7%	82.5%	71.1%	80.3%	78.7%	83.4%	47.1%	77.8%
U. of Wisconsin - Madison	75.1%	81.0%	59.0%	70.1%	78.1%	82.9%	28.5%	70.9%
U. of Texas - Austin	71.5%	80.7%	67.2%	77.7%	73.5%	82.6%	79.6%	80.5%
U. of Washington - Seattle	70.5%	80.7%	68.4%	80.3%	71.3%	80.8%	79.6%	84.0%
Ohio State U. - Columbus	58.9%	74.9%	50.3%	69.4%	60.2%	76.3%	75.0%	66.0%
U. of Minnesota - Twin Cities	53.7%	68.2%	42.6%	57.5%	55.6%	71.1%	74.4%	68.9%
Comparison Group	76.5%	83.1%	72.1%	81.4%	80.8%	84.1%	69.7%	76.7%

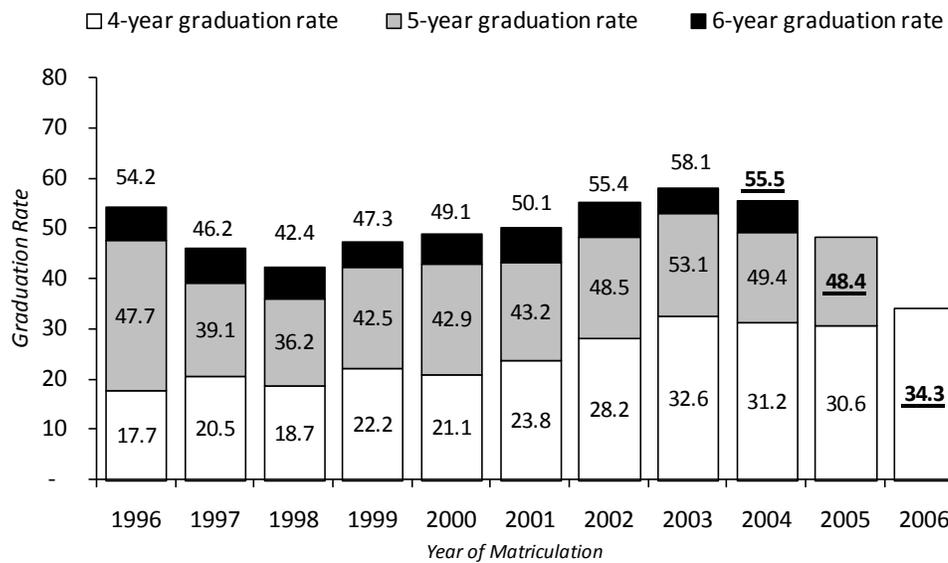
Source: Integrated Postsecondary Education Data System

Retention and graduation rates for students of color have improved over the past eight years. First-year retention as well as four-, five- and six-year graduation rates are monitored and analyzed for all students, as well as for each sub-group by ethnicity and for each college. As the diversity of the Minnesota high school graduating population continues to increase, the Twin Cities campus is monitoring its instructional programs and services to continue to provide exceptional academic programs and student services for all of its students.

The first-year retention rate for students of color has increased from 83.1 percent for students who entered as first-year students in fall 2002 to 88.9 percent for

those who entered in fall 2009, compared to 86.5 percent and 89.6 percent, respectively, for white students. For Chicano/Latino students, the first-year retention rate increased by 10 percent, from 79.8 percent to 89.8 percent.

The four-, five- and six-year graduation rates for students of color (Figure 3-18) have also improved, although the achievement gap between students of color and other students is still evident. However, the gap has narrowed, and the improvements are most evident in the four-year rate for Chicano/Latino students, which is now at 43.1 percent, up from 26.9 percent five years ago (Chicano/Latino retention data not shown in figure).

Figure 3-18. Four-, five-, and six-year graduation rates of undergraduate students of color (classes matriculating in 1996-2006), Twin Cities campus


*Rates above include graduates who transferred to another University of Minnesota campus. Graduation rates reported to the national database (IPEDS) includes only students who matriculated at and graduated from the same campus. As a result, the rates presented in the figure above are slightly higher than those reported to IPEDS.

Degrees Conferred

As shown in Table 3-16, the Twin Cities campus ranks 9th in bachelor's degrees awarded in 2009 and has increased the number of degrees awarded yearly by nearly 600 since 2005.

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

Table 3-16. Undergraduate degrees conferred: Twin Cities campus and comparison group institutions, 2009

		Undergraduate Degrees		Change Since 2005	2009 Undergraduate Enrollment
		2005	2009		
1	Penn. State U. - Univ. Park	9,840	9,692	-148	38,630
2	U. of Florida - Gainesville	8,417	9,207	+790	33,628
3	Ohio State U. - Columbus	8,124	8,993	+869	41,348
4	U. of Texas - Austin	8,836	8,747	-89	38,168
5	U. of Illinois - Urbana-Champaign	6,752	7,399	+647	31,477
6	U. of California - Berkeley	6,767	7,249	+482	25,530
7	U. of California - Los Angeles	7,336	7,220	-116	26,687
8	U. of Washington - Seattle	7,287	7,143	-144	32,718
9	U. of Minnesota - Twin Cities	6,088	6,686	+598	33,236
10	U. of Wisconsin - Madison	6,316	6,637	+321	29,925
11	U. of Michigan - Ann Arbor	5,880	6,473	+593	26,208

Source: Integrated Postsecondary Education Data System

of external demand, capacity, and resources to ensure that quality is maintained and enhanced. In line with that approach, the University engages in regular review of its degree programs at all levels to ensure quality.

Strategy: Develop Lifelong learners, Leaders and Global Citizens

Among the University's most important goals is to develop leaders who have the ability and desire to better their local communities, countries, and world throughout the rest of their lives. To that end, the University helps students explore the wide range of leadership and student engagement opportunities that provide students with real-world leadership training and experience, on campus and within the greater Twin Cities community. Examples of student engagement opportunities available to University students include the following:

- **Campus leadership opportunities** are structured experiences offered by University departments and colleges. These positions offer a direct service to the campus community and provide opportunities to work closely with other students, faculty and staff. For example, in Fall 2010 nearly 434 current students volunteered to serve as peer leaders to over 5,300 first-year students during Welcome Week.
- The **Community Engagement Scholars Program** recognizes students who integrate more than 400 hours of community volunteering into their educational experience. Students take eight credits of service-learning coursework and participate in structured reflections. Upon completing a final project based on a community-identified need, students receive official recognition at graduation and on their academic transcript. Between 2005 and 2010, enrollment in the program has grown six-fold, with more than 660 students now participating. Of these students, approximately 20-25 percent are honors students.
- Over 700 official student groups represent academic interests, culture and diversity, the arts, fraternity and sorority life, sports clubs and much

more. These groups provide students opportunities to explore their interests, develop leadership skills and be an active part of the University community. For example, in 2009, the student group **Engineers Without Borders** sent six students and two professionals to Uganda, where they designed and constructed a rain-water system and a dry composting sanitation system for the Hope Integrated Academy. The completed projects now provide daily drinking water and improved ecological toilets to over 250 students.

- **Internships and co-ops** provide a way for students to gain valuable career experience while gaining practical experience. Employers today expect graduating college students to have real-world, practical experience in their chosen field. The University's Gold-PASS system, an online database, helps connect students and alumni with employers, volunteer organizations, and internships across the country. In addition, students increasingly seek internship and volunteer experience around the globe as a way to develop language skills or work experience. The University's Learning Abroad Center helps students plan quality experiences.
- On average, over 5,800 undergraduate students are employed in campus jobs each week on the Twin Cities campus. The University strives to integrate student development outcomes within these **employment opportunities**. By providing a model for enhancing student learning and development within the context of these positions, the entire campus becomes an educational experience.
- Co-curricular leadership programs include the **First-Year Leadership Institute**, a semester-long experience designed for emerging freshmen leaders; the Tom Burnett Advanced Leadership Program, a highly selective program that teaches graduating seniors how to be active, engaged citizens committed to the broader community and their careers; and the Leadership Certification Program, which provides a customized experience through a series of workshops tailored to students' own interests.
- The **Leadership Minor** is an interdisciplinary program in which community-engaged learning

experiences are a required component. In the minor program, leadership is viewed through the lens of social change, authentic community engagement, and global citizenship. In partnership with the instructor, students conduct research on the background of community sites, forging authentic relationships with individuals, groups and organizations. At the end of the experience, students are able to analyze a community to determine the type of leadership that would be most effective.

- Minnesota Studies in International Development (MSID)** offers four study abroad programs offering semester and full-year options in Ecuador, India, Kenya, and Senegal to students who participate in a grassroots community internship related to development and social justice, with supporting coursework in language, area studies, development studies, and research techniques. The programs provide students with hands-on experiences working with poor or marginalized populations. MSID has gained a reputation as one of the top experiential study abroad programs in the country; approximately 700 University students have participated since the program's inception.

Results: Develop Lifelong Learners, Leaders and Global Citizens

Levels of student engagement and international experiences are among the measures that the University uses to assess the extent to which the University motivates lifelong learners, leaders, and global citizens.

Student Engagement

The University recognizes the importance that students' experience in internships, intramural and club sports, research projects, student activities, on-campus employment, volunteer and community involvement opportunities, and other campus-related activities have on the development of leadership, teamwork, problem solving, analytical and critical thinking, communication skills, writing skills, and work ethic. For this reason, the University aggressively encourages its students to participate in a variety of campus activities and programs.

The University monitors student engagement in on-campus opportunities and has seen increased participation over the past decade. Figure 3-19 compares graduating students' responses about their level of engagement in 1996 and 2007, which suggests more engaged students in 2007. The University is working to incorporate other engagement-related questions into future student-experience surveys.

Over the past five years, a growing number of service-learning opportunities have been offered to students across a greater number of disciplines at the Twin Cities campus (Figure 3-20).

Figure 3-19. Levels of engagement in on-campus student opportunities reported by undergraduate students at the time of graduation, Twin Cities campus, 1996 and 2007

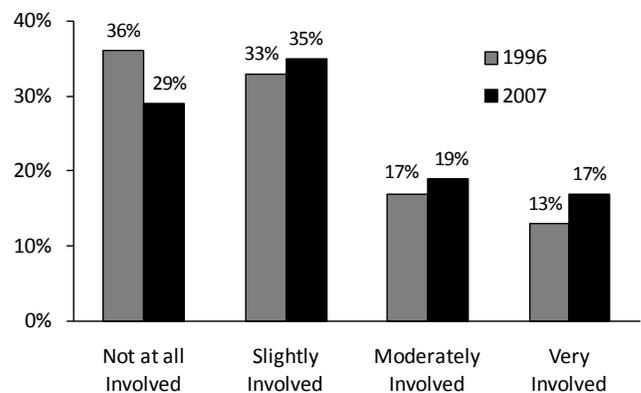
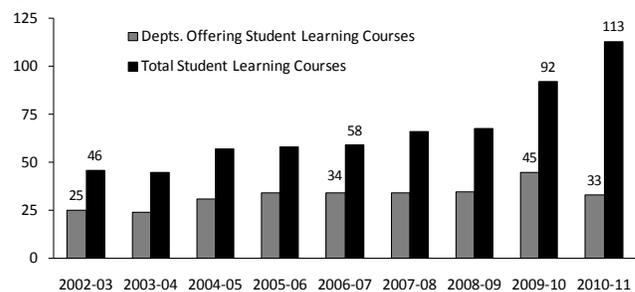
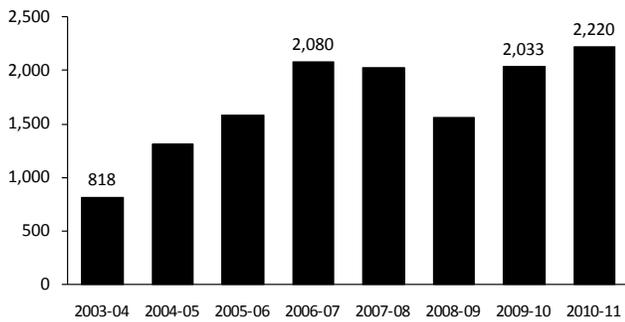


Figure 3-20. Number of service-learning departmental offerings and total courses, Twin Cities campus, 2002-2010



Facilitated through the Community Service-Learning Center, service-learning integrates community engagement experiences with students' academic coursework. Currently, only about 5 percent of the student body at the Twin Cities campus enrolls in courses that contain a service-learning component (Figure 3-21).

Figure 3-21. Number of students enrolled in service-learning courses, Twin Cities campus



In 2010, 94 community partner organizations that worked with service-learning students during the 2009-10 academic year responded to a survey asking for their feedback on the experience.

- 92 percent of community partner respondents agreed or strongly agreed that the service-learning students they work with brought new or increased energy and enthusiasm to their organizations.
- 96 percent agreed or strongly agreed that service-learning students increased their capacity to fulfill their organizations' goals and mission.
- 98 percent were satisfied or very satisfied with the quality of students' work at their organizations.
- 97 percent were satisfied or very satisfied with the outcomes of the service-learning partnership.

Study Abroad

Figure 3-22 shows that student participation in study abroad has increased from 1,199 students in 2001 to 2,347 students in 2009, the most among comparison group institutions. As a percentage of undergraduate degrees granted, the Twin Cities campus has improved its student study abroad involvement from 19 percent in 1999 to nearly 40 percent in 2010, moving closer to its stated goal of 50-percent participation.

While many institutions have experienced declines in study abroad participation, the University continues to make progress toward its 50 percent participation goal. Despite a stressed economy, the University is expecting a continued increase in study abroad, albeit at a slower rate.

The University may be able to lessen the impact of the economy on study abroad participation because of its

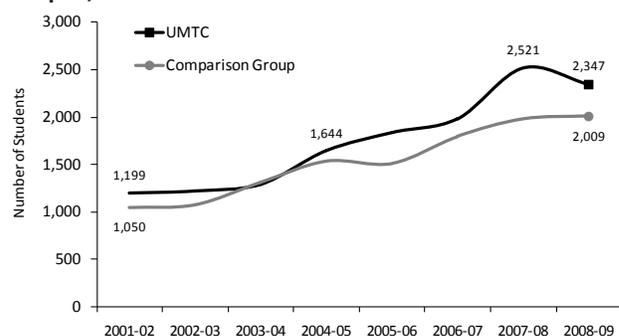
pioneering efforts to integrate study abroad into the curriculum. Students do not see experiences abroad as an “extra” to be passed over in tough economic times. Also, the University emphasizes semester and year-long experiences over short-term programs, which have been shown as increasingly sensitive to economic forces.

As the curriculum integration initiative matures, the University will work with students who potentially have more barriers to studying abroad. Addressing these needs will be a challenge as the University moves towards its 50 percent participation goal.

It should be noted that the current mechanisms for counting students abroad include only students in traditional credit-bearing programs. The University is also a leader in innovating and supporting internship, work, and volunteer programs. It is developing University-wide guidelines for what constitutes an international experience and will be implementing the new tracking mechanisms over the next year.

In addition to providing quality education abroad opportunities, the University also continues to lead the way on research in the field of international education. The Study Abroad for Global Engagement project, led by faculty in the College of Education and Human Development, is a longitudinal study examining the long-term personal, professional, and global engagement outcomes associated with study abroad experiences. Although it was generally accepted that the longer a student can spend abroad the better, researchers have found that duration alone was not a factor in impacting individuals' global engagement. The challenge, then, is to consider all the other possible programmatic factors.

Figure 3-22. Involvement in study abroad, Twin Cities campus, 2001-08



Source: Open Doors Report: 2008, Institute of International Education

GRADUATE EDUCATION

Graduate education is a distinctive component of the University, is integral to its mission, and plays a significant role in its reputation as a major research institution. Like faculty recruitment, graduate education operates within a global marketplace for talent. The University has long drawn some of the world's best talent to Minnesota, enriching the state's economy, intellectual resources, and global ties. Recruitment of top faculty and recruitment of high-quality graduate students are mutually dependent.

In response to increasing national and international competition, in 2010, the University began implementing an ambitious plan to restructure graduate education based on recommendations developed by several system-wide task forces. The goals of this effort are to enhance the quality of graduate education, to improve the efficiency of the graduate education enterprise, and to conserve and refocus available resources for the support of graduate student and academic programs.

To date, a more streamlined governance and decision-making structure has been put in place and several key graduate education policies have been reformulated and approved. Two campus-wide Graduate and Professional Education Assemblies were held to identify critical issues confronting post-baccalaureate education in the national context, and to foster student- and discipline-centered models of program review.

Beginning in 2012, graduate student funding support will be allocated to collegiate deans to provide greater local control and to align authority, responsibility, and accountability for graduate education at the collegiate

level. A set of quality metrics for allocating funds to graduate programs is currently being developed for use in 2012-13. Graduate School operations have been streamlined with a staff reduction of 34 percent and ongoing cost savings of \$1 million per year.

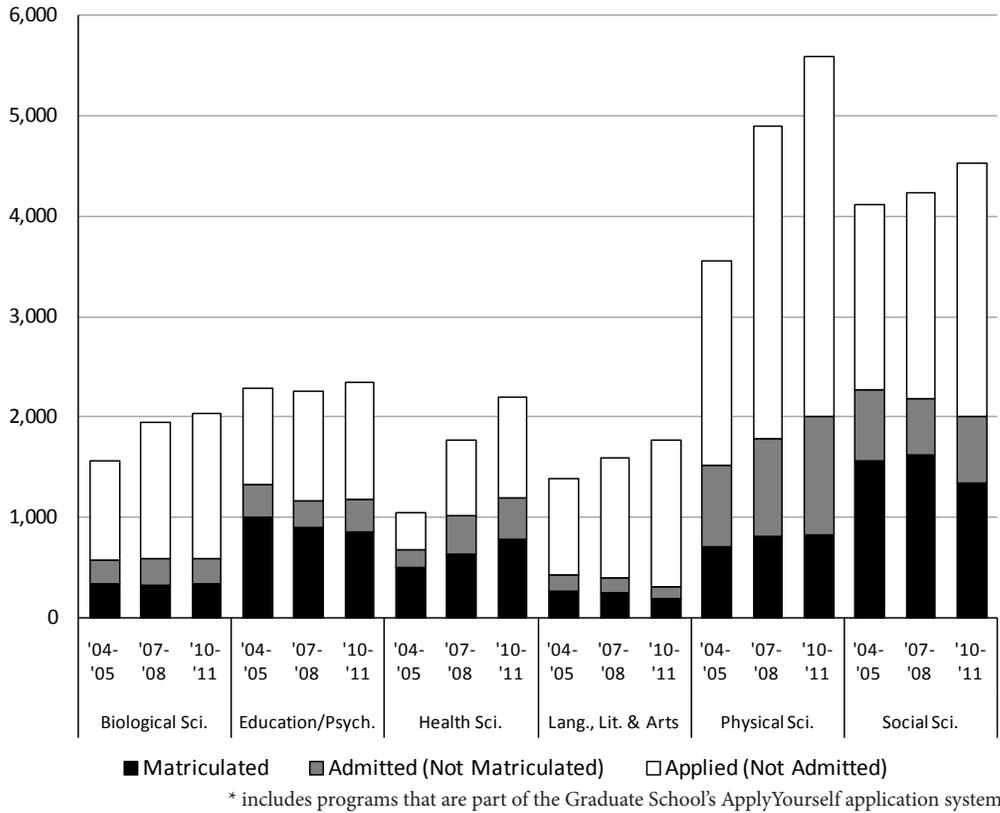
To digitize and automate graduate education administrative processes, the Graduate School has collaborated closely with Academic Support Resources. The graduate student record structure and the Program and Curriculum Approval System have been significantly modified to allow ready-access of student records and graduate program information online. The central admissions system, ApplyYourself, completed the transition to paperless applications this year. It now permits immediate parallel access to electronic applications by the graduate programs and central admissions office. This has further increased the speed and efficiency of the admissions process.

Strategy: Recruit Highly Prepared Students from Diverse Populations

Admissions

Figure 3-23 summarizes admissions trends since 2005. Overall, the number of applications has increased, especially in the Health Science fields. International student applications are a key contributor to this upward trend. For admission in 2011-12, the number of international student applications surpassed that of domestic students. Domestic applications decreased 3 percent from last year while international applications increased by 17 percent.

Figure 3-23. Graduate education admissions*, Twin Cities campus, 2004-05, 2007-08, 2010-11



Average Graduate Record Examination (GRE) scores for admitted students are shown in Table 3-17. Verbal and quantitative scores have been trending upward while the average analytical writing score has been trending downward. It is important to note that approximately 30 percent of graduate programs do not require GRE scores for admission consideration. Some programs use alternative standardized scores such as GMAT, MCAT, or DAT, while others place more emphasis on quality indicators such as prior research exposure and work experience.

Over the past five years, the average undergraduate GPA for admitted students has remained relatively constant between about 3.45 to 3.47.

As a measure of the competitiveness and quality of graduate students, the number of National Science Foundation (NSF) Fellows in 2011-12 will increase to its highest level since 2004-05 as shown in Table 3-18. The majority of those fellowships were awarded to already enrolled students, demonstrating the ability of students to attract external funding. A significant number of NSF Fellows are enrolled in the College of Science and Engineering with the rest enrolled in the College of Biological Sciences, College of Education and Human Development, College of Food, Agricultural and Natural Resource Sciences, College of Liberal Arts, and the Medical School.

Table 3-17. Average GRE scores for admitted graduate students, 2005-2012

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Verbal	543.6	546.4	546	550.5	543.8	548.6	554.0
Quantitative	696.0	694.0	700.1	700.9	696.4	705.5	711.0
Analytical Writing	4.7	4.6	4.5	4.4	4.3	4.2	4.1

Table 3-18. National Science Foundation Fellows recipients, Twin Cities campus, 2005-2012

	NSF Fellowships
2011-12	67
2010-11	48
2009-10	33
2008-09	28
2007-08	34
2006-07	36
2005-06	40
2004-05	41

Table 3-19. Fulbright Scholarship recipients, Twin Cities campus, Fall 2005-2012

	Fulbright Scholarships
2011-12	4
2010-11	9
2009-10	5
2008-09	8
2007-08	7
2006-07	4
2005-06	8
2004-05	7

Graduate students also have a high-level of success in the Fulbright Scholar competition (Table 3-19). The University has made the list of top U.S. producers of Fulbright Scholars among research institutions since 2008-09. The Fulbright scholarship has enabled students to study and pursue their research all around the world, from Europe to Asia and from South America to Australia.

Student Diversity

Table 3-20 shows the racial and ethnic diversity of the graduate student body at five points over the past 10 years. Overall, the percentage of non-white students

has stayed relatively constant. There have been slight increases in the percentage of graduate students of color (African American, American Indian, Asian/Pacific Islander, and Hispanic/Chicano/Latino) since 2001. While the graduate student population has grown by over 3,500 students since 2001, the enrollment of students of color has kept pace or exceeded the growth of the general population. Although its progress in attracting graduate students of color is encouraging, the University is committed to recruiting larger numbers of high-ability students of color.

Table 3-20. Percentage of graduate students by racial or ethnic group, Twin Cities campus, Fall 2001-2010

	2001	2005	2008	2009	2010	10-year Change
African American	0.5%	0.7%	0.6%	0.6%	0.7%	+0.2% pt.
American Indian	3.6%	4.6%	5.1%	5.1%	5.4%	+ 1.8% pt.
Asian/Pacific Islander	2.3%	2.7%	3.0%	2.9%	3.0%	+ 0.7% pt.
Hispanic/Chicano/Latino	1.5%	1.7%	2.0%	2.0%	2.1%	+ 0.6% pt.
International	24.3%	20.5%	19.5%	19.4%	19.1%	- 5.2% pt.
White/Caucasian	63.6%	63.7%	65.0%	65.3%	64.2%	+ 0.6% pt.
Unknown	4.2%	6.1%	4.9%	4.8%	5.6%	+ 1.4% pt.

Figure 3-24. Graduate students by gender, Twin Cities campus, 2001-02, 2005-06, 2009-10

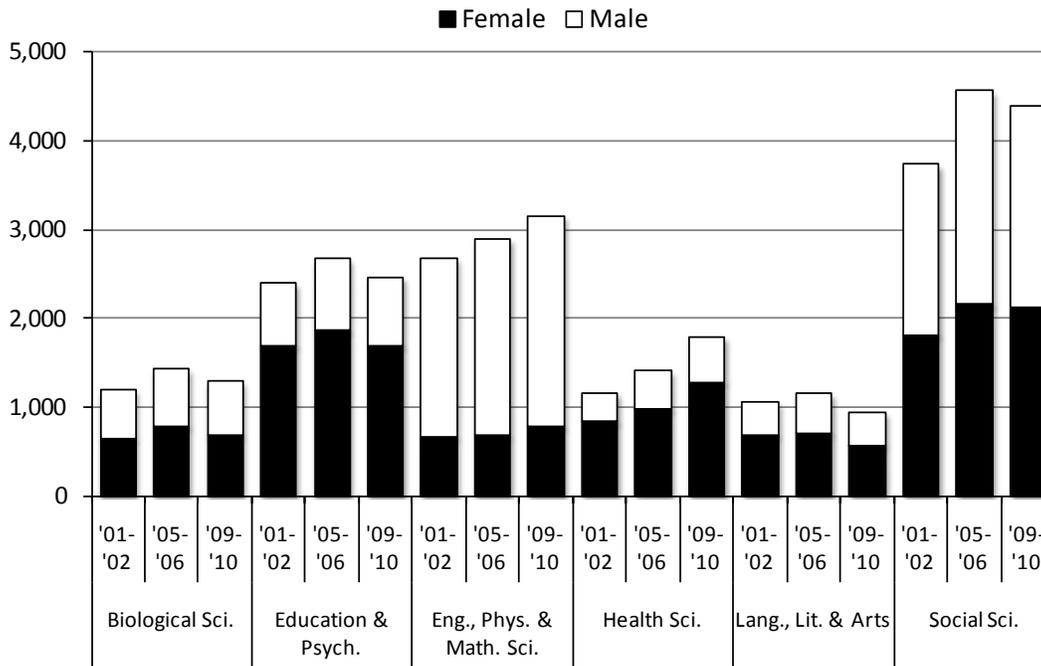


Figure 3-24 shows the gender distribution of the graduate student body across six broad fields of study. The relative proportion of female students across these categories varies significantly. Students in the Engineering, Physical, and Mathematical Sciences are predominantly male while those in Education and Psychology and in Language, Literature, and Arts fields are predominantly female. However, these proportions have remained fairly constant over time.

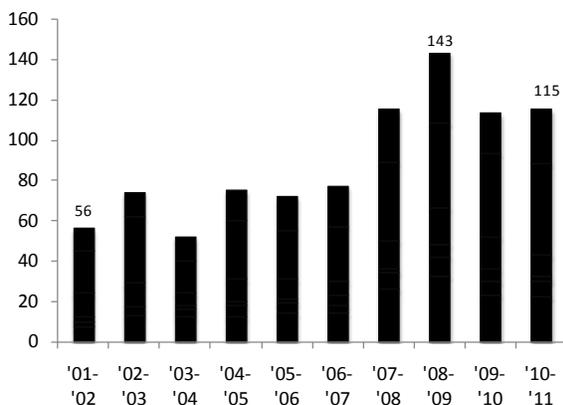
Strategy: Ensure Affordable Access for Students of all Backgrounds (Fellowships and Financial Support)

Providing competitive funding support is an important tool in attracting top students and improving degree completion rates. In 2010-11, the Graduate School distributed \$3.5 million to first-year graduate students through the Graduate School Student Fellowship program. Starting in 2011-12, fellowship funds for entering students will be redistributed directly to the colleges for packaging

funding support offers to recruit graduate students. The University has made a commitment to maintain the level of student funding support despite increasing financial constraints on University budgets.

For advanced graduate students, another \$3.5 million per year is dedicated to the Doctoral Dissertation Fellowship (DDF) program. Through a campus-wide competitive review and selection process, fellowships are awarded to students to recognize high-quality dissertation research and scholarly work and to encourage timely degree completion. In 2005, the University significantly increased fellowship funding and the number of DDF awards more than doubled from 2001-02 to 2008-09 (Figure 3-25). However, as the cost of each fellowship award increased due to higher tuition and health insurance rates, the number of DDF awards decreased in the last two years. In 2011, the DDF guidelines were revised to put a greater emphasis on the applicants’ established track record, original contributions, and visibility in their fields.

Figure 3-25. Number of doctoral dissertation fellowships, Twin Cities campus, 2001-2011



Historically, Block Grants were the biggest single pool of funding support, \$4.5 million annually, that the Graduate School administered. These grants were allocated directly to individual graduate programs. Starting in fiscal year 2013, the Quality Metric Allocation plan will replace the Block Grants. Funding allocations will be determined based on a set of nationally recognized metrics including time to degree, completion rate, attrition pattern, placement record, etc. The set of metrics will continue to be developed and refined over the coming years. Quality metric funding allocations will be directed to collegiate deans for greater local control.

The Provost's Interdisciplinary Team was created in 2006 to foster interdisciplinarity across the University, including the graduate education level. Its mission is to develop and support major institutional initiatives to promote interdisciplinary research, education, and faculty development, and to promote University policies and procedures that advance and facilitate interdisciplinary research and instruction. Since 2006, approximately \$3.5 million has been invested in various graduate education initiatives. Most notable is the creation of the Interdisciplinary Doctoral Fellowship program that has awarded up to 14 new fellowships each academic year to allow outstanding graduate students to pursue research in an interdisciplinary center outside of their program of enrollment. Other investments have included the formation of the Network of Interdisciplinary Initiatives, a workshop series

to develop leadership skills for University faculty engaged in interdisciplinary activities, and funding for interdisciplinary graduate groups and new interdisciplinary graduate programs.

In addition to these centrally administered graduate student funding support mechanisms, millions of dollars are being invested each year by the colleges and programs, mainly through teaching and research assistantships, to finance the training of graduate students.

Strategy: Challenge, Educate, and Graduate Students

Program Innovations and Changes

The University is a leader nationally and internationally in providing competitive and innovative graduate programs that attract high-quality students and prepare graduates for a wide variety of careers. For example, the new master's degree programs in Stem Cell Biology and Security Technologies prepare graduates to work in these rapidly expanding areas of national and international interest. In addition, a growing array of joint degree programs challenge some of the University's most highly motivated and talented students to earn a professional degree and a master's or Ph.D. degree, preparing them for national and global leadership roles in their chosen areas of study. One of the most prominent examples is the Joint Degree Program in Law, Health and the Life Sciences, which allows students to combine the study of law with such fields, such as molecular biology and genomics, environmental studies, medicine and health policy, science and technology policy, bioethics, and drug research and development.

Cutting-edge, interdisciplinary Ph.D. programs such as Biomedical Informatics and Computational Biology (BICB) offer world-class education to address 21st century issues. An illustration of innovation in the delivery of graduate education, BICB combines the strengths of the University of Minnesota, the Mayo Clinic, IBM, and the Hormel Institute in a unique academic partnership to educate students at the intersection of quantitative sciences, biology, and

medicine. Furthermore, recently introduced “co-directed” Ph.D. programs afford graduate students the opportunity to conduct their dissertation research at the University and at a partner university abroad, extending the students’ network of professional colleagues and interjecting new perspectives in solving the students’ research problems.

Recent program innovations resulting from the University’s participation in the Ph.D. Completion Project, a national study aimed at understanding and addressing the reasons for attrition from doctoral programs, have led to improved educational outcomes for students. These innovations have included an entirely new approach to the traditional preliminary written examination to make the experience more relevant for students, and offering faculty-led dissertation seminars in which students make significant progress on their dissertations in a supportive peer environment.

Educational Initiatives

New graduate education policies will allow Ph.D. students to undertake independent research from the term of their first enrollment and receive credit toward their degrees for this work; previous policy required students to have passed the preliminary oral examination before they were eligible to receive credit for research related to their dissertation. These new policies also provide greater flexibility in graduate programs’ curriculum and have the potential to shorten time to degree.

The relatively new Interdisciplinary Doctoral Fellowship program and the revisions to the Doctoral Dissertation Fellowship guidelines are intended to foster early exposure to independent research and scholarly work that lead to the creation of new knowledge by graduate students.

A robust Preparing Future Faculty program provides graduate students with special teaching and learning opportunities for successful careers in academic settings following graduation. Also, through an ambitious program of interdisciplinary workshops and online resources, the University provides academic and professional development opportunities that help students to identify and prepare for their chosen careers.

Time to Degree and Completion Rates

Some of the nationally recognized metrics for graduate education include completion rates and time to degree. As shown in Tables 3-21 and 3-22, the completion rate for doctoral students has been trending upward since the Fall 1999 cohort began. Completion rates for international students continue to be noticeably higher than average; rates for students of color tend to be lower and more variable. As illustrated in *The Path Forward* report issued by The Commission on the Future of Graduate Education in the United States, relatively low rates of doctoral degree completion are a national phenomenon. According to data assembled by the Council of Graduate Schools as part of its Ph.D. Completion Project, the average completion rate after five years is less than 25 percent across all disciplines; after seven years, only about 45 percent of doctoral students completed their degrees. The University’s completion rates surpass the nationally reported data.

Table 3-21. Completion rate for doctoral students based on year of entry, Twin Cities campus, students matriculating in 1999-2005

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
After 6 Years	41%	41%	45%	45%	43%	42%
After 7 Years	51%	52%	57%	54%	54%	N/A
After 8 Years	57%	58%	63%	60%	N/A	N/A

Table 3-22. Six-year completion rate for doctoral students based on year of entry, Twin Cities campus, 1999-2005

Doctoral Students	1999 - 2000	2000 - 2001	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005
Male	42%	43%	46%	46%	44%	42%
Female	40%	40%	44%	44%	42%	42%
International	49%	47%	52%	51%	53%	51%
Students of Color	28%	30%	30%	40%	37%	34%
All Doctoral Students	41%	41%	45%	45%	43%	42%

The most common reasons for not completing the doctoral degree, as identified by the Ph.D. Completion Project, include changes in family obligations, competing job and military commitments, financial pressures, and dissatisfaction with the graduate program. As part of the project, several key factors have been shown to make a positive impact on completion rates: better advising and mentoring of students throughout their studies; more comprehensive financial support; offering pre-enrollment summer research programs, especially for students of color; and writing initiatives to assist with dissertation preparation. The University has already put in place several programs such as the annual dissertation retreat, Undergraduate Summer Research Program for students of color, and multi-year fellowship awards. More attention and effort will be focused on high-quality advising and other initiatives in the coming years to continue the improvement of the University’s doctoral completion rate.

The median time to degree for doctoral students in the six major disciplinary categories is shown in Figure 3-26. Reduced time to degree can be observed in Language, Literature and Arts fields. The apparent decrease in Health Sciences fields was primarily due to the addition of the Doctor of Physical Therapy (DPT) program in 2002 that has significantly shorter time to degree than most of the other Health Sciences graduate programs. Excluding the data from the DPT program, the median time to degree for these fields increased from 5.0 years in 2001-02 to 6.3 years in 2009-10. For master’s students, time to degree has stayed relatively constant with Health Sciences fields showing a noticeable decrease (Figure 3-27). Educational policies that limit the time allowed for degree completion are in process and, combined with the recently approved policy that includes a maximum number of required credits for graduate programs, will help shorten the time that students take to complete their degrees.

Figure 3-26. Median time to degree for doctoral students, Twin Cities campus, 2001-10

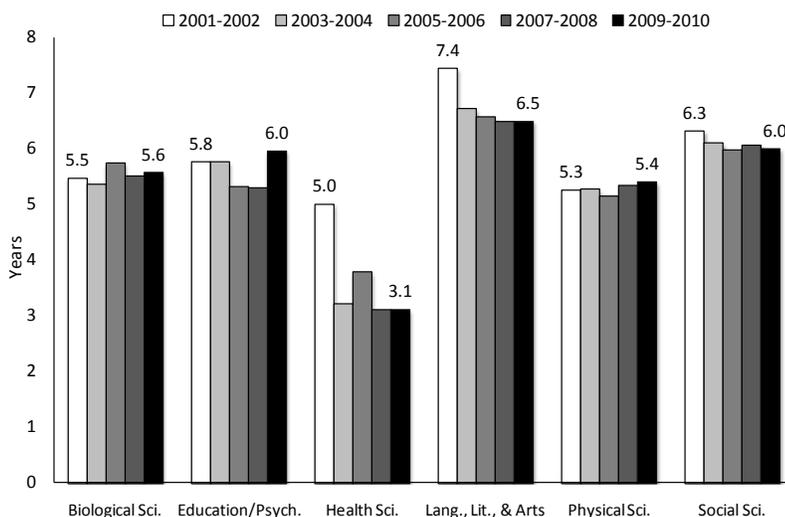


Figure 3-27. Median time to degree of master's students, Twin Cities campus, 2001 - 2010

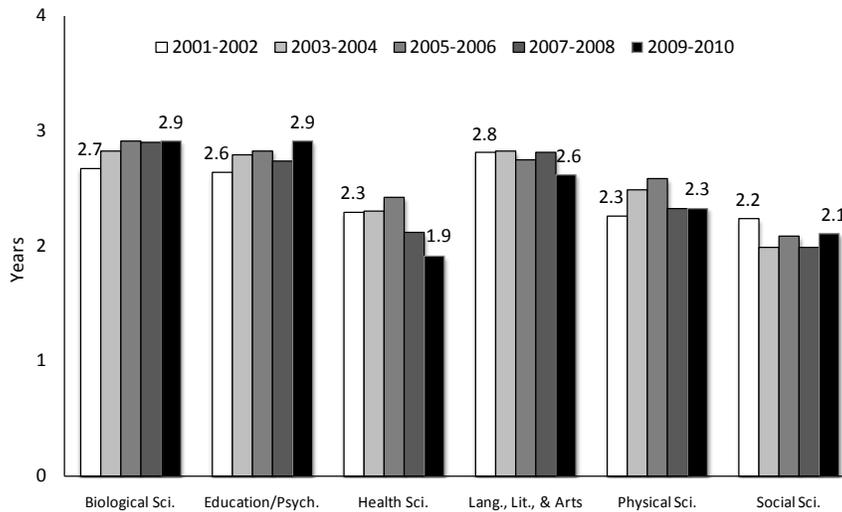


Figure 3-28 shows the number of Ph.D. degrees granted per year for the past 10 years. An upward trend can be observed across all six major disciplinary categories and especially in the Health Sciences. For master's degrees, the most growth in the number of degrees awarded has been in the Social Sciences fields (Figure 3-29).

