

UNIVERSITY OF MINNESOTA



Accountable to U

2009

University Plan, Performance, and Accountability Report

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

September 2009

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

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

Contents

Executive Summary	1
Introduction	3
1 Accountability	9
2 Twin Cities Campus	15
Exceptional Students	17
Exceptional Faculty and Staff	47
Exceptional Organization	69
Exceptional Innovation	87
Coordinate Campuses	101
3 Duluth Campus	103
4 Morris Campus	119
5 Crookston Campus	135
6 Rochester Campus	147
Appendices	
A Key Links	151
B Board of Regents	153
C Administrative Officers	154

Executive Summary

The 2009 edition of the *University Plan, Performance, and Accountability Report* summarizes: 1) the University's major strategic initiatives under way, 2) the indicators of progress within each of the University's four strategic goals and 3) the University's performance relative to 10 competitor institutions¹ of the Twin Cities campus. Data cited are the most recent available (generally 2008). Detailed information on these measures is included in Section 2 of the report. Comparable measures for the University's coordinate campuses are included in Sections 3-6 of the report.

Exceptional Students: *To what extent does the University recruit, educate, challenge, and graduate outstanding students who become highly motivated lifelong learners, leaders, and global citizens?* p. 17

- **Freshmen in top 10%** of high school class—45 percent—up 16 percentage points since 1999 p. 21
- **Average ACT score** of freshmen—26.2—up 1.7 points since 1999 p. 23
- **Freshmen of color**—20.4 percent—up 4.2 percentage points since 1999 p. 24
- **Second-year retention rate**—88.5 percent—up 5.3 percentage points since 2001 p. 30
- **Third-year retention rate**—80.5 percent—up 6.2 percentage points since 2001 p. 30
- **Four-year graduation rate**—45.3 percent—up 8.3 percentage points since 2001 p. 32
- **Five-year graduation rate**—66.0 percent—up 14.4 percentage points since 2001 p. 32
- **Six-year graduation rate**—64.4 percent—up 16.7 percentage points from 2001 p. 32

Exceptional Faculty and Staff: *To what extent does the University recruit, mentor, reward, and retain world-class faculty and staff who are innovative, energetic, and dedicated to the highest standards of excellence?* p. 49

- **Tenured, tenure-track female faculty**—30 percent—up 2.5 percentage points since 2004. p. 53
- **Tenured, tenure-track faculty of color**—15 percent—up 2.2 percentage points since 2004. p. 53
- **Faculty salary**—up 25.8 percent for full professors, up 21.7 percent for associate professors, up 21.0 percent for assistant professors, since 2003 p. 60
- **Faculty, staff satisfaction**—78 percent of faculty, 79 percent of staff agree or strongly agree that they are satisfied with their University employment p. 64

Exceptional Organization: *To what extent is the University a responsible steward of resources, focused on service, driven by performance, and known as the best among our peers?* p. 71

- **Facilities Condition Needs Index**—0.41—needs-to-replacement ratio has been stable for past four years (national cohort average is 0.31). p. 75

¹ Florida, Illinois, Michigan, Ohio State, Penn State, Texas, UC—Berkeley, UC—Los Angeles, Washington, Wisconsin

- **Citizen satisfaction**—56 percent are very satisfied or somewhat satisfied with the University p. 78
- **Citizen satisfaction**—84 percent of the general public and 85 percent of opinion leaders favor the University’s strategic positioning to become a top-three public research University. p. 78
- **Undergraduate student satisfaction**—4.95 on 6-point scale—up 0.5 since 2001 p. 84
- **Graduate student satisfaction**—5.06 on 6-point scale—up 0.31 since 2001 p. 84

Exceptional Innovation: *To what extent does the University inspire exploration of new ideas and breakthrough discoveries that address the critical problems and needs of the University, state, nation, and the world?* p. 89

- **Total research expenditures**—\$624 million—up \$29 million from previous year and up 68 percent from 1999 p. 95

Introduction

New Realities, Renewed Urgency by Robert H. Bruininks

Adapted from President Bruininks's 2009 State of the University Address

The University of Minnesota's vision is clear: to transform this distinguished institution into one of the world's top three public research universities within a decade. The purpose of "top three" is to urge the University to live up to its proud heritage of achievement and public responsibility. We aspire, not to ranking, but to *stature* and *distinction*.

Our aspirations and ideals should be bright and distant—bright, so we do not lose sight of them, and distant, so we continue to track straight regardless of the obstacles in our way. For nearly 160 years, the University of Minnesota has sought "the bright horizon." In the past decade, we've made historic changes that have strengthened the University and the state:

- Four-year graduation rates have doubled, and retention has increased to nearly 90 percent. We produce 14,000 degrees a year—in the arts and humanities; science and engineering; agriculture and medicine; and many other academic and professional fields. Most of our graduates choose to live and work in Minnesota.
- Our research enterprise garnered \$675 million in sponsored funding in 2007, creating new knowledge, new products, new companies, and thousands of new jobs. The University's total R&D expenditures increased nearly 19 percent between 2004 and 2007—that's the second-largest growth rate among the top 20 public research universities. We currently rank 9th among U.S. public research universities and 14th among publics and privates.
- We've seen record levels of private support for the University's academic mission. The Promise of Tomorrow Scholarship Drive has generated more than \$275 million in just five years. And in the past year alone, we've garnered the three biggest gifts in the University's history—\$155 million total to support cancer and diabetes research and children's health care. These commitments demonstrate a

high level of confidence in the University's capacity and potential.

Clearly, the value and impact of the University of Minnesota system extends well beyond our classrooms and laboratories. Yet despite tremendous progress, today we face historic challenges to our public mission. It is more important than ever that we elevate our gaze to encompass both our immediate challenges and the future we are shaping today.

The economic downturn we're experiencing is the culmination of decades of public policy and private decision-making. The actions we take to manage these challenges will shape our future for decades to come. What challenges will remain even after the economy rebounds? What are the new realities we face?

Funding for higher education: The first new reality is the slow but steady shift from public funding to a more private model. This is not a transition we're making by choice—but with the biennium budget cut, FY2010 marks the first time in the University's history in which tuition revenue contributes substantially more to our operating budget than state support. Every dollar still matters. We cannot suddenly replace state funding with tuition dollars, nor can we support our day-to-day operations with restricted federal dollars or private support.

As an educational institution, we must continue to improve service and productivity, graduating more students in less time without sacrificing quality. As a research enterprise, we must be responsive and entrepreneurial, collaborating when appropriate, and competing effectively for available resources. As stewards of the public trust, we must reduce costs and increase revenues from other sources to support our public mission. But as Minnesota's only research and land-grant university, we must also fight to maintain and strengthen the state's investment.

Introduction

We must continue to make the case for higher education. Today, when so many of our political leaders want to strengthen the middle class, we all know that the completion of a college degree is the best indicator of a person's ability to successfully transition from poverty to prosperity. We know that human capital and innovation are critical to economic growth in the global creative economy. But we also know that today many Americans are more concerned with health and safety than they are with education. As support grows for their priorities, funding for education and research will be increasingly difficult to obtain.

Age and diversity: The second new reality we face is tightly tied to the first. Changing demographics in Minnesota and surrounding states will have a profound impact on the University's future. An aging population means the proportion of state and federal spending that goes to health care and entitlements will continue to grow. The aging population also has implications for Minnesota's workforce. State demographer Tom Gillaspay has noted that even as boomers begin to retire, the number of young people graduating from high school in Minnesota peaked last spring. This means declining numbers of young people entering Minnesota's work force. As a result, the size of our state's work force could hit record lows by the end of the decade.

To meet the state's long-term workforce and leadership needs, the University of Minnesota must recruit, support, and graduate promising students from all walks of life. We must actively recruit local students; students of color; immigrant students; low- and middle-income students; out-of-state and international students. Our role as a talent magnet for the state will be critical. Our challenge is to outperform our peers, attracting and keeping more students from more places than ever before. This will require sustained effort and targeted investment in financial, academic, and advising programs throughout the University system.

We will also need to attract our own diverse and talented workforce. A world-class university requires exceptional faculty and staff to thrive. Diversity of perspective and experience strengthens the University by ensuring that new ideas are evaluated from every angle. We know that opening our doors to as many people, with as many different backgrounds, identities, and perspectives as possible, is not only the right thing to do, it is also the smart thing to do.

Local and global competition: The third new reality we face is increased competition—here in Minne-

sota, and globally, as well. The United States is still the destination of choice for many of the world's best and brightest students, but global investment in research and education has skyrocketed. Today, international students are increasingly able to find more affordable opportunities to study abroad in countries other than the U.S. In addition, universities overseas are becoming more aggressive in recruiting U.S. students. And it's not only other nations that are increasing competition. Our list of competitors now includes online universities, as well as local degree offerings from public and private institutions across the region.

The University of Minnesota system offers more than 600 online and hybrid courses to students in Minnesota and around the world—targeting academic areas where the needs are greatest and the University has distinct comparative advantages. We are meeting a demand that is met nowhere else in the state, but if we neglect the benefits of technology-enhanced teaching and learning, we will quickly become outmoded.

Increasing accountability: The final new reality we face is a steadily increasing emphasis on accountability. For educators at all levels, as competitive pressures intensify, funding is increasingly tied to results. In an environment of increased competition for tighter resources, the University will be asked to demonstrate its worth in concrete terms that policymakers and the public can understand.

Often we hold the value of our work to be self-evident. As academics, we are good at tracking data and measuring results within our own disciplines. This push for accountability presents a silver lining—if we can successfully integrate real results into education and research policy, we can help to reduce costs and encourage greater investment in teaching and research that work.

We cannot ignore these new realities, and in the face of such dramatic shifts, our common knowledge won't be enough to maintain our quality and competitiveness. We must work hard to plan now for the long term.

In challenging times, it is easy to lose sight of ideals that are higher than the here-and-now—but if we are focused merely on incremental improvement in the near term, we will never achieve lasting success. We must look beyond the bottom line and make decisions not for the University of today, but for the University of tomorrow. The decisions we make today do inform and shape the future.

Introduction

The University's Strategic Goals

Beginning in 2004, the University undertook a comprehensive strategic review of its mission, academic and administrative strengths and weaknesses, institutional culture, and core values; the state, national, and global competitive environment in which it operates; demographic trends affecting its students, faculty, and staff; and the myriad long-term financial issues affecting public research universities.

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

- **Exceptional Students:** Recruit, educate, challenge, and graduate outstanding students who become highly motivated lifelong learners, leaders, and global citizens.
- **Exceptional Faculty and Staff:** Recruit, mentor, reward, and retain world-class faculty and staff who are innovative, energetic, and dedicated to the highest standards of excellence.

- **Exceptional Organization:** Be responsible stewards of resources, focused on service, driven by performance, and known as the best among our peers.
- **Exceptional Innovation:** Inspire exploration of new ideas and breakthrough discoveries that address the critical problems and needs of the University, state, nation, and the world.

The 2009 edition of the *University Plan, Performance, and Accountability Report* summarizes the University's major strategic initiatives under way and the measures of progress within each of these four goals.

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 of Minnesota Mission

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

- **Research and Discovery:** Generate and preserve knowledge, understanding, and creativity by conducting high-quality research, scholarship, and artistic activity that benefit students, scholars, and communities across the state, the nation, and the world.
- **Teaching and Learning:** Share that knowledge, understanding, and creativity by providing a broad range of educational programs in a strong and diverse community of learners and teachers, and prepare graduate, professional, and undergraduate students, as well as non-degree-seeking students interested in continuing education and lifelong learning, for active roles in a multiracial and multicultural world.
- **Outreach and Public Service:** Extend, apply, and exchange knowledge between the University and society by applying scholarly expertise to community problems, by helping organizations and individuals respond to their changing environments, and by making the knowledge and resources created and preserved at the University accessible to the citizens of the state, the nation, and the world.