NRC Assessment of Doctoral Programs

The federally chartered, non-profit National Research Council's (NRC) assessment of doctoral programs in 2010 affirms the University's strength in graduate education. The assessment placed over 60 percent of the University's doctoral programs crossing the top 25 percent nationally. A fuller discussion of the University's performance in the NRC rankings is included on page 11 of this report.

Figure 3-28. Ph.D. degrees granted, Twin Cities campus, 2001 - 2010

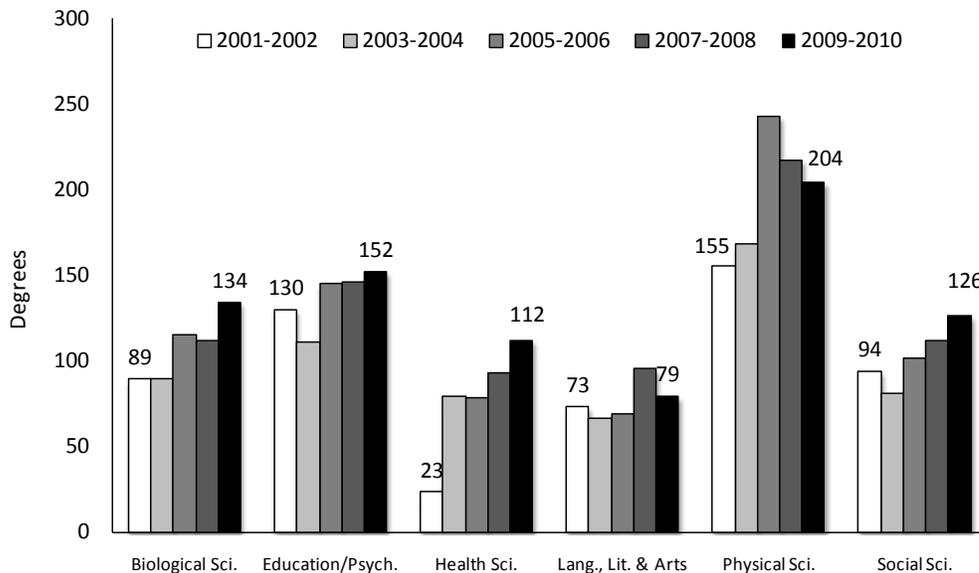
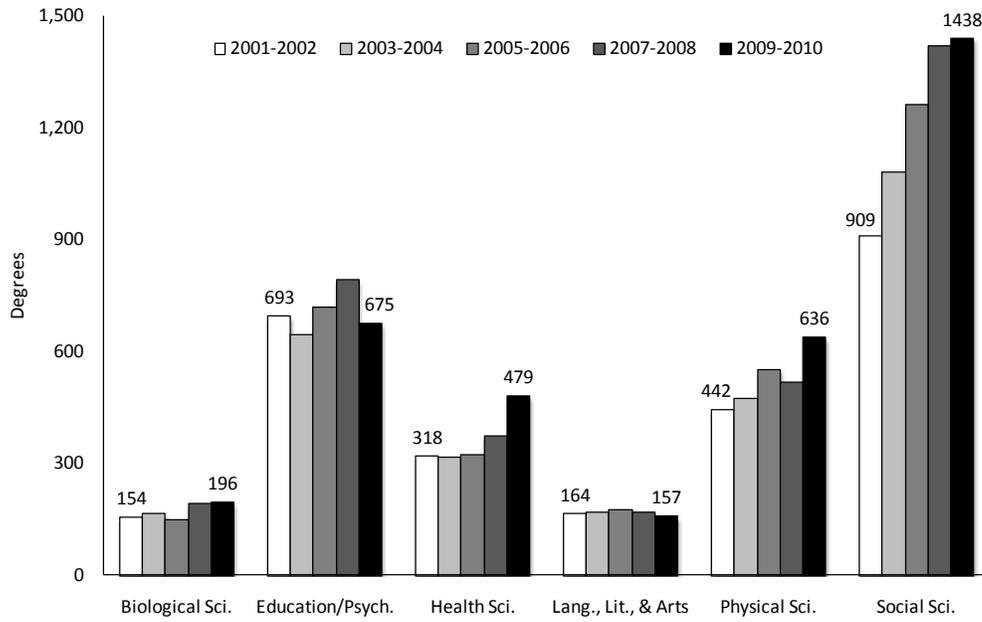


Figure 3-29. Master's degrees granted, Twin Cities campus, 2001 - 2010



PROFESSIONAL EDUCATION

Professional education is an important component of the University, directly affecting the quality and availability of professional services to Minnesota citizens. The University trains more than 3,700 professional students in health-, legal-, and other professional-related areas. In 2010, the University granted 811 professional degrees, up from 777 in 2005, to professionals who contribute to the quality of life in Minnesota. For example, professionals trained in health-related areas at the University constitute two-thirds of the state's health professionals, as shown in Table 3-23.

Table 3-23. Percentage of University-trained health professionals in Minnesota

Dentists	77%
Medical Doctors	50%
Nurses	55%
Pharmacists	66%
Public Health Professionals	71%
Veterinarians	80%

Health Education

The University's role in supplying the state's professional workforce of physicians, dentists, advanced nurse practitioners, pharmacists, and public health professionals is an essential leadership responsibility in supporting Minnesota. As the University looks to the future, it sees education of new health professionals who can function in health teams as its mark of distinction.

The University seeks to be recognized for high-quality interprofessional 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 University is educating

students to be patient-centered, evidence- and best-practice based, team-trained, systems-oriented, civically engaged and capable with information systems.

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

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

The University 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.

Center for Interprofessional Education: Collaboration and teamwork across the health professions are keys to transforming the care delivery system and promoting better health. The Center promotes, implements, supports and evaluates interprofessional education, including new courses, activities, and programs for all health professional students.

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. 1Health, launched in 2010, is the University's vision and framework for teaching core competencies in interprofessional collaborative practice. Students progress through the three phases

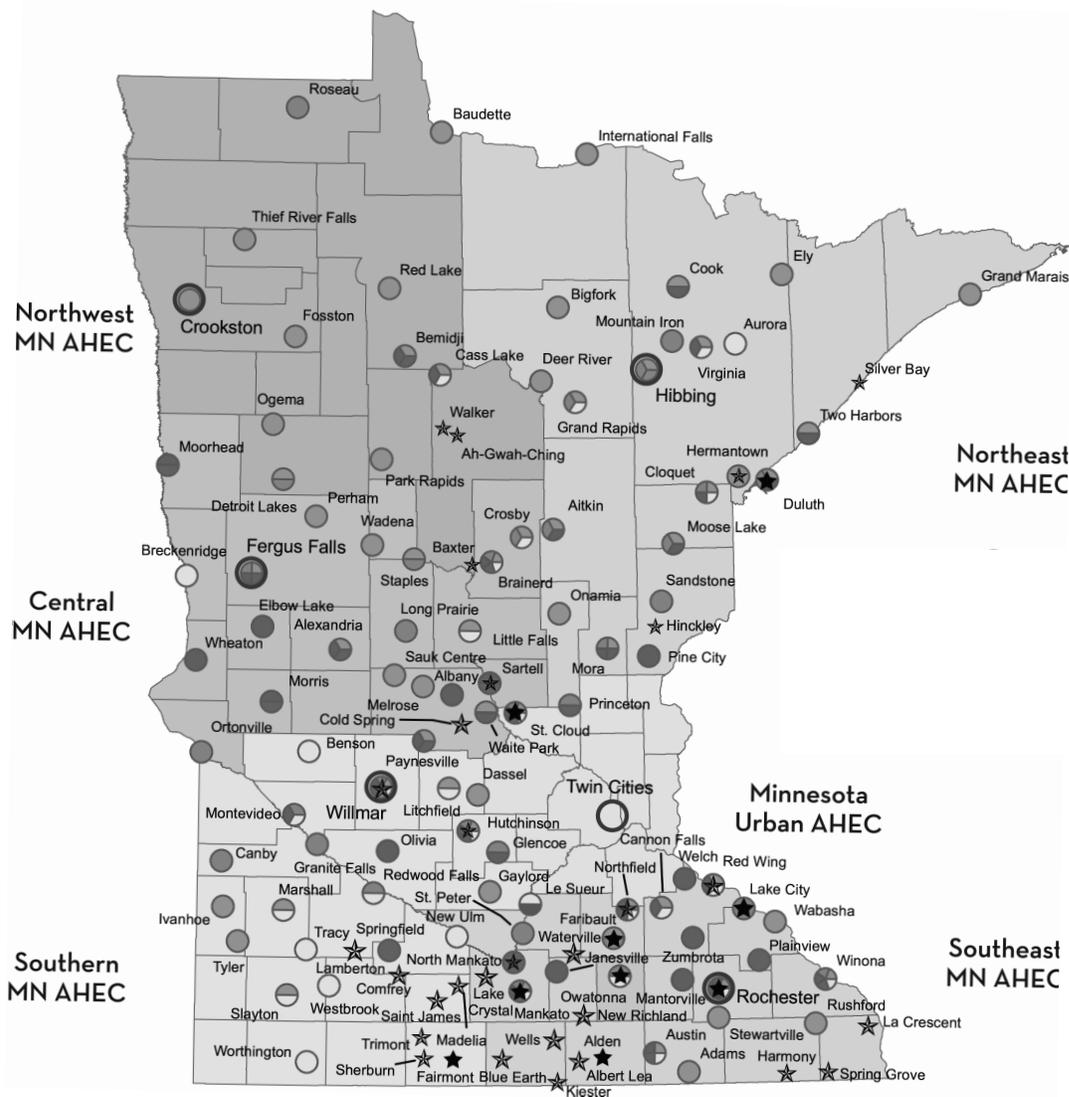
of IHealth during their educational experience, including orientation, skill-building and authentic experiences in experiential health care settings.

National Interprofessional Core Competencies: In May 2011, consensus core competencies were released by six national health professional associations and four major health professions education funders. The competencies are intended to shape health profession education to teach interprofessional collaborative practice. The University’s Broadway Family Medicine Clinic, located in North Minneapolis, was featured on the cover of the national report.

Experiential Learning:

The University has formal affiliations with more than 1,500 clinical sites across Minnesota, as shown in Figure 3-30. These clinical affiliations facilitate the education of students from nursing, medicine, dentistry, pharmacy, public health and allied health professions. Minnesota Area Health Education Center (MN AHEC), a community-university partnership of the University, is working to improve access to quality primary care in rural areas. Through its efforts, MN AHEC supports health professions students, clinical partners and preceptors in underserved settings with a goal of increasing the number of health professional students returning to rural and underserved areas to

Figure 3-30. Affiliation Agreements, University of Minnesota Academic Health Center, 2011



practice. And Minnesota communities are enjoying a positive outcome. For example:

- Recent dental graduates have successfully been recruited to practice in all four Indian Health Service/Tribal Clinic externship sites in Minnesota.
- In Fergus Falls, three family practice physicians and four pharmacists were recently recruited, in part because of unique interprofessional programming that was provided while they were students in the region.

Concurrent with these efforts, the University is:

- Supporting curricular innovation in the health sciences schools and colleges, such as the curriculum change in the Medical School and College of Pharmacy, the establishment of the Doctorate of Nursing Practice in the School of Nursing and the baccalaureate in Dental Therapy in the School of Dentistry, and the establishment of the Center for Allied Health Programs.
- Creating world-class simulation technology centers: students and professionals learn new skills and are assessed in simulation centers – Sim Clinic in the School of Dentistry, the AHC Simulation Center, and SimPortal in the Medical School.
- Continuing to engage in workforce planning with the University’s many community partners, with particular focus on rural and underserved populations in Minnesota.
- Promoting a greater understanding of global health in the curriculum and through international student experiences.
- Seeking a stable, long-term financial framework that supports sustainable growth in the 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 a pipeline of students interest in the health sciences, reaching far back among the 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.

Legal Education

The University of Minnesota Law School offers an outstanding comprehensive legal education that integrates legal theory, doctrine, and practice, and prepares students to be skilled, motivated, visionary, and ethical leaders in the legal profession. Adapting to a rapidly changing legal landscape, the Law School continues to transform its curriculum to prepare students for leadership roles in the public and private sectors.

The Law School has an extraordinary concentration of top scholars in international law and comparative law, law and science, and criminal justice and seeks to build a similar concentration in business and finance. Each area provides exceptional opportunities for research vital to the resolution of complex social and economic problems; each is fundamental to work being done in related areas and complements strengths elsewhere in the University and the community; and each offers prospective students a challenging and distinctive career track. Through a process of strategic planning allied with a targeted capital campaign the Law School is building strengths in these four areas as well as maintaining capacity in a broad range of legal arenas. In so doing, the Law School will enhance its national reputation and its ability to contribute to national and international policy debates on key issues; faculty with interests in these areas will seek out Minnesota as a place to work with outstanding colleagues and students; prospective students will be attracted to Minnesota as an affordable place to combine an outstanding general education with a progressive specialization leading to clearly defined career opportunities; employers will identify Minnesota as a place to find talented and uniquely trained graduates; and alumni and community members will identify with a rising institution that contributes to the community and places its graduates in leadership roles.

The Law School's strategic plan has three goals: 1) create a new model of outstanding comprehensive legal education with arcs to excellence in four strategic enabling areas; 2) engage alumni and friends of the Law School as full partners in building its future; and 3) transition the Law School to financial independence. Each goal builds upon the Law School's historic mission of training the next generation of multi-dimensional leaders in the law while adapting that mission to the realities of a transformed funding model.

With respect to the model of legal education the Law School is undertaking significant changes. Led by an innovative and highly productive faculty, the Law School has already initiated major changes to its curriculum, particularly in the formative first year. These innovations place the Law School at the forefront of a small group of law schools leading the transformation of legal education nationally and internationally. These changes are designed to integrate doctrine, theory, professional values, and lawyering skills throughout the curriculum, and to educate students in a progressive arc about the full range of lawyering concepts and skills. The innovations equip students in unique ways to be the next generation of legal and community leaders. In the first year, students learn core legal skills and key principles of professionalism; in the second and third years, students build on the first-year foundation, explore areas of particular interest, and develop enhanced practical skills. Across the three years, students experience increasing opportunities for skills development in simulated and live-client settings, beginning with basic lawyering skills and legal doctrine and proceeding through advanced theory and highly complex problem-solving strategies. Drawing on the exceptional interdisciplinary capacity of the faculty, students are also exposed to models of multidisciplinary learning and community-oriented, teamwork-based problem solving.

Recently launched initiatives to advance these goals include:

- First-year electives in international law, corporate law, and perspectives on the law, bringing inter-

nationalism, business skills and critical thinking into the formative first year. Other options will be added for full mapping onto the four strategic enabling areas;

- New first-year module on statutory interpretation as part of the emphasis on practical skills;
- Introduction of Practice & Professionalism as a required first-year course integrating doctrine and skills with a transactional focus; and
- Capstone courses with a multidisciplinary focus to help train students to be problem-solving, innovative lawyers with the skills to work in multiple legal and professional contexts.

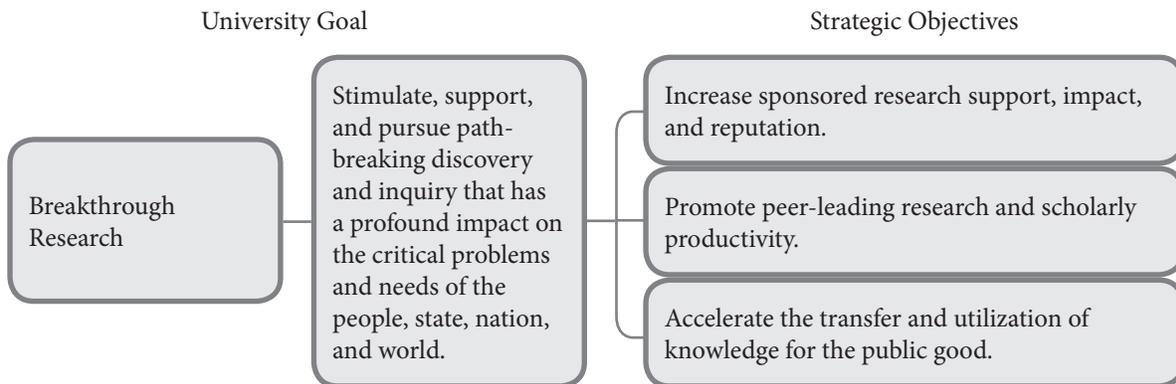
Greater engagement with its strong, diverse, and loyal alumni will enable the Law School to support more fully its graduates' continuing educational and professional growth, while enriching the intellectual life of its students and faculty. For over one hundred years, as the most distinguished (and the only public) law school in Minnesota, the Law School has benefited from a loyal national alumni of truly exceptional attorneys, judges, business executives, and public servants. The Law School's in-state alumni have been especially instrumental in developing Minnesota's legal profession, economy, infrastructure, and social programs. On the national and international levels, alumni are leaders in the bench and bar, influential elected officials in state and federal government, educators, and entrepreneurs. Alumni have generously supported the School financially and with their time and counsel. As graduates increasingly find positions nationally and globally, however, it has become more difficult to maintain a sense of community among alumni and to engage them in the life of the Law School. The strategic plan seeks to strengthen those connections significantly.

At the same time, the Law School seeks to engage key non-alumni members of the business, non-profit, and legal communities in its mission and programs, and to encourage them to share their time, energy, and expertise in helping the Law School educate a new generation of leaders and strengthen the rule of law. As the only public law school in Minnesota, the

School has a long tradition of public service and social engagement at the local, national, and international levels. This tradition influences and informs the efforts of faculty and students in teaching, scholarship, research, and service. The Law School's innovative curriculum, extensive clinics, research institutes, and centers, and its many extracurricular programs are part of this effort.

Few law schools can match the University of Minnesota Law School's storied history of innovative teaching, cutting-edge scholarship, and community service. Those core elements remain at the heart of what the Law School does in the years ahead.

TWIN CITIES CAMPUS: BREAKTHROUGH RESEARCH



In 2010 the University not only retained its position among the leading public research universities in the country, it improved its standings among this esteemed cohort. While it was a year of productive research growth and accomplishment, the University must set its sights forward in anticipation of major challenges looming on the immediate horizon.

Anticipated state budget cuts, the abrupt end of federal stimulus funding, and a congressional agenda that will likely dash hopes for increased federal support for university-based research are all realities that will impact future performance and could threaten the health and well-being of research universities and the society that benefits from their activities. The University of Minnesota must advance, not merely survive, in the uncertain years ahead. This will require perseverance, diligence, innovation, and continued adherence to strategic decision-making in support of the research mission.

Strategy: Increase Sponsored Research Support, Impact and Reputation

ARRA Funding

Faculty and staff mounted strong responses to new funding opportunities associated with the America Recovery and Reinvestment Act (AARA). Since it was

announced in 2009, faculty and staff have submitted 962 applications for funding and have been successful in securing 330 awards. These awards have provided more than \$194 million to support research at the University, much of which will establish key research facilities, initiatives, and programs that will provide important competitive advantages for University researchers in the years ahead.

Infrastructure Investment Initiative “I³”

A portion of technology commercialization revenues were used to establish a contingency fund for major research infrastructure needs and to support development of additional research capabilities. The \$20 million I³ initiative, launched in 2010, intends to address critical research infrastructure. Funding will target significant investments in high-end research needs as well as infrastructure for arts and humanities scholarship.

The College of Liberal Arts, along with four other Co-Investigators, was awarded \$1 million through the I³ peer-reviewed process. Their project, the Kilburn “Collaboratory” project, will radically redesign the Rarig Center’s Terry Kilburn Arena Theater. Located on the West Bank of the University’s Minneapolis Twin Cities campus, the Rarig Center is home to the Theater Arts program. The project’s goal is to create

a highly flexible, state of the art multi-media facility that supports leading-edge creative research in design/tech and performing arts practice, as well as providing a unique and flexible space for mixed-media scholarly presentations and artistic productions from across the West Bank Arts Quarter and the larger University community.

Laboratory Renovation Funding

Used to support the renovation of research laboratories, these state funds are part of the University's biennial capital request and are contingent upon the total amount awarded by the state legislature. In 2010, 10 research projects were funded from 37 proposals received, with awards ranging from \$200,000 to \$600,000. To be eligible for consideration, projects must involve renovations of existing research laboratories and proposers must provide one-third of the costs.

Grant Match

Some externally funded research awards require an institution to match funds to a specific grant activity. The demand for institutional matching funds continues to increase as the grant process becomes more competitive and federal funds diminish. The University works in partnership with colleges when a funding agency has a mandatory match. On average, the University's institutional match commitments amount to about \$2.5 million annually.

Interdisciplinary Informatics

Researchers today regularly face the daunting challenge of exploring, interpreting, and discovering new meaning in data sets daily increasing in number, size, type, content, and diversity. Though many data sets are clearly inter-dependent, thereby reinforcing or complementing each other, very few researchers have the necessary all-in-one understanding, sophistication, and expertise to take advantage of connections between disciplines as diverse, for example, as mathematics, biochemistry, engineering, biology and computer sciences. The Interdisciplinary Informatics program supports University investigators tackling scientific problems or questions that require the use of informatics methodologies and multidisciplinary

approaches. Interdisciplinary informatics resources establish programs, incentives, and training for investigators planning to engage in interdisciplinary research and teaching efforts that rely or integrate informatics methodologies or tools. These resources include: a seed grant program, a fast-track training program, post-doctoral fellowships, support for hiring of interdisciplinary and computational faculty, and colloquiums.

Scholarly Impact

Commonly used as a benchmark for the prominence of an individual researcher's impact on a respective field of scholarship, aggregate citation frequency has emerged as an indicator of institutional quality, impact, and significance. Rankings based on the number of citations for scholarly works associated with individual universities has come to serve as an indicator of the relative quality of the research for the university as a whole, or for individual areas of research or scholarly works. While citation statistics provide useful data about relative prominence in individual fields, by the very nature of the publication/citation cycle they tend to be lagging indicators. Citation of recent publications that might reflect the outcome of recent specific strategic efforts to enhance productivity in select areas of research will not be fully represented in the Citation Index until years later. As a consequence, the significance of annual changes in relative ranking for fields should not be over-interpreted. Nevertheless, when applied judiciously, bibliometric indicators, including citation frequency, can provide an important measure of relative standing in key fields. Among the 20 general fields of study included in the citation database the University ranked among the top five public research universities in three fields of study: mathematics (second), chemistry (third) and environment/ecology (fourth). Another 11 programs rank in the top 10, giving the University a total of 14 top-10 programs at public universities.

Clearly the University's general ranking according to this statistic is comparable to its ranking among its peers on the basis of research expenditures, reinforcing the overall conclusion that the University ranks among the best public research universities in the country.

Strategy: Promote Peer Leading Research and Scholarly Productivity

Minnesota Futures Program

Modeled after the highly successful National Academies' Keck Futures Initiative, this \$750,000 program aims to help propel research and scholarship beyond the ordinary by nurturing interdisciplinary ideas or methodologies to a point where they are ready for and attractive to external funding. Two funding mechanisms are provided: research grants support interdisciplinary research and scholarship proposals that originate from new interdisciplinary groups with the goal of developing new ideas into external competitive projects; symposium grants fund interdisciplinary symposia around research questions of current significance and interest to multiple disciplines.

Health Sciences Corridors

Corridors are virtual pathways that lead from imagination to practical application. Nurtured by funds, facilities, partnerships, and technologies, researchers make major breakthroughs in medicine. The University is poised to make discoveries in today's corridors that include a focus on diabetes, infectious diseases and immunology, neurosciences, cancer, and cardiovascular diseases.

- \$46 million in stimulus grants since 2009 from the U.S. America Recovery and Reinvestment Act to support the Health Science Corridors in the areas of: cardiovascular, cancer, brain science, diabetes, and infectious disease. This funding, in addition to other funding, will accelerate faculty research to advance science and improve health. Stimulus grants distributed by the National Institutes of Health target projects promising results within two years as well as provide support for ongoing research.
- The Human Connectome Project is the neuroscience equivalent of the Human Genome Project of a decade ago. A detailed understanding of how brain circuitry changes during the aging process, and how it differs in psychiatric and neurologic illness, will provide a better understanding of the brain's

connectivity and could lead to improved diagnosis and treatment of brain disorders. Researchers from the University's Center for Magnetic Resonance Research will collaborate with the Washington University School of Medicine to lead the \$30 million Human Connectome Project. To successfully map the complex connections of the human brain, researchers will need powerful, custom-built magnetic resonance imaging scanners and new brain analysis techniques.

Multi-Disciplinary Research

- The University is part of a multidisciplinary, multi-institutional team implementing a United States Agency for International Development cooperative agreement with funding up to \$185 million. The agreement, called RESPOND, will work to pre-empt or combat the first stages of emerging zoonotic pandemics — diseases that can spread between animals and humans. Faculty from the College of Veterinary Medicine, School of Public Health, the School of Nursing, Medical School, College of Education and Human Development, and College of Food, Agricultural, and Natural Resource Sciences will travel to hot spots (likely located in Southeast Asia, the Congo Basin, and the Amazon Basin) to try to prevent the next pandemic. They'll be tasked with improving the ability of countries to recognize and respond to new epidemics in areas where ecological relationships — between humans, animals, and the environment — are unstable.
- A consortium of wind energy researchers led by the University will receive up to \$8 million from the U.S. Department of Energy to foster wind energy development. The grant will support research to improve land-based and offshore wind generation. The University's St. Anthony Falls Laboratory along with faculty from the College of Science and Engineering, the University's Morris campus, Syracuse University, and Dakota County Technical College will collaborate with a consortium of industrial partners to help reach the national goal of achieving 20 percent wind power by 2030.

Strategy: Accelerate the Transfer and Utilization of Knowledge for the Public Good

University's Role in Minnesota's Economic Ecosystem

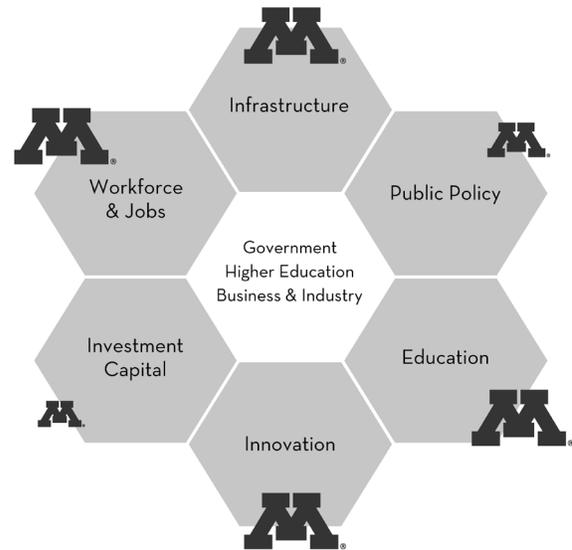
Research universities are increasingly called upon to serve as “economic engines” in support of efforts to spark state and national economic development. In keeping with its land-grant tradition, the University will continue to be a major contributor to the economic well-being of the state. Unfortunately, when assessing the impact of universities on economic development, legislative attention is often disproportionately focused on the contributions of technology commercialization to the exclusion of the many other prominent contributions research universities make to a healthy economic ecosystem.

Figure 3-31 depicts the many facets of an effective economic ecosystem and portrays the University's contribution to each (with the relative size of the “M” proportional to the University's role). In addition to the obvious contributions made in education, innovation, infrastructure and workforce development, the University has also assumed more direct and active roles in providing investment capital for technology development and in shaping public policy.

The University has been working with public and private sector partners to encourage the development of just such a cohesive, statewide strategy for nurturing and developing science- and technology-based industries in Minnesota. The University figured prominently in successful legislative efforts to create the Minnesota Science and Technology Authority and actively advocated for the successful passage of the angel investor tax credit.

With a concerted effort involving government, business and industry, and higher education an economic ecosystem can be created that will allow Minnesota to effectively address the challenges of the 21st century. To that end, in 2010 the University hosted a program on economic development for state and

Figure 3-31. University of Minnesota contributions to the economic ecosystem



federal legislative staff. Participants came away with a better understanding of the University's role in and impact on Minnesota's economic ecosystem, and how partners might work together to help create a better future for Minnesota.

Technology Commercialization Function

Research infrastructure is critical to the University's continued competitiveness and progress towards its strategic research objectives. However, external funds to support the critical research infrastructure needs are very limited, and forecasts for the immediate future suggest that this situation won't improve anytime soon.

By Regents policy one-third of the revenue generated from patent and licensing through the University's technology commercialization efforts is distributed and used in support of the University's research mission. Many critical University initiatives that have been and continue to be supported by revenue derived from technology commercialization achievements.

Creation of \$50 Million 21st Century Graduate Fellowship Endowment

This unique matching fund doubles the impact of gifts of \$25,000 or more that are designated to endow graduate fellowships. Graduate students are an indispensable part of the intellectual fabric of a great research university. The recruitment of high-quality

graduate students is a key factor in ensuring that the University remains among the world's top institutions in many fields. But competition for students is intense, and to strengthen the University's ability to attract top students it must increase the level of financial support that can be offered through endowments such as the 21st Century Graduate Fellowship Fund.

Central Corridor Light Rail Transit: Research Mitigations

The University welcomes and supports the coming of light rail to its campus, but the transition comes with a significant price tag and enormous concern for its research infrastructure. Because of the sensitivity to electromagnetic interference and vibration, the University must relocate three facilities to a safer distance from the light-rail line. The first and most expensive of these is the relocation of the Biomedical Nuclear Magnetic Resonance from the basement of Nils Hasselmo Hall to the Mayo Building, at a cost of approximately \$24 million. Although this provides an opportunity to renovate underutilized space, it presents financial and operational challenges to sustain the productivity of this multi-user core facility. Because of the very cold temperature at which the magnets operate, each of the seven magnets must be taken off line, brought to normal temperatures, physically moved to the new space and then returned to very cold operational temperatures. The staging of this move spans 18 months (July 2011 – December 2012) and requires the purchase of replacement magnets to protect \$13 million in annual federal revenue and the University's research competitiveness. Two other facilities highly sensitive to vibration or electro-magnetic interference could not be sufficiently protected with vibration isolation systems and are being relocated. The relocation of these two laboratories will cost \$1.2 million.

In addition to these relocations, staff worked with the Metropolitan Council to protect research equipment and provide a stable research environment for faculty and students who work in the over 100 laboratories housing 350 pieces of equipment in 14 buildings along Washington Avenue. These buildings fall within 300 feet of the light rail tracks, the distance where vibration from construction activities has the

potential to disrupt research or damage equipment. Together with the Council's project team and vibration experts, University staff met with faculty to inventory equipment and determine if current vibration protection was adequate. As a result of these laboratory assessments, the Council purchased 41 isolation systems to adequately protect the research instrumentation from the construction vibration. More significantly, after seeing the laboratories first hand, the Council agreed to restrict construction to between 5 am and 2 pm Monday thru Friday, and 5 am to 1 pm on Saturday, allowing a vibration free period for researchers and their teams to conduct their research.

Results: Breakthrough Research

Continuing a positive trajectory started six years ago with the University's strategic positioning initiative, the University once again posted significant gains in key research performance metrics in 2010, reflecting its status among the nation's elite research universities. Grants and contracts awarded to University faculty topped \$823 million, marking a 36 percent increase over the previous year. Even after excluding the contribution of American Recovery and Reinvestment Act funding, the sponsored awards total increased 23 percent. Every unit across the University posted an increase, reflecting the breadth of the University's successful efforts to improve overall research productivity.

According to the 2009 national R&D (research and development) expenditures published recently by the National Science Foundation, the University ranked 10th among the nation's top public and private research universities (Table 3-24). The University's R&D expenditure total of \$741 million represents an impressive increase of 8.5 percent over the 2008 total. This growth in volume improved the University's ranking among its public research peers from 9th to 8th, continuing an impressive climb in the rankings from a 10th place position among public universities as recently as 2005. This improvement reflects a 41 percent increase in total R&D expenditures since 2004, the third-largest growth rate among the top 20 universities in the country and the second-largest among public universities. Over this same time

Table 3-24. Top 20 institutions reporting largest research and development expenditures*, 2008-09

		2008		2009		Percent Change 2008-09	Percent Change 2004-09
		Total*	Public Rank	Total*	Public Rank		
1	Johns Hopkins U.	\$1,681		\$1,856		10.4%	35%
2	U. of Michigan, all campuses	\$876	3	\$1,007	1	15.0%	31%
3	U. of Wisconsin - Madison	\$882	2	\$952	2	7.9%	25%
4	U. of California - San Francisco	\$885	1	\$948	3	7.1%	30%
5	U. of California - Los Angeles	\$871	4	\$890	4	2.2%	15%
6	U. of California - San Diego	\$842	5	\$879	5	4.4%	24%
7	Duke U.	\$767		\$805		5.0%	55%
8	U. of Washington - Seattle	\$765	6	\$778	6	1.7%	9%
9	Penn. State U., all campuses	\$701	8	\$753	7	7.4%	26%
10	U. of Minnesota, all campuses	\$683	9	\$741	8	8.5%	41%
11	Massachusetts Inst. of Technology	\$660		\$736		11.5%	36%
12	U. of Pennsylvania	\$708		\$727		2.7%	22%
13	Ohio State U., all campuses	\$703	7	\$716	9	1.8%	38%
14	Stanford U	\$688		\$704		2.3%	5%
15	U. of California - Davis	\$643	10	\$682	10	6.1%	33%
16	Cornell U., all campuses	\$654		\$671		2.6%	17%
17	U. of California - Berkeley	\$592	11	\$652	11	10.1%	13%
18	U. of Colorado	\$536	13	\$648	12	20.9%	34%
19	U. of North Carolina-Chapel Hill	\$525	14	\$646	13	23.0%	55%
20	Texas A&M U.	\$583	12	\$636	14	9.1%	39%

Source: National Science Foundation, 2010
* Dollars in millions

period, total R&D expenditures at all U.S. universities increased 21 percent while expenditures at the top 20 universities increased 19 percent on average, signifying that the University significantly outperformed its peers on a percentage basis during this interval. Other ranking systems demonstrate that the University retained its position of prominence among its academic peers in 2010.

Despite a decline in gross revenue to \$83.8 million, the Office for Technology Commercialization reported increases in several key metrics that are used to

track the performance of the University's technology transfer program, as shown in Table 3-25. The revenue decline was anticipated and is due to patents expiring on Ziagen, the blockbuster AIDS treatment that has accounted for the majority of University commercialization revenue for a number of years.

Improved responsiveness and a new entrepreneurial approach to invention protection and marketing have resulted not only in an increased number of disclosures, filings, and licenses, but also to an increase in their quality and value to the University.

Table 3-25. University technology commercialization, 2006-10

	2006	2007	2008	2009	2010
Disclosures	230	193	217	244	255
New US Patent Filings	84	51	52	65	66
New Licenses	85	77	63	44	67
Start-ups	3	4	2	3	8
U.S. Patents Issued	29	44	37	n/a	n/a
Current Revenue Generating Agreements	n/a	n/a	281	306	399
Gross Revenues *	\$57.8	\$65.2	\$86.9	\$95.2	\$83.8
Non-Glaxo Revenues	\$6.8	\$8.5	\$7.9	\$8.7	\$8.6
Outgoing material Transfer Agreements	n/a	n/a	67	106	171

Source: Office of the Vice President for Research, University of Minnesota

*Dollars in millions

The current technology pipeline is strong and growing. In 2010 University-based technologies were at the core of eight startup companies, the most since 2000. Technology commercialization revenue has been reinvested to support the University's core mission, fellowships, faculty development, research programs, and infrastructure.

The number of invention disclosures from faculty increased 5 percent, an important indicator of a robust intellectual property pipeline. Thanks to a rigorous, industry-based stage-gate evaluation process, only disclosures that are judged to have significant potential are selected for protection and further development. While the number of innovations selected for patent filings was essentially unchanged from last year, the value of the current patent portfolio continues to grow. The number of new license agreements rebounded significantly over last year, increasing more than 50 percent, and the number of current revenue-generating agreements increased by 30 percent.

While the metrics in this report provide quantitative measures for gauging relative research performance, no metrics system can accurately portray the true impact that the University's research and scholarship have on the world.

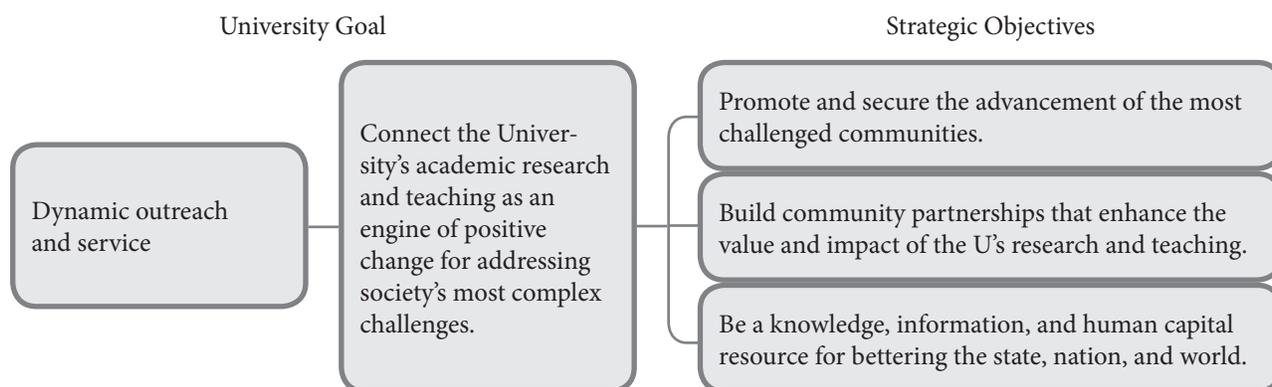
All of these accomplishments are clear signs that the University has not only retained a position among

the most distinguished public research universities in the country, it has improved its standings among this top cohort. Despite many challenges, the research enterprise remains healthy.

However, the current economic situation for higher education, characterized by the decline of federal support for research, the reduced availability of state support for higher education, and the plummeting availability of institutional funds, poses a serious new threat to successful completion of the University's already daunting research aspirations. Unfortunately, these challenges arise at a critical juncture in the implementation of initiatives designed to achieve strategic objectives.

Strategic initiatives must be sustained, and prioritized commitments honored, if the University is to avoid the significant backslide that has occurred in the wake of each of the past state budget cuts. Success on the research front will require a greater degree of planning, coordination, leverage, and partnership than in the past. If the University is to successfully cope with an uncertain future, these partnerships must support efforts aligned with strategic directions recommended by the faculty, approved by the leadership, and endorsed by the Board of Regents. The University has been, and must continue to be, smarter and more strategic in its resource allocations in the interest of increasing the capacity and quality of the research environment.