In all of its activities, the University strives to sustain an open exchange of ideas in an environment that embodies the values of academic freedom, responsibility, integrity, and cooperation; provides an atmosphere of mutual respect, free from racism, sexism, and other forms of prejudice and intolerance; assists individuals, institutions, and communities in responding to a continuously changing world; is conscious of and responsive to the needs of the many communities it is committed to serving; creates and supports partnerships within the University, with other educational systems and institutions, and with communities to achieve common goals; and inspires, sets high expectations for, and empowers individuals within its community. [Adopted 1-14-94; amended 2-8-08]

Introduction

University, Pillsbury, who was a University regent, state senator, and governor, used his influence to establish the school as the official recipient of public support from the Morrill Land-Grant Act, designating it as Minnesota's land-grant university.

William Watts Folwell was inaugurated as the first president of the University in 1869. In 1873, two students received the first bachelor of arts degrees. In 1888, the first doctor of philosophy degree was awarded. The Duluth campus joined the University in 1947; the Morris campus opened in 1960, and the Crookston campus in 1966. The Waseca campus closed in 1992. The Rochester campus, offering programs since 1966, was designated a coordinate campus in 2006.

Today the University is a statewide resource that makes a significant impact on Minnesota's economy, society, and culture. With more than 66,000 students enrolled in high-quality programs in the Twin Cities, Duluth, Crookston, Morris, Rochester, and around the globe, the University is a key educational asset for the state, the region, the nation, and the world.

The University is one of the state's most important assets and its economic and intellectual engine. As a top research institution, it serves as a magnet and a means

of growth for talented people, a place where ideas and innovations flourish, and where discoveries and services advance Minnesota's economy and quality of life.

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

Enrollment: Total enrollment at the University's campuses for fall 2008 was 66,321. Sixty-one percent of registered students were undergraduates. Non-degree seeking students represented 10 percent of total enrollment.

Degrees Granted: University graduates play a unique role in keeping Minnesota competitive and connected in an increasingly knowledge-based economy and global society. The University awarded 13,993 degrees in 2007-08. Forty-one percent of the degrees awarded on the Twin Cities campus in 2007-08 were graduate and first-professional degrees (law, medicine, pharmacy, dentistry, veterinary medicine).

State's Only Major Research Institution: The University of Minnesota is the state's only major research university. This sets Minnesota apart from the many

University of Minnesota degrees by campus, 2007-08.

<u>Degree</u>	<u>Twin Cities</u>	<u>Duluth</u>	<u>Morris</u>	<u>Crookston</u>	<u>Total</u>
Associate	0	0	0	20	20
Undergraduate	6,650	1,769	356	209	8,984
Master's	3,188	238	0	0	3,426
First Professional	788	0	0	0	788
Doctoral	755	0	0	0	755
Total	11,401	2,007	356	229	13,993

Source: Office of Institutional Research, University of Minnesota

states that have at least two major research institutions (e.g., Michigan and Michigan State; Iowa and Iowa State; Indiana and Purdue).

The University of Minnesota's research comprises 98.8 percent of sponsored academic research in Minnesota's higher education institutions—more than one-half billion dollars each year—and creates an estimated 20,000 jobs in Minnesota's private economy.

A National Public Research University: The Twin Cities campus ranks consistently within the top eight public research universities in the nation. It is also

among the nation's most comprehensive institutions, one of only a few campuses nationally that have agricultural programs as well as an academic health center with a major medical school.

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

State's Economic Driver: In economic terms, the University also provides significant return on the state's

Introduction

investment. For every dollar of state support, the University brings in over \$3.00 of other revenues and generates millions of dollars in economic activity.

Importance of State Support: State appropriations provided the largest portion (23 percent) of the University of Minnesota's revenue in FY 2008-09. Research grants and contracts provided another 15 percent of revenues while tuition and fees provided 20 percent.

Private fundraising is an increasingly important source of funding within the University's diverse revenue mix, but this source represents only 11 percent of the annual operating budget. Most private funds are dedicated to the support of specific activities and cannot be used for general budget needs. Earnings from endowments provide 2 percent of the University's revenue.

While state support is essential and the best and most flexible source of funding, there has been a steady trend from public funding to a more private model. FY 2009-10 is the first time in the University's history in which tuition revenue contributes more to the University's operating budget than state support.

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

Distinct Mission: The statutory mission of the University of Minnesota is to "*offer undergraduate, graduate, and professional instruction through the doctoral degree, and...be the primary state-supported academic agency for research and extension services.*" (*Minnesota Statutes 135A.052*).

Accreditation: The University of Minnesota has been accredited continuously by the North Central Association of Colleges and Schools since 1913. The University is accredited to offer the bachelor's, master's, doctoral, and first-professional degrees. In addition to this institutional accreditation, the University holds profes-

sional and specialized accreditation in over 200 programs.

Economical Management: The University of Minnesota has no separate "system" office. This is an economical management structure, since the University's senior officers double as the chief operating officers for the Twin Cities campus.

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.

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

Organization of the 2009 Report

The 2009 accountability report is organized around a conceptual framework based on the four strategic goals that emerged from the University's strategic positioning. The report provides a performance baseline for the University, an assessment of how well the University is doing in meeting its goals, and where additional efforts are required when performance is not consistent with its aspirations.

The 2009 report provides an Executive Summary; an overview of the University of Minnesota (Introduction); a description of the University's approach to accountability reporting (Section 1); accountability measures for the Twin Cities campus (Section 2) and accountability measures for the University's coordinate campuses (Sections 3-6).

The appendices include links to key data sources and additional information, the current Board of Regents roster, and a list of University administrative officers.

Introduction

1: Accountability

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

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

Since the University of Minnesota’s inception 157 years ago, citizens, the state legislature, the federal government, the Board of Regents, alumni, students, parents, employers, and many others have held it accountable for fulfilling its fundamental land-grant mission of teaching, research, and public engagement.

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

- Institutional accreditation of each campus by its regional accrediting agency (Higher Learning Commission of North Central Association of Schools and Colleges) and over 200 programs by specialized accrediting agencies, such as the American Medical Association, American Bar Association, Accreditation Board of Engineering and Technology, and the National Council for Accreditation of Teacher Education.
- Monthly, quarterly, and annually mandated reports to the Board of Regents, such as student admissions and progress, faculty promotion and tenure, University operating and capital budgets, student tuition rates, independent auditors’ report, campus master plan, real estate transactions, gifts report, asset management report, controller’s report, purchases of goods and services over \$250,000, new and changed academic programs, academic unit strategic plans, NCAA reports on student-athletes, and Presidential performance reviews.
- Compliance reports to such agencies as the U.S. Department of Education, National Science Foundation, National Institutes of Health, U.S. Department of Agriculture, HIPAA, Family Educational Rights and Privacy Act, University Institutional Review Board,

City of Minneapolis, Hennepin County, and Minnesota Office of Higher Education.

- Public testimony to other 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 [Minnesota Statutes §135A.031 Subd.7 (2007)]

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

- *Annual University Plan, Performance, and Accountability Report.*
- Regular and frequent reports to the public on survey findings, including citizen, alumni, student, and employer satisfaction.
- Regular reports to the public through the University’s participation in higher education consortia, such as the Association of American Universities, National Association of State Universities and Land Grant Colleges, and American Council on Education.

Origins of the Accountability Report

In 2000, the Board of Regents 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 accom-

1: Accountability

plishing the mission of the University” and that the report was to become the principal annual documentation of that accountability.

The first report was published in 2001. The 2009 edition of the *University Plan, Performance, and Accountability Report* is the eighth produced for the Board of Regents.

Conceptual Framework and Performance Indicators

This report is aligned with the conceptual framework of the University’s strategic positioning efforts, initiated in 2004, to guide the selection of measures and to address progress towards the University’s strategic goals.

In this important respect, the report’s conceptual framework differentiates itself from popular rankings of colleges and universities, such as *U.S. News and World Report*, which lack a framework to validate their analyses and comparisons within and across institutions. It is this lack of framework that college and university presidents justifiably have been critical.

The University’s work resulting from strategic positioning has created an opportunity for the Twin Cities campus to incorporate a framework to guide its own examination.

Strategic Goals: The framework used to guide this report is presented in Figure 1.1 and is derived from *Transforming the U for the 21st Century: President’s Strategic Positioning Report to the Board of Regents* (September 2007), which identifies four strategic goals (Exceptional Students, Exceptional Faculty and Staff, Exceptional Innovation, Exceptional Organization) and definitions for each.

Policy Questions: The framework in Figure 1.1 links the four strategic goals on the left side of the model to the University’s quest for excellence. The definitions for the four strategic goals have been reworked into four policy questions:

- **Exceptional Students:** To what extent does the University recruit, educate, challenge, and graduate outstanding students who become highly motivated life-long learners, leaders, and global citizens?
- **Exceptional Faculty and Staff:** To what extent does the University recruit, mentor, reward, and retain world-class faculty and staff who are innovative, energetic, and dedicated to the highest standards of excellence?
- **Exceptional Organization:** To what extent is the University a responsible steward of resources, fo-

cused on service, driven by performance, and known as the best among our peers?

- **Exceptional Innovation:** To what extent does the University inspire exploration of new ideas and breakthrough discoveries that address the critical problems and needs of the University, state, nation, and world?

From these four questions stem 14 variables, as outlined in the framework in Figure 1.1. Where available, the variables are linked to University data and that of a comparison group of peer institutions in an attempt to measure the University’s success and progress.

In many cases, the data associated with the variables are not direct measures of the variables but rough indicators. For this reason, the University continuously evaluates the indicators used in this report and strives to develop better ones within each strategic goal, on an ongoing basis, to identify the best tools for monitoring and improving the University’s performance. The indicators are listed in the rightmost column of boxes in Figure 1.1.

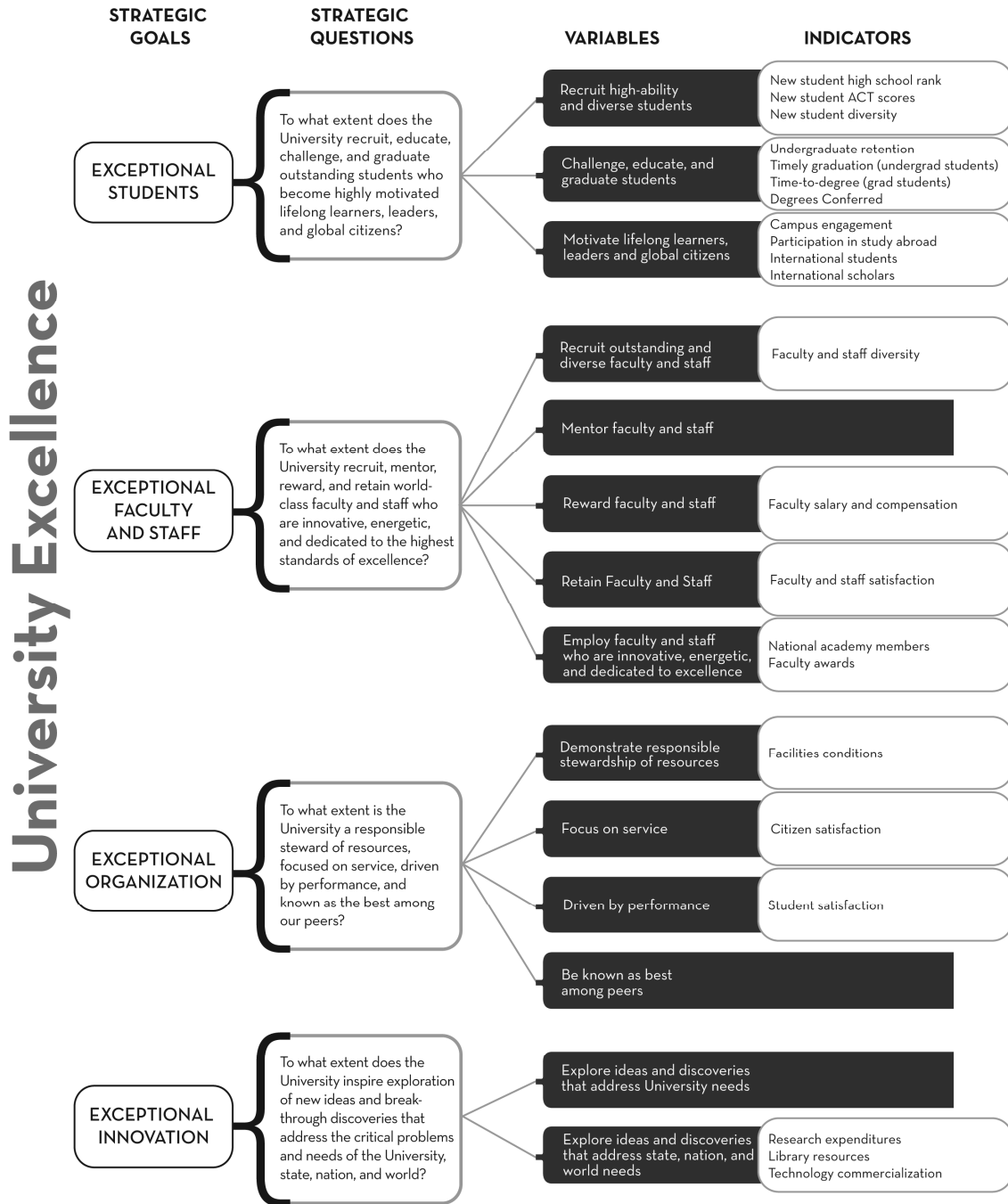
Measuring Our Progress

Within this framework, the University continues its commitment to establish and improve processes to best support and analyze the University’s progress toward its aspirational goal. In this effort, the University is guided by these principles:

- Reflect the University’s aspirational goal.
- Be transparent regarding the methodology used for creating metrics.
- Rely on measures that are relevant, reliable, and valid.
- Measure outcomes rather than inputs, whenever possible.
- Contain benchmarks against which progress can be measured.
- Measure progress against an identified comparison group.
- Provide meaningful policy direction for improvement.
- Be able to be developed, revised, and updated regularly at reasonable cost.