TWIN CITIES CAMPUS: DYNAMIC OUTREACH AND SERVICE



From Outreach to Engagement

The focus of the University's public service and outreach initiatives is to further the integration of community engagement into research and teaching activities. This focus builds on and reflects substantial work conducted over the last decade, which has sought to advance the University's profile as a top urban public land-grant research university.

Among the major outcomes and accomplishments resulting from this work are the establishment of a senior-level administrative position and the Office for Public Engagement to advance the University's public engagement agenda, the creation of a system-wide strategic plan for advancing public engagement, the development of an undergraduate Community Engagement Scholars Program, and the launching of a community-based University Research and Outreach/Engagement Center in north Minneapolis.

In 2004, the University adopted the following definition for "public engagement":

"Engagement is the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good."

This definition articulates the University's alignment of its community engagement efforts with its academic mission. This definition guides the current strategic initiatives to advance public engagement across the University's five campuses.

Over the last six years, public engagement efforts have sought to strengthen the achievement of these goals through partnerships with community agencies, governmental organizations, and businesses at the local, state, national, and international levels.

University Capacity for Public Engagement

The University is home to approximately 200 academic and non-academic units that support students, faculty, and staff in connecting their knowledge, expertise and interests to significant, pressing societal issues in local and broader communities. While the majority of these initiatives are anchored in the Twin Cities campus, several have system-wide reach and involve all five campuses.

University-wide priorities for public engagement are guided by the goals set forth in the University's Ten-Point Plan for Advancing and Institutionalizing Public Engagement (2008) (<http://engagement.umn.edu>). Building on the many engagement efforts and programs taking place within and across units, this plan articulates a set of initiatives that align public engagement to broader University-wide goals and priorities. The plan also supports key initiatives that further strengthen the capacity of faculty, students, academic leaders, and non-academic staff to conduct high-quality engagement with various external partners.

To understand better the University's capacity for public engagement, the Office for Public Engagement administered in 2011 a system-wide engagement survey to the managers and directors of units and centers across the system that conduct community-engaged research, teaching, and outreach. The survey sought to gain further information about the focus, scale, and scope of public engagement practices currently underway. The survey results reveal that of the 65 units that responded, 25 percent facilitate research-based community engagement activities while 33 percent facilitate teaching or instruction-related community engagement activities. Approximately 45 percent of the respondents categorized their units as facilitating public service

and outreach activities that are not tied to research or teaching.

Most of the survey respondents reported that their unit serves multiple constituents. Forty-four percent of the respondents reported that their units respond to the needs and requests of external community partners (e.g., non-profit organizations, businesses, governmental agencies, and educational institutions). The respondents also reported that their units assist with and support the community-engaged research, teaching, and outreach work of faculty (27 percent), students (25 percent), staff (15 percent), and administrators (8 percent).

Institutionalizing Public Engagement

Current public engagement efforts focus on furthering the infusion of public engagement into the University's academic culture. Data from the 2011 public engagement survey revealed strong concern among respondents that the broader University community continues to perceive public engagement activities as primarily "public service" and "outreach" activities. Their clarion call was that more work is needed to highlight the ways in which quality community engagement contributes to the production of significant research as well as enhances the delivery of high-quality instruction in undergraduate and graduate programs through internships, service-learning, study abroad, community-based undergraduate research, and programs such as the Community Engagement Scholars Program.

Among some of the key public engagement efforts underway to advance the role of public engagement in the academic mission are the following:

Established in 2008, the **Engaged Department Grant Program** is an 18-month-long program that supports department teams, led by the department chair, to develop and implement an action plan that advances the integration of public engagement into the department's research and teaching activities. Department teams conduct pre-post self-assessments to measure the level of public engagement within their department. Since its establishment, three rounds of

grants have been offered. Overall, 42 departments have applied for grants and 20 grants (ranging between \$7,500 and \$10,000 each) have been awarded. Pre-post assessments reveal robust progress among participating departments in their efforts to make public engagement a more integral feature of their research and teaching programs.

Each year, new faculty members are introduced to the definition and goals of public engagement through the new **faculty orientation program**, during which they receive a list of resources, opportunities, and contact information to support their community engagement efforts. Similar presentations are conducted with new staff as part of **new employee (staff) orientation**. New staff members are engaged in discussions about ways that they can promote the public good through their professional work and through personal engagement in community service. Students are also introduced to opportunities for community engagement during **Welcome Week**, during which entering students engage in a half-day, organized service project in the community. They are also asked to reflect on how community engagement activities can connect to their academic interests. These early introductions to public engagement help send the message that the University takes seriously the role of public engagement in advancing its mission. Each year, these orientation programs reach approximately 50 new faculty, more than 200 new staff employees, and approximately 5,000 incoming students.

The **Public Engagement Council** was established in 2010-2011 to serve as the University's consultative body for examining issues critical to advancing high-quality public engagement. These issues include faculty rewards for engaged scholarship, academic standards for community-based learning, community engagement liability issues, indirect cost rate implications for community-based research, metrics for assessing community engagement outcomes, and human subject policies for community-engaged research. The council is also responsible for overseeing quality reviews of existing community engagement programs.

The **Public Engagement Metrics Committee (PEMC)** was formed in 2010 to establish a more comprehensive and systematic approach to assessing the scale, scope, and impact of the broad range of community-engaged research, teaching, and public service initiatives taking place across the University. The committee's work has focused on developing and implementing a plan to (1) maximize the use of existing databases and systems that capture community engagement-related data; (2) align the public engagement metrics system with data systems; and (3) implement additional data systems and approaches that gather important data that are not currently captured. Progress continues to be made in better aligning public engagement metrics with student enrollment and other survey data, faculty activity reports, and recording of community-based research activities.

Established in 1999, the **President's Outstanding Community Service Award** honors members of the University who have devoted their time and talent to make substantial, enduring contributions to the community and to improving public life and the well-being of society. Each year five awards are presented in four constituency areas: student, faculty, staff, and community partner/organization. The President's Outstanding Community Service Award is the University's highest award given to individuals and organizations for service to the public.

To affect change on major issues such as poverty, health, and the environment, substantial and comprehensive efforts that are sustained over an extended period of time are required. In addition, individual engagement projects alone are not enough to address truly challenging and complex issues. The University's **Engagement Zone** initiative brings together existing programs within a geographic region (typically a neighborhood) that are addressing the same societal issue, and forms a consortium among them to facilitate collaborative work, share resources, and leverage additional organizational capital. To date, the Engagement Zones have targeted neighborhoods including Cedar-Riverside in Minneapolis, north Minneapolis, and the Frogtown

area of St. Paul. This effort is sustained through the University’s participation in the national VISTA AmeriCorps program; three VISTA members per year devote full-time service to building connections between University departments and community-based organizations and agencies situated within these the three communities.

Building quality community engagement efforts requires negotiating community partner needs with the teaching and research needs of faculty, students, and staff. The **Community-Campus Coordinators Alliance** is a network of individuals housed within academic and support units who work as campus-community liaisons. Their role is to enhance the capacity of students, staff, and faculty to partner effectively with community-based entities. Alliance members serve as important brokers for building trust, mutual respect, shared vision, and healing relationships between community organizations and the University. They also help identify possible funding and other resources for community-engaged work. The Alliance offers these liaisons an opportunity to inform each other of their respective work, and in turn, helps to better coordinate community engagement efforts across the University. Their work strengthens research and teaching-related partnerships with a broad range of community agencies and helps build linkages among engagement initiatives that reside with different colleges and departments. In 2011, the liaisons’ partnering work engaged 474 faculty members, 433 University non-faculty staff, 11 administrators, 3,944 students, and 52 departments in 480 different campus/community partnerships. These partnerships have brought to the University a broad range of grant revenues and have leveraged other resources and opportunities for faculty, students, and staff.

Enhancing Educational Opportunities

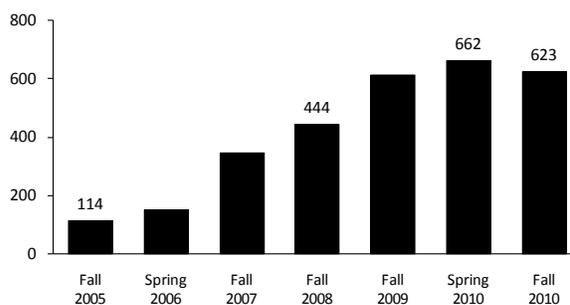
The University places a high priority on supporting opportunities for students to engage in community-based experiences connected to their academic goals and personal interests. Data from the 2010 Student Experiences at Research Universities survey found that 86 percent of the undergraduate students surveyed consider opportunities to connect their academic

work with community-based experiences important to them. During 2010-11, 2,220 undergraduates participated in service-learning activities offered through 113 courses across 33 departments; this is the largest number of students participating in service-learning since service-learning participation was first tracked in 2002.

Along with opportunities to engage in academic service-learning experiences, the University also supports students’ involvement in internships, clinical practica, and other community-based learning experiences conducted in partnership with businesses, health organizations, and governmental agencies.

Students interested in more robust community-engaged learning opportunities are encouraged to participate in the Community Engagement Scholars Program. Undergraduate students complete 400 hours of community service, three service-learning courses, and a community-based academic capstone experience. Students who successfully complete the program receive a certificate and a notation on their transcript. Established in 2005, the program currently attracts more than 600 students annually from a broad array of academic disciplines, as shown in Figure 3-32.

Figure 3-32. Community Engagement Scholars Program Enrollment



Strengthening Capacity of Challenged Communities

Through various colleges, centers, and institutes, the University’s engagement programs address a broad range of societal issues across a diverse array of communities. The 2011 engagement survey found that most units that facilitate community engagement initiatives address societal issues across

multiple community settings, with 62 percent of units reporting working on local issues, while 28 percent work regionally, 20 percent work statewide, 9 percent nationally, and 10 percent internationally.

For example, **University of Minnesota Extension** maintains a strong and vital presence throughout Minnesota tackling pressing issues such as water quality, food safety and security, childhood obesity, rural economic development, farm profitability, family finances, youth development, renewable energy and natural disasters. Extension partners with hundreds of local, regional, state, and national agencies and organizations to identify needs, discover solutions and empower individuals and communities to make better decisions. Working in all parts of the state – urban, suburban, rural – Extension provides a front door to the University for many Minnesotans. With more than 500 advisory committee members, 34,500 volunteers, 700,000 annual program participants, and 13 million website visits a year, Extension builds public support for the University by engaging Minnesotans to solve today’s complex problems.

Over the last few years, the University has encouraged public engagement units to move from supporting individual, shorter-term, project-focused community engagement activities to cultivating more sustained, coordinated, and multi-faceted efforts. One approach has been the place-based initiatives in which larger program investments are made within a set of challenged neighborhoods or regions to address specific issues important to the geographic area. Some of the notable neighborhood-focused accomplishments include the following:

- Cedar Riverside. The **Cedar Humphrey Action for Neighborhood Collaborative Engagement** initiative is a student-led, place-based, collaborative initiative that began in 2006 with a commitment to build capacity within the Cedar-Riverside neighborhood of Minneapolis through community-based research and civic engagement. Through the student-created year-long course “Engaging the Public in Policy and Planning,” students in business, law and public affairs address community safety issues coinciding with a decrease in crime, neighborhood arts collaboration creating a neigh-

borhood arts identity, advocacy for a neighborhood park that was previously being considered for development, and a more central neighborhood location for a proposed light rail transit station.

- North Minneapolis. As one of the very few land-grant research universities located in an urban setting, the University is discovering solutions to the many complex issues facing urban communities. Modeled after University Extension’s community-based outreach centers throughout the state, the **Urban Research and Outreach/ Engagement Center** is housed in a renovated building in North Minneapolis in the heart of a highly diverse community. Opening its doors in 2010, the center is currently home to 10 University programs committed to pursuing research and outreach in authentic and fully engaged partnership with individuals and organizations in the Northside communities. The center has played a major role in mobilizing resources and volunteers to assist North Minneapolis following the May 2011 tornado that greatly impacted the neighborhood.
- Frogtown. The **College of Food, Agricultural, and Natural Resource Sciences** has redesigned its curricula to establish a robust set of public engagement activities centering on healthy foods and water. One of the efforts is “Get the Lead Out” in which undergraduate students in the college tour K-12 schools in the Frogtown community and measure heavy metal contamination levels in soils. They also explore and understand the historical development of some of the schools. Through a capstone experience in the sustainability studies minor, students create a research project around this theme and identify strategies for reducing present contamination.
- UMore Park. During 2010-2011, University students, faculty, and staff engaged with the UMore Park sustainable community team, consultants, and local community representatives as research, teaching and learning, and outreach activities have continued to expand. Interactions with community members have also been incorporated into class projects, capstone courses, internships, research projects and broad-based discussions and forums. For example, seven faculty and their students in

the **Department of Design, Housing and Apparel** assessed housing needs and desires at UMore Park, evaluated how retail can be connected successfully with the development, and explored how identity is perceived and desired in the community, through the University's Engaged Department Grant Program.

- Worthington. The Viking Terrace Apartments project is an effort to rehabilitate a 1974 three-building apartment complex of 60 units located in Worthington, Minnesota. Facilitated by the **Center for Sustainable Building Research**, the rehabilitation includes adding fresh air ventilation to units, mold abatement, integrated pest management, improved moisture management, increased insulation and air sealing including new energy-efficient windows and roof structure, and installation of a geothermal heating and cooling system with individual unit control.

Enhancing Value and Impact of University Research and Teaching

Combining University research with local expertise, the University's public engagement units engage individuals, organizations, and communities to build capacity, create opportunities, and solve some of society's most pressing problems. These University-community partnerships also enable citizens and stakeholders to provide feedback to campus faculty, which leads to new research opportunities. And, as citizens enhance their leadership skills, they not only engage in their own communities, but also give back through volunteer leadership roles with the University.

Among the units responding to the University's 2011 public engagement survey, 79 percent reported that their community engagement work concentrates on a particular societal issue while 21 percent of the units address multiple issues. Collectively, the University's community-engaged research, teaching, and outreach initiatives address a broad range of issues in health, public safety, education, the environment, and other areas. Below are some examples of issues to which the University applies its intellectual and human capital.

- College Access. The University created the **College Readiness Consortium** in 2006 to develop a comprehensive strategy for increasing the number and diversity of students who graduate from high school with the knowledge, skills and habits for success in higher education. Through four ongoing initiatives (Ramp-Up to Readiness, the Minnesota Principals Academy, state-level policies and practices, and university-community engagement), the Consortium continues to expand College-in-the-Schools courses to reach more students.
- K-12 Science, Technology, Engineering and Math (STEM). **Extension 4-H's major STEM initiative** helps youth become the next generation of scientists, engineers and technology experts. Program areas include aerospace, robotics, biofuels, wind power and wildlife biology. Extension 4-H offers learning by doing programs statewide that help youth develop essential, transferable, lifelong skills, such as leadership, problem solving, decision making, and communicating. Research shows that 4-H youth are 25 percent more civically active and make more community contributions and are 47 percent less likely to have risky/problem behavior than youth who participated in other out-of-school programs. They also perform better in subjects related to STEM compared to their classmates plan to pursue careers in STEM, and have higher levels of female involvement in STEM programs. A recent Wilder Foundation study showed that volunteerism among 4-H youth is 85 percent compared to 38 percent in a comparison group.
- Public Health Workforce. Established in 2000, key goals of the **Center for Public Health Education and Outreach** are to advance the University's mission of research, education, and outreach by coordinating and disseminating research to academic and professional audiences; providing high-quality courses for students, working professionals, and the community at large; and working with internal and external partners to bridge the academic and public health practice communities. The center administers several federal training grants aimed at

developing the public health workforce. School of Public Health experts and professionals in the field have been responding to emerging public health issues, including emergency preparedness, the spread of zoonotic diseases, food safety in a global system, pandemic influenza, and the growing role of genomics.

- Health Policy. Faculty in the **School of Public Health** and the **School of Nursing** lead a series of community-engaged research efforts to advance health policy issues. More than 100 performance improvement agreements are negotiated each year through the “Developing Performance Incentives for Nursing Homes” project through which faculty members collaborate with the Minnesota Department of Human Services to create a nursing home report card and performance incentive program for nursing homes.
- Nutrition. **University Extension** delivers creative, engaging nutrition education to low-income Minnesotans in schools, workforce centers, public housing, food shelves, and Community Action Program sites. Through a federal grant and dollars matched by state, county and local partners, Extension delivers research-based education that changes behavior in meal planning, food preparation, budgeting and proper nutrition. USDA research shows that for every \$1 invested in the nutrition program, \$10.75 is saved in health care costs.
- Agricultural Business Management. **University Extension** helps farm families and agricultural businesses succeed for the long term through business management education programs that increase production and manage risk. Extension educates producers about acquisition. Nearly 200 locations in Minnesota use Extension-developed software, which helps farmers and lenders make better credit decisions and develop effective management strategies. Minnesota producers have improved their marketing skills through Extension financial management workshops. In addition, over \$384 million of farm transfers were planned using the University’s training in 2010.
- Emergency Health Preparedness. The **Center for Public Health Preparedness** has trained state and local public health workers and others to prepare for and respond to terrorism incidents, infectious disease outbreaks, and other emergent public health threats. Each year, the center’s faculty and staff serve over 11,000 participants through continuing education training events, conferences, online courses, CDs, skill guides, and exercises.
- Transportation. The SMART-Signal system developed by **Department of Civil Engineering** faculty was deployed by the City of Eden Prairie; the City of Pasadena, CA; Hennepin County; and Minnesota Department of Transportation to collect traffic signal data, intersection queue length, and arterial travel time estimation.
- Energy Efficiency. Researchers at the **Center for Sustainable Building Research** (CSBR) have led the development of new standards and ideas for energy-saving building and development in Minnesota. The center works with the Minnesota Legislature to craft new legislation that will help cut carbon emissions by half by the year 2030. The goal is to establish cost-effective, energy-efficiency performance standards for new and substantially reconstructed commercial, industrial, and institutional buildings that can significantly reduce carbon dioxide emissions by lowering energy use.
- Sustainable Building. The **Viking Terrace Health Outcome Study** has combined a residential health outcome study, post-construction building evaluation, ecological impact assessment, and a cost analysis. This broad view has rendered a clear image of the potential and challenges of sustainable building and has brought together researchers from public health, design, and construction.
- Obesity and Healthy Eating. Funded by the National Institute of Diabetes and Digestive and Kidney Diseases (National Institutes of Health), **New Moves** is an all-girls class focusing on healthy eating, physical activity, and social support designed to meet the needs of sedentary adolescent girls who are overweight or may be at risk for

becoming overweight. This community-engaged research and teaching initiative aims to increase physical activity, decrease sedentary behavior, improve eating behaviors, and decrease body dissatisfaction and the use of unhealthy weight control behaviors. To date, the staff and faculty involved in the initiative have served more than 300 girls from a dozen metro-area high schools. Data from the initiative also reveal that the participating girls showed increased body satisfaction and self worth, decreased their sedentary behaviors (like watching TV), decreased their use of unhealthy weight control behaviors, and reported increased support from friends, family and teachers for healthy eating and physical activity.

- **Food Safety.** In collaboration with various community-based organizations and the **Extension Services Program**, the University works to ensure that Minnesota's food is safe to eat, from farm to table. It advances food safety processes and practices with research that focuses on designing new techniques for detecting contaminants and pathogens in foods during production, processing, and storage; evaluation of the farm-to-table movement to determine where contamination may occur; and educational programs that focus on food safety certification for food services, training for food handlers and education for consumers.
- **Atherosclerotic Disease.** Since 1987, faculty from four institutions, including the University's **Division of Epidemiology** in the School of Public Health have conducted a community-based epidemiological study of atherosclerotic disease occurrence and trends. Cohort findings include the identification of new lifestyle factors and genetic determinants of cardiovascular disease.
- **Rural Development.** Working with communities with populations under 5,000 and poverty rates higher than 10 percent, **Extension** delivers a placed-based program, **Horizons**, that helps rural communities build social capital, define their purpose, and pursue prosperity. The program is funded through the Northwest Area Foundation and delivered in partnership with six state Extension units.
- **Pandemics.** In 2007, faculty from the Minnesota Department of Health contracted with ethicists from the University's **Center for Bioethics** and the Minnesota Center for Health Care Ethics to develop and lead the Minnesota Pandemic Ethics Project. Funded by the Centers for Disease Control and Prevention, this effort helped develop guidance regarding how scarce health resources should be rationed in Minnesota during a severe influenza pandemic. The project explored the development of ethical frameworks for rationing and the identification and analysis of issues relating to the implementation of those ethical frameworks.
- **Parks and Trails.** The **Center for Changing Landscapes** in the **College of Design** links innovative landscape planning and design with technical expertise in natural resource management and geospatial analysis and modeling to address issues of social, economic, and ecological sustainability in changing rural, urban, and urbanizing landscapes. The Center engaged faculty members in facilitating Minnesota's Network of Parks and Trails, which works to create a framework and inventory of all of Minnesota's natural resource-based parks and trails; to date, 87 counties have been inventoried. This inventory will be used by the Department of Natural Resources to create a 10-year strategic plan and a 25-year long-range plan for natural resource-based parks and trails throughout Minnesota. It will also be used by the Minnesota Legislature and local governments to make park and trail funding decisions, and citizens to advocate for parks and trails. The work is expected to impact \$11 billion of investment over the next 25 years.

Results: National Status as an Engaged University

With growing external pressure on higher education to become more community engaged, a number of rankings have been published in recent years of college and university contributions to the public good. The most widely cited of these rankings is the *Washington Monthly* college rankings, which seeks to respond to the questions: "Are our colleges making good use of our tax dollars? Are they producing graduates who

Table 3-26. *Washington Monthly* Social Good national university rankings, Twin Cities campus and comparison group institutions, 2005-10, ranked by 2010

		2005*	2006	2007	2009	2010
1	U. of California - Berkeley	3	2	3	1	2
2	U. of California - Los Angeles	2	4	2	3	3
3	U. of Texas - Austin	23	17	19	9	5
4	U. of Michigan - Ann Arbor	10	18	6	18	7
5	U. of Washington - Seattle	14	15	14	14	16
6	U. of Wisconsin - Madison	12	11	18	30	23
7	Penn. State U. - Univ. Park	6	3	5	7	35
8	U. of Florida - Gainesville	30	37	26	45	42
9	U. of Minnesota - Twin Cities	Not ranked	67	51	50	43
10	Ohio State U. - Columbus	29	27	12	20	46
11	U. of Illinois - Urbana-Champaign	13	16	11	24	64

Source: *Washington Monthly* Annual Survey

*In 2005, only the top 30 institutions were ranked. Rankings for 2008 are not available

can keep our nation competitive in a changing world? Are they doing well by doing good?” As with all such rankings, there is much skepticism about whether the *Washington Monthly* rankings can fully and accurately assess the true contributions that colleges and universities make to the public good. Nonetheless, these rankings offer a glimpse into how external entities perceive the societal contributions of national universities, and they allow universities to compare the perceived contributions of their institution with the perceived contributions of their comparison group.

Although the reputation of the Twin Cities campus’ engagement with and contributions to the public has improved since the inception of the rankings, the University ranks third to last among its comparison group as shown in Table 3-26. In the latest rankings (2010), the University ranked 43rd among 258 national universities that were included in the assessment. This has been the University’s highest showing to date on this assessment and the Twin Cities campus is one of only two institutions (with the University of Texas - Austin) that has consistently improved in this ranking.

The University also monitors the ranking of College and University Civic Partnerships, conducted by the Coalition of Urban and Metropolitan Universities in collaboration with the American Council on Education. This survey assesses and then ranks the contributions urban and metropolitan universities make to the community through sustained and institutionalized engagement initiatives. In the latest ranking (2009), the University did not rank among the top 25 institutions named on the list. Although none of the University’s public comparison group institutions ranked among the top 25 universities in this survey, stronger efforts need to be made to raise the University’s profile, especially given its urban location.

These data suggest that although the University has in place a robust array of public engagement efforts that address a broad range of societal issues, and that some good progress has been realized, more intentional efforts are needed to communicate to the broader public the scale and scope of the University’s community-engaged research and teaching efforts. Along with data from the *Washington Monthly*

rankings, there are several other indicators that point to some increases in the University's national and international reputation as an engaged university:

- The University was one of only six research universities to receive the Community Engagement designation in 2006, as part of the new Carnegie Classification system (Table 3-27). The University's application was singled out as an exemplar and was used as a model for other university applicants.
- In 2007, the University was invited to participate as one of 25 founding members of The Research Universities Network for Civic Engagement, a national consortium of leading research universities focused on advancing the public engagement agenda in higher education (Table 3-27).
- In 2008, the University was invited to join and became a member of the Talloires Network, an international consortium of 220 colleges and universities devoted to advancing social responsibility in higher education through research and teaching initiatives.
- In 2010, the University was invited by researchers at University of California-Berkeley to help develop civic and community engagement components of the Student Engagement at Research Universities survey. The survey was administered to University of Minnesota undergraduates in 2010, and garnered responses from 1,662 students. A report of the survey results is available at <http://www.engagement.umn.edu/community/documents/SERUreport21411.pdf>
- Among comparison group institutions, the University ranks sixth (59th overall) in the number of students who go on to serve in the Peace Corps, according to the 2010 *Washington Monthly* rankings report (Table 3-27).
- Among comparison group institutions, the University ranks first and 14th overall in the percentage of work-study positions that are community service-oriented. According to the 2010 *Washington Monthly* rankings report, 32 percent of the University's work-study positions are community service-oriented (Table 3-27).

Table 3-27. Public engagement measures, Twin Cities campus and comparison group institutions comparison, 2010

		Received Community Engagement Carnegie Classification	Member of TRUCEN	United States Peace Corp Rank	Percent of Community Service Work-Study	Community Service Hours Rank
1	Ohio State U. - Columbus	2008	Yes	86	25%	75
2	Penn. State U. - Univ. Park	2008	No	89	22%	138
3	U. of California - Berkeley	Yet to apply	Yes	15	25%	138
4	U. of California - Los Angeles	2006	Yes	48	12%	1
5	U. of Florida - Gainesville	Yet to apply	No	45	12%	109
6	U. of Illinois - Urbana-Champaign	2008	No	67	23%	138
7	U. of Michigan - Ann Arbor	2008	Yes	28	14%	29
8	U. of Minnesota - Twin Cities	2006	Yes	59	32%	42
9	U. of Texas - Austin	Yet to apply	Yes	62	31%	3
10	U. of Washington - Seattle	Yet to apply	Yes	17	13%	115
11	U. of Wisconsin - Madison	2008	Yes	32	12%	78

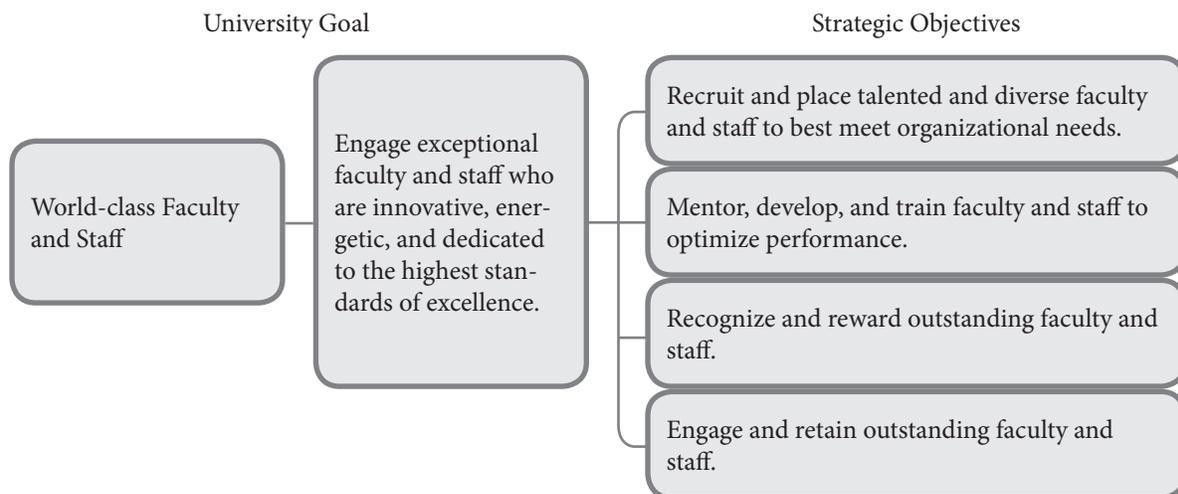
Source: *Washington Monthly* Annual Survey
The Research University Civic Engagement Network

- Among comparison group institutions, the University ranks fourth (42nd overall) in the hours of service contributed to communities, according to the 2010 *Washington Monthly* rankings report (Table 3-27).

The University remains an active member of several influential national and international peer networks devoted to strengthening the role of public engagement in higher education. These networks include Campus

Compact, Imagining America, APLU Council on Engagement and Outreach, Communities-Campuses Partnerships for Health, National Engagement Academy, International Association for Research on Service-Learning and Community Engagement, Coalition for Urban and Metropolitan Universities, the National Review Board for the Scholarship of Engagement, and several others.

TWIN CITIES CAMPUS: WORLD-CLASS FACULTY AND STAFF



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; garnering the attention of other world-class scholars; and strengthening the University’s impact on society. 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.

Employee Engagement

The University has undertaken many actions to ensure that faculty and staff are fully engaged in their work. Engagement is the term used to describe the level of commitment to work and the degree of discretionary mental energy that employees exert in their jobs. The higher the level of engagement, the higher the rate of retention and productivity of the work force. Initiatives to promote engagement fall under the following categories:

- Ensuring a strong start to University employment
- Maintaining competitive total compensation
- Improving manager and supervisor quality
- Providing employee performance feedback
- Providing learning and development opportunities
- Recognizing outstanding performance

Ensuring a Strong Start to University Employment

The New Employee Orientation program and New Faculty Orientation have been designed to welcome new employees into the University community, establish expectations and information and tools for job success, and otherwise provide a supportive, collegial environment.

The New Employee Orientation program introduces new employees to the University’s culture through a year-long series of three main sessions and several training modules. Over 3,500 new employees have participated in this program since its start in 2008. The three main sessions include discovering the University, discovering community, and discovering you. They are complemented by training and event modules focused

on job-specific training, informative sessions on various University resources and services, and social experiences ranging from cultural to athletic activities.

Since its inception in 2006, nearly 500 new faculty members have participated in New Faculty Orientation. It provides a comprehensive view of the University, including its mission, policies and procedures, student body, faculty and staff composition, research, teaching and learning, diversity, and leadership, as well as networking opportunities for faculty. In addition, the University hosts six new faculty luncheons and a series of workshops that focus on promotion and tenure practices and issues.

Maintaining Competitive Total Compensation

The national and international competition for outstanding faculty and staff intensifies each year even

during the current economic challenges faced by all higher education institutions. To achieve excellence, the University not only needs to continue to recruit great faculty, but also provide the environment, infrastructure, mentoring, inspiration, high standards, rewards, and recognition required to retain them. Strategies to address these challenges are being implemented throughout the University.

Commitment to maintaining competitive total compensation for employees remains strong despite the current economic climate. Table 3-28 shows that the University's average compensation of all faculty ranks fourth while the average salary ranks ninth among comparison group institutions. The average compensation of all faculty is at the same position while the average salary of all faculty has dropped two spots since 2005.

Table 3-28. Average faculty (full, associate, and assistant professors) compensation and salary (in thousands of dollars), Twin Cities campus and comparison group institutions, Fall 2005 and 2010, ranked by 2010 compensation

Compensation						Salary				
Fall 2005	Fall 2010	Percent Change		Fall 2005		Fall 2010	Percent Change			
2	\$140	1	\$175	+25%	U. of California - Los Angeles	2	\$108	1	\$131	+22%
1	\$141	2	\$173	+22%	U. of California - Berkeley	1	\$108	2	\$129	+20%
3	\$124	3	\$146	+18%	U. of Michigan - Ann Arbor	3	\$100	3	\$117	+17%
4	\$120	4	\$138	+15%	U. of Minnesota - Twin Cities	7	\$90	9	\$100	+11%
6	\$114	5	\$135	+19%	U. of Texas - Austin	4	\$95	4	\$111	+17%
8	\$113	6	\$133	+18%	Pennsylvania State U. - Univ. Park	6	\$92	5	\$107	+16%
7	\$113	7	\$133	+18%	U. of Wisconsin - Madison	9	\$87	10	\$100	+14%
5	\$115	8	\$133	+16%	U. of Illinois - Urbana-Champaign	5	\$93	6	\$106	+14%
9	\$112	9	\$131	+17%	Ohio State U. - Columbus	8	\$89	7	\$106	+18%
10	\$107	10	\$128	+19%	U. of Washington - Seattle	10	\$87	8	\$100	+16%
11	\$103	11	\$120	+17%	U. of Florida - Gainesville	11	\$81	11	\$93	+15%

Source: American Association of University Professors

Table 3-29 shows that the average compensation for full professors on the Twin Cities campus ranks fifth, down one position since 2005, while the average salary for full professors ranks fourth, up two positions, among comparison group institutions. The average associate professor's compensation stayed at fourth

since 2005, as shown in Table 3-30. The average salary of associate professors' compensation fell two positions despite increasing at the third fastest rate. Table 3-31 shows that the average compensation for assistant professors remains ranked third while average salary (seventh) has climbed two positions since 2005.

Table 3-29. Average full professor compensation and salary, Twin Cities campus and comparison group institutions (in thousands of dollars), Fall 2005 and 2010, ranked by 2010 compensation

Compensation				Salary		
Fall 2005	Fall 2010	Percent Change		Fall 2005	Fall 2010	Percent Change
1 \$166	1 \$203	+22%	U. of California - Los Angeles	1 \$128	1 \$154	+20%
2 \$163	2 \$197	+21%	U. of California - Berkeley	2 \$126	2 \$149	+18%
3 \$152	3 \$179	+18%	U. of Michigan - Ann Arbor	3 \$126	3 \$147	+17%
5 \$141	4 \$165	+17%	Pennsylvania State U. - Univ. Park	8 \$110	8 \$123	+12%
4 \$143	5 \$165	+15%	U. of Minnesota - Twin Cities	6 \$116	4 \$137	+18%
6 \$141	6 \$164	+16%	U. of Illinois - Urbana-Champaign	5 \$117	5 \$134	+15%
8 \$137	7 \$164	+19%	U. of Texas - Austin	11 \$101	11 \$114	+13%
7 \$139	8 \$161	+16%	Ohio State U. - Columbus	4 \$117	5 \$134	+14%
10 \$126	9 \$154	+22%	U. of Florida - Gainesville	7 \$113	7 \$132	+17%
9 \$129	10 \$150	+16%	U. of Wisconsin - Madison	9 \$102	10 \$118	+16%
11 \$126	11 \$149	+19%	U. of Washington - Seattle	10 \$101	9 \$122	+20%

Source: American Association of University Professors

Table 3-30. Average associate professor compensation and salary (in thousands of dollars), Twin Cities campus and comparison group institutions, Fall 2005 and 2010, ranked by 2010 compensation

Compensation				Salary						
Fall 2005	Fall 2010	Percent Change		Fall 2005	Fall 2010	Percent Change				
2	\$108	1	\$138	+27%	U. of California - Berkeley	3	\$82	1	\$102	+24%
1	\$108	2	\$137	+26%	U. of California - Los Angeles	2	\$82	2	\$101	+23%
3	\$105	3	\$122	+16%	U. of Michigan - Ann Arbor	1	\$84	3	\$96	+15%
4	\$103	4	\$120	+16%	U. of Minnesota - Twin Cities	7	\$76	9	\$85	+13%
5	\$102	5	\$119	+16%	U. of Wisconsin - Madison	6	\$77	7	\$87	+14%
7	\$97	6	\$113	+17%	Pennsylvania State U. - Univ. Park	4	\$78	4	\$89	+14%
10	\$91	7	\$112	+23%	U. of Washington - Seattle	9	\$73	8	\$87	+19%
8	\$95	8	\$110	+17%	Ohio State U. - Columbus	8	\$74	6	\$88	+18%
11	\$89	9	\$110	+23%	U. of Texas - Austin	10	\$73	5	\$89	+22%
6	\$97	10	\$109	+12%	U. of Illinois - Urbana-Champaign	5	\$78	10	\$85	+9%
9	\$92	11	\$106	+15%	U. of Florida - Gainesville	11	\$72	11	\$80	+12%

Source: American Association of University Professors

Table 3-31. Average assistant professor compensation and salary (in thousands of dollars), Twin Cities campus and comparison group institutions, Fall 2005 and 2010, ranked by 2010 compensation

Compensation				Salary						
Fall 2005	Fall 2010	Percent Change		Fall 2005	Fall 2010	Percent Change				
1	\$99	1	\$121	+23%	U. of California - Berkeley	1	\$74	1	\$88	+19%
4	\$90	2	\$116	+29%	U. of California - Los Angeles	6	\$67	3	\$84	+25%
3	\$90	3	\$112	+23%	U. of Minnesota - Twin Cities	9	\$65	7	\$79	+20%
2	\$93	4	\$108	+17%	U. of Michigan - Ann Arbor	2	\$73	2	\$85	+16%
6	\$86	5	\$104	+21%	U. of Wisconsin - Madison	10	\$64	10	\$75	+16%
5	\$89	5	\$104	+17%	U. of Illinois - Urbana-Champaign	4	\$70	5	\$80	+15%
7	\$86	7	\$102	+19%	U. of Texas - Austin	3	\$71	4	\$82	+17%
8	\$85	8	\$101	+19%	Ohio State U. - Columbus	8	\$66	6	\$79	+21%
9	\$83	9	\$100	+21%	U. of Washington - Seattle	5	\$67	8	\$77	+15%
10	\$82	10	\$96	+18%	Pennsylvania State U. - Univ. Park	7	\$66	9	\$76	+15%
11	\$80	11	\$91	+15%	U. of Florida - Gainesville	11	\$62	11	\$68	+11%

Source: American Association of University Professors

Improving Manager Quality

A key method for improving manager quality has been supervisory and managerial education and training programs. Academic chairs and heads play a critical role in establishing and nurturing a productive working environment for their faculty and staff. As a result of a recommendation that emerged from a 2005 strategic positioning taskforce on faculty culture, the University changed an existing program for new chairs and heads to allow for more focus on mentoring faculty and staff, handling student issues, and addressing diversity and faculty life-course issues. The University holds workshops for chairs and heads about promotion and tenure and post-tenure review to ensure that these leaders are knowledgeable about policies and procedures.

In addition, the University has greatly expanded its participation in the Academic Leadership Program, sponsored by the Committee on Institutional Cooperation. University faculty participants in this program meet with a wide range of University leaders to discuss paths to leadership, roles of administrative offices, and decision making. These meetings supplement three weekend seminars. Past program fellows also meet twice a year to discuss of leadership issues.

For staff managers, supervisory training courses focus on the importance of building relationships and trust with employees to keep them engaged. Supervisors are taught how to connect the work of their employees to the mission of their campus, college or administrative units and to the University's mission. In the last three fiscal years, almost 1,300 staff members have attended at least one session of supervisory training.

Ensuring Feedback

Receiving constructive feedback is important in an employee's success. Accordingly, the University has emphasized the importance of annual performance reviews. Policy now requires that all employees receive an annual performance review. In addition, administrators in key roles, such as deans, receive a more comprehensive three-year review.

For University faculty, the University has employed several measures that stem directly from recommendations made by the 2005 strategic positioning taskforce on faculty culture. In response to an identified need for better University-wide promotion and tenure criteria, the University produced, and the Board of Regents approved in 2007, a new policy and related criteria. To better align unit-level criteria for promotion and tenure and for post-tenure review with the more rigorous University-wide standards, over 75 units have received approval for revised standards. Finally, in response to the taskforce's call for a new system to evaluate the teaching of instructors, the University developed in 2008 a new system of teaching evaluation based on current research and wide consultation.

Providing Learning and Development Opportunities

Formal leadership development programs, including the Women's Leadership Institute and the President's Emerging Leaders program, employee career services, the Personal and Professional Development program, and organizational effectiveness consulting have provided significant learning and development opportunities for employees.

The **Women's Leadership Institute**, offered in partnership with the Women's Center since 1998, is designed to help female staff and faculty develop leadership skills, engagement, and networks across the University. The year-long program for a 25-member cohort fills an important role in connecting emerging and experienced women leaders. Twice a year, programs are available to provide continuing development opportunities for past participants, and many individuals continue to participate after their initial year is completed.

The **Women's Faculty Cabinet**, launched by the Provost, provides leadership to improve and enrich the academic and professional environments for women faculty on the Twin Cities campus. The cabinet recommends and responds to University policies affecting women faculty and promotes the University's efforts in recruiting, mentoring, and retaining women faculty.

The **President's Emerging Leaders (PEL)** program engages 25 high-potential staff per year in leadership development opportunities. The program features educational and experiential components through group projects; work with a senior leader mentor, and creation of an individual development plan. A total of 250 staff have participated in PEL since its founding in 2001. Over 75 percent of PEL graduates have moved into higher-level leadership roles within the University.

The **Regents Scholarship Program** supports benefits-eligible employees in furthering their formal education by covering 90 percent of tuition for first-time matriculation in a baccalaureate degree program and 75 percent coverage for all other courses. The program continues to provide a valuable benefit to many employees. During 2010-11, nearly 1,800 employees participated in the program.

More than 14,000 registrations occurred in 2010 of employees taking **technical training** courses or modules to upgrade their skills and knowledge to work with major enterprise-wide systems such as PeopleSoft Human Resources, Student, Finance, or Grants.

The **Employee Career Services** program, begun in the early 1990s, provides staff opportunities to further develop their careers and engage their talents in new ways at the University. Services provided range from workshops on career development to individual counseling on topics such as changing careers, findings ways to gain new skills, and identifying options for gaining career satisfaction. In the last three years, 825 staff members have attended at least one workshop. In the last two years, the program has sponsored a Professional Development Fair, featuring a keynote speaker on career development, breakout sessions on related topics, and tables with information on University programs that provide training and development. More than 250 staff members attended the 2011 fair.

The **Personal and Professional Development** Program provides opportunities for University staff to enhance skills that add value to their personal and professional lives. Topics range from conflict fluency and understanding change to enhancing creativity and setting effective goals. In the last three years, nearly 2,000 staff members have attended at least one session.

The University provides a broad range of **organizational development consulting** services to help leaders and managers develop a strong, positive working environment. Common areas of service include change management strategies, team formation and development, dealing with conflict, communication, leadership coaching, and organization design. Approximately 150 units are provided these resources each year.

Recognizing Outstanding Performance

Since 2004-05, significant progress has been made to increase the visibility and the number of recipients of the Outstanding Achievement Award, Award of Distinction, Alumni Service Awards, honorary degrees and other awards.

Faculty Awards

In response to a 2005 strategic positioning taskforce, the University has taken specific actions to identify and facilitate distinguished faculty for national and international research and teaching awards. In cooperation with distinguished faculty members, previous award winners and senior leadership, efforts are being made to:

- Understand and communicate the nomination procedures for the most prestigious national awards
- Identify strong candidates, as well as potential nominators
- Support nominators and candidates during the application processes
- Advocate on behalf of University of Minnesota nominees

In recent years, faculty have garnered considerable recognition including the Nobel Prize in Economic Sciences awarded to Leonid Hurwicz in 2007 and the MacArthur Foundation Fellowship awarded to Marla Spivak in 2010. In addition, nine faculty have been awarded Guggenheim Fellowships, eight faculty have been inducted into the American Academy of Arts and Sciences, six into the Institute of Medicine, and five into the National Academy of Sciences.

In order to recruit, recognize, and retain the University’s most prominent and productive faculty, the Regents Professorship program was enhanced in 2005. The number of Regents Professors increased from 20 to 30 and the stipend increased from \$25,000 to \$50,000. Beginning in 2010, each new recipient gives a public chair lecture to celebrate and share their work with the University community.

Other Awards

Other awards include:

- Honorary degrees: 265 total (since 1925) – 43 of those in the last five years
- Outstanding Achievement Awards: 1,138 total (since 1948), 78 in the last five years
- Alumni Service Awards: 144 total (since 1947), 27 in the last five years
- Award of Distinctions: 7 total (since 2005)
- President’s Award for Outstanding Service: up to 12 each year

International faculty and scholars

The University welcomed 1,267 international faculty, researchers and short-term scholars from 95 different countries in 2009-10. Arriving in the Twin Cities from Albania to Zimbabwe, they engage with students and domestic faculty and staff in discussions, research, service, and teaching. Approximately one-third of the international scholars specialize in the health sciences, with the rest engaged in teaching and research in agriculture, business, mathematics, the physical and the social sciences, among other fields. Whether lecturing at the front of the auditorium, collaborating in a laboratory experiment, or co-authoring a scholarly article, these international experts provide a voice and perspective that enriches the educational experience for all.

Results: Measuring and Benchmarking Engagement

The Pulse Survey, established in 2004, is a biennial online survey of faculty and staff to gauge satisfaction with their jobs, pay, benefits, coworkers, supervisors/ responsible administrators, departments, and other

important work elements. It provides management with an opportunity to fully assess employee engagement levels and to inform planning and decision-making.

Increased response rates since 2004 reflect that many employees understand that voicing their views through the Pulse Survey is important and valued. While the Pulse survey provides dozens of measures to help University leaders assess employee engagement and satisfaction, two general indicators are shown in Figures 3-33 and 3-34. These figures show stable levels of satisfaction and an increased level of engagement among faculty and staff on the Twin Cities campus.

Taken as a whole, the 2010 Pulse Survey results **Figure 3-33. Employee Satisfaction with Work, Twin Cities campus, 2006-2010**

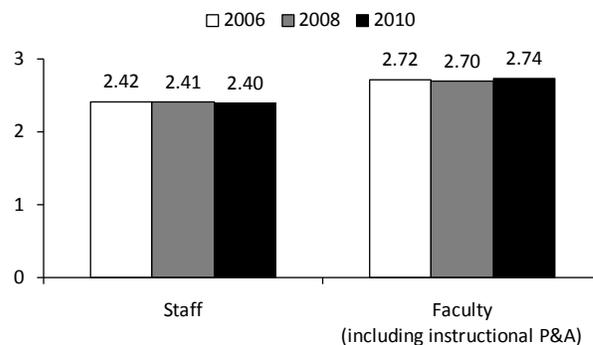


Figure 3-34. Employee Engagement Index, Twin Cities campus, 2006-2010



suggested that faculty were satisfied with a variety of features regarding their employment and the University, particularly:

- Overall satisfaction with the University as an employer
- Satisfaction with work
- Satisfaction with department chair or responsible

administrator

- Intentions to remain at the University
- Perceptions of job security
- Understanding of relation of work to University mission

When considered in the context of the overall positive results in the 2010 Pulse Survey, faculty members were more moderately favorable or neutral in these areas:

- Satisfaction with pay
- Work family conflict
- Support from department chair or responsible administrator

Related to staff, the 2010 Pulse Survey results similarly suggested that employees were satisfied with a variety of features regarding their employment and the University, especially:

- Overall satisfaction with the University as an employer
- Satisfaction with work
- Satisfaction with coworkers
- Satisfaction with supervisor
- Understanding of relation of work to University mission

Staff in the 2010 survey expressed more moderate degrees of favorability in these areas:

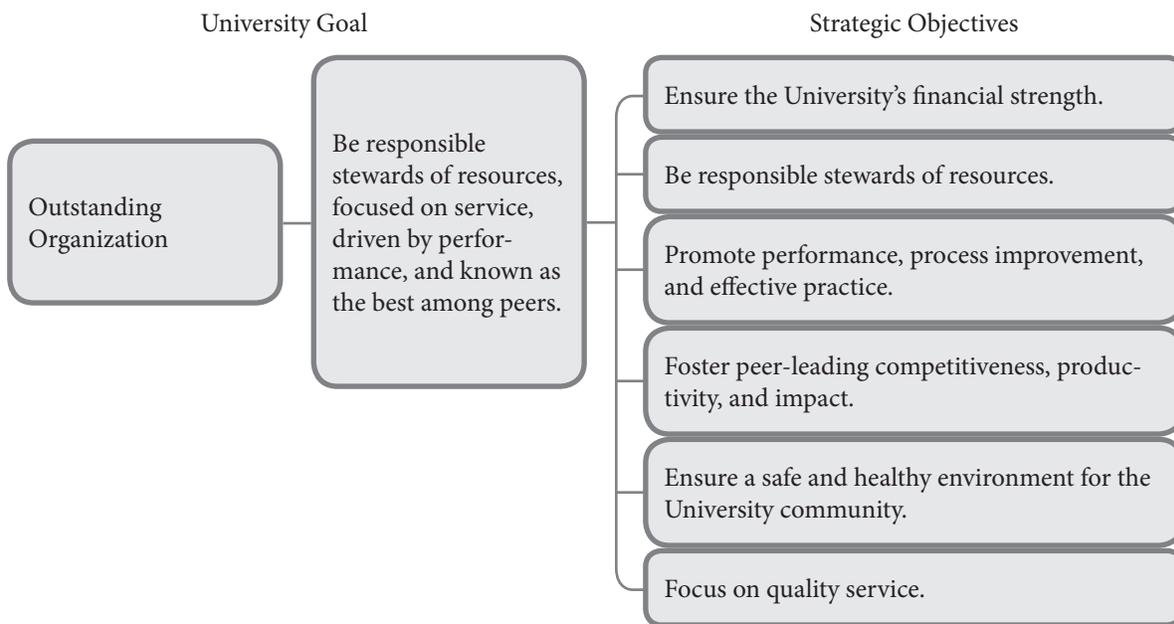
- Satisfaction with advancement opportunities
- Satisfaction with pay
- Perceptions of job security

Expanding upon these data, a 2010 system-wide

internal communications survey revealed several data points relevant to engagement at the University, including:

- While faculty and staff feel a strong sense of loyalty to the University, staff feels more so than do faculty.
- Respondents said they value community but overall their sense of community at the University was lukewarm. In a significant finding, staff more than faculty described sense of community on their campus as warm.
- While some respondents noted the culture is warm and accepting, many others indicated potential problems; e.g., “Generally friendly and helpful. Willing to help you, but seeing a lot of people being stretched further and further.”
- Others felt the culture was isolating, distant, and full of silos; e.g., “Lots of different worlds that don’t necessarily communicate or have anything to do with each other.”
- “There seems to be a deep division between faculty and staff.” “Not feeling like part of the process makes me feel less connected to the community.” “So busy at work just trying to keep my head above water that I often don’t feel I have the time to spend (‘waste’) on ‘building community’ with friends or the greater good.” Many staff also commented that they feel overlooked and underappreciated for their work and talents.

TWIN CITIES CAMPUS: OUTSTANDING ORGANIZATION



The principal goal of support and administrative units at the University is to support and enhance the academic and research mission of the University. University administrative and support units strive for stewardship, service, and management excellence, with the goal that the University be known as much for its service and business innovation as for its high-quality research, education, and outreach. Achieving this goal requires working across a large, complex university which has distinct needs for each of its academic units, operating in diverse competitive environments, and responding to unique external forces.

In addition, many education, research and service programs are becoming more integrated, interdisciplinary, and interdependent. These linkages are the result of advances in knowledge, the breaking down of traditional disciplinary boundaries, and increased funding for multi-disciplinary and multi-institutional research.

The University is adopting a 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 nimbly and quickly to changing needs and dynamic external factors. Instilling a system-wide commitment to excellence requires moving beyond continuous improvement into an era of transformative change throughout the organization.

As administrative units have restructured and reconfigured their operations towards a shared services model, they have been guided by the following principles.

Guiding Principles

- The University is a single enterprise.
- Administrative services are provided and delivered in partnership with academic leaders and faculty in support of the University's mission.
- Administrative services must be integrated from central administration to colleges to departments using clearly defined responsibilities and authorities at each level. Services must be seamless to users.

- Administrative services must be transparent and understandable.
- Administrative services must be nimble, dynamic, and robust enough to be able to respond to changing needs of academic programs and external factors.
- Administrative services must be efficient, of high quality, and provide the best value to support education, research, and service.

As a result, administrative units are able to respond more quickly to changing needs and to dynamic external factors such as changes in state funding, sponsored research, and the marketplace.

Strategy: Ensure the University's Financial Strength

The global economic downturn and the new budget challenges facing higher education make it increasingly important that the University establish clear financial measures in order to demonstrate its financial condition and its ability to successfully manage its financial operations.

The set of financial data and related ratios outlined below provides a means to evaluate the financial strength and direction of the institution. The ratios help to analyze the financial solvency and viability of the University and focus on its ability to meet current and future financial requirements.

The first four ratios outlined below reflect the primary or most critical ratios used by Moody's Investment Services for the purpose of assigning a debt rating to the University. These four ratios paint a picture of the financial health of the organization. The resulting ratios are compared to the median ratio associated with the University's current Aa1 debt rating. This Aa1 debt rating is one notch below a AAA, the top debt rating assigned by Moody's. The remaining two ratios have been developed to provide additional measures to evaluate financial viability. Financial ratios always consist of one number divided by another.

1. Total Financial Resources to Direct Debt

The first ratio compares total financial resources to direct debt. Total financial resources reflect the total financial wealth of the institution. The institution counts not only its total net assets but also the net assets of the affiliated Foundations and includes assets held in permanent endowments. The ratio measures the coverage of the direct obligations of the institution by all of the resources of the institution by dividing total financial resources by direct debt. The higher the ratio, the stronger the financial condition of the institution.

2. Expendable Financial Resources to Direct Debt

The second ratio measures expendable resources to direct debt. The ratio measures coverage of debt by financial resources that are ultimately expendable. In the first ratio, the total financial resources, including permanent endowments were divided by the total direct debt for the year; in the second ratio only "expendable" resources (financial resources that are expendable over the long-run) are divided by direct debt. When expendable funds equal long-term debt, for example, the ratio would be 1.0. When expendable funds are twice the amount of long-term debt, the ratio is 2.0. Similar to the first ratio discussed above, the higher the ratio, the stronger the financial condition of the institution.

3. Actual Debt Service to Operations

The third ratio measures the debt service burden on the annual operating budget. In this case, actual annual debt service (principal plus interest) is divided by total operating expenses. A high ratio indicates a greater burden of debt service as part of the annual operating expenses of the institution which could compromise the ability of the institution to meet its mission activities. Certainly not all debt is bad, but it is important to ensure that the annual debt service payments are not consuming an increasing amount of annual operating expenses. In the case of this ratio, a stable or declining ratio is preferable.

4. Expendable Financial Resources to Operations

This ratio is computed by dividing the total resources that an institution could spend on operations (expendable) by the total operating expenses for the year. As an example, if funds that could be spent were four million dollars and total operating expenses were two million dollars, the ratio would be 2.0 (\$4 divided by \$2). In this scenario, the institution could exist for two years with no new additional revenue before all the expendable resources were gone. If the situation was reversed and funds that could be spent were two million dollars and total expenses over the year were four million, the ratio would be 0.5 (\$2 divided by \$4). In this second scenario the institution could operate for only six months without new additional revenue. Relative to the Moody's benchmarks, the higher the ratio, the better the financial outlook.

5. Net Income Ratio

The point of the fifth ratio is to show the results of the institution's general operations – is the excess margin by which annual revenues cover operating expenses positive or negative and by how much, i.e, what is the institution's operating margin? In business terms, is the institution making money or losing money in its basic mission activities? One understands immediately why this ratio is so important - if an institution is losing money in its basic operations over a period of time, eventually the institution will no longer be viable and will have to close. That point is more easily identified in retrospect than it is at the time, but one of the purposes of the net income ratio is to provide a bellweather to warn of impending financial distress.

The net income ratio is calculated by dividing the change in unrestricted assets from the beginning to the end of the year by the total unrestricted revenues, thereby setting aside anything having to do with restricted assets.

6. Return on Net Assets Ratio

The sixth ratio, the return on net assets, or return on financial resources, is more straight forward, both to understand and to calculate. One takes the change in total net assets, both restricted and unrestricted, from the beginning of the year to the end and divides that

number by the total net assets at the beginning of the year. It might be helpful to compare this ratio to the net income ratio that we just discussed. Whereas the change in net assets used in the return on net assets ratio includes everything that happened over the year – expected, unexpected, the stock market, operations, everything – the net income ratio only includes the change in unrestricted net assets, thus limiting it more to operations. Both unforeseen and planned events can and will affect the return on net assets ratio. As a result, decreases are not a cause for concern if the financial reason for the drop is understood and is a one-time financial event from which the institution can recover.

Table 3-32 highlights the above ratios for the University of Minnesota for the two most recent fiscal years, compared to the Moody's median for 2010 for Aa1-rated institutions.

Table 3-32. University of Minnesota financial 2009 and 2010 ratios compared to Moody's 2010 median for Aa1-rated institutions

Ratio	June 30, 2009	June 30, 2010 *	Moody's 2010 Aa1 Median
Total Financial Resources to Direct Debt	3.31	3.20	1.80
Expendable Financial Resources to Direct Debt	2.19	2.10	1.10
Actual Debt Service to Operations	2.0%	2.6%	3.4%
Expendable Financial Resources to Operations	0.65	0.70	0.59
Net Income	(2.9%) **	1.9%	5.3%
Return on Net Assets	(21.3%) **	8.4%	10.1%

*Debt amounts used in the calculations include debt issuance subsequent to fiscal year end 2010

**The negative ratios are a result of the lower amount of investment income and net decrease in the fair market value of investments for the fiscal year. FY2009 was the peak of the economic crisis with equity markets reaching their lowest point in March 2009.

Table 3-33. Decommissioned Twin Cities campus facilities, 2010-11

	Gross Square Feet	Annual Operating Costs	10-year Facilities Condition Assessment Need	Status
Eddy Annex	4,000	\$24,574	\$1,934,000	Complete
Music Education Building	7,238	\$10,017	\$1,061,000	Complete
Tandem Accelerator	33,376	\$80,415	\$3,034,000	Complete
1701 Classroom Building	37,151	\$225,769		In Process
527/29 Oak Street	6,660			Complete
722 Fulton Avenue	1,842			Complete
Berry House	4,004			Complete
Klaeber Court	14,870	\$79,348	\$197,200	In Process
Norris Gym/Fieldhouse	64,508	\$187,415	\$15,454,000	In Process
Vet Anatomy	14,898	\$3,913	\$3,175,3000	In Process
Weigley House	4,004			Complete
Wesbrook Hall	40,421	\$204,089	\$8,833,800	Complete
Eddy Hall (to be mothballed)	31,701	\$273,401	na	In Process

Space Utilization

The Twin Cities campus contains over 24 million gross square feet of space. Because the cost of energy, building maintenance, and custodial services for University facilities represents a significant portion of the University’s operating budget, its ability to ensure its financial strength is directly affected by its ability to efficiently utilize its facilities. More prudent use of the University’s space inventory will save money and move toward a more sustainable facilities model. The current budget challenges provide an opportunity to make operational and cultural changes necessary to achieve that goal.

The University has established a goal to improve the utilization of University space to decrease operating and lease costs on the Twin Cities campus by \$10 million and to reduce the University’s space inventory and demand for leased space. To that end, a cross-functional team is at work developing and prioritizing strategies for improving space utilization,

including: reducing the amount of space required for programmatic activities and offices, incenting units to use space more efficiently, increasing the flexibility and efficiency of space use, capitalizing on space benefits from use of technology, and mothballing or decommissioning obsolete buildings and demolishing where appropriate. The team is guided by the following principles:

- Sustainable: The University should not have more space than it can afford to operate, maintain, and support.
- Aligned: The University should provide the correct type, quality, and quantity of space required for programs to function effectively.
- Managed: The University should provide tools and incentives for maximizing the efficiency and effectiveness of space resources.

Recently decommissioned facilities on the Twin Cities campus are outlined in Table 3-33.

Table 3-34. Twin Cities campus condition assessment, 2006-10

	2006	2007	2008	2009	2010
Building Gross Square Feet	23,077,992	22,954,460	23,022,446	23,855,250	24,266,831
Estimated Replacement Value	\$4.8 billion	\$4.9 billion	\$5.4 billion	\$6.0 billion	\$6.4 billion
Projected 10-year Needs	\$1.9 billion	\$2.2 billion	\$2.2 billion	\$2.3 billion	\$2.3 billion
10-Year Needs/Replacement Value (FCNI)	0.41	0.41	0.41	0.39	0.37
ISES Client Average	n/a	0.32	0.31	0.31	0.31

Strategy: Be Responsible Stewards of Resources

Facilities Condition

The University continues to use multiple strategies to address the ongoing facilities needs of the Twin Cities campus and to maintain buildings that will support diverse program needs. The University analyzes Facilities Condition Assessment (FCA) information to target individual system improvements that mitigate risks and maximize utilization of current space, which minimizes the need for new space. The University uses the FCA to triage existing buildings into those that need long-term investments, those that need short-term investments, and those where no investment is required, in alignment with academic priorities. The data are also used to help determine whether to decommission or demolish buildings that do not represent a good long-term investment, as well as to construct new facilities where existing space does not meet program needs.

Results: Facilities Condition Needs Index

The Facilities Condition Needs Index (FCNI) 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 FCNI (10-year needs to replacement ratio) of its facilities than that of comparable institutions during the past five years. Table 3-34 shows the estimated replacement value,

projected 10-year needs, and FCNI value of the Twin Cities campus.

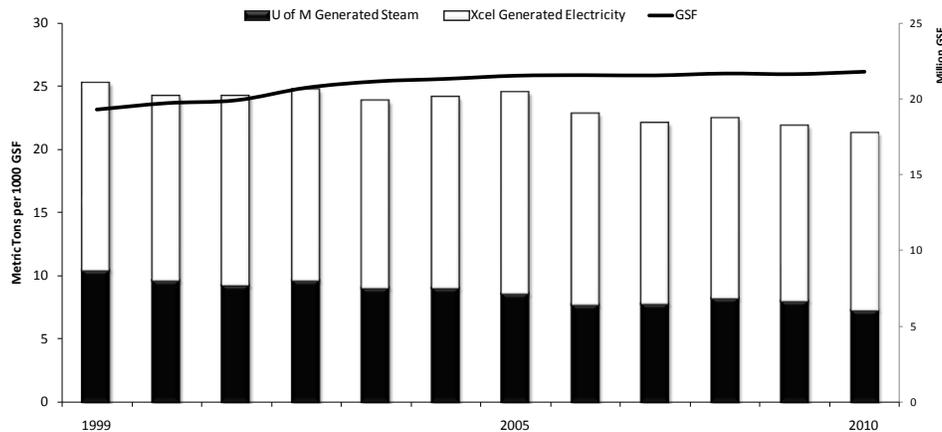
The required capital to maintain the University's current FCNI ratio is \$160 million per year. The actual funding average over the past four years has been \$90 million per year. The FCNI has improved slightly from 2009 to 2010 due to the demolition of the Music Education Building, Eddy Hall Annex and Tandem Accelerator Building, the renovation of existing buildings such as the Center for Magnetic Resonance Research, and new buildings such as the Science Teaching and Student Services.

Energy Conservation and Energy Efficiency

In 2009, the University launched the Twin Cities campus "It All Adds Up" conservation program, which established an energy reduction goal of 5 percent for 2010. This initial goal translated to a savings of more than \$2.6 million annually and resulted in 25,000 fewer tons of CO² being released into the atmosphere. That initial goal was reached at the end of March, 2010—three months early. Much of the goal was met through building recommissioning and energy efficiency projects. In addition, energy conservation at the individual and unit level contributed to achieving this goal. Over 10,000 individual members of the University community and 400 units pledged to take actions to reduce energy consumption.

In one project in summer 2010, the University retrofitted more than 7,400 inefficient fluorescent light fixtures with modern lamps in eight residence halls on the Twin Cities campus. The University received a \$142,772 rebate from Xcel Energy for the improvements and will save about \$100,000 annually.

Figure 3-35. Carbon (metric ton equivalent) emissions per 1000 gross square foot, Twin Cities campus, 1999-2010



Several student groups organized to form an Energy Efficiency Student Alliance to work with staff to measure office energy use for each employee and raise awareness about energy conservation efforts. A staff-led Energy Conservation Operations Team was formed and reduced energy use through various initiatives: green computing, lab hood standards, etc. The University was one of seven Minnesota businesses recognized by Xcel Energy for outstanding efforts to save. An online display of building energy meters was developed to help communicate energy use on campus.

In 2011, the University achieved an additional five percent energy cost reduction which will save an additional \$2 million annually.

Sustainability

The University continues to demonstrate its commitment to sustainability and make significant strides in implementing the Board of Regents Sustainability and Energy Efficiency policy adopted in 2004. The following are notable accomplishments in this area :

- In 2011, the Twin Cities campus was one of only three colleges and universities in the nation out of 322 surveyed that received straight A's in all nine categories of the Sustainable Endowments Institute College Sustainability Report Card. The campus was also named a Campus Sustainability Leader and received the highest overall grade awarded. In 2009, the Clean Energy Resource Teams of the

Regional Sustainable Development Partnerships received the Champions of Sustainability in Communities award.

- The *University System-wide Sustainability: Goals, Outcomes, Measures, Process Report* was presented to the Board of Regents in 2009. A result of a University-wide effort engaging students, faculty and staff, it presents goals and proposed measures to incorporate sustainability across all campuses.
- In 2010, the University System-wide Strategic Sustainability Committee was formed to implement the Regents' policy to put in place a more purposeful plan and to measure the direction and progress of sustainability efforts. This committee provides guidance to each campus to implement sustainability goals and to meet commitments, such as the American College and University Presidents' Climate Commitment. Key system-wide metrics are still in development that will be reported regularly through the committee and to the President and the Board of Regents. The University will establish the baseline measurements and is a charter member of the Association for Advancement of Sustainability in Higher Education Sustainability Tracking and Reporting System which is being used as an initial framework.
- Each campus has formed a sustainability committee to coordinate specific campus sustainability efforts. Campuses prepared greenhouse gas inventories and climate action plans to meet this commitment. The Twin Cities campus climate action plan outlines a set of strategies to reduce

greenhouse gas emissions by 321,000 metric tons annually or 50 percent of the footprint in 2008.

- The Institute on the Environment (IonE) leads and provides an organizational framework for interdisciplinary research related to renewable energy, global land use, freshwater and more. Since IonE's inception as a campus-wide strategic initiative in 2008, investments have been made in three main areas:
 - Incubating innovative research around renewable energy and the environment through the Initiative for Renewable Energy and the Environment (IREE), a signature program of the Institute on the Environment which is funded by the State of Minnesota's Renewable Development Fund with contributions from Xcel Energy ratepayers. In the past five years, these resources have been used to support some 430 University researchers.
 - Catalyzing new research and engagement programs through IonE Discovery Grants.
 - Accelerating the development of promising interdisciplinary scholars through the IonE Resident Fellows program and Global Environmental Leadership Fellows postdoctorate to the program, and collaboration with the Graduate School in the Interdisciplinary Doctoral Fellows program.

In the past three years, the Institute on the Environment investment of \$6.64 million of University funds and another \$13.19 million in IREE funds has leveraged more than \$134 million in federal, private, foundation and corporate funding to the University, a return of roughly \$20 for every \$1 in University funds invested.

The Institute on the Environment partnered with University Services' sustainability department to develop a new portal that links system sustainability information: <http://portal.environment.umn.edu/>

- UMore Park, Itasca and the Regional Sustainable Development Partnerships also engage in planning that integrates sustainability and energy efficiency goals.

- A new purchasing services sustainability policy leverages buyer power and supplier relationships across the University to encourage and increase purchasing that reflects its commitment to sustainability and promote environmental factors.
- First-year programs continue to work with University Services and Sustainability staff to focus on communicating key sustainability initiatives during Welcome Week—not only through workshops, but also by integrating into events, e.g. zero waste lunch, getting students on bus and connector, and working with corporate sponsors for more “sustainable” giveaways. In the past two years, students and staff presented in the following areas: energy and energy conservation, bike safety/bike courtesy, living green on campus, alternative transportation (Zip Car, ZimRide, U-Pass) dining services composting and recycling.
- University Dining Services has increased use of locally purchased foods, recycling, and composting (including biodegradable packaging) on the Twin Cities campus. Twenty percent of total food purchases are local; 12 out of 35 dining facilities participate in composting, collecting 30 tons of compost each month.
- Housing and Residential Life has implemented sustainability initiatives such as in-room recycling, energy and water conservation, and recycling/reuse during move-in and move-out. The Conservation Madness 2011 competition between residence halls was held for conserving energy, reducing waste, and raising awareness.
- The University ReUse Center partnered with nearby neighborhoods for a Move In Move Out initiative to encourage reuse and keep gently used items out of the waste stream. The initiative is a finalist for the 2011 Minnesota Environmental Initiatives award.
- Beautiful U Day, a University of Minnesota tradition, has integrated sustainability the past three years under the “It All Adds Up” campaign. Each year has focused on a different topic - energy conservation, waste reduction and sustainable transportation options. More than 200 gently used bikes were sold during a Sustainable Transportation

Expo on Northrop Plaza. The Parking and Transportation Department hosted presentations on the East Bank, West Bank and in St. Paul regarding the Central Corridor Light Rail Project's impact on the University.

- The Twin Cities campus increased transit ridership by 200 percent since 2000 by offering students, faculty, and staff a low-cost, unlimited ride transit pass that is good on every bus and rail route in the Twin Cities. The program has been a tremendous success with about 20,000 students using the U-Pass program every semester and approximately 2,000 faculty and staff using the MetroPass, reducing more than 50,000 vehicle miles and saving more than 2,000 gallons of gasoline daily. The reduced driving also eliminates more than 400 tons of carbon monoxide and 4,500 tons of carbon dioxide emissions annually.

Strategy: Promote Performance, Process Improvement, and Effective Practice

The University is establishing uniform standards and systems to reduce duplicative processes. Where appropriate, effective single-enterprise solutions are reducing complexity, achieving cost savings, enhancing service and improved outcomes, and allowing faculty, staff and students to focus their energies on their academic mission.

Strategic Business Planning.

In 2010, all University Services units initiated a business planning process which directed each unit to envision what services would be delivered and how services should be delivered assuming 20 percent less funding by 2014. With a longer time frame and larger financial challenge, this planning process prepared each unit not only for the current biennial budget process, but also for more comprehensive and innovative change. It also makes University Services units nimble and capable when addressing changes to the academic program that are not known at this time and will require prompt action. Specific strategies in each business unit will provide financial resources to sustain the University and service redesign to advance the academic enterprise.

Capital Planning Process

The University has made significant strides in advancing its capital planning and project development processes. These advances include:

- Six-year Capital Plan: Traditionally, the University's six-year capital plan identified individual capital projects to be planned and constructed in upcoming years. In 2009, the volatile nature of the economic climate led the University to conclude that a full re-evaluation of future capital projects was in order. As a result, the University established the following capital planning metrics that align capital planning with strategic academic and financial planning. Projects are evaluated against these metrics in order to determine their priority to the University:
 - Ensure student success
 - Ensure research productivity and impact
 - Fulfill University statewide mission
 - Protect public assets and investment
 - Recognize current extraordinary financial realities
- Best Value Program: The University joined Arizona State University to launch a program that evaluates vendors not only on their price, but on other factors such as quality of work to determine overall value. The new process has resulted in significant cost savings and yielded better project results.

Since 2007, increased use of Performance Information Procurement has allowed the University to dramatically reduce change orders initiated by contractors by addressing risk up front and effectively transferring risk from the University to the architect or contractor. This transfer of risk has meant reduced project costs, a shortened project schedule, and a dramatic increase in customer satisfaction for the University. A total of 89 projects have gone through the process for a combined volume of \$25.5 million. Many of the projects have been completed for less than budget, yielding a 6.7 percent savings of \$1.7 million.

- CM At Risk: This project delivery process was adopted to improve the adherence of projects to their

original scope, schedule, and budget. The results have been dramatic with average recurring cost savings of \$5.8 million while significantly increasing schedule compliance and meeting defined scope requirements.

Prior to this program, from 1998-2002 with \$1.2 billion in construction, only 32 percent of projects were on schedule and only 32 percent met their original budget. In contrast, from 2003-08, with a construction volume of \$1.1 billion, 90 percent of the projects were completed on time and 95 percent were on budget.

Strategy: Ensure a Safe and Secure Environment for the University community

Public safety is a priority for the University, which has one of the nation's largest public university campuses located in a major metropolitan area. The University has made critical investments in improving the safety and security of campus and its neighbors. In 2002, the University overhauled its public safety and security functions by consolidating them in a single public safety department. Anchored in the University's strategic positioning, the public safety strategic plan developed in 2006 and updated in 2010 sets forth critical safety strategic priorities.

Investments in Public Safety Personnel

The University has increased financial and personnel support for public safety:

- The University Police department has 50 officers, up from 45 in 2006.
- The University employs 140-180 uniformed student monitors who support public safety efforts through bike and foot patrols, providing a direct radio contact to police officers and providing a 24/7 safety escort service.

Investments in Security Infrastructure

Significant improvements have been made in enhancing surveillance and security:

- The University has invested about \$4 million from 2004-11 for the reduction of physical vulner-

abilities to its campuses. This includes everything from video surveillance to secure access points to buildings. These system-wide investments include services to the coordinate campuses as well as research and outreach centers.

- The video surveillance system now includes over 2,200 cameras, including 195 cameras for Housing and Residential Life which were added to the 24-hour monitoring center in 2009, and almost 400 cameras on the coordinate campuses and research and outreach centers.
- More than 200 campus phones are available for emergency, medical and service-related calls. The campus also features 20 easily recognizable Code Blue phones, answered in the University's 911 center.

Enhanced Partnerships

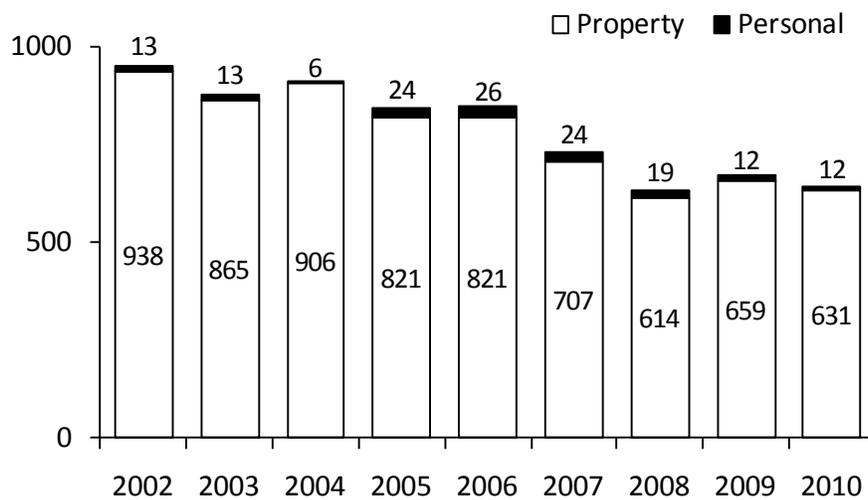
Department of Public Safety staff serve on several cross-departmental task forces including those related to alcohol, tobacco and other drugs, and the Provost's committee on student mental health. The University has worked to develop strong partnerships with the Minneapolis and St. Paul police departments, Minnesota Homeland Security, FEMA and other county and state law enforcement agencies.

New technology and communication enhancements mean The University and Minneapolis police departments have a coordinated working relationship that is a model for law enforcement agencies nationally. Both departments are on the same regional interoperable radio system, share computer-aided dispatch technology to see pending calls across jurisdictions and use other technologies to enhance response time and reduce duplication.

Much of the public safety concern around the Twin Cities campus stems from the transformation of nearby neighborhood housing from single families to rental property. The University has taken a number of steps to address this situation:

- The University and the City of Minneapolis have formed a Neighborhood Revitalization Task Force to identify ways to partner and take a more active role in housing development, livability enforce-

Figure 3-36. Crime trends, Twin Cities campus, 2002-2010



ment issues, and marketing the University community as a place to live and do business.

- Interaction with neighborhood organizations and local elected officials has been significantly increased to identify new ways to partner on public safety and community development issues.

Results: Personal and Property Crime

Personal and property crime represent the most serious types of reported crime. Personal crime includes sexual assault-rape, robbery, aggravated assault, and homicide. Property crime includes burglary, motor vehicle theft, theft, and arson.

On-campus serious crime against a person declined for the third year in a row, as shown in figure 3-36. The 12 offenses in 2010 was the same as 2009, but continued a trend of decline since 2005 when there were 33 offenses, for a 64 percent reduction. As a result of the significant security and personnel investments and partnerships, the long-term direction of campus crime has been positive. The 568 thefts on campus in 2010 were a great improvement over 1,273 in 1995 or the 1,457 in 1985.

Strategy: Focus on Quality 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.