1: Accountability

Figure 1-1. Conceptual Framework, Twin Cities Campus.



Note: “Faculty Research Citations” will be added as an indicator in the “Exceptional Faculty and Staff” goal area when the National Research Council releases its latest assessment of university graduate programs in late 2009. The addition of this indicator to the University’s conceptual framework was recommended by the Faculty Consultative Committee of the University Senate.

1: Accountability

For the Twin Cities campus, the strategic goals and questions, variables, performance indicators, trends, analysis, and conclusions appear on the following pages:

	<u>Pages</u>
<u>Strategic Goal: Exceptional Students</u>	22
1. Recruit high-ability and diverse students	22-25
2. Challenge, educate, and graduate students	26
3. Motivate lifelong learners, leaders and global citizens	27-29
<u>Strategic Goal: Exceptional Faculty and Staff</u>	51
4. Recruit outstanding and diverse faculty and staff	51-52
5. Mentor faculty and staff	53-54
6. Reward faculty and staff	55-56
7. Retain faculty and staff	57-58
8. Employ faculty and staff who are innovative, energetic, and dedicated to excellence	59-61
<u>Strategic Goal: Exceptional Organization</u>	71
9. Demonstrate responsible stewardship of resources	71-73
10. Focus on service	74-75
11. Driven by performance	76-78
12. Be known as best among peers	76-78
<u>Strategic Goal: Exceptional Innovation</u>	71
13. Explore ideas and discoveries that address University needs	75
14. Explore Ideas and Discoveries that address state, nation, and world needs	84-85

1: Accountability

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. They are listed in Table 1.1. Where possible, this report discusses University data compared with data for this group.

While these institutions are among the most similar to the University and best available for comparison, the institutions have significant differences that need to be considered with the data. Table 1.1 shows the variance among the 11 schools across type, scope, size, and students.

Table 1-1. Comparison Group Institutions, Twin Cities Campus.

Institution	Type		Scope				Size			Students			
	Land Grant	Environment	Agriculture College	Law School	Medical School	Hospital	Total Enrollment		Research Exp. ⁶	Instructional Faculty ⁷	H.S. Rank		% in State ⁸
							Undergrad/ non-degree	Grad & Prof			Top 10%	Top 25%	
Ohio State University - Columbus	●	urban	●	●	●	●	52,568 39,209 13,359		\$652	2263	53%	89%	89%
Pennsylvania State Univ. - University Park	●	rural	●	○ ²	○ ³	○ ³	43,252 36,815 6,437		\$644	1673	43%	80%	76%
University of California - Berkeley	● ¹	urban	○	●	○	○	34,953 24,636 10,317		\$546	1439	98%	100%	90%
University of California - Los Angeles	● ¹	urban	○	●	●	●	38,896 25,928 12,968		\$811	1835	92%	100%	96%
University of Florida	●	rural	●	●	●	Affiliated	51,725 35,189 16,536		\$565	1849	75%	93%	96%
University of Illinois - Urbana-Champaign	●	rural	●	●	●	○ ⁴	42,326 30,895 11,431		\$476	1868	55%	91%	93%
University of Michigan - Ann Arbor	○	urban	○	●	●	●	41,042 26,083 14,959		\$800	1982	92%	99%	68%
University of Minnesota - Twin Cities	●	urban	●	●	●	Affiliated	50,883 32,294 18,589		\$595	1750	45%	83%	73%
University of Texas - Austin	○	urban	○	●	○ ⁵	○ ⁵	50,170 37,459 12,711		\$431	1884	75%	95%	95%
University of Washington - Seattle	○	urban	○	●	●	●	40,218 28,570 11,648		\$778	1719	87%	100%	87%
University of Wisconsin - Madison	●	urban	●	●	●	●	42,041 30,618 11,423		\$832	1348	58%	93%	68%

1 The University of California System is the Land Grant university

3 The Penn State University Medical School and Center are located in Hershey

5 The University of Texas medical programs are located on several other campuses

7 Primarily instructional faculty as defined by IPEDS

2 The Penn State University Law School is located on the Dickinson campus

4 The University of Illinois Medical Center is located on the Chicago campus

6 National Science Foundation, 2007 data (in millions of dollars)

8 Percent of undergraduate students who are state residents

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 of Minnesota has referenced the Center for Measuring University Performance's ranking of American research universities as among the most objective. In its 2008 report, the University of Minnesota Twin Cities ranked 13th among public universities with eight of the report's nine measures among the top 25. In addition, the

1: Accountability

Shanghai Jiao Tong University survey ranks the Twin Cities campus 28th among 500 universities worldwide 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 which make them inappropriate for strategic planning and monitoring progress. Two of the most significant limitations are, first, that the rankings are not guided by any empirical and theoretical framework to justify the selection of measures and methodology employed, and second, that the rankings adjust methodologies annually making year-to-year analysis meaningless.

NRC Rankings

The federally chartered, non-profit National Research Council (NRC) is expected to disseminate the results of a national report on U.S. Ph.D. programs in late 2009. The report will offer assessments of three major aspects of doctoral education:

- Research Impact: Citations and publications per faculty member, honors and awards, etc.
- Student Support and Outcomes: Fraction of students with full support, time to degree, attrition rate, fraction with a position in a relevant field on graduation, etc.
- Diversity of Academic Environment: Fractions of students and faculty that are female and minority.

The new NRC rankings will differ significantly from the previous rankings (1995) in several important ways. First, a greater number of graduate fields will be evaluated. For example, the rankings will now include agricultural sciences, biomedical fields in

medical schools, and some programs in professional schools.

Second, the new rankings will be based on quantitative data and, unlike the 1995 rankings, will not be subjective or reputation-based.

Third, greater attention will be paid to assessing the graduate student experience, not the scholarly reputation of program faculty.

Thus, one will not be able to compare 1995 rankings (based on subjective reputational surveys) with the new rankings (based on quantitative data that attempt, imperfectly, to estimate scholarly performance and quality).

Workgroup Contributions

Several workgroups and task forces at the University have examined how the University can use data to set goals, track progress, and inform decision making. Several of these efforts include the following:

- Faculty Consultative Committee Metrics and Measurements Subcommittee (September 2008)
- *Toward Implementation of Administrative Metrics* (June 2008), President's Emerging Leaders Program Report
- *Aligning and Delivering Research Metrics That Support the University's Goal of Becoming a Top Three Public Research University* (June 2008), President's Emerging Leaders Program Report

These reports have provided senior leadership with recommendations across all levels of the University and for different types of decision making. These efforts have contributed to the direction of this report.

2: Twin Cities Campus

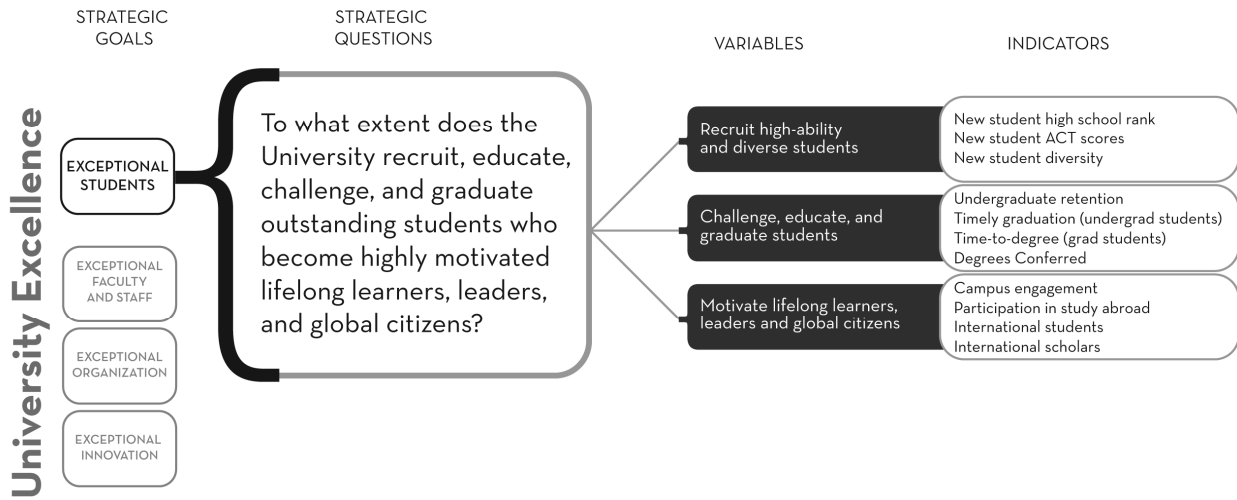
The University of Minnesota's flagship campus is situated on the banks of the Mississippi River near downtown Minneapolis with an additional campus in the rolling hills of St. Paul. The Twin Cities campus has the most comprehensive academic programs of any institu-

tion 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 university campus as measured by enrollment.

Twin Cities Campus At A Glance																															
<p>Founded 1851</p> <p>Leadership Robert H. Bruininks, President E. Thomas Sullivan, Senior Vice President for Academic Affairs and Provost Frank B. Cerra, Senior Vice President for Health Sciences; Dean, Medical School Robert J. Jones, Senior Vice President for System Academic Administration</p> <p>Colleges/Schools Allied Health Programs Biological Sciences Continuing Education Dentistry Design Education and Human Development Food, Agricultural and Natural Resource Sciences Graduate School Law Liberal Arts Management Medicine Nursing Pharmacy Public Affairs Public Health Technology Veterinary Medicine Minnesota Extension</p>	<p>Degrees/majors Offered 159 undergraduate degree programs; 131 master's degree programs; 104 doctoral degree programs; and professional programs in law, dentistry, medicine, pharmacy, and veterinary medicine</p> <p>Fall 2008 Enrollment</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Undergraduate</td> <td style="text-align: right;">28,505</td> </tr> <tr> <td>Graduate</td> <td style="text-align: right;">14,209</td> </tr> <tr> <td>Professional*</td> <td style="text-align: right;">3,628</td> </tr> <tr> <td>Non-degree</td> <td style="text-align: right;">4,798</td> </tr> <tr> <td>Total</td> <td style="text-align: right; border-top: 1px solid black;">51,140</td> </tr> </table> <p>*includes students in University's School of Medicine and College of Pharmacy on the Duluth campus</p> <p>Faculty Size (Fall 2008)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Tenured/Tenure Track</td> <td style="text-align: right;">2,502</td> </tr> <tr> <td>Other Faculty</td> <td style="text-align: right;">967</td> </tr> </table> <p>Degrees Awarded (FY 2008)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Undergraduate</td> <td style="text-align: right;">6,650</td> </tr> <tr> <td>Master's</td> <td style="text-align: right;">3,188</td> </tr> <tr> <td>Doctoral</td> <td style="text-align: right;">775</td> </tr> <tr> <td>First-Professional</td> <td style="text-align: right;">788</td> </tr> </table> <p>Alumni (FY 2009)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Alumni Association Members</td> <td style="text-align: right;">59,203</td> </tr> <tr> <td>Living Alumni</td> <td style="text-align: right;">407,445</td> </tr> </table> <p>Staff (Fall 2008)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Civil Service and Bargaining Unit</td> <td style="text-align: right;">9,038</td> </tr> <tr> <td>Professional and Administrative</td> <td style="text-align: right;">4,939</td> </tr> </table> <p>Number of Buildings 253 (12,972,000 a.s.f.)</p> <p>Expenditures (FY 2008) \$2,478,600,000</p>	Undergraduate	28,505	Graduate	14,209	Professional*	3,628	Non-degree	4,798	Total	51,140	Tenured/Tenure Track	2,502	Other Faculty	967	Undergraduate	6,650	Master's	3,188	Doctoral	775	First-Professional	788	Alumni Association Members	59,203	Living Alumni	407,445	Civil Service and Bargaining Unit	9,038	Professional and Administrative	4,939
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2: Twin Cities Campus

Strategic Goal: Exceptional Students



To achieve its “Exceptional Students” strategic goal, the University has targeted over \$105 million in the first four years of strategic positioning towards achieving the following objectives:

- Make the University a destination of choice for students who reflect the diversity of our community and world, and are sought after because of their unique talents, skills, and experiences.
- Educate and support all students to assume positions of leadership in the community, state, nation, and the world.

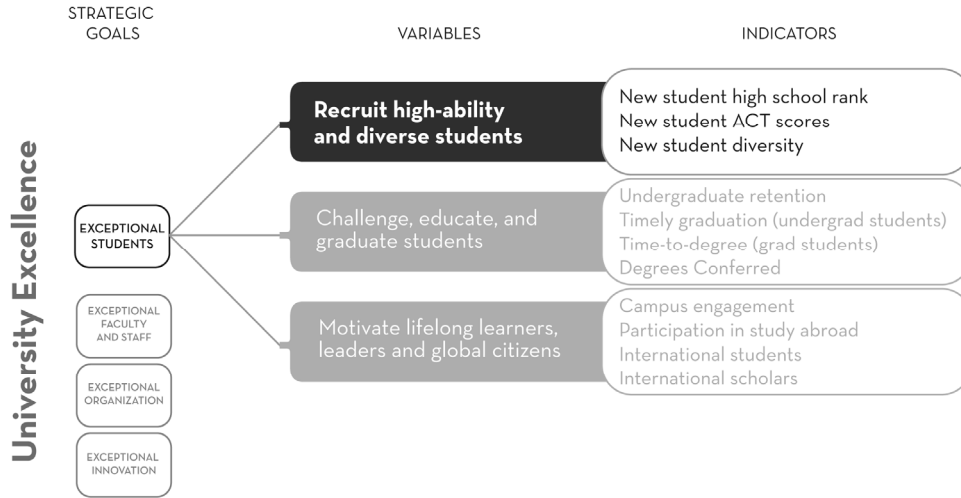
- Provide students with the most advanced, sophisticated, and comprehensive technology tools to enhance their learning experience.
- Globalize students’ experience, recruit students from around the world, and provide an education to prepare them to become global citizens and leaders.

Strategic Variables and Indicators

Strategic variables and corresponding indicators that support the strategic goal of “Exceptional Students” are detailed on the following pages:

<u>Variable:</u> Recruit High-Ability and Diverse Students	Page 18
Indicator: New Student High School Rank	Pages 21-22
Indicator: New Student ACT Scores	Page 23
Indicator: New Student Diversity Demographics	Pages 24-25
<u>Variable:</u> Challenge, Educate, and Graduate Students	Page 26
Indicator: Undergraduate Retention	Pages 30-31
Indicator: Timely Graduation (Undergraduate Students)	Pages 32-34
Indicator: Time-to-Degree (Graduate Students)	Page 35
Indicator: Degrees Conferred (All)	Pages 36-37
<u>Variable:</u> Motivate Lifelong Learners, Leaders, and Global Citizens	Page 38
Indicator: Campus Engagement	Page 40
Indicator: Participation in Study Abroad	Pages 41-42
Indicator: International Students	Pages 43-44
Indicator: International Scholars	Pages 45-46

Recruit High-Ability and Diverse Students



Undergraduate Education

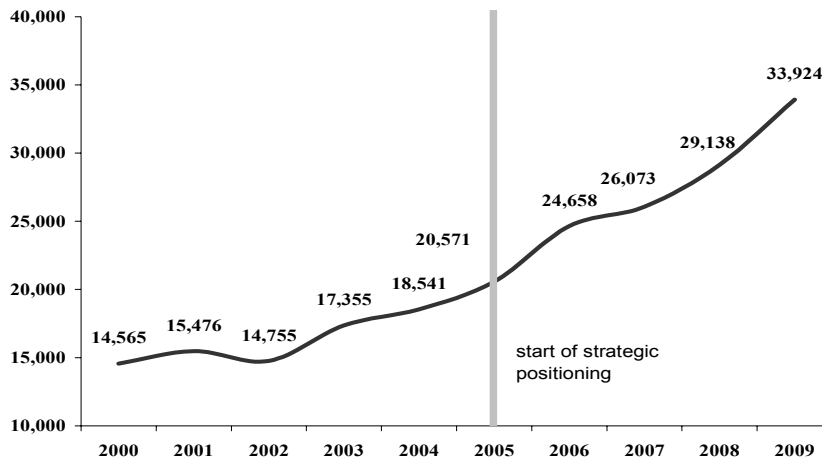
Undergraduate students apply to and are admitted to the colleges of the University of Minnesota-Twin Cities on a competitive basis using a full range of quantitative and qualitative review factors. The University admits undergraduates who have demonstrated the ability to complete a course of study and who will be challenged by the rigor of instruction and research at the University and the range of opportunities available within a major metropolitan research university.

The University focused on strengthening the preparation of prospective students, ensuring that the best students are attracted to apply for admission, and ensuring affordable access for all admitted students. Once students are enrolled, the University eases their transition to col-

lege by providing strong academic and advising support, developing new programs to make their undergraduate experience distinctive, and specifying University-wide student learning outcomes and assessment.

To increase student quality, an institution must be more selective in its admissions, either by reducing the number of students it accepts or by increasing the number of applicants. At the Twin Cities campus, gains in student quality have been driven by increases in the number of freshman applicants. The number of applicants rose from 14,565 in 2000 to 33,924 in 2009, an increase of over 130 percent (Figure 2-1), far surpassing the 10 percent growth in the number of Minnesota high school graduates during this period.

Figure 2-1. New freshmen applications, University of Minnesota-Twin Cities, 2000-2009.



Source: Office of Institutional Research, University of Minnesota.

2: Twin Cities Campus

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

The **College Readiness Consortium** is helping to build and broaden the pipeline to higher education through partnerships with preK-12 schools and districts, higher education institutions, community organizations, government agencies, and businesses. In its first year 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 every student on the path to post-secondary success. In 2008, the Consortium launched a Web-based clearinghouse of University resources for families and educators.

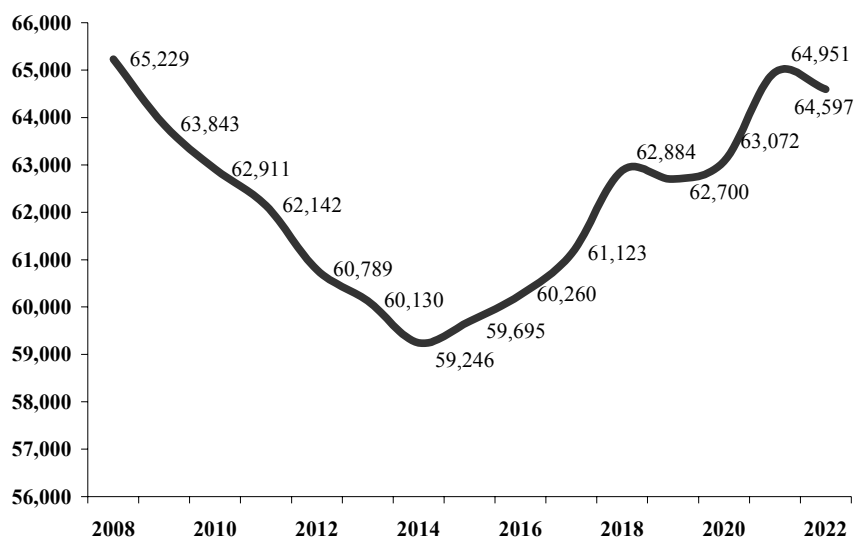
The **Minnesota P-16 Partnership** brings together leaders of the state’s K-12 and higher education systems, governmental agencies, non-profits, and business organizations to create a seamless educational system that begins in early childhood and extends to the completion of postsecondary education. President Bruininks served as the first chair of the Partnership.

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

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

To help meet this challenge, the Partnership’s priorities include: 1) developing a clear, holistic definition of postsecondary readiness, 2) integrating college and workforce expectations into Minnesota’s K-12 academic standards in science, 3) strengthening instructional capacity in science, and 4) creating a longitudinal data system to track progress.

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



Source: Office of Institutional Research, University of Minnesota.

Attract the Best Students: Top students are attracted to the University by unique and challenging educational opportunities, scholarship support, and reputation. The University has increased the number of **National Merit Scholars** recruited into the freshman class via newly created sponsored merit scholarships and discipline-

specific awards. National Merit Scholars have increased in the freshman class from 40 in 2003 to 96 in 2007 to over 100 in fall 2009. The University also has established special opportunities for top students, including expanded **fast-track options for early admis-**

2: Twin Cities Campus

sion of highly qualified undergraduates to University graduate or professional programs.

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

Started in 2005, the **University of Minnesota Founders Free Tuition Program** guarantees grant and gift assistance at least equal to tuition and required fees for all incoming students who are Minnesota residents and eligible for federal Pell grants. (About two-thirds of students from families earning less than \$50,000 per year are eligible for a Pell grant.) The number of students at the University who are eligible for the free tuition program is projected to increase from 4,700 in 2008-09 to 5,200 in 2009-10. This is because the maximum expected family contribution that is used to determine eligibility for federal Pell grants is increasing from \$4,731 to \$5,350. This corresponds to an increase in the maximum federal Pell grant to \$5,350.

For FY10, the University will implement a new **Middle Income Scholarship Program** for Minnesota resident undergraduate students from families with an income of \$40,000 to \$100,000. This new program, which is expected to benefit 4,500 students, in addition to the existing free tuition program for all low-income Minnesota resident students who are Pell eligible, will help to ensure that the University remains affordable for Minnesota students from low- and middle-income families.

Financial support for students is also the centerpiece of the **Promise of Tomorrow Scholarship Drive**, the

largest scholarship fundraising drive in the University's 157-year history. In the five years since the campaign began, more than \$295 million has been raised for endowed undergraduate scholarships and graduate fellowships. These privately funded scholarships and fellowships assist more than 7,000 students, up 50 percent from five years ago. As part of this scholarship drive, the President's Scholarship Matching program has received \$57 million in gifts for 557 new scholarships while the 21st Century Fellowship program has received \$62 million for 417 new graduate and professional fellowships.

Graduate Education

Since strategic positioning began, the University increased support by over \$17 million for grants and fellowships to support graduate students. The University is also enhancing block grants and fellowships in fields of excellence and in others with the demonstrated potential to become excellent. In addition, the number of multi-year financial packages to recruit top students has been increased. Also an increasing number of Diversity of Views and Experiences (DOVE) fellowships have been awarded to first-year graduate students from underrepresented groups. These fellowships now exceed \$1 million.

Indicator: High-Ability and Diverse Students

Data that indicate the extent to which the University attracts high-ability and diverse students include new student high school rank, new student ACT scores, and new student diversity demographics, which are detailed on the pages that follow.