Facilities Management Transformation

Over the past five years Facilities Management has transformed itself from a traditional facilities management organization and adopted a property services model. This has included focusing on a new culture that enhances productivity, demands accountability, and places a premium on clear communication. Recently, the department has responded to budget reductions by implementing efficiency and cost savings projects in the areas of custodial, maintenance, energy conservation, and inventory management. These projects have resulted in a recurring annual savings of \$10 million in 2010. The projects were geared to minimize impact on customer service and reduce impact to employees as much as possible. For example, the \$3.2 million reduction in custodial services resulted in only a 1 percent drop in customer satisfaction (from 83 to 82 percent) while no employees were involuntarily laid off.

Facilities Management completed a business plan in 2010 that identified strategic objectives and initiatives for the next four years. The department continues to be proactive in addressing budget challenges by analyzing industry best practices and implementing changes that reduce cost while maintaining or enhancing service quality.

Strong relationships are built with students, faculty, and staff to anticipate their needs and customize services to meet them. Focusing on service represents

a shift away from taking care of the University's buildings and towards caring for the needs of the people and programs in them.

Service to Coordinate Campuses

University Services provides the non-academic operations to the University of Minnesota on the Twin Cities campus and works to strengthen support to the coordinate campuses, leading to greater efficiencies and enhanced service. Examples of these services include:

- **Central Security** provides monitoring services on all campuses as well as some research and outreach centers.
- The **Department of Environmental Health and Safety** has system-wide responsibility for campuses and research outreach centers.
- **Business Systems Automation Center** monitors alarms and provides 24-hour response to the Duluth campus and is the emergency call intake for the Morris and Crookston campuses. The Call Center is now being used for project initiation in Morris and Crookston.
- The **computerized maintenance management system** which served the Twin Cities and Duluth campuses was recently expanded to the Morris and Crookston campuses.
- **University Dining Services** manages food and beverage contracts system-wide.
- **Auxiliary Services** provides interface to PeopleSoft for the Duluth campus and recently expanded this service to Crookston and Morris campuses.
- **University Bookstores** manages the bookstores on the Rochester, Crookston and Morris campuses.

New and Renovated Buildings.

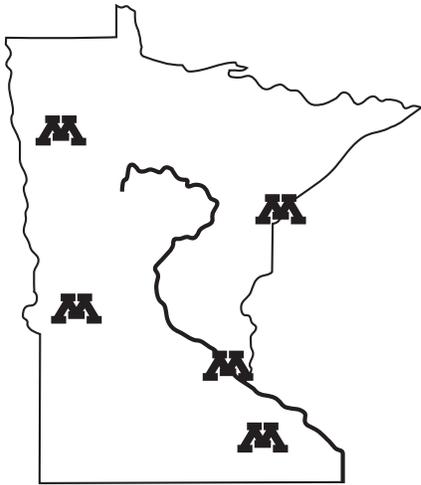
The University continues to make strategic investments in new and renovated facilities in support of its academic mission. Key examples of this on the Twin Cities campus include:

- **Folwell Hall Renovation.** In Fall 2011, a newly renovated Folwell Hall will reopen to serve thou-

sands of University students. The project will enhance the efficient use of space and staff; allow sharing of administrative spaces by language departments and other groups within the building; provide flexibility to accommodate changing programs and space configurations in the future; consolidate classroom spaces for ease of student access; make the building compliant with current building codes and accessibility laws; and enhance the building's energy efficiency through compliance with Minnesota Buildings, Benchmarks & Beyond (B3) sustainability requirements.

- **Cancer/Cardiovascular Facility.** This new facility consists of an approximately 280,000 gross square foot laboratory for cancer and cardiovascular research and common support space for research animal care, shared instruments, food service, and conferencing. By combining these facilities, the University will be able to promote interdisciplinary connections and efficient use of shared resources.
- **Science Teaching and Student Services Building.** This new building, opened in 2010, demonstrates the University's goal to become the nation's premier public institution for the teaching of science and its commitment to the student experience. The new building showcases the latest pedagogical methods of science teaching and streamlines student access to the full range of student services in one prominent location. The flexible classrooms support team-oriented, lecture-based or other learning models with varying levels of technology. The classrooms are designed to foster an interactive, student-centered learning experience. In addition, the building consolidates its academic functions that serve students such as advising for undecided/pre-major students, general career counseling, and student engagement planning with student transactional services such as registration, financial aid, and fee payment in a highly visible, easily accessible, one-stop location. The student services center provides a functional complement to Coffman Union and its student activities focus. The building received LEED Gold certification in May 2011.

UNIVERSITY OF MINNESOTA COORDINATE CAMPUSES



Each of the University's campuses has a distinctive history, mission, vision, and strategy for contributing to the University's excellence in the way that best serves its students, the region and the state. Together, the Crookston, Duluth, Morris, and Rochester campuses comprise a rich variety of academic departments and degree programs that are essential components of the University System. The strengths of each campus complement one another and contribute to meeting the educational and workforce needs of the state. The coordinate campuses established transformative goals in 2006 and have made great strides toward reaching those goals, each contributing to the University's overall strategic plan. The following sections summarize campus missions and high-priority initiatives completed or underway that address scope and quality of teaching, research, outreach and organization at each of the coordinate campuses.

4: UNIVERSITY OF MINNESOTA DULUTH CAMPUS

The University of Minnesota Duluth 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.

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.

Duluth Campus at a Glance

Founded	Student Enrollment (Fall 2010)
1947	Undergraduate 9,659 (82%)
Campus Leadership	Graduate 716 (6%)
Lendley (Lynn) Black, Chancellor	Professional * 350 (3%)
Colleges and Schools	Non-degree 1,004 (9%)
Education and Human Service Professions	Total 11,729
Liberal Arts	<i>*Does not include the University's School of Medicine and College of Pharmacy at Duluth</i>
Continuing Education	Employees (Fall 2010)
Labovitz School of Business and Economics	Senior Administrators* 9 (1%)
Fine Arts	Faculty 556 (35%)
Swenson College of Science and Engineering	Total Employees** 1617
Academic Partnerships	<i>* includes the chancellor, vice chancellors, and deans</i>
Pharmacy	<i>** employee classifications are under review by the Office of Human Resources</i>
Medical School Duluth	Degrees Awarded (2009-2010)
Degrees/Majors Offered	Bachelor's 1,817 (91%)
13 bachelor's degrees in 74 majors; 2-year program at the School of Medicine and College of Pharmacy; 21 graduate programs; participates in three all-university doctoral programs	Master's 188 (9%)
	Total 2,005
	Campus Physical Size (2011)*
	Number of Buildings 76
	Assignable Square Feet 1,914,292
	<i>* Includes buildings leased by the University</i>
	Budget (2009-2010 Expenditures)
	\$182 million

Comparison Group Institutions

The Duluth campus has identified 14 higher education institutions as the primary group for comparison. These institutions were identified based on their similar academic programs, enrollment, degrees awarded, and research activities, and their Carnegie Classification as Master's Medium Programs.

Table 4-1 shows the variance among the 14 institutions. While similar in many ways, the institutions have significant differences in undergraduate size, degree of urbanization, and other factors that need to be considered while reviewing the data. This report includes comparison group data where possible.

Table 4-1. Comparison group institutions, Duluth campus

	TYPE			SIZE		STUDENTS		
	Institutional Control	Local Community	Highest Degree Offered	Total Enrollment	Percent Staff	Percent Undergrad.	Percent Full-time	Percent In-state
Cleveland State U.	Public	City	Doctoral & 1st Prof.	10,438	44%	64%	60%	94%
Florida Atlantic U.	Public	City	Doctoral	22,843	38%	83%	54%	90%
Marquette U.	Private	City	Doctoral	8,081	49%	69%	83%	-
Oakland U.	Public	Public	Doctoral	15,273	40%	81%	67%	98%
Old Dominion U.	Public	City	Doctoral	18,253	39%	76%	65%	89%
U. of Central Florida	Public	Public	Doctoral	45,371	52%	85%	70%	95%
U. of Colorado Denver	Public	City	Doctoral	13,246	28%	56%	48%	90%
U. of Mass. - Dartmouth	Public	Suburb	Doctoral	7,982	49%	86%	81%	96%
U. of Michigan - Dearborn	Public	City	Master's	6,778	45%	81%	59%	97%
U. of Minnesota - Duluth	Public	City	Master's	10,506	57%	90%	84%	87%
U. of Nevada - Las Vegas	Public	City	Doctoral	22,734	61%	78%	66%	81%
U. of N.C. - Charlotte	Public	City	Doctoral	19,419	49%	79%	74%	88%
U. of Wisconsin - Milwaukee	Public	City	Doctoral	25,204	42%	83%	77%	94%
Villanova U.	Private	Suburb	Doctoral & 1st Prof.	7,201	55%	69%	77%	-
Wright St. U. - Main Campus	Public	Suburb	Doctoral & 1st Prof.	13,504	58%	77%	78%	97%

* Note: Student data are from Fall 2008 data collection period. For human resource data, federal reporting rules require employee institutional data to be reported for odd years; thus, staff data are from Fall 2007 data collection period.

Percent (%) Staff are calculated from the number of staff by the total employee population at the institution. Staff data includes employees institutionally classified as executive/administrative/managerial, other professionals, technical and paraprofessionals, clerical and secretarial, skilled crafts, and service/maintenance. Data excludes employees who are faculty and graduate assistants.

Campus Overview

Serving the people of Minnesota and beyond, the Duluth campus takes full advantage of its northeast Minnesota location on the shores of Lake Superior to offer a quality living and learning experience. The Duluth campus nurtures student success through a learning-centered environment characterized by innovative, comprehensive undergraduate and graduate programs, student life initiatives, discipline-specific and interdisciplinary research opportunities, creative endeavors, and thriving international exchanges. The Duluth campus builds upon its unique land-grant and sea-grant traditions as a premier comprehensive university, recognized for its high-quality teaching, research, creative activities, and public engagement.

Undergraduate students can choose from 13 bachelor's degrees in 78 majors. The Duluth campus has five collegiate units which include the Labovitz School of Business and Economics, the College of Education and Human Service Professions, the School of Fine Arts, the College of Liberal Arts, and the Swenson College of Science and Engineering. The Duluth campus offers graduate programs in 19 fields and six cooperative programs offered through the Twin Cities campus in addition to a two-year program at the University's School of Medicine and a four-year College of Pharmacy program. The campus is set on 244 acres overlooking Lake Superior.

Strategic Planning

The Duluth campus conducted a year-long systematic planning process to clarify its mission and to identify a campus vision, core values, and goals. The UMD Strategic Plan is the product of an inclusive, collaborative process involving the entire campus as well as Duluth community leaders. Through this process the campus developed six major goals that will be referenced throughout this document. These six goals are closely aligned with the University metrics framework and will provide a roadmap to focus campus efforts on key priorities for the next several years. Strategic planning will be an ongoing process, updated yearly and linked to assessment data and

financial resources.

Extraordinary Education

Strategic Planning Goal 1: Promote integrated curricular, co-curricular, and living-learning undergraduate experiences that achieve UMD's student learning goals and prepare students for lifelong learning, globally engaged citizenship, and success in their academic, personal, and professional lives.

The Duluth campus is committed to providing extraordinary education to challenge, educate, and graduate students prepared for leadership and service to society. A few key initiatives are highlighted below.

Liberal Education

The Duluth campus has been engaged in a multi-year process of revising its liberal education program. Through an inclusive, collaborative process with faculty, staff, and students across the campus, a core program was developed that includes an increased focus on written and oral communication skills, traditional knowledge domains, and key contemporary issues. The foundation of the new program is built on a concerted effort to recommit UMD's faculty, staff, and students to the importance and value of a liberal education. This program is designed to help prepare students to become lifelong learners, leaders, and global citizens. Faculty are currently preparing new courses or revising existing courses with the implementation of the new program targeted for Fall 2012.

Enrollment Management

The Duluth campus strives to maintain a balance between providing access in accordance with its public institution mission and improving the entry profile of its students. The number of UMD undergraduates has increased significantly during the past decade. A campus-wide Enrollment Council was established in 2009 to monitor and project enrollment, identify shifts in recruitment and retention strategies, and recommend policy changes related to these areas. The Enrollment Council has established new high

school and new advanced standing enrollment goals for the five undergraduate collegiate units and for underrepresented and international students, within each unit. The Enrollment Council has been examining student profile data, especially those indicators that either predict student success, or suggest that support services will be necessary for success. In 2010-11 enrollment targets were established for international students and students of color by collegiate unit. These efforts will contribute to a more diverse environment and help students develop the skills to work in a global economy. To help reach these targets, admissions staffing has been restructured to focus on international recruiting, and a full-time recruiter in residence on the Twin Cities campus has been hired by UMD to focus on recruitment in urban areas such as Milwaukee and Chicago. In addition to admissions, the Enrollment Council continues to examine increasingly more refined metrics dealing with retention. Colleges will assume a greater responsibility for retention in their units and collegiate retention targets are being discussed for 2011-12.

Table 4-2. Enrollment, Duluth campus, 2001, 2005, 2009-10

	2001	2005	2009	2010	3-Year Average Growth
Undergraduate	8,181	8,931	9,422	9,659	1.7%
Graduate	463	696	769	716	-0.9%
Professional	110	262	343	350	2.7%
Non-degree	626	607	1,130	1,004	2.9%
Total	9,380	10,496	11,664	11,729	1.6%

As in Table 4-2 and Figure 4-1, UMD's increasing enrollment has brought an increase in the number of bachelor's degrees awarded. While increasing enrollment, the Duluth campus has simultaneously worked to increase the quality of incoming students. Figure 4-2 shows that the average ACT composite score of first-year students continued its upward climb from 23.0 in 2004 to 23.8 in 2010.

Figure 4-1. Undergraduate degrees awarded, UMD, 2006-10

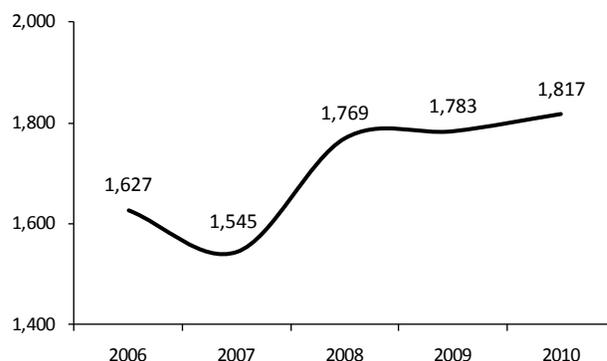
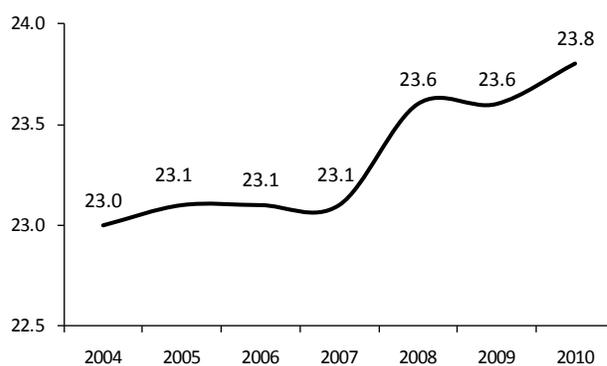


Figure 4-2. Average ACT composite score, UMD, 2004-10



Retention and Graduation Rates

The Duluth campus's strategic approach to improving retention and graduation rates began with development of the Duluth campus Student Success Strategy Map, was further refined through implementation of the 30-60-90 Student Success Roadmap, and continues with a renewed focus on the sophomore year and increased use of Graduation Planner and ePortfolio. Figure 4-3 shows steady increases in first-, second-, and third-year retention rates for full-time undergraduate students. The Duluth campus has established ambitious four-, five-, and six-year graduation rate goals for 2012 of 40 percent, 60 percent, and 65 percent, respectively. Modest rate improvements have been realized since these goals were established in 2006 (Figure 4-4).

Figure 4-3. First-, second-, and third-year retention rates for full-time undergraduate students, Duluth campus, 2002-09 cohorts

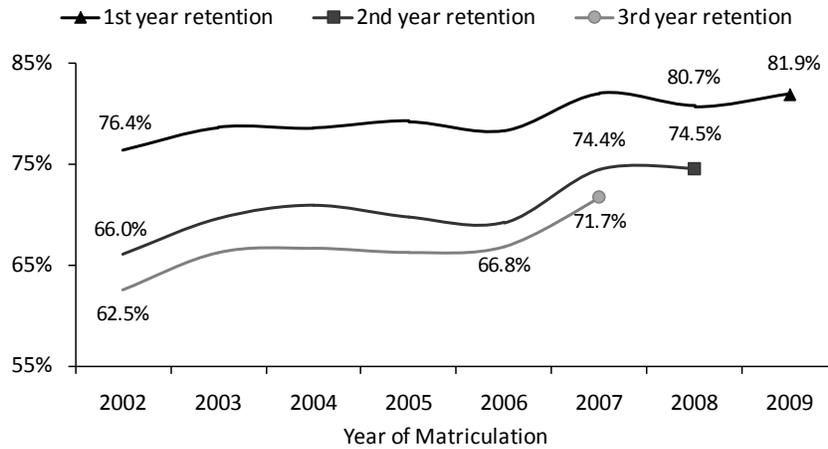
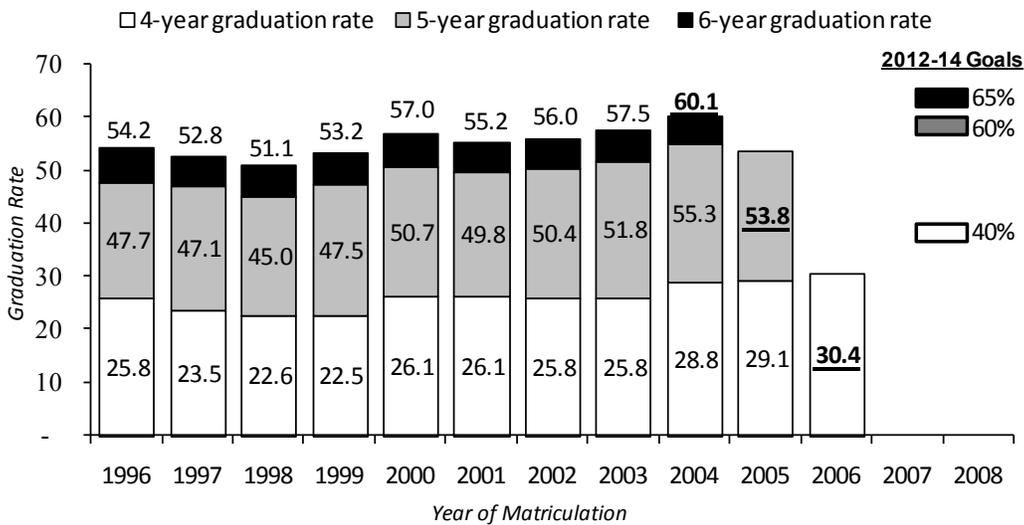


Figure 4-4. Four-, five-, and six-year graduation rates of undergraduate students (classes matriculating in 1996-2006), Duluth campus



*Rates include graduates who transferred to another University of Minnesota campus. Graduation rates reported to the national database (IPEDS) includes only students who matriculated at and graduated from the same campus. As a result, the rates presented in the figure above are slightly higher than those reported to IPEDS.

The Duluth campus plans to increase course availability for freshmen and sophomores to facilitate timely progress toward graduation, to refine the registration process to maximize class availability, and to develop an early identification, intervention, and tutoring system to assist at-risk students. The Duluth campus stressed to students the importance of taking a minimum of 15 credits per semester to stay on track for four-year graduation. These efforts have been successful, as shown in table 4-3.

Table 4-3. Undergraduate credit load, Duluth campus, 2006-10

Credits	2006	2007	2008	2009	2010
Zero	0.1%	0.1%	0.1%	0%	0%
less than 6	1.4%	1.0%	1.2%	1.1%	0.9%
6 - 11	3.1%	3.5%	2.8%	2.9%	2.9%
12 - 14	43.2%	38.2%	32.9%	31.8%	28.9%
15 or more	52.3%	57.2%	63.0%	64.2%	67.3%

Advising

Academic advising is an essential component of the student experience and is an important key to student success leading to increased retention and graduation rates. In 2009 an advising task force was formed and charged with conducting a comprehensive review of the advising structure, identifying gaps and strengths in current advising practices, and recommending strategies for improvement. Action steps outlined in the strategic plan call for refining and implementing a plan to provide effective, individualized academic and co-curricular advising for all students by December 2012.

Scholarships

The Duluth campus is committed to ensuring affordable access for students of all backgrounds, and has expanded merit and need-based scholarships to attract top-level students to campus.

Best in Class scholarships are offered to Minnesota students who rank first or second in their high school class. The University of Minnesota Promise Scholarship (previously named the Founders Tuition Program) guarantees tuition aid for Minnesota resident undergraduates with a family income of up to \$100,000. Institutional funding for non-need based scholarships has increased significantly in the past few years. In 2009, \$6.2 million in non-need based scholarships were awarded to students, up from \$2.7 million in 2007.

Student Engagement

The Duluth campus provides students with an integrated undergraduate experience. The campus offers a wide array of curricular and co-curricular opportunities to engage students and enhance their learning and development. Table 4-4 outlines student involvement in a few selected areas.

Table 4-4. Student involvement in key engagement areas, Duluth campus, 2005 and 2010

	2005	2010	Change
Number of students participating in community service or volunteering	1,324	2,022	+35%
Number of students studying abroad	365	386	+5.5%
Percentage of students involved in a student union event, program, or activity	27%	38%	+11%
Number of student organizations on campus	151	214	+30%

First-Year Experience

The Duluth campus has made significant investments in enhancing students' first-year experience. Welcome Week programming for first-year students has increased in size and scope with an increased focus on academic success. It provides an opportunity for new students to enhance their skills for academic and personal success, meet faculty and staff, and explore and get connected to the Duluth campus. Over 70 workshops are offered over the course of five days, with topics on a wide range of subjects such as financial aid, choosing a major, navigating the library, and leadership skills.

Strategic Planning Goal 2: Create a positive and inclusive campus climate for all by advancing equity, diversity, and social justice.

Diversity

The Duluth campus has a renewed commitment to equity and diversity and has placed a high priority on creating an environment that is welcoming and respectful. A campus change team is developing action plans at all levels to create a more inclusive environment for students, faculty, and staff. Efforts include increasing the number of faculty and staff of color, implementing policies and procedures to support social justice, developing workshops to enhance the intercultural competencies and skills of students, staff, faculty, and administrators, and

the incorporating diversity, social justice, and global perspectives into the curriculum and all aspects of campus life and learning. In addition, committees are being formed within collegiate and departmental units to engage the broader campus community in developing strategies to improve the campus climate.

The Duluth campus values diversity as a means of enriching the educational experience of all students and continues its strong commitment to building a more diverse student body. Admissions and collegiate student affairs units continue to aggressively recruit students of color. Through such programs as the UPromise Scholarship program and the Wallin Scholarship program, the Duluth campus has experienced steady growth in underrepresented student groups over the past five years, as shown in Table 4-5.

Table 4-5. Students of color, Duluth campus, 2006-10

	2006	2007	2008	2009	2010
White, International, and unreported students	94.3%	94.0%	93.7%	93.2%	92.8%
Students of Color	5.7%	6.0%	6.3%	6.8%	7.2%

In addition, efforts are underway to increase the number of international undergraduate students. Exchange agreements with universities in China and Korea are in place, in addition to strong recruiting efforts with students from Turkey. To enhance recruitment and retention of international students, the Duluth campus has expanded programming in English as a Second Language (ESL) and increased staffing to provide advocacy, services, and support for international students. Additional efforts are underway to expand and enhance programming for students whose first language is not English, including the addition of ESL reading and writing courses, and continued offering of a learning community that was piloted Fall 2010. This pilot program showed great potential, and an increased number of students are submitting applications to the learning community for Fall 2011.

Strategic Planning Goal 3: Establish UMD as a center of excellence for graduate studies in the Upper Midwest.

Graduate Education

The Duluth campus plans for continued growth in graduate education by implementing a comprehensive plan to attract, retain, and serve high-caliber graduate students and invest in the development of new graduate programs that focus on UMD's strengths, as guided by its mission and vision statements. As a result of the restructuring of the University's Graduate School, UMD plans to enhance its own Graduate Education Office by expanding support systems for graduate students, centralizing existing services, and developing policies and procedures to support graduate students and faculty.

The Duluth campus currently offers 25 graduate programs across five collegiate units and is well positioned to increase its contribution to graduate education in Minnesota. The most recent additions to UMD's graduate programs include the Master of Tribal Administration and Governance and the M.S. in Civil Engineering. To help meet market demand and strengthen relationships with regional and community colleges, UMD has recently developed a Master of Engineering program which is being offered on the Iron Range and at UMD. The Duluth campus began offering its first doctoral program, the Ed.D. in Education, in the fall of 2007. The new Integrated Biosciences program is a multi-campus M.S. and Ph.D. program to train graduate students in interdisciplinary approaches to solving biological problems.

Breakthrough Research

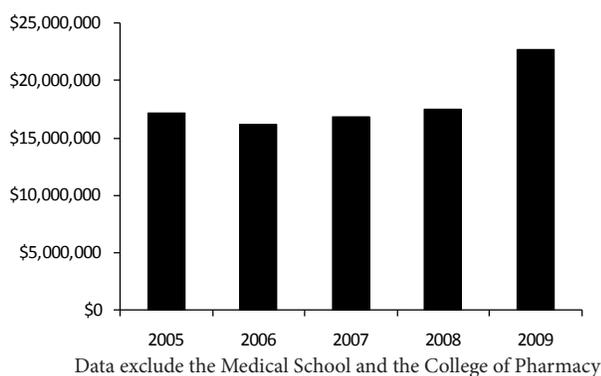
Strategic Planning Goal 4: Advance UMD's stature as a major campus for research and creative activities, leveraging the region's natural, human, and cultural resources.

By leveraging these resources, The Duluth campus will continue to promote research, creative activity, and the scholarship of teaching, learning, and engagement. In each of these endeavors, opportunities to transfer and use new knowledge for the public good will

continue to be developed. The Duluth campus focuses on research areas for which faculty have expertise and satisfies regional need while selectively developing new areas of research, scholarship, and artistic activity.

Sponsored research and creative activity expenditures at UMD have increased approximately 40 percent over the past 10 years. Figure 4-5 shows the increase in external support expenditures between 2005-09.

Figure 4-5. External support expenditures, UMD, 2005-09



Freshwater Research

The focus on freshwater research education and outcomes continues to be a the Duluth campus priority through the work of faculty and staff associated with the Swenson College of Science and Engineering, Natural Resources Research Institute, Center for Water and the Environment, Large Lakes Observatory, and the Minnesota Sea Grant. In 2010, UMD was awarded new freshwater research grants totaling \$3.4 million. The Great Lakes Maritime Research Institute, a partnership of UMD and the University of Wisconsin-Superior, continues to pursue research efforts in marine transportation, logistics, economics, engineering, environmental planning, and port management. Current funding of the institute is \$1.3 million. With an operating budget of approximately \$1.5 million, Minnesota Sea Grant's facilitates research and outreach programs state-wide on Lake Superior and Minnesota's inland aquatic resources and economies.

Undergraduate Research

UMD has placed a high priority on providing opportunities for students to participate in

undergraduate research and creative activity and has an outstanding record of undergraduate student and faculty participation in the Undergraduate Research Opportunity Program. In addition to system funding, UMD has contributed additional campus resources annually to the pool of University UROP funding in order to extend the opportunity for significantly more UMD students. Faculty grants and donor gifts also support many undergraduate research and creative activity projects. UMD math and chemistry departments have large, ongoing undergraduate research programs that have received national recognition. Approximately 13 undergraduate students are funded each year by the Swenson Family Foundation to carry out summer research in chemistry and biochemistry. UMD has approximately 200 students annually who participate in the UROP showcase with projects that were completed with advice and mentorship from over 150 faculty members. In addition to supporting undergraduate research and artistic endeavors, UROP also provides support each year for students to attend the National Conference on Undergraduate Research. In the past 10 years, over 120 students and 45 faculty members from UMD have participated in the conference. In addition, the Undergraduate Research/Artistic Showcase features student posters, computer demonstrations, art exhibits, and theatre productions, and provides information about projects completed by undergraduate students working with faculty mentors.

Dynamic Outreach and Service

Strategic Planning Goal 5: Strengthen ties with Duluth and surrounding communities in an intentional, visible, and mutually beneficial partnership.

UMD plays a central role in the cultural, economic, and intellectual life of Duluth and surrounding communities. It endeavors to become and remain a model of community engagement and partnership and to enhance the value and impact of the University's research and teaching for the betterment of the state, nation, and world.

Economic Development

UMD serves the region and state as a leader in economic development. The Natural Resource and Research Institute (NRRI) is composed of scientists, engineers, and business specialists whose activities include economic development efforts, applied research and development efforts, and active engagement in environmental studies. A state special appropriation of \$3 million is leveraged into an annual operating budget of approximately \$14 million. NRRI employs about 150 individuals on a full-time equivalent basis and relies primarily on grants and contracts to accomplish its program objectives. These objectives focus on three primary areas: ferrous and non-ferrous minerals; forest products; and water and the environment. During its 25 years of operation, NRRI has become a prominent research and outreach arm of UMD, respected by industry and agency partners state-wide and around the world. The Center for Economic Development is a joint program of the Labovitz School of Business and Economics, NRRI, and the Swenson College of Science and Engineering. The center works to strengthen the viability of the region as a recognized leader in small business development and assists local entrepreneurs and businesses to grow and succeed. The Labovitz School's Bureau of Business and Economic Research works for students, alumni, and the region as a whole to collect, analyze, and disseminate information regarding the economy of Duluth, northeast Minnesota, and the state. The Bureau helps students to gain the hands-on, real-world skills of conducting economic and business research and provides data and analysis on the economic viability of building, expanding or relocating businesses in region.

Native American Education

UMD has a long-standing commitment to Native American education. Programs supporting this priority include an undergraduate degree program in American Indian Studies, Ojibwe language revitalization, the American Indian Project in the Department of Social Work, and extensive programming in education. UMD has become a leader in culturally responsive teacher education

by developing alternative teacher education models to serve Native American populations. The newest additions include an Ed.D. cohort with an indigenous focus, beginning in 2011 and the Master of Tribal Administration and Governance beginning in 2011, developed in collaboration with the American Indian tribes across Minnesota and Wisconsin. The primary objective of this program is to provide current and potential American Indian tribal leaders with additional education in tribal law, governance, and management skills. The program is one of only two graduate programs of this type in the United States.

Civic Engagement

UMD has made civic engagement a priority and invests approximately \$250,000 annually. The Office of Civic Engagement helps prepare educated citizens and strengthen civic responsibility. In 2010-11, over 1,800 students participated in courses with service learning components. UMD partnered with over 60 different community organizations; over 2,000 volunteers provided 33,484 hours of direct service to the community. UMD instituted its first Day of Service in conjunction with the Chancellor Inauguration activities in which faculty, students, and staff volunteered their time in service to community organizations. UMD has ongoing plans to expand participation in civic engagement, service-learning, and leadership opportunities for students.

Voyageurs

The School of Fine Arts partnered with Duluth health care organizations to develop the highly successful Voyageurs program. The Voyageurs are a troupe of graduate students from the Department of Music that fuses the energy and drama of musical performance with current issues faced by children and youth. Through theatrical song and dance performances and interactive participation, health and personal safety information is presented to school children and adolescents. Thematic material for this show has been crafted by professional writers in consultation with doctors, nutritionists, social workers, teachers, and parents. Over the past two years the Voyageurs have performed for more than 30,000 K-5 students in schools across Duluth, the Iron Range, and Twin Cities

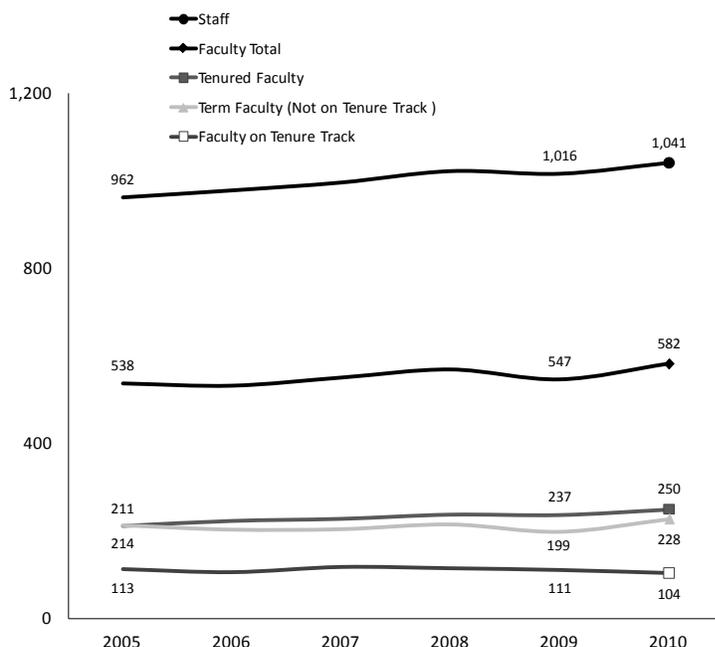
metro area. Previous themes have included healthy eating strategies and exercise. The theme for the coming year focuses on helping students to recognize and learn appropriate responses and intervention for bullying.

World-class Faculty and Staff

UMD is committed to recruiting and retaining talented and diverse faculty dedicated to the highest quality teaching, research, and service. It recruits aggressively for faculty across the finest major terminal degree programs in the United States as well as internationally. UMD invests over \$600,000 annually in faculty start-up funding to attract high-quality faculty. In addition, it provides \$100,000 through the Faculty Small Grants program to support faculty activities that contribute to improving teaching, research, or service for the institution while also contributing to the professional development of individuals. External program/department review members have noted that UMD continues to successfully recruit outstanding faculty who are poised to make substantive contributions to their discipline and the University. UMD has made a concerted effort to hire female faculty in underrepresented areas, such as science and engineering. Ninety-six percent of UMD’s tenured/tenure track faculty hold a doctorate or appropriate terminal degree in their field. Due to the growth in undergraduate enrollment in the 1990s and 2000s, along with the retirement of many faculty hired during the 1960s and 1970s, UMD has successfully recruited and retained a high number of early career faculty members. Approximately one-third of the total number of tenured/tenure track faculty are assistant professor tenure-track faculty. This cadre of talented, enthusiastic academics has infused the campus with cutting-edge expertise in teaching and learning, research and creative activity, and student engagement practices.

UMD is equally fortunate to have exceptional staff. As one of the largest employers in the region, UMD is recognized as a premier employer and a talent magnet

Figure 4-6. Employee headcount, Duluth campus, 2005-10



attracting highly qualified and committed staff. Up to 20 Outstanding Service Awards are awarded to recognize the contributions of exceptional staff employees.

UMD offers a highly valued employment experience. The most recent results of the 2010 Pulse survey indicate that UMD faculty and staff are highly satisfied with their employment. In response to the question “Would you recommend employment at the University to a friend or colleague?” across all employee groups UMD had the highest percentages of “yes” responses among all University campuses.

Table 4-6. Employees who would recommend employment at University again, Duluth campus, 2010 (percentage of “Yes” responses)

Faculty	69%
Academic Administrators	87%
Professional and Administrative (P&A)	86%
Civil Service	85%
Bargaining Unit	81%

Outstanding Organization

Strategic Planning Goal 6: Utilize UMD's infrastructure; technologies; and information, human, and financial resources to support the campus in a sustainable manner.

UMD strives to achieve excellence through continuous improvement, quality service, and a strong commitment to the responsible stewardship of resources. Examples of key initiatives in these areas are highlighted below.

Financial Planning

The strategic plan forms the programmatic blueprint from which financial planning for the next biennium and beyond will take place. UMD will consider not only the financial needs of the campus, but the realities of higher education funding from the state, population dynamics, and competition from other higher education institutions and for-profit providers. Budget principles have been established to guide financial decisions and to protect the primary mission of UMD.

Reorganization

UMD is reorganizing campus administrative offices in order to better align functions and reporting lines for optimal efficiency. Admissions, First Year Experience, and Financial Aid and Registrar will report to Academic Affairs. Auxiliary service activities including housing, food service, and bookstore are being transferred to the vice chancellor for Student Life. An executive assistant for external and community relations is being established and will report directly to the chancellor. Duplication of services between Continuing Education and the rest of the campus is being eliminated. The student one-stop service center is being implemented with cross-training of all staff to provide efficient direct service to students as quickly and accurately as possible. Centralized services in the Office of Equal Opportunity will coordinate campus services with system services. With the addition of Google Mail by the system, the campus is finding efficiencies in the Information Technology Systems and Services (ITSS) department which will result in a reduction of staff positions and associated equipment expenses..

Information Technology Systems and Services and the Library

UMD's ITSS and the UMD Library exemplify the continued focus on high-quality service and continuous improvement.

ITSS has a long-standing commitment to technology in support of teaching and learning and provides services for students as well as support for faculty to improve their technology tools and skills. Classrooms and labs are continuously being upgraded to higher technology, and wireless is available everywhere on campus. ITSS partners with the Instructional Development Service to provide training in the effective use of technology to support high-quality pedagogy. Faculty use course management systems, such as Moodle, as well as other learning tools to improve teaching and learning. ITSS offers a variety of technology training opportunities for faculty, including Tech Camp, a week-long program designed to upgrade the technology skills of faculty or help them move course materials online. ITSS has made data security a high priority and instituted comprehensive measures to provide a safe and secure technology environment for the University community. UMD is well positioned to leverage technology into the future and to empower students, faculty, and staff to gain maximum benefits from new technologies.

The UMD Library opened its new building in 2000 and serves as a knowledge resource for the campus and community, housing the latest in technology and digital resources. In addition to UMD's collection of traditional print resources, students, staff, and faculty can access a huge collection of electronic resources and research databases from anywhere in the world. UMD reference librarians are available through instant messaging, email, telephone, and desk reference as well as through individual consultations. The library is implementing a learning commons space to provide increased opportunity for students to work together on projects and study in small groups. The Library prides itself on providing high-quality service to faculty, students, staff, and the broader Duluth community.