2: Twin Cities Campus

Strategic Goal: Exceptional Students

Variable: Recruit High-Ability and Diverse Students

Indicator: *New Student High School Rank*

The profile of new freshmen at the Twin Cities campus has improved significantly over the past 10 years. From 1999 to 2008 the percentage of new freshmen in the top 10 percent of their high school graduating classes increased from 29 percent to 45 percent, and the percentage in the top 25 percent increased from 60 percent to 83 percent (Tables 2-1 and 2-2 and Figure 2-3). During that same time, the average high school rank percentile increased from 76 percent to 85 percent, and the average ACT composite score increased from 24.5 in 1999 to 26.2 in 2008 (Figure 2-4 and Table 2-3).

The large increase in numbers of applicants can be attributed to an increased understanding by prospective students and their parents of the improvements made in undergraduate education at the University, an under-

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

Despite the large gains made in student quality over the last decade, the University still lags behind the high levels of student preparation at other universities in the comparative group. Looking at the first-time, full-time subgroup of freshmen used for national comparisons, the University’s 45 percent from the top 10 percent of high school classes represents considerable progress, but is still below most of the comparative group (Table 2-2).

Table 2-1. High school rank of freshmen, University of Minnesota–Twin Cities, 1999-2008.

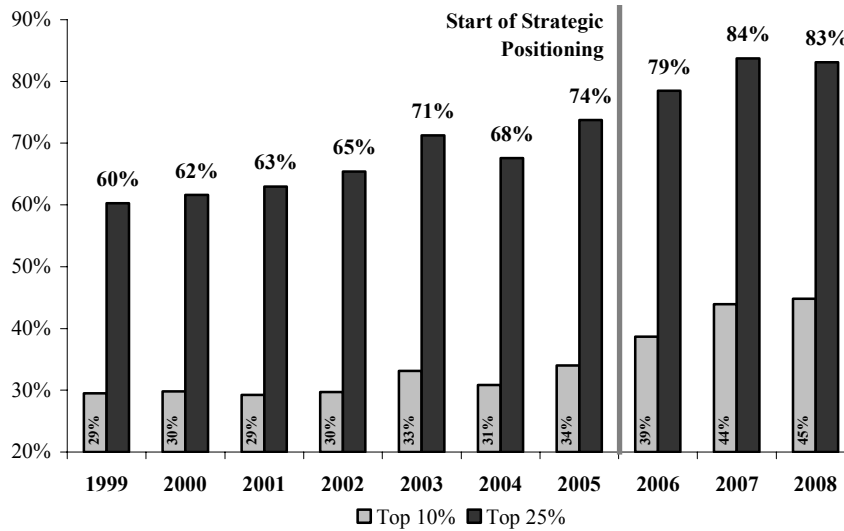
Rank	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
90-99 %	29%	30%	29%	30%	33%	31%	34%	39%	44%	45%
75-89	31	32	34	36	38	37	40	40	40	38
50-74	30	28	28	27	22	26	23	20	15	15
1-49	10	11	9	8	6	6	3	2	2	2

Source: Office of Institutional Research, University of Minnesota.

Note: percentages may not total 100% because of rounding

2: Twin Cities Campus

Figure 2-3. Percentage of new freshmen in the top 10% and top 25% of their high school classes, University of Minnesota–Twin Cities, 1999-2008.



Source: Office of Institutional Research, University of Minnesota.

Table 2-2. Percentage of freshmen in top 10 percent of high school class for U of M-Twin Cities and comparative group institutions, 2008-09.

Rank	Institution	2008-09
1	University of California - Berkeley	98%
2	University of California - Los Angeles	97
3	University of Michigan - Ann Arbor	92
4	University of Washington - Seattle	87
5	University of Florida	75
6	University of Texas - Austin	75
7	University of Wisconsin - Madison	58
8	University of Illinois - Urbana-Champaign	55
9	Ohio State University - Columbus	53
10	University of Minnesota - Twin Cities	45
11	Pennsylvania State University - Univ. Park	43

Source: Common Data Set Initiative, 2008-09.

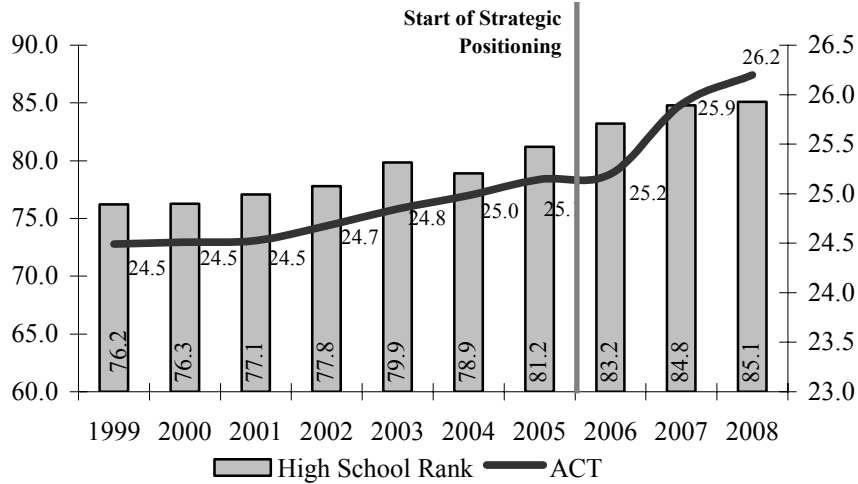
2: Twin Cities Campus

Strategic Goal: Exceptional Students

Variable: Recruit High-Ability and Diverse Students

Indicator: New Student ACT Scores

Figure 2-4. Average high school rank percentile and ACT composite scores of University of Minnesota–Twin Cities freshmen, 1999-2008.



Source: Office of Institutional Research, University of Minnesota

Table 2-3. SAT and ACT scores of new, entering freshmen at comparative group institutions, 2008.

Rank	Institution in Alphabetical Order	ACT Composite		SAT (Verbal and Math)	
		25th-75th percentiles	% Reporting	25th-75th percentiles	% Reporting
8	Ohio State University - Columbus	25 - 30	85%	1130 - 1320	53%
9	Pennsylvania State University - University Park	NA	16%	1110 - 1300	79%
1	University of California - Berkeley	NA	-	1210 - 1470	97%
3	University of California - Los Angeles	25 - 31	42%	1170 - 1410	99%
6	University of Florida	25 - 30	31%	1160 - 1380	69%
5	University of Illinois - Urbana-Champaign	26 - 31	85%	1180 - 1410	26%
2	University of Michigan - Ann Arbor	27 - 31	81%	1220 - 1430	42%
11	University of Minnesota - Twin Cities	24 - 29	92%	1110 - 1350	17%
7	University of Texas - Austin	23 - 30	39%	1110 - 1370	94%
10	University of Washington - Seattle	24 - 29	29%	1100 - 1330	90%
4	University of Wisconsin - Madison	26 - 30	86%	1160 - 1400	24%

Source: Common Data Set Initiative, 2008-09.

2: Twin Cities Campus

Strategic Goal: Exceptional Students

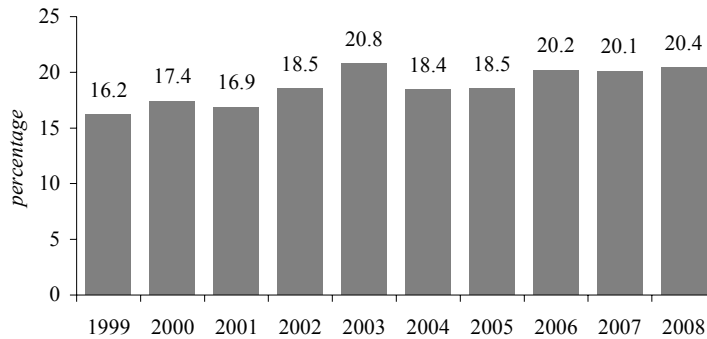
Variable: Recruit High-Ability and Diverse Students

Indicator: Student Diversity

Consistent with one of its foundations for success, the University is committed to achieving excellence through a diverse student body. It also strives to foster and maintain a respectful and welcoming environment for all students. Diversity requires an examination of multiple identities, including various gender and sexual identities and expressions, differing abilities, as well as class background and familial experience in higher education, all areas contributing to the University’s progress toward excellence. The available applicant and enrollment data demonstrating noteworthy trends focus on the racial and ethnic diversity of the University’s student population.

In the past decade, the percentage of freshmen of color (not including international students) on the Twin Cities campus increased from 16.2 percent in 1999 to 20.4 percent in the fall of 2008, as shown in Figure 2-5. The University is among the leading Midwest public research universities in the percentage of entering freshmen of color (Table 2-4). Among this group, the University has the best differential between its percentage of entering freshmen of color and its state’s percentage of high school graduates. Enrollment increases among freshmen of color over this time period have occurred primarily among those who identify as Asian/Pacific Islander or African American, as shown in Table 2-5.

Figure 2-5. Percentage of entering freshmen of color, University of Minnesota - Twin Cities, fall 1999-2008.



Source: Office of Institutional Research, University of Minnesota

Table 2-4. Percentage of entering freshmen of color at regional public research institutions, 2007.

Rank	Institution	Freshmen of Color	Percent of Undergraduate Enrollment	Projected Percentage of High School Graduates of Color	Difference between Enrollment and State Projection
1	University of Minnesota - Twin Cities	1,059	20.1%	14.9%	5.2%
2	University of Michigan - Ann Arbor	1,408	23.5%	21.4%	2.1%
3	University of Iowa	418	9.8%	9.6%	0.2%
4	Purdue University - West Lafayette	950	14.1%	14.3%	-0.2%
5	Ohio State University - Columbus	992	16.1%	16.4%	-0.3%
6	University of Wisconsin - Madison	836	13.9%	15.3%	-1.4%
7	Indiana University - Bloomington	818	11.4%	14.3%	-2.9%
8	Michigan State University	1,253	16.6%	21.4%	-4.8%
9	University of Illinois - Urbana-Champaign	1,998	28.8%	33.9%	-5.1%
10	Pennsylvania State University - Univ. Par	925	14.2%	20.0%	-5.8%

Sources: Knocking on the College Door: Projections of High School Graduates by State and Race/Ethnicity, Western Interstate Consortium for Higher Education (WICHE)

2: Twin Cities Campus

Table 2-5. Proportion of students by racial/ethnic group, University of Minnesota - Twin Cities, Fall 1999-Fall 2008.

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
African American	3.3%	3.3%	3.4%	3.5%	3.6%	3.7%	3.7%	3.9%	4.1%	4.1%
American Indian	0.7	0.6	0.7	0.6	0.6	0.6	0.8	0.8	0.8	0.9
Asian/Pacific Islander	6.5	6.6	6.9	7	7.5	7.6	7.9	8.1	8.0	8.1
Caucasian	74.9	74.3	73.1	73.1	72.5	72.3	72.5	73.0	71.7	70.7
Chicano/Hispanic	1.8	1.7	1.7	1.8	1.8	1.9	2.0	2.0	2.1	2.1
International	6.5	7.1	7.8	7.8	7.5	7.2	7.1	7.0	7.3	8.0
Not Reported	6.3	6.4	6.3	6.2	6.4	6.7	6.0	5.2	6.0	6.2

Source: Office of Institutional Research, University of Minnesota

Economic Diversity

As discussed on page 20, the University is committed to ensuring that its campuses are financially accessible to all students who are prepared to learn and motivated to succeed. While assessing the economic diversity of a campus is difficult, 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. Pell Grants are awarded by the U.S. Department of Education to undergraduates with family incomes under \$20,000.

Table 2-6 presents the number and percentage of undergraduates receiving Pell Grants on the Twin Cities campus and its comparative institutions as well as the poverty rate and median personal incomes for each institution's respective state.