Assessment

In order to better promote performance, process improvement, and effective practice, UMD has instituted a comprehensive approach to assessing student learning at institutional and program levels. This approach includes institutional outcomes supported by academic and co-curricular programs, a template to guide the development of program-level assessment plans, identification of program assessment liaisons, program ownership of outcomes, measures and improvement strategies, electronic mapping of annual program assessment reports to institutional learning outcomes, and workshops and other professional development opportunities to support student learning assessment processes. To enhance this comprehensive endeavor, UMD appointed a director of assessment, formed a committee to focus on the assessment of student learning, and is participating in the Higher Learning Commission Assessment Academy project. Institutional reporting of assessment results began in 2010-11 and results are being used to enhance curriculum, pedagogy, and course and program design.

Sustainability

The Duluth campus strives to be a responsible steward of resources and to integrate the concept and application of sustainability into all aspects of campus life. To help in those efforts, an Office of Sustainability was established in 2008 to communicate, coordinate, and assess sustainability efforts at UMD. The Office supports a myriad of ongoing projects and programming to educate and support campus efforts including water and energy conservation, recycling, alternative forms of transportation, storm water run-off, and increased use of green spaces. UMD, along with over 600 schools across the United States, has signed the American College and University President's Climate Commitment. The UMD Sustainability Committee was formed in 2009 to facilitate continued incorporation of sustainability into operations, education, outreach, and research

activities and to guide efforts to meet commitments for climate protection and support implementation of the University's Sustainability and Energy Efficiency Policy. In 2009 the Duluth campus completed its first greenhouse gas inventory to provide a baseline measurement of campus emission sources to guide future reductions. An Energy Action Plan was approved in 2010 to outline pathways to reduce campus greenhouse gas emissions.

Looking Ahead

- In order to support exceptional students and world class faculty and staff, UMD plans to establish a Center for Teaching and Learning to support teaching effectiveness and student learning.
- To address the critical problems and needs of the University, state, nation, and world, UMD plans to increase the quality and quantity of graduate students and graduate programs. UMD aspires to be recognized as a primary center for graduate study in the upper Midwest.
- In an effort to support its commitment to diversity and educate students as global citizens, UMD plans to recruit and retain more students from under-represented groups, including students of color and international students, and recruit and retain greater numbers of faculty and staff from under-represented groups.
- To support exceptional innovation and meet student demand UMD plans to develop and deliver an increased number of courses and programs through distance and technology-enhanced instruction methods.
- UMD strives to be a responsible steward of resources and plans to integrate sustainability into all aspects of campus life. This includes reducing the campus carbon footprint and significantly lowering greenhouse gas emissions by improving operations, and campus advocacy and awareness regarding sustainable practices and energy conservation.

5: UNIVERSITY OF MINNESOTA MORRIS CAMPUS

Three educational institutions have made their home on the Morris campus: an American Indian boarding school (1887-1909), an agricultural boarding high school (the West Central School of Agriculture, 1910-63), and a public liberal arts college (1960-present). As a public liberal arts college, the Morris campus occupies a distinctive sector in American higher education, one shared with about 30 schools nationwide. The Morris campus is the only public liberal arts college in the University system and in the state, so designated by the Council of Public Liberal Arts Colleges. Nationally ranked, the Morris campus is residential, exclusively undergraduate-focused (serving a selective group of students), and

intentionally “human-sized” with approximately 1,700 students. Taking full advantage of its rural location and land-grant mission, Morris has emerged on the national scene as a leader in renewable energy and sustainability.

The Morris campus’ mission is to provide a rigorous undergraduate liberal arts education, preparing students to be global citizens who value and pursue intellectual growth, civic engagement, intercultural competence, and environmental stewardship. Moreover, as a public land-grant institution, the Morris campus is a center for education, culture, economic development, and research for the west central Minnesota region.

Morris Campus at a Glance

<p>Founded 1910 – U of M, West Central School of Agriculture 1960 – University of Minnesota Morris</p> <p>Campus Leadership Jacqueline Johnson, Chancellor</p> <p>Divisions Education Humanities Science and Mathematics Social Sciences</p> <p>Degrees/Majors Offered 1 baccalaureate degree in 33 majors offered; 8 pre-professional programs</p> <p>Student Enrollment (Fall 2010)</p> <table border="0"> <tr> <td>Undergraduate</td> <td>1,690</td> <td>(93%)</td> </tr> <tr> <td>Non-degree</td> <td>121</td> <td>(7%)</td> </tr> <tr> <td>Total</td> <td>1,811</td> <td></td> </tr> </table>	Undergraduate	1,690	(93%)	Non-degree	121	(7%)	Total	1,811		<p>Employees (Fall 2010)</p> <table border="0"> <tr> <td>Senior Administrators*</td> <td>3</td> <td>(1%)</td> </tr> <tr> <td>Faculty</td> <td>104</td> <td>(25%)</td> </tr> <tr> <td>Total Employees**</td> <td>409</td> <td></td> </tr> </table> <p><i>* includes the chancellor and vice chancellors</i> <i>** employee classifications are under review by the Office of Human Resources</i></p> <p>Degrees Awarded (2009-2010)</p> <table border="0"> <tr> <td>Bachelor’s</td> <td>296</td> </tr> </table> <p>Campus Physical Size (2011)*</p> <table border="0"> <tr> <td>Number of Buildings</td> <td>33</td> </tr> <tr> <td>Assignable Square Feet</td> <td>582,484</td> </tr> </table> <p><i>* Includes buildings leased by the University</i></p> <p>Budget (2009-2010 Expenditures) \$38 million</p>	Senior Administrators*	3	(1%)	Faculty	104	(25%)	Total Employees**	409		Bachelor’s	296	Number of Buildings	33	Assignable Square Feet	582,484
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Comparison Group Institutions

In the late 1990s, the Morris campus identified 13 higher educational institutions as a comparison group. Because of its distinctive identity as a *public* liberal arts college, it is difficult to find exact comparative counterparts. Several institutions included in this group are more *aspirational* than “peer.” For the past several years, concerns about the comparability of some of the institutions represented in the comparison group have been raised. Particular analyses, such as student demographic and academic achievement

profiles, faculty salaries and total compensation, may be particularly sensitive to the compatibility and aspirational intent of the institutions within the comparison group. As institutions change over time, it becomes clear that a methodological review of the existing comparison group is necessary to support institutional and system-wide planning and decision-making. The review of the comparison group and consideration for a revised group will entail discussion, reflection, and support by faculty members on the Morris campus; this work has begun.

Table 5-1. Comparison group institutions, Morris campus

	TYPE			SIZE		STUDENTS		
	Institutional Control	Local Community	Highest Degree Offered	Total Enrollment	Percent Staff	Percent Undergrad.	Percent Full-time	Percent Pell Recipients (freshmen)
Carleton Col.	Private	Town	Bachelor’s	2,009	68%	100%	99%	9%
Col. of Saint Benedict	Private	Suburb	Bachelor’s	2,105	64%	100%	98%	16%
Concordia Col. - Moorhead	Private	Suburb	Master’s	2,811	67%	99%	97%	20%
Gustavus Adolphus Col.	Private	Town	Bachelor’s	2,536	69%	100%	99%	16%
Hamline U.	Private	City	Doctoral & 1st Prof.	5,166	50%	37%	63%	26%
Macalester Col.	Private	City	Bachelor’s	1,996	63%	100%	98%	10%
Ramapo Col. of New Jersey	Public	Suburb	Master’s	6,026	77%	96%	87%	20%
Saint Johns U.	Private	Rural	Master’s	2,021	67%	95%	95%	15%
St. Mary's Col. of Maryland	Public	Rural	Master’s	2,060	58%	98%	97%	18%
St. Olaf Col.	Private	Town	Bachelor’s	3,099	59%	100%	98%	11%
U. of Maine - Farmington	Public	Town	Master’s	2,361	59%	98%	88%	38%
U. of Mary Washington	Public	Suburb	Master’s	5,381	60%	82%	73%	8%
U. of Minnesota - Morris	Public	Town	Bachelor’s	1,705	73%	100%	93%	27%
U. of N.C. - Asheville	Public	City	Master’s	3,897	61%	99%	80%	20%

*Note: Student data are from Fall 2009 data collection period. For human resource data, federal reporting rules require employee institutional data to be reported for odd years. Percent (%) Staff are calculated from the number of staff by the total employee population at the institution. Staff data includes

employees institutionally classified as executive/administrative/managerial, other professionals, technical and paraprofessionals, clerical and secretarial, skilled crafts, and service/maintenance. Data excludes employees who are faculty and graduate assistants.

Extraordinary Education

The Morris campus attracts an increasingly diverse and talented student body, while maintaining consistent selectivity factors. Morris has worked diligently to increase its student enrollment (Table 5-2). Degree-seeking student enrollment increased from 1,599 (Fall 2009) to 1,690 (Fall 2010), an increase of nearly 12 percent, while total enrollment increased from 1,705 to 1,811.

Table 5-2. Enrollment, Morris campus, 2001, 2005, 2009-10

	2001	2005	2009	2010	3-Year Average Growth
Undergraduate	1,813	1,533	1,599	1,690	3.1%
Non-degree	114	151	106	121	-2.9%
Total	1,927	1,684	1,705	1,811	2.5%

Table 5-3 shows high school rank for first-year students in the top 10th percentile ranking and top quarter, top half, and bottom half of a student's graduating class. The data show a 9.1 percent increase in entering students coming from the top 10th percentile over the past three years. This is particularly noteworthy in light of the Morris campus' mission to provide a quality liberal arts experience at public school prices and in the context of the students served: a high percentage of students of color, first-generation students, and students whose families have high financial need. ACT composite scores for entering first-year students have been quite consistent, as shown in Table 5-4, with a mean composite of 25.1.

Table 5-3. High school rank, first-time entering first-year students, Morris campus, 2004-10

	2004	2005	2006	2007	2008	2009	2010	3-Year Growth
Top 10% of Class	34.7%	32.4%	28.1%	25.3%	27.9%	29.6%	33.1%	+9.4%
Top Quarter of Class	66.1%	60.1%	56.2%	59.3%	60.0%	55.7%	59.2%	+0.1%
Top Half of Class	25.4%	87.7%	86.9%	90.2%	90.9%	85.1%	92.0%	+0.8%
Bottom Half of Class	8.4%	12.3%	13.1%	10.0%	9.3%	11.9%	8.0%	-3.9%

Table 5-4. ACT composite scores, first-year students, Morris campus, 2004-10

	2004	2005	2006	2007	2008	2009	2010	3-Year Growth
75th percentile	28	27	27	28	28	28	28	0.0%
25th percentile	23	22	21	22	22	22	23	4.5%
Median	25	25	24	25	25	25	25	0.0%
Mean	25.1	24.6	24.5	25.0	25.0	25.1	25.1	0.6%

In line with its strategic plan and changing Minnesota high school demographics, enrollment by students of color has grown significantly at the Morris campus in the past 10 years. Figures 5-1 and 5-2 and Table 5-5 show that U.S. ethnic minority students comprise 27 percent of first-time, full-time entering first-year students and 20 percent of the Morris campus's degree-seeking undergraduates (Fall 2010). The Morris campus has consistently been more effective in recruiting students of color than many of its peers.

Figure 5-1. Percent first-time, full-time degree-seeking first-year students of color, Morris campus, 2004-10

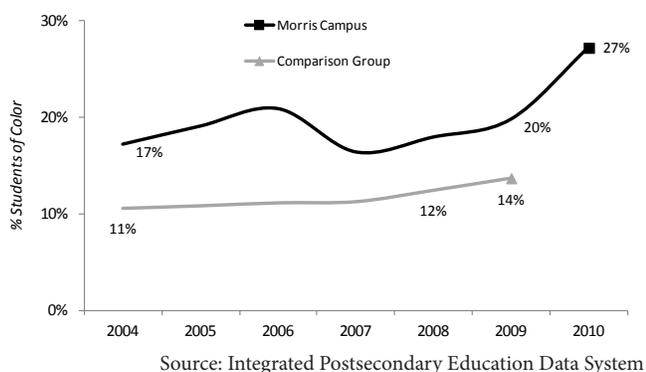


Figure 5-2. Students of color as a percentage of total enrollment, Morris campus, 2001-10

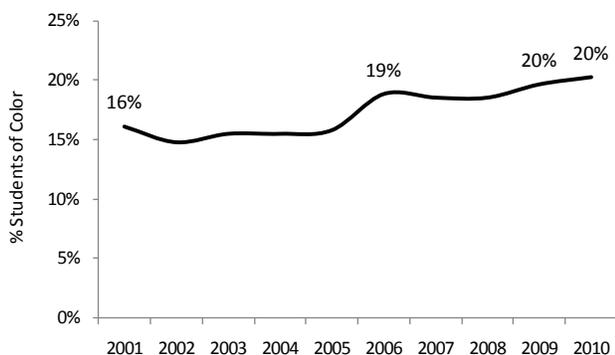


Table 5-5. Morris campus and comparison group institutions ranked by percentage of first-time, full-time degree-seeking first-year students of color, 2004 and 2009

	2004		2009	
Carleton College	1	22%	1	22%
Ramapo Col. of New Jersey	3	19%	2	21%
Hamline U.	5	15%	3	20%
U. of Minnesota - Morris	4	17%	3	20%
Macalester Col.	2	19%	5	18%
U. of Mary Washington	7	10%	6	17%
St. Mary's College of Maryland	6	14%	7	17%
Gustavus Adolphus Col.	8	8%	8	14%
St. Olaf Col.	9	8%	9	13%
Saint Johns U.	13	4%	10	11%
U. of N.C. - Asheville	10	6%	11	10%
Col. of Saint Benedict	12	5%	12	9%
U. of Maine - Farmington	14	3%	13	3%
Concordia Col. - Moorhead	11	5%	14	3%

Source: Integrated Postsecondary Education Data System

As shown in Table 5-6, American Indian students comprise 12 percent of Morris's student population, compared to one percent in Minnesota and national four-year colleges and universities. Morris's Native student population has doubled in the last 10 years. The campus commitment to educating American Indian students includes a tuition waiver rooted in the legacy of the American Indian boarding school and mandated in federal and state laws. Morris is the only campus in the upper Midwest qualifying for designation as an American Indian Serving Non-Tribal Institution.

Table 5-6. Percentage of undergraduate students by racial or ethnic group, Morris campus, Fall 2000-10

	2000	2005	2008	2009	2010	10-year Change
African American	5.6%	1.9%	2.6%	2.5%	2.4%	-3.2 pts.
American Indian	5.9%	8.8%	10.6%	11.9%	12.2%	6.3 pts.
Asian/Pacific Islander	2.6%	2.7%	3.2%	3.0%	3.1%	0.5 pt.
Hispanic/Chicano/Latino	1.4%	1.4%	1.7%	1.6%	1.8%	0.5 pt.
White/Caucasian	81.5%	78.0%	74.2%	74.4%	72.1%	-9.4 pts.
International	0.3%	1.1%	3.6%	4.2%	5.5%	5.2 pts.
Unknown	2.7%	6.1%	4.1%	2.4%	2.8%	0.1 pts.

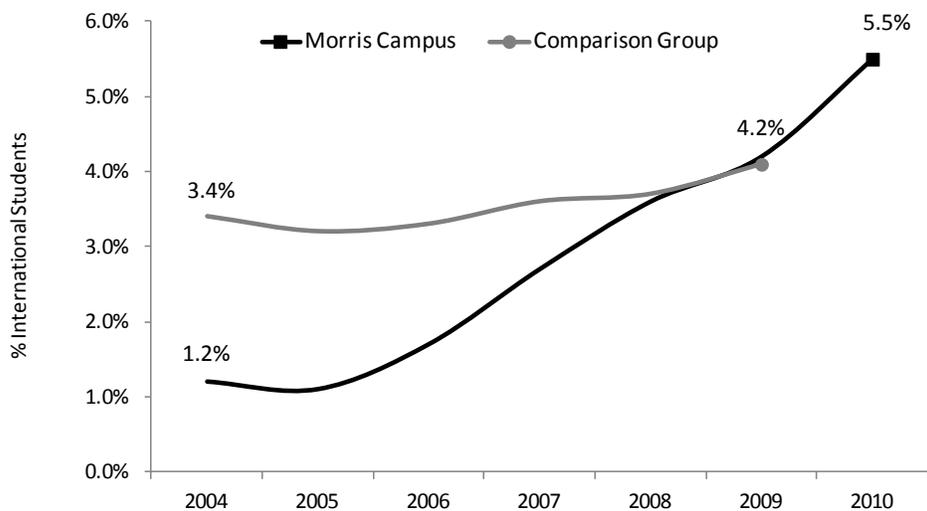
The Morris campus strategic plan also calls for an increase in numbers of international students. The percent of undergraduate international students has increased (Table 5-7) to nearly match the comparison

group (Figure 5-3). The Morris campus’ international student enrollment increased to 5.5 percent in Fall 2010.

Table 5-7. Percentage of undergraduate students by racial or ethnic group, Morris campus, Fall 2000-2010

	1996	2001	2006	2007	2008	2009	2010
International Students	18	6	19	30	46	58	72
Percent International Students	0.92%	0.33%	1.13%	1.72%	2.73%	3.61%	4.22%
Morris Campus Student Headcount	1,952	1,842	1,684	1,747	1,686	1,607	1,705

Figure 5-3. Percentage of undergraduate international students, Morris campus, 2004-10.



Source: Integrated Postsecondary Education System

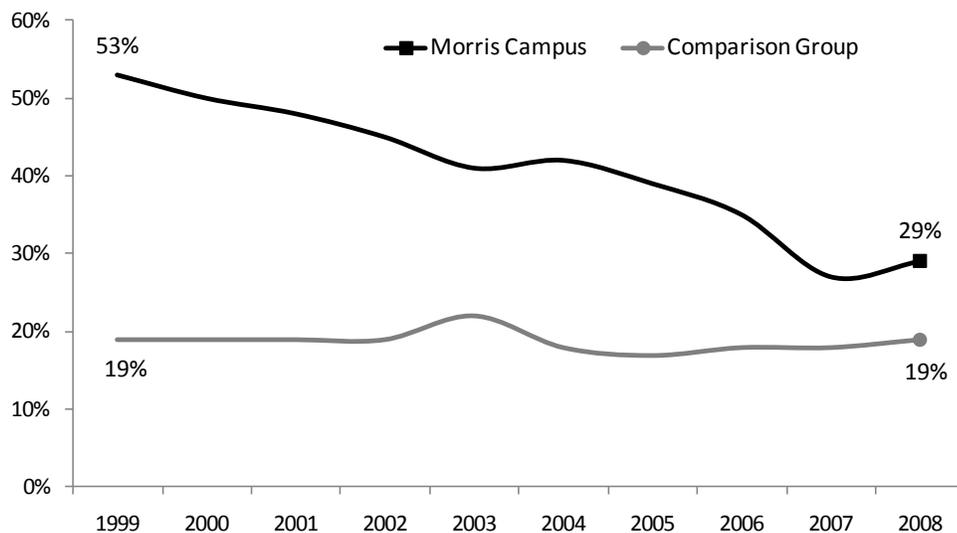
The Morris campus serves a high proportion of first-generation students and students of high economic need. In Fall 2010, more than one in three (35 percent) of Morris’s entering first-year students were first-generation college students, with no parent holding a four-year college degree. Students of color are more likely to be first-generation college students—half of Morris’s degree-seeking students of color (49 percent) are first-generation college students compared with about one-third of Caucasian students (31 percent). Students at Morris and Crookston have the highest financial need in the University system. In Fall 2010, more than one in three new Morris degree-seeking students (35 percent) received federal grants offered to the neediest students, including PELL and SSEOG grants. Nearly half (48 percent) of Morris’s students of color are from low-income families, compared to one in three Caucasian students (31 percent). Morris has maintained a high percent of federal grant aid recipients over the average of its comparison group, as shown in Figure 5-4. The Morris campus ranked second among peer institutions in 2009.

The Morris campus is committed to investing in students, including qualified students who benefit from financial support. Over 90 percent of Morris

students receive financial aid. The University of Minnesota Promise Scholarship (previously the Founders Tuition Program) guarantees tuition support for Minnesota resident undergraduates with a family income of up to \$100,000. Institutional funding for merit-based scholarships was repackaged in 2006, to include full tuition and partial tuition and scholarly stipend awards for incoming students with a Community of Scholars Day competition. The Morris campus and Prairie Scholars show high rates of retention, with the freshman-to-sophomore year retention at 95 percent for the first three cohorts and 90 percent sophomore-to-junior year for the first two cohorts. Eighty-nine percent of the first cohort was retained through the senior year, with 16 percent graduating in three and a half years or less.

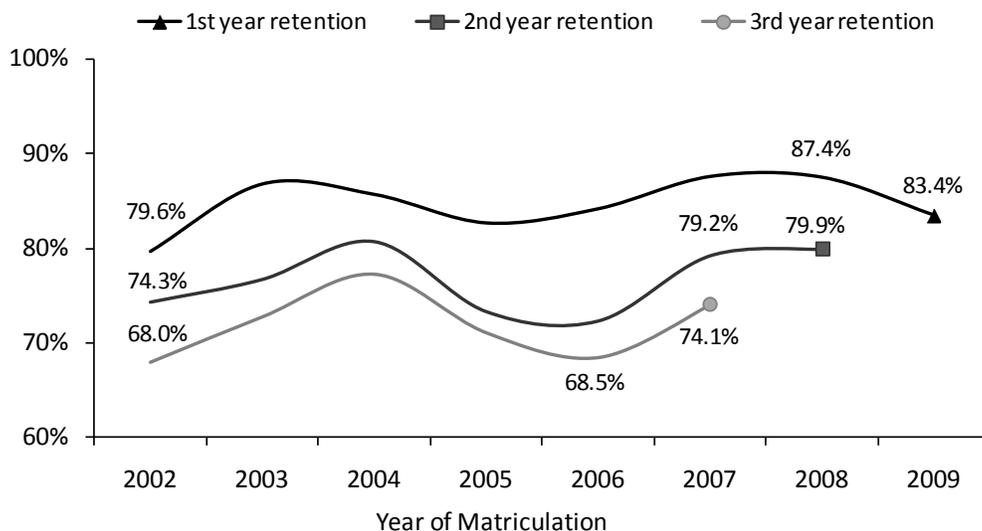
As evident in Figure 5-5, retention rates remain volatile since 2002. Second- and third-year retention rates continue to improve to meet the 2004 cohort retention rates. However, first-year retention rates declined in 2009 since the historical peak for the 2008 cohort. Factors impacting retention rates vary, and the differences in class size per year have a dramatic impact in the fluctuations in percentages.

Figure 5-4. Percentage of first-year students receiving federal grant aid, Morris campus, 1999-2008



Source: Integrated Postsecondary Education System

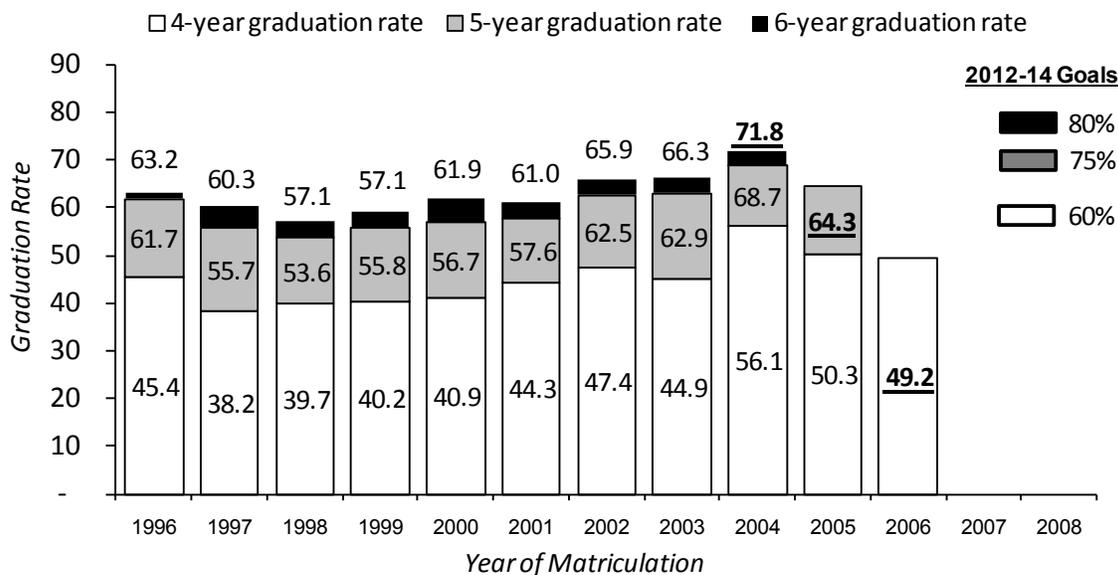
Figure 5-5. First-, second-, and third-year retention rates for full-time undergraduate students, 2002-09, Morris campus



Figures 5-6 and 5-7 show graduation rates for students matriculating from 1996 to 2006. In the last two years, the Morris campus rates have reached an all-time high, with about 50 percent of students graduating from a University campus in four years and more than 70 percent graduating in five and six years.

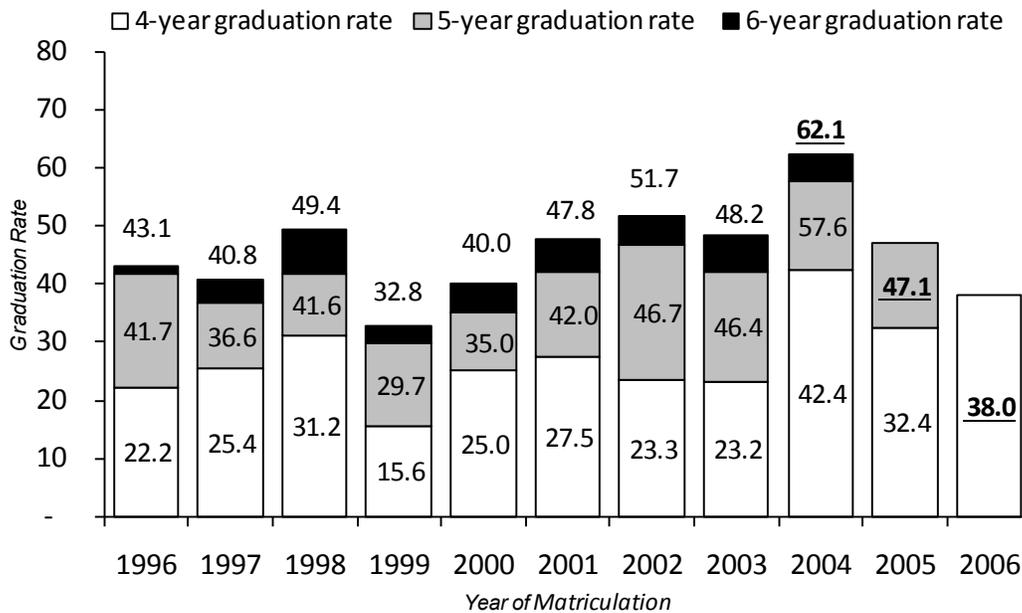
As noted in Figure 5-7, since 2004 Morris graduation rates for students of color have also reached an all-time high. For the most recent cohorts, 38 percent of students graduated from a University campus in four years and more than 60 percent graduated in six years.

Figure 5-6. Four-, five-, and six-year graduation rates, (class matriculating) 1996-2006, Morris campus



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 campus is counted as a Morris graduate). The University reports graduation rates to a national database (IPEDS); it includes only students who matriculated at and graduated from the same campus. As a result of definitional differences, the rates presented in this Figure are slightly higher than those reported to IPEDS.

Figure 5-7. Four-, five-, and six-year graduation rates for students of color, (classes matriculating in 1996-2006, Morris campus)



Student Engagement

Morris campus students live an integrated undergraduate experience, as shown in Table 5-8. The campus supports a rich environment for student engagement and virtually every student participates actively in campus and community life. While it is rare to find this breadth of student engagement and participation on a campus, it is one of the hallmarks of a rigorous residential undergraduate liberal arts experience. Student involvement is increasing in a variety of key engagement areas.

Initiatives to foster similarly high levels of student engagement in additional transformational student learning opportunities are underway and showing success. For example, students studying abroad increased from 32 percent to 37 percent from 2002 to 2010 (Table 5-9). Service-learning, undergraduate research, and study abroad are recognized as best practice in undergraduate education, fostering transformational learning and student success. Morris faculty, staff, and students have articulated a vision for more universal participation in these experiences as part of the core Morris experience. They directly support the Morris campus mission to prepare interculturally competent graduates equipped for lives of leadership and service in a diverse, global society.

The Morris campus' overall engagement rates exceed public liberal arts comparison institutions as shown in Table 5-9.

Table 5-8. Student involvement in key engagement areas, Morris campus, 2002 and 2011

Percent of Morris graduating seniors who:	2002	2011	Change 2002-01
Attended a performance, concert or exhibit on campus	94%	95%	+1%
Attended a special talk, lecture, or panel discussion held on campus	n/a	91%	n/a
Belonged to a university club or organization	84%	86%	+2%
Voted in a federal or state election	82%	85%	+3%
Took a freshman seminar	11%	84%	+73%
Attended an intercollegiate sports game or match	73%	77%	+4%
Worked with faculty on shared research or an artistic project	39%	57%	+18%

Table 5-9. Student engagement rates, Morris campus and comparison group institutions, Spring 2010

Engagement Areas	Morris Senior	Morris to COPLAC	Morris to Bac LA	Morris to NSSE All
Culminating senior experience (capstone, project, thesis)	89%	+ 19%	+ 8%	+ 23%
Participated in co-curricular activities during senior year	76%	+ 21%	+ 10%	+ 23%
Tutored/taught other students	65%	+10%	+5%	+10%
Service-Learning	50%	- 1%	+ 2%	- 1%
Study Abroad	37%	+13%	+1%	+14%

Source: National Survey of Student Engagement

This table compares the percentage of seniors engaged in an activity at Morris compared to Council of Public Liberal Arts Colleges peers as well as Baccalaureate Liberal Arts colleges (largely private colleges), and all four-year universities participating in the National Survey of Student Engagement (NSSE).

Academic Program Enhancements

With modest financial resources and by repackaging a series of courses, the Morris campus has added new programs to showcase its growing niches in sustainability and the environment, and indigenous languages. These include interdisciplinary majors and minors in environmental studies and environmental science, and the addition of Anishinaabe instruction and American Indian cultural studies courses. The Morris campus is already attracting a new group of students to the campus and serving its current students better with courses in these strategic areas. For example, in the new Environmental Science degree program that began in Fall 2009, over 34 percent of the students declaring this major are first-year students (11 of 32 majors). Similarly, for the Environmental Studies major that began in Fall 2008, just under half of the declared majors are either freshmen or sophomores, attracted to the Morris campus by this degree program.

In 2010-11, the Morris campus modified its liberal arts curriculum to enhance its ability to challenge and educate students and better align faculty resources with student demand. Two majors with little student demand (European Studies, German) were eliminated,

redirecting the associated faculty to a new German Studies major. In addition, in response to years of increasing student demand for a Sport Management area of concentration, the Morris campus utilized existing resources to establish a new major in the area thoroughly grounded in the liberal arts tradition. The Morris campus’s long-standing first-year seminar’s newly reframed Intellectual Community offerings, required for all students, showed success in introducing the intellectual and practical skills needed for success in the liberal arts.

Student Satisfaction and Outcomes

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. Morris students report high levels of satisfaction (Figures 5-9 and 5-9), traditionally the highest in the University system. Student satisfaction has increased significantly from 2001 to 2009. The current level of satisfaction among students of color had a sizable increase from the previous survey. Figure 5-8 summarizes the responses in key areas at Morris.

Figure 5-8. Undergraduate student experiences survey results, satisfaction with key areas, Morris campus, 2001-09

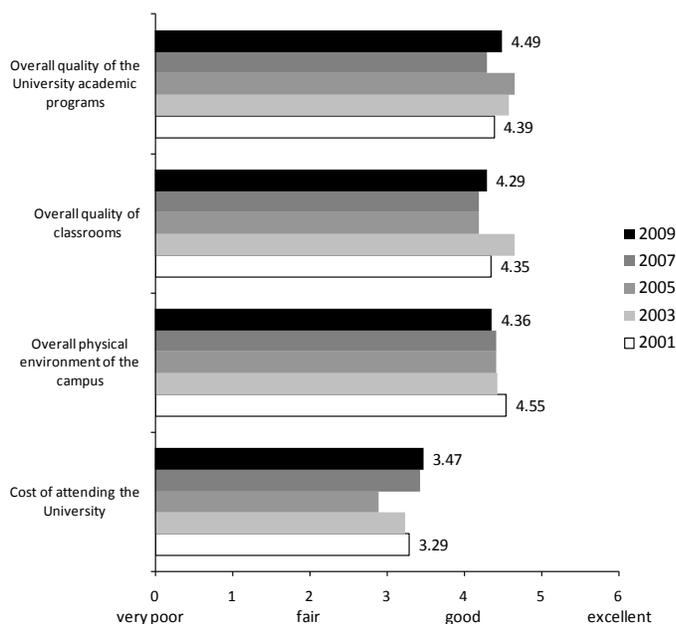
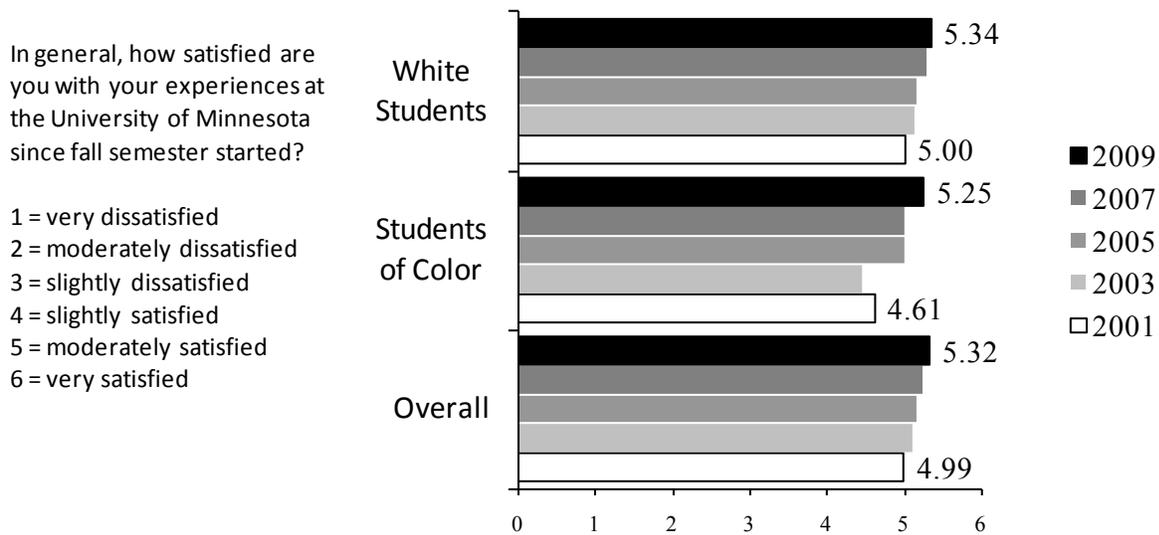


Figure 5-9. Undergraduate student experiences survey results: overall satisfaction, Morris campus, 2001-09



After graduating from the Morris campus, one third of graduates enter graduate or professional school immediately following graduation. Seventy-five percent of graduates are employed in relevant fields one year after graduation. In STEM fields, 75 percent of Morris pre-vet students enter veterinary school within two years of graduation. In addition, 65 percent of pre-med graduates, 62 percent of biology graduates, 62 percent of chemistry graduates, 52 percent of physics graduates, and 50 percent of geology graduates enter graduate or professional school within two years of graduation.

Breakthrough Research

The Morris campus is regionally and nationally recognized for its ability to serve as a model community, providing a research platform that emphasizes demonstration and application, and providing a rich environment for faculty scholarship, creativity, and artistic production. As shown in Table 5-10, the Morris campus has been successful in growing its external research support.

Research funding includes the National Science Foundation, federal and state agencies, county and city governments, and non-profit foundations. These funds support essential equipment purchases, faculty scholarship, cutting-edge research, student research engagement, and community outreach activities. Projects are as wide-ranging as public health program

evaluation, renewable energy demonstration activities, and research on truck driver safety in the freight trucking industry.

The Morris campus continues to use its robust academic and natural resources in a strategic approach to provide leadership to the region. Campus success in securing research grants in both improving academic excellence and renewable energy research has resulted in national leadership in pioneering distributed generation platforms to manage carbon footprints. 2011 marks a significant milestone of the campus actually producing more wind-generated electricity than it uses as Morris added a second wind turbine and the commissioning of the state-of-the-art biomass fueled combined heat and power plant. The actual application of these technologies in a campus scale operation puts the Morris campus among only a few campuses nationally who can provide the real world application in both academic and applied research opportunities for faculty, students, and regional stakeholders. It also marks the Morris campus as a leader within the University system.

The development of these unique resources in a community scale operation has provided numerous additional opportunities to partner with national research labs, leading corporations, and University graduate programs, as well as other regional educational institutions to continue the exploration of smart grids, and leading edge consumer feedback

Table 5-10. External grants and contracts, Morris campus, Spring 2000-10

Year	Proposals submitted		Awards received		Grant Expenditures
	Count	Amount	Count	Amount	
2010	31	\$3,307,644	23	\$1,084,117	\$1,069,335
2009	23	\$ 5,042,289	12	\$ 563,527	\$747,474
2008	14	\$ 9,959,734	9	\$ 425,596	\$ 704,942
2007	16	\$ 2,240,167	11	\$ 503,382	\$ 643,446
2006	20	\$ 2,653,643	11	\$ 2,344,481	\$ 666,151
2005	27	\$ 3,444,201	13	\$ 646,616	\$ 631,794
2004	28	\$ 4,365,965	12	\$ 533,414	\$ 813,921
2003	19	\$ 2,872,061	14	\$ 559,174	\$ 660,408
2002	28	\$ 1,185,161	18	\$ 700,017	\$ 693,697
2001	30	\$ 2,772,346	12	\$ 125,728	\$ 408,300

and control systems. From a regional land grant perspective, the campus is working with local communities to understand how to foster an environment that promotes local investment, local jobs, and local economic development.

Breakthrough research and Morris's undergraduate mission

One of the most significant and mission-centered aspects of Morris faculty research and artistic production is the manner in which undergraduate students are engaged. The 2011 University survey of the student experience shows that 57 percent of Morris seniors had worked with a faculty member on research or artistic production by the time they graduate. This is a system-leading indicator, and speaks to the quality and engagement of Morris faculty as well as students.

Undergraduates are engaged in a variety of programs that support their research, including the Morris Academic Partners program (MAP), the University's UROP program, externally-funded activities, and one-on-one direct support of student scholarship and creative activity. In Morris's MAP program, faculty members apply for research support to fund undergraduate students. MAPs promote student research engagement and support a high-

impact practice that supports student retention and graduation. In 2009-10, 34 students were supported with \$78,950 in awards, a significant increase from the 24 students supported with \$54,000 in 2004-05.

Each spring the Morris campus hosts an Undergraduate Research Symposium. Students present their research and creative activities through presentations, posters, and performances. Approximately 100 students participate annually, with dozens of faculty sponsors of their efforts. A number of Morris supporters and donors have set up funds to support student research at Morris and to support student travel to present the results of their work at local and national conferences. For example, during spring semester 2011, 11 Morris chemistry undergraduates presented their work at the annual meeting of the American Chemistry Society in San Diego.

Dynamic Outreach and Service

Morris campus faculty, staff, and students engage in outreach and service to connect the University's teaching and research with and foster positive change in the region. Several examples follow.

Along with the West Central Research and Outreach Center, the USDA Agricultural Research Station

in Morris, and a number of private entities in west central Minnesota, the Morris campus is working to renew and revitalize the region through its renewable energy efforts. These include putting dollars back into the local economy through the purchase of non-food fuel stocks to heat and cool the campus; a collection of research initiatives tied to renewable energy; non-credit-bearing classes related on green jobs that involve interested citizens, baccalaureate students, and technical college students; a curriculum partnerships crafted with Minnesota West Community and Technical Colleges supported by a grant from the Minnesota Renewable Energy Marketplace, and the outreach efforts of Minnesota's only campus-based Green Corps, which engages undergraduate students in assisting the region's public schools and small towns with their sustainability goals.

With support from University Achieve funding, the Morris campus is developing a three- or four-module on-line biomass gasification certificate program. Moving this on-campus course to an online format will reach a broader national and international market. In summer 2010, the Morris campus partnered with Windustry to host a train-the-trainer class to provide technological and economic expertise related to residential wind. These efforts use the Morris campus' growing renewable energy infrastructure and expertise to serve the region, state, and beyond.

Working in the area of literacy, the Tutoring, Reading, Enabling Children (TREC) program is a long-time collaborative relationship between Morris campus students, area schools, the public library and families in the surrounding communities. Through TREC, Morris campus students tutor and mentor area children and youth with the goals of promoting literacy in school age children. Seventy Morris campus students served as TREC tutors in 2010-11 reaching over 300 K-12 students in the Morris area.

In 2010, the Morris campus partnered with the Minnesota Campus Compact to host 18 AmeriCorps-funded Students in Service (SIS) participants. Placed with a variety of local government or non-profit organizations throughout west central Minnesota, SIS students are providing needed assistance with

program evaluation, publicity, policy research, and data analysis.

The Morris campus' award-winning Center for Small Towns (CST) serves as an incubator for outreach ideas and facilitates faculty and student involvement in activities directly benefiting the region.

A new Otto Bremer Foundation grant continues and extends the impact of CST's Faculty Fellows Program, with community-based research directed at the real existing needs of rural communities. One project studied school bus travel and overlap patterns in a community served by three separate school districts; another explored the financial viability of day care services in a community.

World-class Faculty and Staff

The Morris campus is committed to not only recruiting, but retaining diverse and exceptional faculty and staff. The Morris campus has made efforts to recruit more women and minority faculty, provide more competitive salaries and offer more comprehensive support for faculty research and professional development. As shown in Table 5-11, the Morris faculty cohort has become more gender balanced over the past decade. As the percentage of tenured faculty increased, less success has been achieved in recruiting and retaining faculty of color, impacted by Morris's rural location and comparatively

In concert with the University's Office of Equity and Diversity, the Morris campus is piloting a new pre-doctoral minority teaching fellowship program. In the 2011-12 academic year, two pre-doctoral students in the dissertation writing phase of their studies will be housed on the Morris campus as they engage in teaching at a small liberal arts college, receive mentoring on teaching effectiveness and course development, participate in the academic community as faculty members, and work with colleagues in their fields on research activities. This program offers an outstanding experience for the fellows and adds diversity to the Morris faculty aligned with an increasingly diverse student population.

Faculty: A significant challenge in recruiting diverse and successful faculty to Morris continues to be

faculty salaries that trail our comparison group (Tables 5-12 and 5-13). Morris faculty total compensation remains low (ranked 7 out of 14 in the comparison group) for full professors. When examining just salary values across all faculty ranks (full, associate, and assistant professors), Morris falls to 10 out of 14, with assistant professor salaries at 12 out of 14. This

has become a serious problem, making it extremely difficult to recruit outstanding faculty at competitive salaries. Efforts to retain faculty with competitive salary counter-offers is virtually impossible due to large gaps in salaries and, when successful, creates extensive salary inequities and compression issues.

Table 5-11. Faculty composition, Morris campus, 2000-10

	Faculty Count	Percent of Faculty			
		Female	Faculty of Color	Tenured	Temporary
2010-11	102	45.1%	7.8%	79.4%	3.9%
2009-10	101	44.6%	8.9%	71.3%	5.9%
2008-09	107	47.7%	10.3%	67.3%	5.6%
2007-08	114	43.1%	13.2%	60.5%	6.1%
2006-07	117	41.9%	15.4%	61.5%	9.4%
2005-06	126	42.1%	17.5%	52.4%	11.1%
2000-01	126	41.3%	15.1%	48.4%	18.3%

Note: Faculty count includes full-time faculty only at the ranks of professor, associate professor, assistant professor, and instructor; does not include administrative faculty. It does include faculty on leave or sabbatical and their replacements. Temporary refers to appointments that are full-time and non-tenure-track.

Table 5-12. Average faculty compensation (in thousands of dollars), Morris campus and comparison group institutions, Fall 2010, ranked by combined compensation

	Full Professor		Associate Professor		Assistant Professor		Professional Ranks Combined	
Carleton Col.	1	\$151	1	\$108	1	\$93	1	\$125
Macalester Col.	2	\$150	2	\$108	2	\$87	2	\$115
St. Olaf Col.	3	\$123	3	\$95	5	\$76	3	\$100
U. of Minnesota - Morris	7	\$111	4	\$92	3	\$80	4	\$95
Saint John's U.	5	\$112	5	\$89	7	\$74	5	\$92
U. North Carolina - Asheville	8	\$108	8	\$85	4	\$78	6	\$92
St. Mary's Col. - Maryland	4	\$115	6	\$87	6	\$74	7	\$92
Hamline U.	6	\$112	11	\$83	11	\$68	8	\$91
Col. of Saint Benedict	9	\$108	7	\$86	9	\$71	9	\$88
U. of Mary-Washington	10	\$107	10	\$83	8	\$71	10	\$88
Gustavus Adolphus Col.	11	\$105	9	\$84	10	\$70	11	\$87
U. of Maine - Farmington	12	\$97	13	\$78	12	\$66	12	\$81
Concordia Col. - Moorhead	13	\$94	12	\$79	13	\$66	13	\$77
Ramapo Col. - New Jersey	N/A		N/A		N/A		N/A	

Source: American Association of University Professors

The Morris Faculty Affairs Committee (FAC) conducted a faculty salary study in 2011. The study showed that within any logical comparison group (Morris 14, University of Minnesota campuses, AAUP comparison schools, COPLAC, Minnesota colleges and universities), Morris faculty salaries are below the norms across all ranks. FAC recommends that faculty salaries be brought to the mean of AAUP comparison schools—an investment of \$350,000 on a recurring basis.

Over the past five years, support for faculty research and professional development has grown dramatically. As shown in Table 5-14, Morris has invested well over \$120,000 in faculty development funding, compared to just over \$50,000 five years ago. These funds have resulted directly or indirectly in some of the significant faculty accomplishments noted in Table 5-14 and the growth in external funding proposals and grants received.

Table 5-13. Average faculty salary (in thousands of dollars), Morris campus and comparison group institutions, Fall 2010, ranked by combined compensation

	Full Professor		Associate Professor		Assistant Professor		Professional Ranks Combined	
Carleton Col.	1	\$117	2	\$82	1	\$70	1	\$96
Macalester Col.	2	\$111	1	\$84	2	\$67	2	\$88
St. Olaf Col.	3	\$92	3	\$70	4	\$57	3	\$74
U. North Carolina - Asheville	6	\$87	5	\$68	3	\$61	4	\$73
Hamline U.	4	\$90	6	\$67	8	\$55	5	\$73
St. Mary's Col. - Maryland	5	\$89	7	\$66	6	\$56	6	\$70
Saint John's U.	8	\$83	4	\$68	5	\$56	7	\$70
Col. of Saint Benedict	7	\$84	8	\$66	7	\$56	8	\$69
U. of Mary-Washington	9	\$82	10	\$63	9	\$54	9	\$67
U. of Minnesota - Morris	10	\$78	11	\$62	12	\$52	10	\$65
Gustavus Adolphus Col.	12	\$76	12	\$61	10	\$53	11	\$64
Concordia Col. - Moorhead	11	\$77	9	\$64	11	\$53	12	\$63
U. of Maine - Farmington	13	\$72	13	\$56	13	\$48	13	\$59
Ramapo Col. - New Jersey	N/A		N/A		N/A		N/A	

Source: American Association of University Professors

Table 5-14. Faculty support for research and professional travel, Morris campus, 2005-10

	Faulty Travel Awards	International Travel Awards	Research Enhancement Awards
2009-10	\$57,015	\$3,750	\$60,768
2008-09	\$54,733	\$2,500	\$42, 394
2007-08	\$75,066	\$1,200	\$47,608
2006-07	\$51,821	\$1,790	\$38,287
2005-06	\$39,278	\$1,200	\$10,763

Faculty Recognition

Morris campus faculty members have received awards for outstanding contributions to undergraduate education through the Horace T. Morse - University of Minnesota Alumni Association Award. Morris faculty have received this award virtually every year with the recognition going across all divisions and many disciplines. The Morris campus added another Horace T. Morse award winner in 2011. Currently, over 18 percent of Morris faculty members are Horace T. Morse award winners.

During the past academic year, several Morris faculty members have received recognition from the University through service and alumni awards. Three faculty have been recognized in the past three years by our alumni association for outstanding teaching contributions. Faculty members are honored for their contributions to human rights and education through the Cesar Chavez award each year. In addition to this University recognition, Morris faculty have been engaged and productive scholars and community servants. Their accomplishments include:

- Books, book reviews, and professional journal publications across all divisions
- Major external grants and stipends at state, local, and national levels
- Artistic activity, include theatrical and musical productions and commissioned and published compositions, as well as juried national and international art shows
- Service at the state and national levels

Staff: The Morris Office of Human Resources compared Morris academic administrative and professional position salaries to the CUPA-HR Salary Survey data for comparable educational institutions. The data will assist campus leaders in developing a compensation plan to provide guidance in hiring, rewarding, and retaining staff. The study found that half of Morris professional and administrative (P & A) staff salaries are above their comparable salary midpoint (largely related to longevity), 37 percent of Morris P & A staff salaries are between 90 percent

and 100 percent of their respective midpoints, and 13 percent of Morris P & A staff salaries are less than 90 percent of their midpoints. The cost to bring all salaries to their comparable midpoints is \$175,000 recurring.

Outstanding Organization

To enhance national and international recruitment, the Morris campus implemented a campus-wide integrated marketing plan in 2007, making investments in marketing, branding, and development areas. Using a combination of funds allocated directly to Morris through the University's compact process, reallocation internally, and stimulus dollars, the Morris campus added staff for success in this area. Morris hired a director of communications (2005), a communications assistant in University Relations (2007), and a graphic designer and part-time writer in 2010 (using stimulus funds). Results of this branding and marketing work include the following:

- Increase of six percent in website visitors (5.2 million visitors in 2010)
- Morris Facebook fans increased 370 percent from January 1, 2010-December 31, 2010
- Online advertising campaigns yielded over 10 million impressions
- Record number of applications for admission in 2010 and 2011
- Increased enrollment over the past three years

In 2011, the Morris campus:

- Celebrated 50th anniversary of the Morris campus and 100th anniversary of the West Central School of Agriculture (WCSA) in three days of activities
- Launched new scholarship in conjunction with 50th and 100th anniversaries
- Produced a historic walking tour and materials in celebration of Morris campus anniversaries
- Created a virtual tour with paths demonstrating our historic and green distinctions as well as connecting prospective students to campus

- Created a maroon and gold award-winning publication about campus sustainability
- Developed philanthropic vision and donors prospecti
- Created new Cougar athletics identity, logo, mascot, style guide, and web site
- Initiated program of online advertising and search engine marketing
- Media Services: maroon and gold award-winning Morris DVD: Promise of the Prairie
- Hosted A Prairie Home Companion national live broadcast at the Morris campus
- Hosted, per request of Senator Al Franken, a roundtable discussion of energy alternatives along with other invited guests
- Continued stimulus-funded graphic designer position through campus investments
- Upgraded appearance of Profile publication to full color

As part of its goal of enhancing private and nontraditional revenue, in 2011 the Morris campus:

- Pursued major gift funding in connection to campus anniversary celebrations
- Developed major gift proposals based on campus priorities
- Concluded President's matching scholarship drive with successful results
- Created new endowed scholarship fund matched by Morris in connection with celebrations
- Increased overall gift production in fiscal years 2007, 2008, 2009, and 2011
- Received the first million-dollar gift to campus in 2009, second in 2011
- Set a new fundraising high record in 2011
- Faculty/staff/retiree giving program at 30 percent participation rate
- Celebrated the fifth year of the Young Alumni/Senior Legacy program, with data showing an increase in participation in giving of 75 percent since 1990 for most recent five-year classes (National data predicts that young alumni participating in

first five years will give at levels eight times their peers within 15 years of graduation; young alumni make up approximately 60 percent of our social networking fan base on Facebook.)

- Hosted an increasing number of meetings, conferences and events utilizing campus facilities year-round and increasing revenues with a coordinated Conferences and Events team

The Morris campus is fiscally and environmentally responsible. The organizational structure of the campus continues to evolve to leverage the unique attributes of a small campus within a larger world class university. The Morris campus' bookstore operations are now managed centrally and the campus IT, library, and finance operations are centrally supported. The campus has also developed strong and interactive relationships with other University organizations within the west central area of the state, in particular its partnership with the West Central Research and Outreach Center.

Through its nationally recognized work in renewable energy and sustainability, the Morris campus has made great strides in becoming a model community. The campus has put in place the infrastructure to reduce the campus carbon footprint from 14,000 metric tons to less than 2,500 metric tons in under a decade as campus heating and cooling have moved from natural gas and the electric grid to onsite renewable generation with two wind turbines and a biomass gasification plant. Scope one and two carbon emissions are dropping from 14,000 metric tons to under 2,500 metric tons for a campus with 1 million square feet of building infrastructure and 1,800 students. In 2012, wind-supplied power will provide an estimated 70 percent of the annual campus electrical energy needs.

In an effort to align strategic initiatives of visibility, outreach, and exceptional campus community experience, the Morris campus:

- Renovated a building listed on the national registry of historic buildings to LEED gold standards – the Welcome Center.
- Re-located all External Relations offices in the Welcome Center to create a portal to the public and

friends of the University and to realize important synergies among admissions, alumni, marketing, development, and outreach

- Established campus historic district signage and WCSA building identification plaques
- Dedicated and named proscenium theater for the late Ray Lammers, professor of theater and speech
- Installed historic replication of WCSA water garden in new Welcome Center courtyard and dedicated garden to memory of Robert B. DeWall, early campus community leader

Looking Ahead

The Morris campus' strategic plan, completed in 2006, continues to serve as an effective blue print for the future. These strategic goals are critical to our success:

- Continue efforts to grow student numbers, both degree-seeking and revenue-generating non-degree-seeking students
- Continue to improve graduation rates
- Narrow the gap between white students and students of color in graduation rates and in retention rates
- Address the faculty and staff salary issue
- Align academic and co-curricular programs with recently articulated student learning outcomes
- Seek approvals to begin construction the first new Morris residence hall since 1971
- Continue to increase student engagement, especially in undergraduate research, service-learning, and study abroad
- Continue to strengthen financial modeling practices
- Continue to expand the base of philanthropic support by communicating Morris's vision, increasing alumni participation and annual giving, and pursuing transformational gifts
- Expand the base of partnerships and collaborations within the University system and with other higher education institutions, and
- Capitalize on the renewable energy infrastructure available in the west central Minnesota region by developing and offering a variety of credit- and non-credit-bearing opportunities for current and prospective students, adult learners, elementary and high school age students, alumni, high school teachers, and the interested public.

6: UNIVERSITY OF MINNESOTA CROOKSTON CAMPUS

The University of Minnesota, Crookston, which opened its doors to students in 1966 on the foundation of the Northwest School of Agriculture, provides its unique contribution through applied, career-oriented degree programs that combine theory, practice, and experimentation in a technologically rich environment. The Crookston campus strives to be distinctive and at the same time firmly aligned with the University's core purposes. It delivers a personal

and exceptional hands-on educational experience strong in technology applications, applied learning, undergraduate research, and global perspectives. Its graduates are increasingly known for their career readiness, their leadership and communication skills, and their high level of technology expertise. Graduates go on to secure quality careers or, increasingly, gain admission to graduate and professional programs.

Crookston Campus at a Glance

Founded	Employees (Fall 2010)
1905 – Northwest School of Agriculture	Senior Administrators* 2 (0.3%)
1966 – Crookston campus of the University	Faculty 49 (20%)
Campus Leadership	Total Employees** 262
Charles H. Casey, Chancellor	<i>* includes the chancellor and vice chancellor</i>
Colleges and Schools	<i>** employee classifications are under review by the Office of Human Resources</i>
Agriculture and Natural Resources	Degrees Awarded (2009-2010)
Business	Associate 7 (4%)
Liberal Arts & Education	Bachelor's 191 (96%)
Math, Science and Technology	Total 198
Degrees/Majors Offered	Campus Physical Size (2011)*
29 degrees offered; 7 online degrees, 2 academic programs offered in China	Number of Buildings 39
Student Enrollment (Fall 2010)	Assignable Square Feet 414,774
Undergraduate 1,462 (58%)	<i>* Includes buildings leased by the University</i>
Non-degree 1,066 (42%)	Budget (2009-2010 Expenditures)
Total 2,528	\$23 million

Comparison Group Institutions

The Crookston campus has identified nine higher education institutions as the primary group for comparison. The comparison institutions were identified based on their similarities in academic programs, enrollment, urbanization, and other key

trends. These institutions are listed in Table 6-1 and the variance them is shown. The institutions, however, have significant differences in undergraduate size, degrees offered, and other factors that need to be considered while reviewing the data. This report includes comparison group data where possible.

Table 6-1. Comparison group institutions, Crookston campus

	TYPE			SIZE			STUDENTS	
	Institutional Control	Local Community	Highest Degree Offered	Total Enrollment	full-time, degree seeking Undergrads	Percent Staff	Percent full-time Undergrads	Percent Pell Recipients
Bemidji State U.	Public	Town	Master's	5,175	4,206	53%	84%	30%
Dakota State U.	Public	Town	Doctoral	2,827	1,533	57%	74%	28%
Delaware Valley College	Private	Rural	Master's	2,266	1,875	82%	88%	21%
Northern State U.	Public	Town	Master's	2,625	1,667	67%	84%	35%
U. of Maine - Farmington	Public	Town	Master's	2,361	2,169	59%	95%	39%
U. of Minnesota - Crookston	Public	Town	Bachelor's	2,279	1,310	81%	82%	36%
U. of Minnesota - Morris	Public	Town	Bachelor's	1,705	1,599	73%	97%	27%
U. of Pittsburgh - Johnstown	Public	Rural	Bachelor's	3,057	3,043	57%	96%	28%
U. of Wisconsin - River Falls	Public	Town	Master's	6,728	6,044	51%	95%	24%
U. of Wisconsin - Stout	Public	Town	Master's	9,017	7,897	56%	86%	21%

* Note: Student data are from Fall 2008 data collection period. For human resource data, federal reporting rules require employee institutional data to be reported for odd years; thus, staff data are from Fall 2007 data collection period.

Percent (%) Staff are calculated from the number of staff by the total employee population at the institution. Staff data includes employees institutionally classified as executive/administrative/managerial, other professionals, technical and paraprofessionals, clerical and secretarial, skilled crafts, and service/maintenance. Data excludes employees who are faculty and graduate assistants.

The Crookston campus has experienced three consecutive years of record enrollment, with 1,462 degree-seeking students representing 41 states and territories and 29 countries enrolled for Fall 2010 (Table 6-2). As of Fall 2010, the campus provided 29 undergraduate degree programs and 40 concentrations, including recently approved programs in criminal justice, environmental sciences, and marketing. Over 90 percent of non-degree seeking students are part of the College In the High School program.

Table 6-2. Enrollment, Crookston campus, 2001, 2005, 2008-10

	2001	2005	2008	2009	2010	3-Year Average Growth
Undergraduate	1,154	1,053	1,207	1,310	1,462	8.6%
Non-degree ⁸	1,375	1,081	992	969	1,066	-3.3%
Total	2,529	2,134	2,199	2,279	2,528	2.8%

* Students not currently in a degree or certificate program and are unclassified and adult special, or high school students enrolled under the Minnesota Post-Secondary Education Options Act.

The Crookston campus continues to be an important access point for students to the University system. During 2010-11, the Crookston campus awarded more than \$2.9 million in institutional aid, approximately half of which went to students from families with adjusted gross income of less than \$50,000 per year. The Crookston campus uses the marketing headline “Small Campus. Big Degree.” To highlight the attraction and benefits of studying in a small, friendly, close-knit campus environment while earning a degree from the University system, one of the most highly regarded brand names in public education. The Crookston campus provides access to high-quality teaching, research, and outreach and serves as a regional hub for undergraduate education leading to a University diploma. The campus vision also includes technology applications in higher education; innovation, entrepreneurship, and regional sustainability; leadership development; and global and diverse cultural experiences. This vision was developed by the Crookston campus in 2006. It was updated in 2010-11 and will be used to guide decisions and strategic planning.

Extraordinary Education

A commitment to experiential learning differentiates the Crookston campus from its comparison group institutions by reinforcing the curriculum and adding value to the undergraduate experience. Crookston students gain valuable real-world experience to complement the learning opportunities embedded in the curriculum. Internships and service-learning programs are strong and have a high profile. An increasing campus-wide emphasis on undergraduate research is consistent with the University’s research goal and the campus commitment to experiential learning.

The Crookston campus is widely known for producing excellent graduates in many areas of agriculture and natural resources, as well as information technology and other selected programs. Crookston’s program in business management, its largest enrolled undergraduate program, continues to grow in enrollment and reputation. Over the past few years, new degree programs have been launched including biology, communication, criminal justice, environmental sciences, health sciences, marketing, quality management, and software engineering. This expanded array of degree programs has helped attract and retain more students. New degree programs are mission driven, meet demonstrable student and employer demand, leverage existing strengths and capacities, and are based on solid cost-benefit estimates.

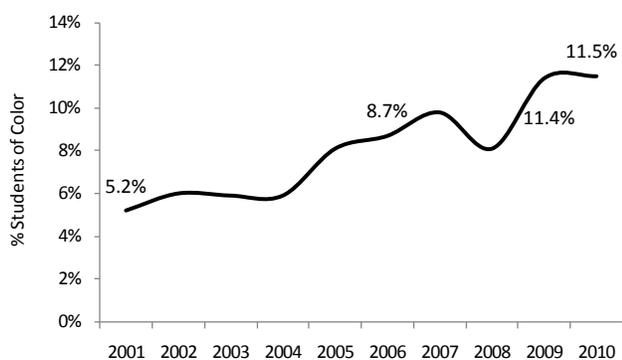
As of Fall 2011, 10 of Crookston’s 29 bachelor’s degree programs will be available entirely online, and interest by students in these programs continues to increase. While maintaining the University’s commitment to exceptional quality, these online programs provide flexible options for students who want a University degree but who are constrained by career, family, or location. Crookston campus academic departments and the Center for Adult Learning have grown online credit hours annually by roughly 30 percent since Fall 2008.

A campus-wide commitment to increasing diversity has led to the most diverse student body in Crookston’s

history and reinforces the goal of providing all students global and multicultural experiences. In Fall 2010, 11.5 percent of the undergraduate student body was comprised of students of color (Figure 6-1).

The Crookston campus is working to establish a campus-wide Diversity Council to advise administration, the Office of Diversity Programs, and the Office of International Programs to improve and ensure campus-wide support for diversity and inclusion.

Figure 6-1. Percent of undergraduate students of color, Crookston campus, 2001-10

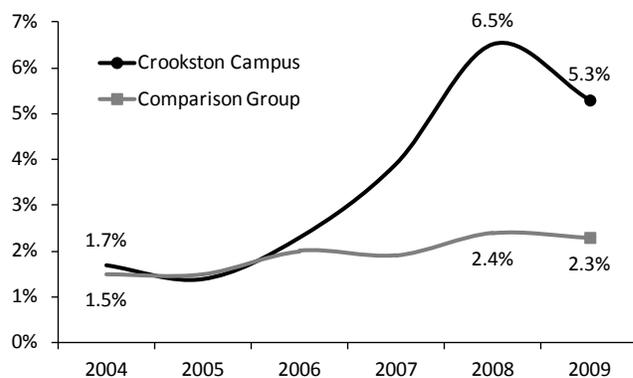


A notable change in the student body is the increase in international students on campus (Figure 6-2). With the commitment to internationalize across the University system, Crookston has aggressively used resources, curricular offerings, and community advantages to recruit quality international students to campus. Further, Crookston's increase in international students as a percent of the total undergraduate population continues to be above the average of the comparison group (Figure 6-2). In all, enrolled international students represent 29 countries and provide a unique and contributing factor in the experiences on campus.

Academic departments strive for diversity among their faculty as evidenced by the Business Department with faculty from Canada, Egypt, Germany, Russia, and South Africa. Faculty are actively engaged in internationalizing the campus, including faculty-led student groups traveling to China, Norway, and France. New collaborative agreements with the French

agriculture schools ESITPA of Souen and VetAgroSup of Clermont Ferrand will further expand options. During the summer, faculty teach courses in China and Korea. Several faculty made presentations at the 2011 University of Minnesota Conference on Internationalizing the Campus and Curriculum. Work is underway on formal procedures for international course development and implementation along with strategies to expand faculty involvement in international activities.

Figure 6-2. Percent undergraduate international students, Crookston campus, 2004-09



Source: Integrated Postsecondary Education System

Table 6-3. Percent of undergraduate international students, Crookston campus and comparison group institutions, 2004 and 2009

	2004		2009	
Northern State U.	2	2.2%	1	7.8%
U. of Minnesota - Crookston	3	1.7%	2	5.3%
U. of Minnesota - Morris	5	1.2%	3	4.2%
Bemidji State U.	1	6.1%	4	2.7%
Dakota State U.	4	1.6%	5	2.4%
U. of Wisconsin - River Falls	6	1.1%	6	1.1%
U. of Wisconsin - Stout	7	0.8%	6	1.1%
U. of Pittsburgh - Johnstown	10	0.0%	8	0.7%
U. of Maine - Farmington	8	0.6%	9	0.4%
Delaware Valley Col.	9	0.2%	10	0%

Source: Integrated Postsecondary Education System

With a high percentage of first-generation college students, increasing first-year retention is a continuing challenge (Figure 6-3). Strategies to increase retention rates include increasing emphasis on faculty advising, establishing a position of student experience and parent programs coordinator, hiring a director of diversity and multicultural affairs, requiring conditionally admitted students to complete a general education course in their first semester, and encouraging students to use the services of the Academic Assistance Center. Progress is being made with the exception of students of color.

The strategies used to increase retention rates should also increase graduation rates. In addition, students are encouraged to use the Grad Planner when meeting with their advisor. Juniors and seniors are provided the opportunity to register early for classes they need to graduate in a timely way. Access to online courses when scheduling assists in degree completion. When students are admitted, the goal of graduating in four years is discussed as an expectation.

Figure 6-3. First-, second-, and third-year retention rates (percentage) for first-time, full-time new entering students, by year of matriculation, Crookston campus, 2002-09

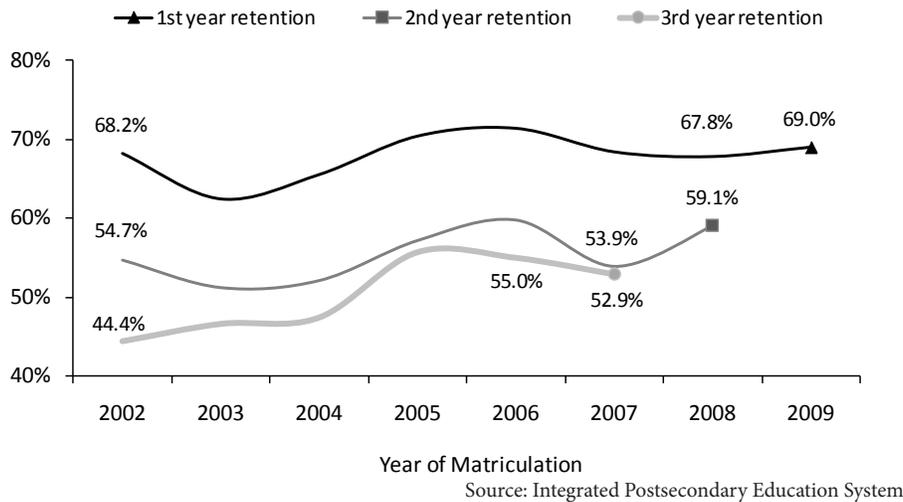
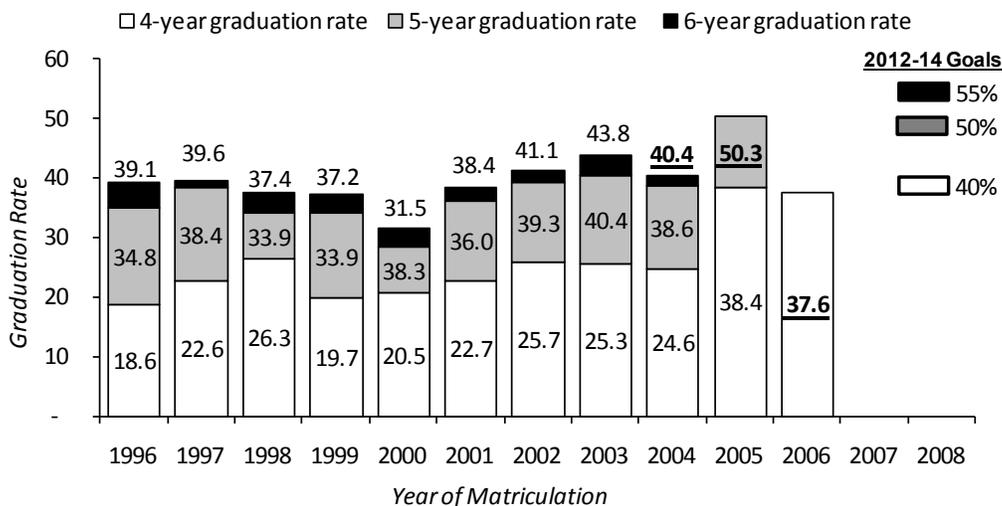


Figure 6-4. Four-, five-, and six-year graduation rates of undergraduate students (classes matriculating in 1996-2006), Crookston campus



*Rates include graduates who transferred to another University of Minnesota campus. Graduation rates reported to the national database (IPEDS) includes only students who matriculated at and graduated from the same campus. As a result, the rates presented in the figure above are slightly higher than those reported to IPEDS.

Table 6-4. Six-year undergraduate graduation rates sorted by 2003 all-student rate, Crookston campus and comparison group institutions (classes matriculating in 1997 and 2003)

	All Students		Students of Color		Non Stdnts of Color		International Stdnts	
	1997	2003	1997	2003	1997	2003	1997	2003
U. of Pittsburgh - Johnstown	60.3%	62.8%	47.1%	50.0%	60.6%	63.2%	-	-
U. of Maine - Farmington	55.8%	61.6%	26.7%	54.5%	56.5%	61.9%	100.0%	0%
U. of Minnesota - Morris	51.2%	59.5%	38.0%	44.6%	53.7%	61.6%	0%	100%
U. of Wisconsin - Stout	45.5%	55.4%	28.3%	30.4%	46.1%	56.3%	60.0%	100.0%
U. of Wisconsin - River Falls	54.4%	55.2%	42.9%	30.6%	54.9%	57.5%	0%	25.0%
Delaware Valley Col.	48.6%	49.5%	32.3%	25.0%	50.0%	52.0%	-	-
Bemidji State U.	37.7%	48.8%	7.7%	22.9%	40.1%	50.6%	38.1%	36.8%
Northern State U.	38.0%	45.6%	29.6%	10.0%	38.5%	47.0%	33.3%	33.3%
Dakota State U.	39.8%	41.8%	0%	22.2%	40.3%	42.6%	100%	-
U. of Minnesota - Crookston	35.3%	38.9%	0%	31.3%	37.5%	40.0%	28.6%	20.0%

Source: Integrated Postsecondary Education System

Further development of leadership opportunities for students is a priority. Building on a tradition to support leadership development, the campus launched two new organizations in 2010-11: a student Lions Club and Rotoract Club, both with strong focus on leadership development. The Honors Program completed its third year with the induction of more than 40 students into Alpha Lambda Delta, a prestigious national first-year honor society. Additionally, 17 students were inducted into the Crookston chapter of the National Society for Leadership and Success, and the Crookston Students in Free Enterprise (SIFE) team traveled to the 2011 Regional Competition, in Minneapolis, where they were named Regional Champions for a 12th consecutive time. In athletics, the Crookston campus continued the NCAA CHAMPS/Life Skills program, which supports student-athlete development initiatives of the NCAA and promotes student ownership of their academic, athletic, career, personal, and community responsibilities.

Federal stimulus funds have helped to establish an **immersive visualization lab** at Crookston—one of

only two in the Upper Midwest. The lab is leading-edge featuring technology that creates 3-D simulations with applications across many disciplines including software engineering, physical and biological sciences, agriculture and natural resources, and homeland security. Over the summer of 2011 renovation of two 1950s-era science labs in Hill Hall will transform them into team-based collaborative learning labs to support biology, organic chemistry, soil science, and water quality courses. The labs will also foster interdisciplinary interaction between academic departments.

Student responses to the most recently conducted National Survey of Student Engagement indicate the Crookston campus maintains favorable measures of satisfaction. A few key indicators include post-college job skills and academic advising. Eighty percent of first-year students and 81 percent of seniors characterized the Crookston campus as helping them to acquire job or work-related knowledge and skills as “quite a bit” or “very much” (compared to 66 percent for freshmen and 75 percent for seniors at comparison group institutions). Eighty-eight percent of freshmen

and 79 percent of seniors also characterized the quality of academic advising as “good” or “excellent.” Student responses to a 2011 campus survey indicate that 93 percent were satisfied with their experience at Crookston.

Breakthrough Research

Crookston campus faculty continues to increase their research activity, including research on alternative fuels, alternative feeds for livestock, prairie ecosystems, low-maintenance athletic turf, threatened song birds, greenhouse gases, wetland plant restoration, plants to combat staph bacteria, homeland security evacuation planning, and several statewide entrepreneurship projects. Increased support for individual, interdisciplinary, and collaborative faculty research continues to be a campus priority, as does community and regional outreach (Table 6-5).

Table 6-5. External grants and contracts, Crookston campus, 2005-10

	Proposals	Proposal Dollars (thousands)	Awards	Award Dollars (thousands)	Sponsored Expenditures (thousands)
2010	21	\$6,043	14	\$802	\$797
2009	10	\$666	7	\$892	\$839
2008	7	\$1,279	6	\$403	\$625
2007	8	\$1,412	5	\$698	\$984
2006	9	\$1,177	4	\$1,539	\$1,022
2005	11	\$3,698	6	\$1,012	\$1,114

A new grants and contracts coordinator will help research, identify, and communicate potential sources of funding to support research projects and program development opportunities, coordinate sources of funding for future grants and contracts, and assist faculty members with grant writing and coordination of necessary resources.

For the past few years, faculty have had an opportunity to present their research to the campus community during Thursday Commons sessions. Additional presentations are planned for 2011-12.

In 2009, \$50,000 in research initiative grants were made to five Crookston faculty; in 2010, an additional three grants totalling \$50,000 were made. Two Crookston campus faculty received system startup research grants in 2009-10, and an additional award was approved in 2011. Seven faculty and staff submitted proposals of more than \$25,000 each to various agencies.

In 2010, a newly formed consortium led by the University of Minnesota Institute for Health Informatics was awarded more than \$5 million in federal stimulus dollars to train health informatics professionals. This grant includes participation by Crookston faculty.

Dynamic Outreach and Service

The Crookston campus’s commitment to its local, regional, and statewide community is exemplified in its wide range of outreach and service initiatives.

In 2008 a three-year, renewable grant of \$150,000 from the U.S. Department of Commerce funded the establishment of the **Economic Development Administration Center** for the State of Minnesota at the Crookston campus. In 2009 the Center completed four projects (Long Prairie, Todd County, Tower, and a Northwest Minnesota Industry Impact Analysis) across the state, and completed four additional technical assistance projects in 2010 in Appleton, Crookston, and Grand Marais, along with the launch of a new student internship program. Also in 2010 the Center received an additional two-year, \$459,900 award from the Blandin Foundation to evaluate the impact of a new rural broadband initiative funded through the National Telecommunications Information Administration of the U.S. Department of Commerce. Projects currently underway are located in Pine City, Staples, and Waseca, as well as an innovative project with the Minnesota Foreign Trade Zone Commission. The Crookston campus will apply for renewal of the center grant in 2011.

In its second year, the **Center for Sustainability** finalized the development and implementation of Crookston’s Climate Neutrality Plan and coordinated campuswide sustainability initiatives as well as

community outreach. With assistance from Green Corps, the Center helped the cities of Crookston and Halstad each receive roughly \$90,000 grants for lighting retrofits; a Green Corps specialist is providing support to the campus and community in stormwater management; and a Clean Energy Resource Teams grant has funded a feasibility study of local methane generation. Student groups such as Crookston Students for Sustainable Development are directly involved with the Center and have been instrumental in supporting and promoting the Otter Tail Power Company Campus Energy Challenge, a program with goals of reducing electrical energy consumption.

The Crookston campus was awarded a federal appropriation of \$550,000 administered through the U.S. Department of Education to establish the **Center for Rural Entrepreneurial Studies**. The Center began in 2011 and is intended to help create jobs and stimulate economic growth regionally by having faculty and students work with entrepreneurs and small businesses on projects that will share and apply expertise in business management, marketing, and the use of technology.