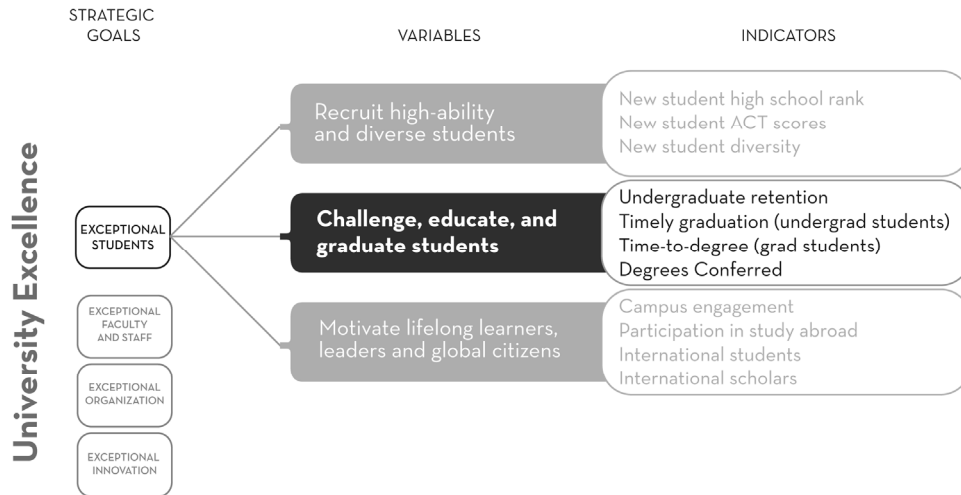
Even though Minnesota has the lowest poverty rate and highest personal median income relative to comparative group states, 20 percent of undergraduates on the Twin Cities campus receive Pell Grants.

Table 2-6. Number and percentage of undergraduate Pell Grant recipients, University of Minnesota - Twin Cities and comparative institutions, 2006-2007.

Peer Rank	Institution	Number of Pell Recipients	Percent of undergraduates receiving Pell Grants	State Poverty Rate	State Median Personal Income
1	University of California - Los Angeles	8,962	35%	12.7%	\$55,800
2	University of California - Berkeley	7,456	31%	12.7%	\$55,800
3	Ohio State University - Columbus	11,086	29%	12.4%	\$47,700
4	University of Washington - Seattle	6,636	24%	9.4%	\$56,000
5	University of Texas - Austin	8,054	22%	16.4%	\$44,900
6	University of Florida	7,575	22%	11.7%	\$46,100
7	University of Minnesota - Twin Cities	5,597	20%	8.5%	\$57,800
8	University of Illinois - Urbana-Champaign	4,758	15%	10.7%	\$51,300
9	University of Michigan - Ann Arbor	3,127	12%	12.0%	\$49,300
10	University of Wisconsin - Madison	3,557	12%	10.4%	\$50,600
-	Pennsylvania State University - Univ. Park	NA	-	11.0%	\$49,200

Sources: U.S. Department of Education, U.S. Bureau of the Census

Challenge, Educate, and Graduate Students



Support New Student Transition

Even the best students sometimes struggle to make the transition from high school to college or from home to campus life. To improve students' transition to college, foster greater success, and ensure timely graduation, the University has started a broad range of initiatives, including:

A new **Welcome Week Program**, started in 2008, complements the University's award-winning two-day orientation program. The five-day Welcome Week is required for all Twin Cities campus freshmen. It 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:

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

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.

The **Bridge to Academic Excellence**, now in its third year, is a summer and year-long transitional program designed to prepare a selected cohort of students for the University's academic rigors, particularly in math, science, writing, and other foundational college courses. Admitted students receive "high-touch" academic support that gives them the opportunity to succeed. The program is designed to meet their academic needs while also helping the University engage with these students, track their progress, and offer assistance along the way.

Provide Academic and Advising Support

The University continues to invest in technologies that support better student planning, community engagement, and timely graduation. Key efforts include the online **Graduation Planner**, **Student Engagement Planner**, and the **MyU student portal** as well as the **SMART Learning Commons** and the **Multicultural Center for Academic Excellence and Disability Services**.

The newly enhanced student portal helps students, at a single online location, register for classes, access course materials, contact faculty and advisors, access grades and student accounts, chat with classmates, find journal articles in the library, learn about potential careers, and keep up with current news.

Provide A Distinctive Experience

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

2: Twin Cities Campus

All baccalaureate degrees offered by any of the colleges on the Twin Cities campus include a new set of **liberal education requirements** that will go into effect for students entering the University in fall 2010.

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

The new **University Honors Program** integrates collegiate-based honors programs on the Twin Cities campus into an exciting, unified program that welcomed its first freshmen students in 2008. One-on-one faculty interactions are a hallmark of this program, enabling the University to recruit a larger, more diverse pool of highly accomplished, talented students from across the state and throughout the world. More than 600 students enrolled in the first year and over 600 students joined the program in fall 2009.

The **Undergraduate Research Opportunities Program (UROP)** is expanding to enrich the role research can play in undergraduate education at a major research university. UROP provides stipends of up to \$1,400 and research expenses of up to \$300 for undergraduate students working with a University faculty mentor. In 2008-09, over 500 undergraduate students participated in the UROP program on the Twin Cities campus.

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 **freshmen seminars** from 40 percent to a goal of over 50 percent. Nearly 125 seminars were offered in the 2008-09 academic year. In 2009-10, about half of the new freshmen will take a freshmen seminar.

Set Student Learning and Development Outcomes

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

In 2007, the University Senate endorsed the new student learning outcomes now being implemented at collegiate and departmental levels across the campus. The learning outcomes state that at the time of receiving a bachelor's degree, students:

- Can identify, define, and solve problems
- Can locate and critically evaluate information
- Have mastered a body of knowledge and a mode of inquiry
- Understand diverse philosophies and cultures within and across societies
- Can communicate effectively
- Understand the role of creativity, innovation, discovery, and expression across disciplines
- Have acquired skills for effective citizenship and life-long learning

Student development outcomes, also approved in 2007, help enable students to function as citizens of the University and of the broader community. These outcomes include:

- responsibility/accountability
- independence/interdependence
- goal orientation
- self-awareness
- resilience
- appreciation of differences
- tolerance of ambiguity

The outcomes reinforce that learning takes place throughout a student's University experience and can be assessed in the context of student employment, undergraduate research experiences, service-learning opportunities, internships, learning abroad, and a variety of curricular and co-curricular activities. Taken together, the student learning and development outcomes underscore the important partnership of students, faculty, and staff in supporting learning in the broadest sense.

Graduate Education

Graduate education of the highest quality is critical for any successful research university. Excellent graduate programs enable a university to recruit and retain talented faculty and outstanding graduate students and affect its ability to secure external funds for the research

2: Twin Cities Campus

that leads to scientific, artistic, and scholarly breakthroughs.

In order to meet current fiscal challenges while enhancing its excellence and international reputation, the University is restructuring graduate education in 2009 and 2010 to be more effective and efficient. This will enable graduate programs to thrive and excel, conserve resources that can be redistributed to provide additional support for graduate students, and promote excellence.

Key elements of the restructuring include comprehensive reviews and improvements in: academic program reviews, student services and advising, student financial support, faculty awards, interdisciplinary programs, and metrics.

With its restructuring of graduate education the University remains committed to recruiting the most promising and talented students from Minnesota and around the world, offering them an outstanding education, and insuring that they graduate prepared to succeed in their chosen fields as well as in a diverse world. Examples of current strategic initiatives are described below.

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

To that end, the University provides seed grants and training grants for interdisciplinary and innovative graduate education, has taken the lead in organizing a national consortium for peer institutions focused on fostering interdisciplinary inquiry, and aims to become a national leader in advancing policies and practices that facilitate and promote interdisciplinary inquiry.

Reform Doctoral Education: In recent years the University has focused on improving timely degree completion, spurring innovation in curricula and pedagogy, and establishing benchmarks for graduate student progress. Included in this initiative is the University's participation (one of 29 North American universities) in the **Ph.D. Completion Project**, an in-depth study of doctoral education by the Council of Graduate Schools. This project is producing comprehensive data on attrition from doctoral study and completion of Ph.D. programs, and participating institutions are sharing best practices to improve results.

Support Professional Development: The University offers professional development workshops for graduate students and postdoctoral fellows that enhance their preparation for careers in academe, industry, and other

options. In addition, it provides support and resources to 1,100 postdoctoral students in 120 departments and 14 colleges on the Twin Cities and Duluth campuses. This initiative is supported by expanded career advising and placement assistance within each graduate program.

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

Health Professional Education

The University graduates two-thirds of Minnesota's health professional workforce of dentists, advanced nurse practitioners, pharmacists, physicians and public health professionals. This is an essential leadership responsibility of the University in supporting Minnesota's future. As the University's Academic Health Center (AHC) looks to the future, it sees education of new health professionals as its mark of distinction.

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

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

Launch the Center for 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 inter-professional education, including new courses, activities, and programs for all health professional students.

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

2: Twin Cities Campus

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

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

Concurrent with these efforts, the AHC is:

- Supporting **curricular innovation** in the schools and colleges of the AHC, such as the 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 education centers**: Students and professionals learn new skills and are assessed in the AHC simulation centers—Sim Clinic in the School of Dentistry, the AHC Simulations 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 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 health professional programs, acknowledging that they are expensive, that they currently rely on a fragile web of funding sources, and that demand for health professionals continues to grow.
- Creating awareness of **health careers**, acting creatively to populate the pipeline of students interested in the health sciences, reaching far back among K-12 students to stimulate and nurture interest in the health sciences, and making targeted efforts to work with the state's diverse populations to develop strategies leading to a more diverse health professional workforce.

Establishing the **AHC Academic Council**, comprised of AHC faculty, to review and provide counsel on new health professional academic programs and contribute to strategic oversight of academic program development.

Indicators: Challenge, Educate, and Graduate Students

Data that indicate the extent to which the University is challenging, educating, and graduating students include undergraduate student retention and graduation student time-to-degree rates, graduate rates, and the number of degree conferred, which are detailed on the pages that follow.

Strategic Goal: Exceptional Students

Variable: Challenge, Educate, and Graduate Students

Indicator: Undergraduate Retention

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 its public research university comparative group, that gap has narrowed in recent years.

Analysis: Figure 2-6 shows first-, second-, and third-year retention rates for all students matriculating during 1998-2007. The most recent results show that all rates are at or near their highest levels in the past decade. First-year retention rose to 88.5 percent from 87.9 the previous year. Second-year retention increased by 2.1 percent to 80.5, while third-year retention dipped from 76.4 percent to 75.7 percent.

Figure 2-7 shows first-, second-, and third-year retention rates for students of color matriculating during 1998-2007. First-year retention fell slightly to 83.5

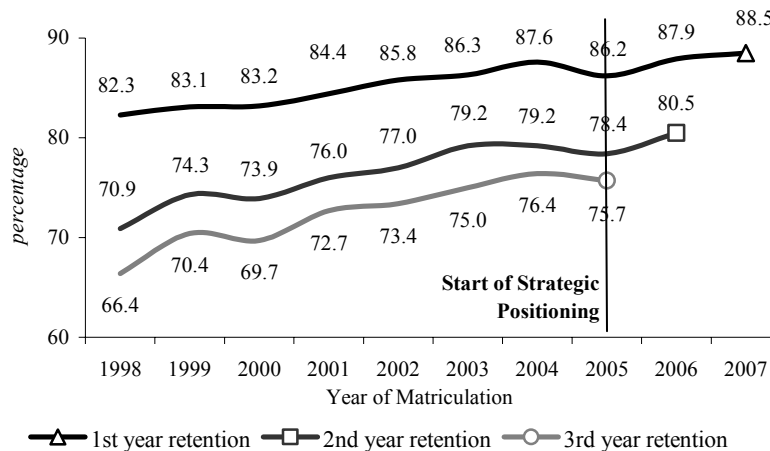
percent, from 83.9 percent the previous year. Second-year retention, meanwhile, rose to 73.5 from 69.2 the previous year while the third-year rate fell to 64.9 percent. The trends follow the cohort effect noted above, but the first- and third-year declines require further analysis.

Table 2-7 shows that the University’s first- and second-year retention rates, although improving, continue to rank at the bottom of the comparative group.

Conclusion: Although significant progress has been made in improving retention rates, the University will need to increase its efforts in order to move up in the rankings within its comparative group. While the University has been improving substantially, the comparative group rates, especially those near the University in graduation rates, are also improving.

In 2006, the University set new graduation rate targets that support the University’s top-three aspirational goal. In order to achieve the new graduation-rate targets, retention rates will need to improve commensurately.

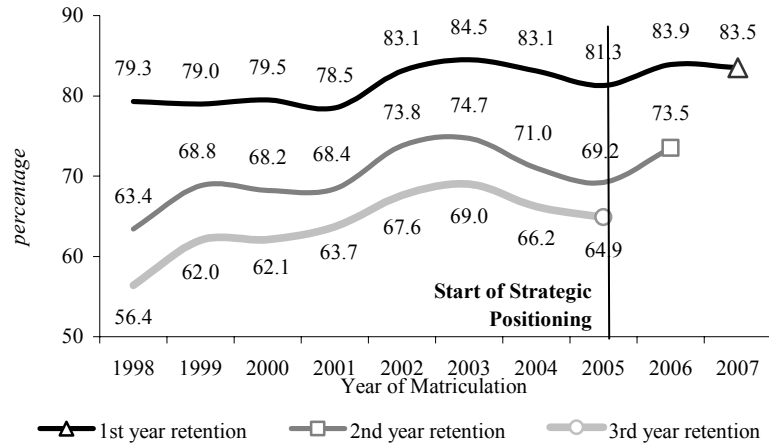
Figure 2-6. First-, second-, and third-year retention rates (percentage) for first-time, full-time new entering students, by year of matriculation, University of Minnesota – Twin Cities, 1998-2007.



Source: University of Minnesota 2008 NHS Student Graduation/Retention Report

2: Twin Cities Campus

Figure 2-7. University of Minnesota – Twin Cities first-, second-, and third-year retention rates (percentage) for students of color, 1998 – 2007.



Source: University of Minnesota 2008 NHS Student Graduation/Retention Report

Table 2-7. First-, second-, and third-year retention rates of U of M-Twin Cities' and comparative group institutions' students in 2005, 2006, and 2007 entering class cohorts (ranked by 2nd-year rate).

Rank	Institution	1- year Retention (Fall 2007 Cohort)	2-year Retention (Fall 2006 Cohort)	3-year Retention (Fall 2005 cohort)
1	University of California - Berkeley	96.2%	93.4%	88.5%
2	University of Michigan - Ann Arbor	96.1%	93.2%	88.6%
3	University of California - Los Angeles	96.7%	92.5%	89.0%
4	Pennsylvania State University - Univ. Park	92.3%	89.4%	87.3%
5	Ohio State University - Columbus	92.8%	88.2%	81.3%
6	University of Wisconsin - Madison	93.6%	88.1%	84.6%
7	University of Illinois - Urbana-Champaign	93.7%	88.0%	82.8%
8	University of Washington - Seattle	92.7%	87.3%	80.1%
9	University of Texas - Austin	90.9%	86.9%	81.4%
10	University of Minnesota - Twin Cities	88.0%	80.1%	71.9%
-	University of Florida	NA	NA	NA

Source: 2008-2009 CSRDE Retention Peer Report

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

Strategic Goal: Exceptional Students

Variable: Challenge, Educate, and Graduate Students

Indicator: Timely Undergraduate Graduation

As a key component of its initial strategic positioning efforts in 2005, the University, including the Twin Cities campus, set specific goals to improve graduation rates from their historically low levels. In January 2007, the University raised the 2012 undergraduate goals for the Twin Cities campus as follows:

- four-year graduation goal of 60 percent,
- five-year graduate goal of 75 percent,
- six-year graduation goal of 80 percent.

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.

Analysis: Current results show continued improvement in graduation rates; over the past decade improvements have ranged from over 14 to 21 percentage points. Graduation rates for students of color also have improved significantly, particularly four- and five-year rates.

Figure 2-8 shows the four-, five-, and six-year graduation rates for students matriculating during 1995-2004. Since 1995, all rates have improved substantially:

- four-year rates increased by 21.1 percentage points,
- five-year rates increased by 19.4 percentage points,

- six-year rates increased by 14.4 percentage points.

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

- four-year rates improved 13.8 percentage points,
- five-year rates improved by 18.7 percentage points,
- six-year rates improved by 14.5 percentage points.

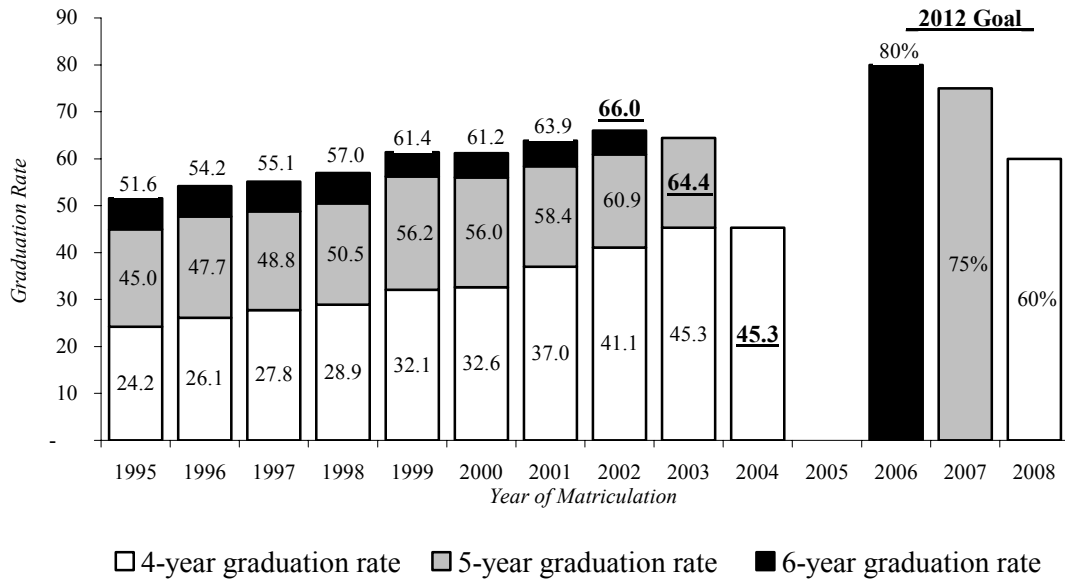
While the overall increases for students of color are encouraging, there have been slight decreases recently in first-year retention as well as the most recent four-year graduation rate. These are issues that are being reviewed and watched closely.

Table 2-8 shows the most recent graduation rate data for the University’s comparative group institutions. Although it is making progress, the University of Minnesota – Twin Cities still ranks at the bottom of this group in graduation rates. Graduation rates are related to and have improved with the academic profile of students at the point of entry into the University.

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

2: Twin Cities Campus

Figure 2-8. 4-, 5-, and 6-year graduation rates, University of Minnesota–Twin Cities, 2008 (Classes beginning in 1995-2004) and 2012 goal.

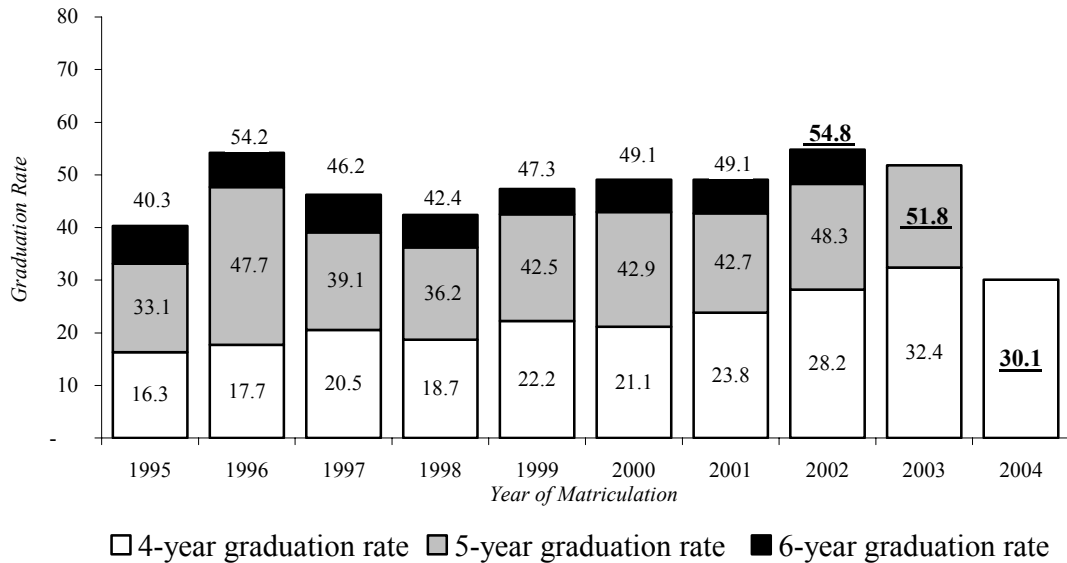


2008 graduation rates are underlined and in bold

Source: University of Minnesota 2008 NHS Student Graduation/Retention Report

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

Figure 2-9. Graduation rates for students of color, University of Minnesota – Twin Cities, 2008 (Classes beginning in 1995-2004).



2008 graduation rates are underlined and in bold

Source: University of Minnesota 2008 NHS Student Graduation/Retention Report

See note above for Figure 2-8.

2: Twin Cities Campus

Table 2-8. Graduation rates: University of Minnesota-Twin Cities and comparative group institutions, 2008 (Classes beginning in 2002-2004), ranked by 6-year rate.

Rank	Institution	4-year Rate (Fall 2004 Cohort)	5-year Rate (Fall 2003 Cohort)	6-year Rate (Fall 2002 Cohort)
1	Pennsylvania State University - Univ. Park	67.9%	89.8%	92.0%
2	University of California - Berkeley	68.8%	87.5%	89.6%
3	University of California - Los Angeles	67.3%	86.5%	89.0%
4	University of Michigan - Ann Arbor	72.1%	87.2%	87.8%
5	University of Wisconsin - Madison	50.3%	78.1%	82.3%
6	University of Illinois - Urbana-Champaign	67.3%	80.5%	82.3%
7	University of Florida	58.5%	77.7%	81.2%
8	University of Texas - Austin	52.4%	76.2%	77.8%
9	University of Washington - Seattle	53.8%	76.4%	76.9%
10	Ohio State University - Columbus	48.5%	70.6%	72.7%
11	University of Minnesota - Twin Cities	45.2%	64.1%	65.7%

Source: 2007-2008 CSRDE Retention Peer Report.

Note: The rates shown above, which are slightly lower than those in Figure 2.8 are taken from the IPEDS national database, which includes only students who matriculated at and graduated from the same campus.

Strategic Goal: Exceptional Students

Variable: Challenge, Educate, and Graduate Students

Indicator: Time-to-Degree (Graduate Students)

Graduate Students

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

Analysis: Table 2-9 shows this measure for the previous eight academic years. The University’s performance is in line with other leading research universities. Among the more notable findings:

- At the master’s level, the median time to degree of 2.2 years represents reasonable degree progress, a marked improvement since 2006-2007.
- At the doctoral level, the median time-to-degree is 5.9 years. The length of time-to-degree is related to fields of study; students in the science and engineering fields generally complete their degrees earlier than

students pursuing degrees in the social sciences and humanities.

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

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

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

Table 2-9. Median elapsed time to degree for University of Minnesota master’s and doctoral students, 2001-2009.

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Master’s Degree Students – All	2.5	2.6	2.6	2.5	2.5	2.6	2.3	2.2
Male	2.7	2.6	2.6	2.7	2.7	2.7	2.4	2.3
Female	2.4	2.5	2.5	2.4	2.3	2.4	2.3	2.2
Students of Color	2.7	2.7	2.7	2.6	2.2	2.7	2.3	2.3
International Students	2.3	2.3	2.6	2.5	2.7	2.3	2.1	2.1
Doctoral Students – All	5.9	5.9	5.6	5.8	5.7	5.7	5.9	5.9
Male	6.0	5.8	5.4	5.8	5.7	5.8	5.8	5.9
Female	5.9	6.2	5.8	5.8	5.7	5.5	5.9	5.9
Students of Color	6.5	6.7	5.7	6.3	6.3	6.0	6.0	6.2
International Students	5.3	5.2	5.1	5.4	5.3	5.5	5.8	5.8

Source: The Graduate School, University of Minnesota.