The Crookston campus was named to the **2010 President's Higher Education Community Service Honor Roll** by the Corporation for National and Community Service. This is the fourth time Crookston has earned the honor. In 2010, Crookston students tallied over 8,400 hours of service learning through their academic courses and nearly 9,500 hours of community service on their campus, in Crookston, in their local communities, and across the country. Additionally, the campus continued a commitment to designate 10 work-study students in the community to serve as America Reads tutors at Crookston's Washington Elementary School, Highland School, and Our Savior's Lutheran School.

World-class Faculty and Staff

The Crookston campus's greatest strength is its human capital. Newly hired faculty and staff continue to expand the credentials, expertise, and capacity for teaching, research, and service at Crookston.

Increasingly, Crookston's faculty and staff possess or are actively working toward terminal degrees, and new hires have experience in obtaining grant funding and in conducting and publishing research. These investments strengthen academic programs and advance the overall goal of the University to become a top public research university.

The importance of tenure-track positions is also key to Crookston's faculty. An investment in faculty positions using revenue from tuition dollars for Fall 2010 involved five tenure-track positions. Each of these positions has been filled with doctoral-level faculty with background in research and/or industry experience. In the spring of 2011, two faculty members earned tenure and the rank of associate professor. Also, three faculty members have been hired to begin in the fall of 2011 and, like the 2010 hires, have terminal doctoral-level degrees with an extensive background and experience.

Outstanding Organization

As an outstanding organization and a responsible steward of resources, the Crookston campus is focused on service, driven by performance, explores collaboration—both internal and external, and is recognized among peers. Major highlights in this arena include strategic planning, quality improvement, technical innovations, and partnerships.

After the Crookston campus received its 10-year reaccreditation using the traditional PEAQ (Program to Evaluate and Advance Quality) process from the Higher Learning Commission (HLC) in 2006, careful investigation began into whether the **AQIP (Academic Quality Improvement Program) accreditation process** would have advantages for the campus. PEAQ tends to be centered on documenting what has happened in the past while AQIP is based on quality improvement processes and is centered on developing action projects to improve quality. To join AQIP, an extensive application is required including evidence for how the institution is meeting the five HLC criteria along with evidence of the institution's understanding of and commitment to quality improvement processes.

The Crookston campus' application was submitted in 2010, was reviewed by an AQIP panel, and was accepted later that year. In 2011 a team of eight administrators and faculty attended an AQIP Strategy Forum. Implementation of AQIP is underway with three actions projects currently in progress.

The **2015 Campus Action Plan**, resulting from a year-long strategic planning process in 2010, is in final draft form. Campus administration organized seven strategic positioning work groups comprised of faculty, staff, and students. Work focused on athletics, curriculum, international programs, online programs, student services, technology, and sustainability and energy. The 2015 Action Plan is available online at www.umcrookston.edu/chancellors-office/strategic2010/index.html.

Established in 2010, the Curriculum Working Group of the Strategic Positioning Committee completed **extensive work evaluating each degree program** offered on the Crookston campus. The overall goal was to develop and maintain quality programs that support the mission of the campus and provide graduates with the education and skills to succeed. Evaluation criteria included whether the program: (1) has faculty leadership and support, (2) is correctly focused, (3) fits the needs of the region and beyond, and (4) attracts sustainable enrollment. As a result of this process, four programs were selected for strengthening and expanding with additional resources, 11 programs were to be maintained at current levels, four programs were to be continued with reduced support, and three programs were recommended to be phased out. Curriculum efficiencies were also explored.

In 2011 the Crookston campus was named the 11th member of the **New Century Learning Consortium**, founded at the University of Illinois Springfield. The Consortium is designed to assist universities in implementing high-quality, large-scale online and blended learning programs. Consortium activities include shared research projects; shared IT expertise to support building infrastructure capacity; peer support at the upper administration, dean, and faculty member levels, and sharing of best practices in the development of high-quality online education.

Utilizing expertise in online learning and support of online students, the Center for Adult Learning on the Crookston campus serves all campuses and units of the University through the **Digital Campus Calling Center**. The Center is a gateway to online course offerings, degree programs, and non-credit classes across the University system.

As the first participant in the **Otter Tail Power Company Campus Energy Challenge**, the Crookston campus saved 408,765 kilowatt-hours of energy from September 2010 through February 2011—the result of \$193,000 in infrastructure investments and campus community behavior changes. This translates to more than \$25,000 of savings for those months. Nearly \$80,000 of the infrastructure investment has been reimbursed by Otter Tail Power Company through its collaboration with the campus. Savings will continue from these efforts as the program is set to monitor usage over the next four years.

The **Regional Systemwide Council** now meets regularly to identify potential efficiencies and collaborations involving the Crookston campus, the Northwest Research and Outreach Center, Crookston Regional Extension, the Northwest Regional Sustainable Development Partnership, and the Northwest Area Health Education Center. All units are located either on campus or in Crookston.

Looking Ahead

Moving forward requires strong and steady leadership, consistency in message and action, and long-term commitment to core values. Significant progress and growth have occurred since 2006, and broad dialogue continues to be a priority to ensure a shared expectation for continued growth and improvement. As the system's most important and visible presence in the region, the Crookston campus resolves to be and be seen as an economic engine for northwest Minnesota. The Crookston campus continues to work to strengthen its presence as the regional hub of activity for creative talent of students, educators, and scientists, entrepreneurs and business builders, social service providers, community leaders, and all citizens.

Capital Investment Priorities

The Crookston campus continues to experience strong demand for on-campus housing. Recruitment strategies and agreements with international partners call for growth in the number of students with an expectation to live on campus. A new **144-bed residence hall** is proposed for 2012 at a projected cost of approximately \$9 million, self-funded as an auxiliary.

Current recreational facilities at Crookston do not meet needs or expectations of the growing campus community. A new **recreation center** with additional gym and exercise areas is critical to campus strategies for recruitment and retention. The campus seeks private funds to cover one-third of the total estimated facility cost of \$11.5 million with a request for state bonding to cover the balance.

Emerging Opportunities

The Crookston campus is exploring being the host site for the Small Business Development Center (SBDC) for the Northwest section of the state. The center, providing expertise and guidance to small business owners, would complement the recently established Center for Rural Entrepreneurial Studies.

Another initiative is the possible acquisition of the Valley Technology Building from the City of Crookston. This acquisition would be a great opportunity for the campus to add much needed office, meeting, and storage space. Talks are ongoing with the City of Crookston.

Refined Core Priorities for 2015 and Beyond

Strategic planning this past year has focused on the University's aspirations for extraordinary education, breakthrough research, dynamic outreach and service, world-class faculty and staff, and outstanding organization. Crookston's core priorities have been refined:

- To provide students an outstanding academic experience

- To engage students in an exemplary co-curricular experience
- To promote engagement and collaboration among students, faculty, staff, and the community, region, state, and beyond

Refer to the 2015 Campus Action Plan for a more detailed outline at: www.umcrookston.edu/chancellors-office/strategic2010/index.html.

Priorities for 2011-12

- Begin implementation of the 2015 Campus Action Plan.
- Strengthen the relationship with the New Century Learning Consortium in support of online learning.
- Develop plans for the replacement of employees who accepted the Retirement Incentive Option.
- Complete the search for a director of facilities and operations.
- Continue negotiations with the City of Crookston for conveyance of the Valley Technology Building to Crookston.
- Strengthen relationships with the NWROC, Extension, Regional Sustainable Development Partnerships, and Area Health Education Centers.
- Explore the opportunity to host the Northwest Small Business Development Center on campus.
- Support continuation of the Otter Tail Power Campus Energy Challenge.
- Support the establishment of a campus Diversity Council.
- Ensure the financial viability of the campus during this period of declining state support.
- Support the transition of the new president of the University of Minnesota.
- Support overall University goals.

7: UNIVERSITY OF MINNESOTA ROCHESTER CAMPUS

The Rochester campus offers distinctive health sciences and biosciences education to prepare students for a broad spectrum of current and emerging careers, ranging from patient care to pure and applied research. Through rigorous coursework, community-

engaged learning, and research opportunities, students are challenged to find innovative connections among disciplines, deepen their knowledge and understanding, and take charge of their own learning and development.

Rochester Campus at a Glance

Founded		Student Enrollment (Fall 2010)	
2006	Established as a coordinate campus	Undergraduate	141 (99%)
2009	First undergraduate class	Non-degree	2 (1%)
Campus Leadership		Total	143
Stephen Lehmkuhle, Chancellor		All-University Graduate Programs	29
Campus Academic Programs		Partnership programs	350
Health Sciences		Total Students served at UMR	522
Health Professions		Employees (Fall 2010)	
Biomedical Informatics and Computational Biology		Senior Administrators**	2 (3%)
Academic Partnerships		Faculty	10 (14%)
Adult Education/Human Resource Development		Total Employees***	69
Biostatistics		<i>* employee classifications are under review by the Office of Human Resources</i>	
Business and Management		<i>** includes the chancellor and vice chancellor</i>	
Clinical Laboratory Sciences		<i>*** Serves campus and system-wide partnership programs</i>	
Education		Campus Physical Size (2011)*	
Nursing		UMR Buildings	2
Occupational Therapy		Assignable Square Feet	65,000
Public Health		AHC and Extension Buildings	3
Respiratory Care		Assignable Square Feet	369,209
Science and Engineering		<i>* Includes buildings leased by the University</i>	
Noncredit Continuing Education, Professional Development and Outreach		Budget (2009-2010 Expenditures)	
Degrees/Majors Offered*		\$7 million	
2 baccalaureate degrees offered in 4 academic programs;			
6 master's degrees offered in 16 academic programs;			
2 doctoral degrees available in 5 different academic programs; post-baccalaureate certificate, licensure, and non-credit continuing education programs are offered			
<i>* most offered in partnership with other University campuses</i>			

Rochester Campus Mission

The University of Minnesota, Rochester promotes learning and development through personalized education in a technology-enhanced environment. The Rochester campus empowers undergraduate and graduate students to be responsible for their own learning and provides appropriate support to prepare them to succeed in a global and multicultural society.

The Rochester campus serves as a conduit and catalyst for leveraging intellectual and economic resources in Rochester and southeastern Minnesota through its signature academic, research, and public engagement programs in collaboration with other campuses of the University, other higher education institutions throughout the state and nation, governmental and non-profit organizations, and private enterprise.

Campus Mission Statement Approved, Board of Regents, June 2009

Below are summaries of the progress of the new Rochester campus as it grows and fulfills its mission, as well as the mission of the University. The new campus is establishing a programmatic niche in the health and biosciences, building innovative curricula and academic models, designing new approaches for student support, and assembling the programmatic, faculty, student support, technology, and capital resources needed to implement the mission. A variety of partnerships that leverage, enrich, and diversify these resources are described in each section below.

Extraordinary Education and Breakthrough Research

Biomedical Informatics and Computational Biology

In 2008, an interdisciplinary, all-University graduate program, with its administrative home at the Rochester campus, began to train the leaders of tomorrow in Biomedical Informatics and Computational Biology (BICB). The BICB program, a Rochester campus collaboration with the Twin Cities campus, Mayo Clinic, IBM, and the Hormel Institute,

offers M.S. and Ph.D. programs in this vibrant and fast-paced field, and currently has 51 faculty members from the participating institutions. The program serves part-time and full-time students in the Twin Cities and Rochester. Since its inception, BICB has grown to over 30 graduate students, equally divided between the two locations and almost equally divided between the M.S. and Ph.D. programs. The campus expects to grow the program by another eight to 10 graduate students in 2011. The first M.S. student graduated from the program in 2010.

BICB 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. Over the past four years, with funding from the state, BICB has supported three broad research areas: clinical data mining, machine learning to predict disease state, and computational methods for rational drug design. The Rochester campus funded nine collaborative research projects, 15 graduate traineeships, and one post-doctoral associate. All BICB-funded research and traineeships are multi-institutional collaborations. These collaborations resulted in: six federal grants involving Twin Cities campus faculty and collaborators at other participating institution totaling more than \$3 million; one Minnesota partnership for Biotechnology and Medical Genomics grant of approximately \$500,000, resulting from a collaboration among the Rochester campus, IBM, and Mayo Clinic; 50 research reports from 2008 through May 2011; a prestigious IBM fellowship award for one of the BICB trainees; an IBM Faculty Fellowship for a member of the BICB graduate faculty; and a National Science Foundation CAREER award for another BICB graduate faculty member.

The BICB program has also fostered interaction among the collaborating institutions' researchers and staff by

organizing BICB-focused research symposia. Since 2007, the BICB program has hosted nine research symposia; the first was attended by 30 researchers from the Twin Cities and Rochester campuses, Mayo Clinic, IBM, and the Hormel Institute, while the most recent (January 2011) was attended by over 110.

The BICB program in partnership with the University Supercomputing Institute for Advanced Computational Research (MSI), established the MSI-Rochester campus BICB Computational Laboratory (UMBC Lab) in 2009. The lab offers high-performance computing resources that were awarded to the BICB program through IBM's Shared University Research program. The UMBC Lab supports interdisciplinary and collaborative BICB projects among IBM, Mayo Clinic, the Rochester and Twin Cities campuses, and the Hormel Institute; it provides access to software and storage resources necessary to develop and support research as part of the BICB program. In addition, MSI began offering hands-on tutorials at the Rochester campus in 2011, which covered programming and genomic analysis topics and were attended by over 35 Mayo Clinic and BICB investigators.

In 2010, the BICB program began a concerted effort to increase awareness among its students and investigators of the benefits and issues involved in technology commercialization and entrepreneurship. This included the launching of the BICB "Making a Difference" seminar series, featuring presentations by video conference between the Rochester and Twin Cities campuses by a venture capitalist and an entrepreneur. In 2011, BICB offered a one-credit seminar, which delved into different aspects of entrepreneurship and leadership using case studies and guest speakers.

Bachelor of Science in Health Sciences

In Fall 2010, the Rochester campus welcomed its second class of the Bachelor of Science in Health Sciences degree (BSHS). The BSHS provides education and training for students interested in health-professions career programs, post-baccalaureate education, professional degrees, and industry careers

in the biotechnology sector. Students share a common curriculum during the first two 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 is taking a research-based approach to learning and assessment in the development and implementation of this curriculum. CLI promotes a learner-centered, technology-enhanced, concept-based, and community-integrated learning environment in which ongoing assessment guides and monitors student achievement of measurable objectives and is the basis for data-driven research on learning. The development of the learning analytics is receiving support from various groups in the Office of Information Technology. CLI serves as a laboratory for learning, leads the development of the integrated curriculum for the BSHS, and works in collaboration with regional businesses and industry to provide unique educational opportunities for students.

The Rochester campus is in the process of admitting its third first-year class into the BSHS program. Enrollment growth plans to add 50 first-year students each year until reaching 250 students. The Rochester campus is planning for a first-year class of 150 students in Fall 2011.

Bachelor of Science in Health Professions

In 2010, a second undergraduate program was approved that led to a Bachelor of Science in Health Professions (BSHP). The degree is awarded by the University of Minnesota and a certificate is awarded by Mayo School of Health Sciences in one of five fields: echocardiography, radiation therapy, radiography, respiratory care, and sonography. The junior-admitting program is administered through the Office of the Vice Chancellor for Academic Affairs with faculty oversight provided by CLI. It will welcome its first class of 15 students to the echocardiography and respiratory care tracks in Fall 2011 and is expected to grow to a total enrollment of approximately 140.

Additional Updates

As the Rochester campus continues to grow as a campus, it reaches milestones that every new campus faces—including accreditation. In 2009, the Rochester campus began the process of gaining accreditation by requesting an eligibility interview with the Higher Learning Commission of the North Central Association of Colleges and Schools; that process continues.

The Rochester campus continues to offer programs from the Twin Cities and Duluth campuses. Approximately 350 students are enrolled in more than 20 undergraduate, graduate, certificate and licensure programs delivered by the School of Public Health, School of Nursing, Center for Allied Health Programs, College of Education and Human Development, Institute of Technology, and Labovitz School of Business and Economics. The introduction of additional programs is under consideration on an ongoing basis.

Student Affairs

The University's mission of extraordinary education and the strategic objectives within (recruit highly prepared students from diverse populations; challenge, educate and graduate students; ensure affordable access; develop lifelong learners, leaders and global citizens) are all components of the strategic initiatives that have been developed by Rochester Student Affairs. The mission of Student Affairs is to advocate for students and shape their higher education experience by providing exceptional service and support to Rochester campus students—from inquiry to graduation.

Student Affairs encompasses: recruitment, admissions, student records, financial aid, student activities, international programs (including study abroad and incoming students), study away, advising, student conduct, professional development for students, residential life, institutional record keeping and reporting, disability services, support for diverse students (student parents, veterans, GLBT students, multicultural students), student health and wellness, recreation, student government, and other aspects of the total student experience.

Below is a list of investments made and initiatives employed to achieve these goals and strategies from 2005 to present. Since 2005, the Rochester campus has developed nearly all the hallmarks of a comprehensive Student Affairs division.

- 2005-06: Began working with Twin Cities offices, including: ASR, OneStop, Disability Services, Student Conflict Resolution Center, Student Judicial Affairs, International Students and Scholars Services, and Learning Abroad Center to provide services for students on the Rochester campus. Hired Rochester's first recruiter for Rochester academic programs. Provided access for students in Rochester to the University Student Health Benefit (insurance) Plan.
- 2006-07: Start of Rochester student activities, including social events and intramural recreation (in partnership with Rochester Community and Technical College). Established online off-campus housing listing service for Rochester. Began career resource offerings with certification to administer and interpret online inventories. Facilitated agreement with University Bookstores to bring a bookstore to the new Rochester location. Created joint Rochester campus and Mayo School of Health Sciences commencement ceremony for students graduating from joint programs.
- 2007-08: Extensive planning for student services at newly recognized Rochester campus—including a system-wide Rochester Operations and Student Services committee. Began navigating system, state, and federal guidelines for appropriate recognition of Rochester in data systems and regulatory agencies (i.e. PeopleSoft, FAFSA, IPEDS, SEVIS, HLC).
- 2008-09: Established Office of Admissions (director, two representatives, support); Office of the Registrar and Student Life (assistant director/registrar, database analyst, OneStop assistant, student success coach). Selected Rochester campus Student Development Outcomes. Created Rochester Catalog and Policy Handbook. Expanded services offered at the Rochester campus to include or enhance registration assistance, financial aid counsel-

ing, employment opportunities, student activities, learning abroad opportunities, and student conduct procedure. Identified two off-campus partnerships that provided student-friendly housing option. Negotiated agreement with Rochester Area Family Y to provide student fitness and recreation opportunities, including intramural sports. Initiated recruitment strategies including high school visits, on-campus visit days, mailing, online and personal communication. Received recognition and ability to issue I-20 student visas from the Department of Homeland Security.

- 2009-10: Made contact with over 24,000 prospective students, resulting in more than 200 applications, 91 admitted students and 47 matriculants in the first class of students in Rochester academic program (BSHS). Developed communication and utilization plan for a third-party CRM (Recruitment Plus) to manage recruitment and admissions, in the absence of the ability to use PeopleSoft for this purpose. Developed first-year orientation and campus welcome program to acclimate new students in all academic programs to the Rochester campus. Opened Rochester Student Health Service in partnership with Olmsted Medical Center. Advised and supported all BSHS students with a developmental coaching approach. Increased student support for registration, financial aid, degree progression, student health insurance and immunization records, and professional certifications (i.e. Respiratory Care). Expanded student activities and recognized nine new student organizations. Identified three locations for student-friendly housing. Applied and was accepted in the National Student Exchange consortium of institutions. Hired director of International Programs. Recognized by the State of Minnesota to offer Post-Secondary Enrollment Options for high school students interested in taking college courses at the Rochester campus.
- 2010-11: Increased prospect, applicant and matriculant pools to result in enrollment of 100+ BSHS students in Fall 2010. Hired second student success coach and Rochester campus housing coordinator to manage partnership of new student housing

development, 318 Commons. Established and advised Rochester Student Association (student government). Doubled number of recognized student organizations. Preparation for second Rochester academic program (BSHP) including development of catalog, recruitment plan and materials, and hiring of a transfer coordinator

Ongoing initiatives include:

- Student success coaches are developing strong supportive relationships with the BSHS students—allowing them to offer academic, career, and personal guidance. This “safety net” provided by proactively involved coaches has also allowed Rochester to develop support services on an as-needed basis, rather than needing to create all possible services at one time.
- The Rochester campus continues to develop stronger relationships with the academic “partnership” program. Rochester Student Affairs is now part of all orientation sessions for partnership programs and provides on-campus support for these students in the form of OneStop, student records, activities, housing, student organizations, health services, recreation and career development.
- Using systemwide resources, particularly those requiring a very specific and deep knowledge of federal and state guidelines, to handle much of the technical work allows Rochester staff to focus on serving the individual student while developing professional expertise. Examples are shown in Table 7-1.

Table 7-1. Utilization of systemwide resources

Area	Twin Cities Campus role	Rochester Campus role
Financial Aid	Package and disburse aid	Assist, answer questions
Disability Services	Determine accommodations	Provide accommodations
International Students	Issue I-20s (up to 2010)	Recruitment, now doing all support

Some outcomes of these initiatives include:

- Retention for the BSHS program is averaging about 80 percent for the first two years, which is particularly impressive given that the Rochester campus is offering only a single major, and students who wish to change majors must actually leave the campus.
- Student services and activities in 2010-11 include:
 - 321 9-month memberships to the Rochester Area Family Y—over 125 students per semester visited between one and 19 times per month
 - 500 subscriptions to Student Health 101—students have read 6,432 pages and been actively turning pages on this site for over 45 hours between September 2010 and April 2011
 - Four hours per week of a nurse practitioner seeing students at the Student Health Center
 - 24/7 phone access to mental health professionals for all Rochester campus students (and concerned faculty, staff or parents)
 - Up to three in-person visits with a counselor for students who need additional help
 - Well-attended student events and increased recognized organizations
- The Rochester campus participated in the spring 2011 SES (Student Engagement Survey) along with the other University campuses—preliminary data indicate high engagement for students at the Rochester campus, including interaction with faculty outside of the classroom and participation in service and career development opportunities.

As enrollment in the BSHS and BSHP programs continue to grow, and the campus anticipates stable enrollment in the partnership programs, Rochester Student Affairs will continue to add staff strategically to provide the best environment possible for all students. This will include additional student success coaches, Admissions staff, and OneStop and student records specialists. Building Student Affairs in this manner has resulted in the deployment of employee talents in many areas outside of official job titles and increased capability in supporting diverse students: veterans, parents, students with disabilities,

international students, PSEO participants, first generation college students, and others.

World-class Faculty and Staff

Faculty and staff requirements are increasing as the academic programs expand and enrollment grows. New positions are added commensurate with enrollment growth and demand for services.

Faculty on-site and from the Twin Cities and Duluth campuses, as well as joint resident faculty appointed from collaborating organizations, will continue to provide teaching and research services for Rochester. The CLI is the academic home of faculty and staff involved in the BSHS and BSHP programs. The on-site program staff are categorized into three areas: tenure/tenure-track faculty, teaching specialists and lecturers, and post-doctoral fellows. In Fall 2010, the CLI housed 10 tenure-track faculty, nine lecturers and teaching specialists, and one post-doctoral fellow to serve students in the BSHS program. In Fall 2011, the CLI will house 11 tenure-track faculty, 20 lecturers and teaching specialists, and two postdoctoral fellows. Additional faculty from the Mayo School of Health Sciences will teach students in the BSHP program (in the respiratory therapy and echocardiography tracks). The number of Rochester-based faculty will continue to grow as enrollment in the BSHS increases, sonography and radiography tracks are added to the BSHP, and additional academic programs and research initiatives are established.

As the enrollment of undergraduate students grows, so does the need to provide student employment for those students with financial aid in the form of work-study funding. Given that Rochester is a non-traditional campus with no food service, grounds, and other high student employment venues, student employment opportunities must also be met in a non-traditional way. The director of human resources and the University system Office of Human Resources are partnering to increase student employment opportunities at off-campus, non-profit businesses and organizations. It is hoped that at least 60 students during this inaugural year can be employed off campus.

Outstanding Organization

Finances

The Rochester campus continues to match its financing strategies to the short- and long-term goals of the institution. Beginning in 2012, the function and program codes in select Rochester chartfield strings will be changed to reflect the structure of Rochester as a coordinate campus. These new codes will more accurately depict the Rochester campus' growth as an institution that has its own degree programs. The increased number of graduate students in the BICB program, enrollment in the new BSHP program, and the cumulative effect of each new first-year class in the BSHS program provide the Rochester campus one measure of long-term financing generated by student enrollment. Retention of current students and the admission of transfer students enabled the Rochester campus to achieve more undergraduate students enrolled in Spring 2011 than Fall 2010. The new BSHP respiratory therapy and echocardiography tracks will provide additional tuition beginning in Fall 2011. In future years, the Rochester campus will be positioned to add international students and an increasing number of transfer students.

Planning for increased enrollment in the Center for Allied Health Programs (Master of Occupational Therapy and the undergraduate Clinical Lab Sciences) and a future presence of the post-baccalaureate Master in Nursing from the University's School of Nursing will help provide stable enrollment in the partnership programs. As noted in previous accountability reports, the Rochester campus receives 25 percent of the tuition from students enrolled in the partnership programs. These programs are, however, subject to the financial constraints of their home campuses and colleges, and may be discontinued at Rochester. This is evidenced by the 2011 discontinuation of the Bachelor of Fine Arts program from Duluth and the Master of Social Work from the Twin Cities.

The Rochester campus will continue to receive a revenue stream from ICR. Albeit a small percentage of the overall budget, research grants received by Rochester campus senior administrators and tenure-

track faculty have been and will continue to be another means of funding strategic initiatives. ICR will be used to fund research development, faculty publication, cost-share requirements for additional research grants among its new faculty, and other needs in the Rochester campus' research efforts.

Development, fundraising, and outreach efforts also have a direct impact on the Rochester campus' finances, both short- and long-term. Efforts in these areas are discussed later in this report.

Facilities

Though the completion of a permanent campus for Rochester is decades into the future, initial steps have been taken to move the University in the appropriate direction. The first step was to identify a preferred campus site that meets all of the criteria recommended in the Campus Master Plan. That preferred site has become part of the Rochester Downtown Master Plan. The Rochester Downtown Master Plan is a joint effort among the Mayo Clinic, City of Rochester, Rochester Downtown Alliance, Rochester Area Foundation, and the Rochester campus. Its purpose was to plan downtown growth to accommodate the expansion requirements for Rochester, the University of Minnesota Rochester, and the Mayo Clinic. The plan shapes the development of downtown to support partnerships with the private sector to provide needed housing and other ancillary services essential for the development of the Rochester campus.

Steps were also taken to acquire properties on the preferred site that were on the commercial market prior to the announcement. On June 25, 2010, the Rochester campus purchased property at 701 Broadway Avenue South and on December 21, 2010 also purchased property at 617 Broadway Avenue South. These properties sit on the proposed future site of the Rochester campus, at the southern edge of downtown Rochester. Discussions continue with all property owners in this area to keep them apprised of the Rochester campus's future plans.

The city of Rochester continues to demonstrate its support for the growth of the Rochester campus through its allocation of city sales tax for higher

education to the campus. In 2010, three additional learning-design studios and two student laboratories were finished, bringing the total number to six and thereby completing the build-out of University Square. In May 2010, the City signed an agreement with the University to transfer the remaining \$5.8 million of city sales tax to support the development of the public/private building project, 318 Commons, which will contain additional instructional space (two 70-seat classrooms and a multipurpose science lab) and housing for students. The housing portion of this project will accommodate 237 Rochester students on the third through eighth floors. The Rochester campus has entered into a 10-year lease, with options for two additional three-year terms, for the academic space and the student housing. Rochester students will occupy the housing and staff and faculty will move into 318 Commons in 2011.

The multipurpose science lab will accommodate physics, biology, and anatomy/physiology and use state-of-the art learning-design lab tables with integrated media components that can be activated by students and faculty. The faculty office space design in 318 Commons accommodates 20 faculty between the numerous disciplines, housed together, encouraging collaboration. The faculty are immediately adjacent to student study spaces and the large student life space. An additional classroom and faculty work spaces will be built out in future years based on the growth in enrollment of the undergraduate programs.

In 2012 it is anticipated that a resolution to extend the Rochester city sales tax will be placed before the voters. Of the many projects that would be funded through the sales tax initiative is a recommendation that \$14 million be dedicated to the Rochester campus for the development of its campus and to partner with the public sector for ancillary services.

Rochester campus facilities now include the following leased and owned properties:

- September 1, 2007 – University Square, 111 South Broadway; 56,786 sq. ft., office, classroom and lab space (leased)
- June 1, 2009 – Broadway Hall, 102 South Broadway; 7,888 sq. ft., office space (leased)
- June 25, 2010 – 701 Broadway Avenue South; .84 acres (owned)
- December 21, 2010 – 617 Broadway Avenue South; .71 acres (owned)
- August 1, 2011 – 318 Commons, 320 First Avenue Southwest; 25,718 sq. ft., academic space (leased)
- August 1, 2011 – 318 Commons, 320 First Avenue Southwest; 84 apartment units floors 3-8 (leased)

Information Technology

An innovative and dynamic information technology (IT) infrastructure has been developed to support the Rochester campus' development into a focused institution that will provide a distinctive educational experience and promote a research agenda to advance science and the science of education. The Rochester campus is uniquely positioned to leverage the significant IT resources of the University's Office of Information Technology (OIT), as well as the IT expertise found within the colleges of the Twin Cities campus and other coordinate campuses. Email, storage, virtual servers, remote system administration, and networking are all provided to Rochester from OIT.

The Rochester campus' IT unit has focused on developing the IT infrastructure that needs to be provided on campus. These services and support include: a laptop program that makes enterprise quality laptops, chosen to meet the unique demands of the curriculum, available to BSHS students (will make similar resources available to BSHP students); an ITV/ Classroom Support group that supports all classroom and video conferencing technologies at Rochester; an Office/Academic support group that supports the growing computational needs of Rochester's faculty and staff; a Web/Software Development group that develops interactive web tools, supports Rochester's web communications, and supports the development of Rochester's curriculum delivery and assessment system, as well as other software development projects; and a group that interfaces with OIT for networking, storage, and telecommunications.

Rochester's IT group has worked closely with Twin Cities campus colleges and other coordinate campuses to use their expertise and best practices. The Rochester Laptop Program draws from the experiences of the Crookston campus and the Carlson School of Management. ITV/Classroom Support Services has worked closely with the Academic Health Center and OIT Video Solutions to coordinate and improve the delivery of distance learning. Web/Software Development has developed close working relationship with OIT and University Relations. The Rochester campus was one of the first coordinate campuses to roll out a University Relations events calendar.

Rochester campus IT is also working closely with faculty and staff to identify and pilot emerging technologies. IT has worked closely with faculty to pilot technologies ranging from video cameras to iPads. In close collaboration with Rochester faculty, IT has continued the development of the Rochester campus' curriculum development and student assessment iSEAL (intelligent System for Education Assessment and Learning) system. iSEAL is a learning analytics tool that facilitates the development of Rochester's integrated BSHS curriculum and will support the CLI faculty's research on teaching and learning.

To support the use of education technologies within the CLI curriculum, Rochester IT has partnered with OIT's Collaborative for Academic Technology Innovation to hire an instructional technologist to support the effective integration and evaluation of technology in teaching, research, and engagement practices across the CLI curriculum. This is done through consultation with CLI faculty, and by coordinating and facilitating access of OIT's resources to CLI faculty and staff. In addition, this position will contribute to faculty development, consultation, and evaluation projects that are strategically significant for OIT. The overarching goal of this position is to facilitate the building of ongoing and sustainable relationships between CLI faculty and the educational technology staff at the Twin Cities campus.

Dynamic Outreach and Service

Over the past year there has been an alignment of administrative activities that will better support long-term institutional success. Outreach, communications and development activities are now structured to cross-support efforts to achieve unit and institutional goals.

Outreach efforts over the past year have been refocused with the primary purpose of extending the reach of Rochester campus knowledge into the community and to a unique group of visitors to the community. The primary goal of the new activity is to engage with an outreach program to the approximately 500,000 unique visitors to the Rochester area each year. The objective is to invite these visitors to campus as an introduction to the Rochester campus and to provide them with an "edutainment-like" activity.

Following the initial engagement through outreach efforts, a communications program directed by the Development Office will connect this previously unengaged group with the Rochester campus and provide them a better understanding of the efforts taking place to transform higher education through programs like the BSHS, BSHP, and BICB. The program is currently drawing an average of 30 people to an on-campus event each week. The goal for the program in the first year is to provide an experience for 1,500 unique visitors per year.

During the past year the Rochester campus has created a new annual giving campaign effort that dovetails with the outreach effort. The program, called Finish in Four, is an effort that rewards current students who make defined progress toward the institutional goal of four-year graduation. The program is designed to connect with prospective donors during a specific period each year to raise their awareness about the innovative curriculum and pedagogy and garner their financial support for students who have earned the reward. All students who meet the predefined goals for academic progress to a four-year graduation will receive a percentage of the total funds collected each year. All funds collected during the annual campaign

will be distributed the following year to eligible students.

The Rochester campus' community engagement has focused on two areas. The first is in the implementation of the Rochester Downtown Master Plan completed in mid-2010. The plan provides identification and preparation for the development of Rochester's campus on the southern edge of downtown. In addition, it provides recommendations for the connectivity and complementary development that will be necessary for the Rochester campus to develop according to the recommendations specified in the Campus Master Plan (2009). The Rochester campus continues to collaborate with other leading businesses and organizations during the implementation of the Downtown Master Plan. Over the next year, city and community leaders will review and codify many of the plan recommendations. The first development of multi-use housing and commercial space located adjacent to the future campus site are expected to spark development along a two-plus block area that will eventually connect the Rochester campus to the downtown core through an urban village.

The second focus for community engagement is on the reauthorization of the Rochester city sales tax. The previous city sales tax has been a critical supporter of Rochester campus development to date. It has provided funds totaling more than \$11 million to support Rochester campus growth. The Rochester campus is currently included in the reauthorization of the tax

that would be available to support permanent campus development and complementary development within the urban village. The tax requires a community vote. If ratified, the Rochester campus would have access to an additional \$14 million to spur Rochester campus and supporting developments.

Central to the outreach efforts is public relations. Public relations have garnered local and national coverage. Similar efforts will continue in 2012 and will be the primary source of institutional awareness supporting the admissions recruiting team.

Looking Ahead

- Continue the process to seek separate institutional accreditation
- Grow graduate enrollment in the Biomedical Informatics and Computational Biology M.S. and Ph.D. programs and expand the connections of the program with industry
- Grow undergraduate enrollment through recruitment and retention in the B.S. programs in Health Sciences and Health Professions
- Continue to work with the City of Rochester and Mayo Clinic to implement the Downtown Master Plan, which identifies the future site and ancillary facilities for the future Rochester campus
- Work with the Rochester community to solicit approval by city voters for the renewal of a city sales tax, which earmarks \$14 million for future campus development

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.iae.org
National Center for Education Statistics	nces.ed.gov/ipeds
National Institutes of Health	www.nih.gov
National Research Council	http://sites.nationalacademies.org/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
Research and Outreach Centers	
North Central Center at Grand Rapids	http://ncroc.cfans.umn.edu
Northwest Center at Crookston	www.nwroc.umn.edu
Southern Center at Waseca	http://sroc.cfans.umn.edu
Southwest Center at Lamberton	http://swroc.cfans.umn.edu
UMore Park at Rosemount	http://umorepark.cfans.umn.edu
West Central Center at Morris	http://wcroc.cfans.umn.edu
Academic Health Center	www.ahc.umn.edu
Board of Regents	www.umn.edu/regents
Controller's Office	www.fi.nsys.umn.edu/controller/controllerhome.html
Global Programs & Strategy Alliance	http://global.umn.edu
Minnesota Medical Foundation	www.mmf.umn.edu
Office for Public Engagement	www.engagement.umn.edu
Office of Budget and Finance	www.budget.umn.edu
Office of Senior Vice President and Provost	www.academic.umn.edu/provost

University of Minnesota Links Continued

Office of Institutional Research	www.irr.umn.edu
Office of Oversight, Analysis, and Reporting	www.oar.umn.edu
Office of Planning and Analysis	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/urelate

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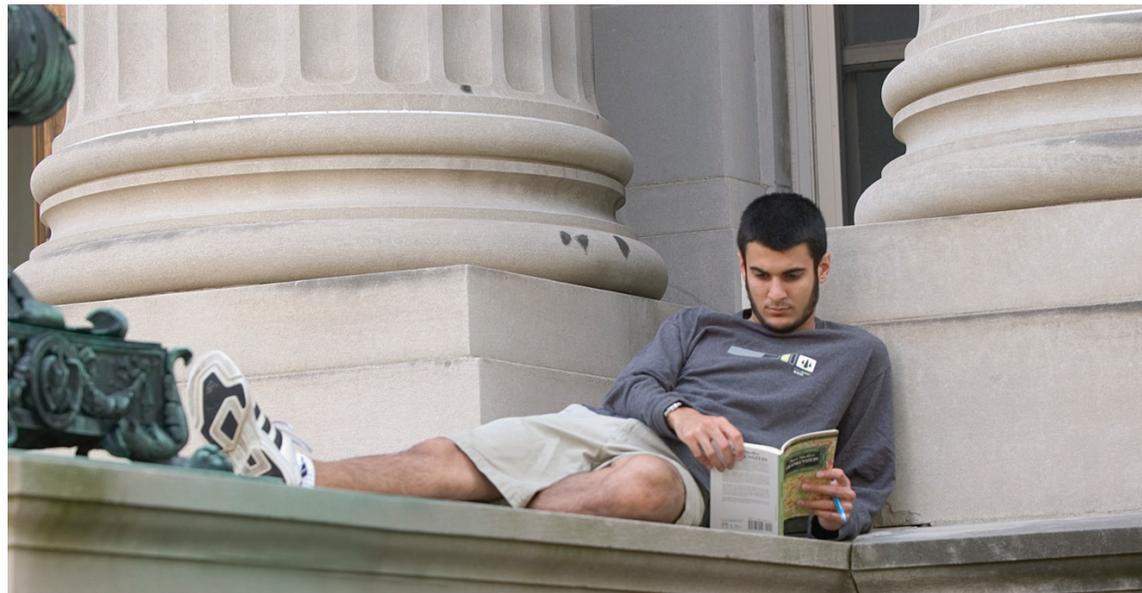
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