2: Twin Cities Campus

Strategic Goal: Exceptional Students

Variable: Challenge, Educate, and Graduate Students

Indicator: Degrees Conferred

Analysis: Consistent with having one of the largest enrollments of any public university campus in the nation, the Twin Cities campus also ranks highly in the production of degrees at all levels. As shown in Tables 2-10 and 2-11, the Twin Cities campus ranks 5th within its comparative group for the number of doctoral degrees conferred, 3rd in master’s degrees, 3rd in first-professional degrees, and 9th in bachelor’s degrees.

Conclusion: While it is important to track the number of degrees conferred, in terms of contributing to the state’s educated work force, qualitative factors also need to be taken into account. Accordingly, the University is

focusing on producing degrees that reflect a balance of external demand, capacity, and resources to ensure that quality is maintained and enhanced. In line with that approach, the University engages in regular review of its graduate programs to ensure quality.

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

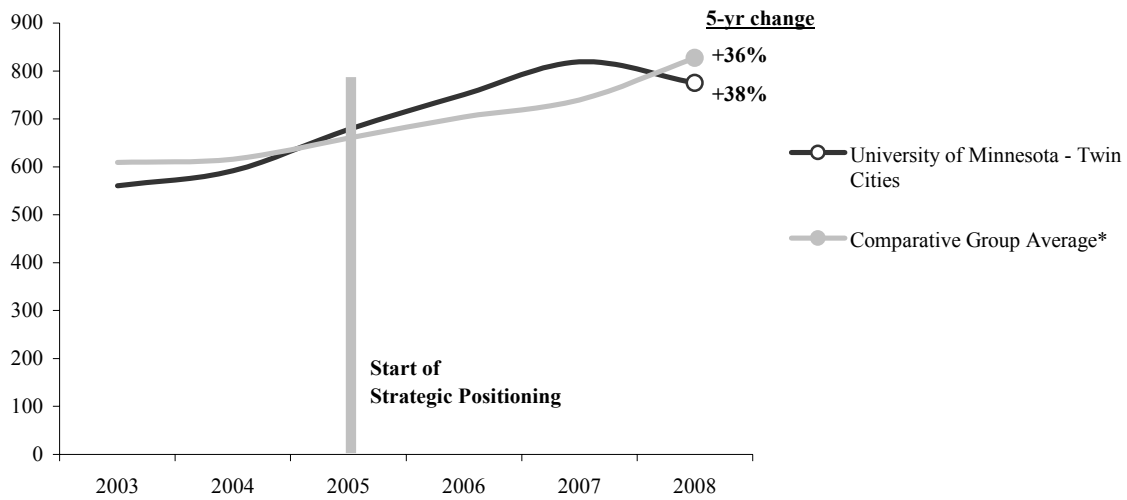
Table 2-10. Degrees conferred: University of Minnesota-Twin Cities and comparative group institutions, 2008.

Rank	Institution	Doctor's Degree	Master's degree	First-prof. degree	Bachelor's degree
1	University of Wisconsin - Madison	1,407	1,910 (10)	711 (5)	6,376 (10)
2	University of California - Berkeley	873	2,053 (9)	345 (9)	6,960 (7)
3	University of Texas - Austin	868	2,975 (4)	571 (7)	8,669 (4)
4	University of Florida	857	3,337 (1)	1,250 (1)	8,737 (2)
5	University of Minnesota - Twin Cities	775	3,188 (3)	788 (3)	6,650 (9)
6	University of Illinois - Urbana-Champaign	759	2,655 (5)	308 (10)	7,314 (5)
6	Ohio State University - Columbus	759	2,576 (7)	854 (2)	8,721 (3)
8	University of Michigan - Ann Arbor	753	3,336 (2)	730 (4)	6,258 (11)
9	University of California - Los Angeles	752	2,571 (8)	609 (6)	7,089 (6)
10	University of Washington - Seattle	622	2,631 (6)	503 (8)	6,952 (8)
11	Pennsylvania State Univ. - University Park	620	1,267 (11)	23 (11)	9,442 (1)

Source: *Integrated Postsecondary Education Data System (IPEDS)*, 2008.

2: Twin Cities Campus

Figure 2-10. Doctoral degrees conferred, U of M-Twin Cities and comparative group, 2003-2008.



Source: *Integrated Postsecondary Education Data System (IPEDS)*, 2008.

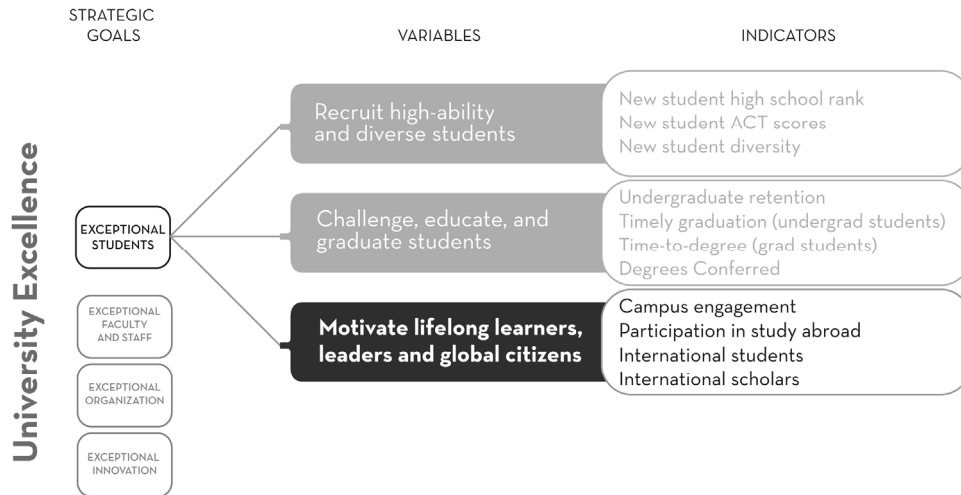
Table 2-11. Doctoral degrees conferred, U of M-Twin Cities and comparative group, 2003-2008.

	2003	2004	2005	2006	2007	2008	5-Yr % Change
<u>Doctoral Degrees</u>							
University of Minnesota - Twin Cities	560	592	678	751	819	775	38.4%
% Change	-	5.7%	14.5%	10.8%	9.1%	-5.4%	-
Comparative Group Average*	609	616	660	704	740	827	35.7%
% Change	-	1.0%	7.2%	6.7%	5.1%	11.8%	-
Rank	9th	7th	5th	4th	2nd	5th	

* Excludes University of Minnesota - Twin Cities

Source: *Integrated Postsecondary Education Data System (IPEDS)*, 2008.

Motivate Lifelong Learners, Global Citizens



Among the University's most important aims 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 2009 nearly 450 current students volunteered to serve as peer leaders to the over 5,300 freshmen 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.
- Over 700 official **student groups** representing academic interests, culture and diversity, the arts, fraternity and sorority life, sports clubs and much more. These groups provide students an opportunity to explore their interests, develop leadership skills and be an active part of the University community. For ex-

ample, 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. After four weeks of hard work, 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 get valuable career experience while learning the day-to-day functions. 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.
- On average, over 5,800 undergraduate students are employed in **campus jobs** each week on the Twin Cities campus. The Office for Student Affairs has led initiatives 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** offer a menu of opportunities tailored to fit the varying needs of students. 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

2: Twin Cities Campus

Program, which provides a customized experience through a series of workshops tailored to students' own interests.

- The University's **Leadership Minor** develops students' core knowledge about leadership within the larger context of social action and social change. Students in the program demonstrate leadership through written, oral, and field-based experiences.

Global Education

One component in developing citizenship and leadership is a comprehension and appreciation of the world and its people. Fostering this type of learning for students is part of the University's "global university" strategy.

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."

One major component of the University's international strategy is to identify international academic initiatives that can 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 2009-2010, the focus is on the continent of Africa and the issue of Water in the World. The initiative is sponsoring and supporting symposia, conferences, lec-

tures, films, and cultural events to educate and inform the University and local community about the University's work in these areas. A grant program is planned to support faculty research and collaboration in these areas. 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. A new set of themes will be chosen for 2011-12.

International Recognition and Leadership

The University's international strategy is gaining recognition from peers. NAFSA: Association of International Educators named the Twin Cities campus a recipient of the 2009 Senator Paul Simon Award for Campus Internationalization, which recognizes outstanding and innovative efforts in campus internationalization. NAFSA is the world's largest nonprofit association dedicated to international education.

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

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

Indicators: Motivate Lifelong Learners, Leaders, and Global Citizens

Data that indicate the extent to which the University motivates lifelong learners, leaders, and global citizens include campus engagement and international-related measures, which are detailed on the pages that follow.

Strategic Goal: Exceptional Students

Variable: Motivate Lifelong Learners, Leaders, and Global Citizens

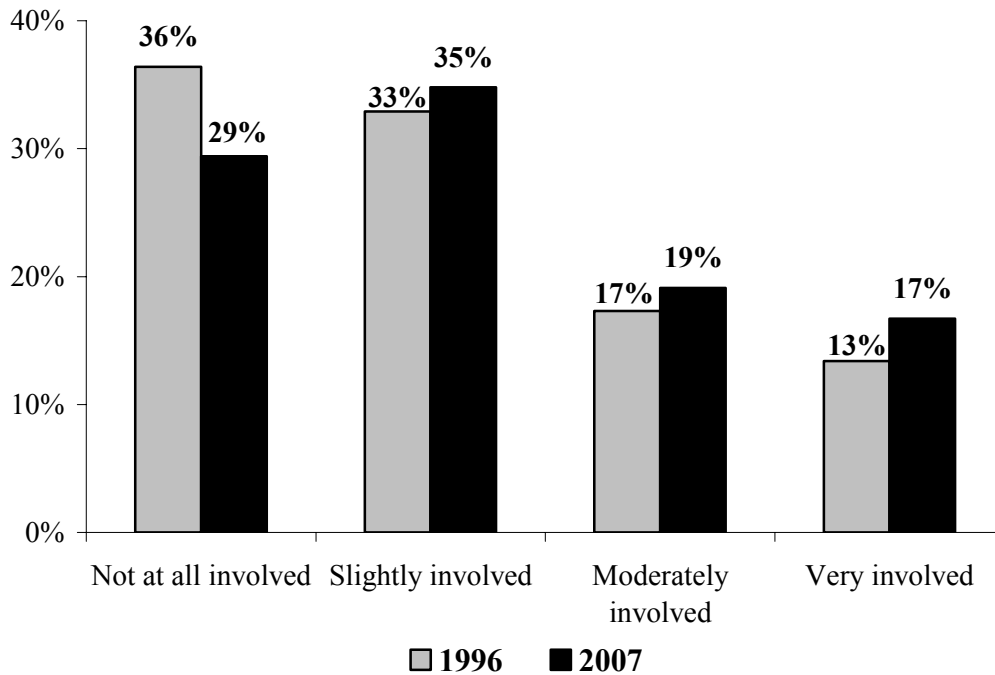
Indicator: Campus Engagement

The University recognizes the importance that students' engagement in internships, intramural and club sports, research and scholarly projects, student activities, student 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 2-11 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 in future student-experience surveys.

Figure 2-11. Undergraduate students reported level of engagement in on-campus student opportunities at the time of graduation, University of Minnesota-Twin Cities, 1996 and 2007.



2: Twin Cities Campus

Strategic Goal: Exceptional Students

Variable: Motivate Lifelong Learners, Leaders, and Global Citizens

Indicator: Participation in Study Abroad

Analysis: The Twin Cities campus ranks 2nd among comparative group institutions in the number of students studying abroad, a jump of two places, as shown in Table 2-12. Figure 2-12 shows the increase in Twin Cities campus students' involvement in study abroad relative to its comparative group. As a percentage of undergraduate degrees granted, the Twin Cities campus has improved from 19 percent in 1999 to nearly 30 percent in 2007, or 11 percentage points closer to its stated goal of 50 percent (Figure 2-13).

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

The University may be more immune to the impact of the economy 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 beyond its current 30 percent participation to its goal of 50 percent.

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 (SAGE) 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.

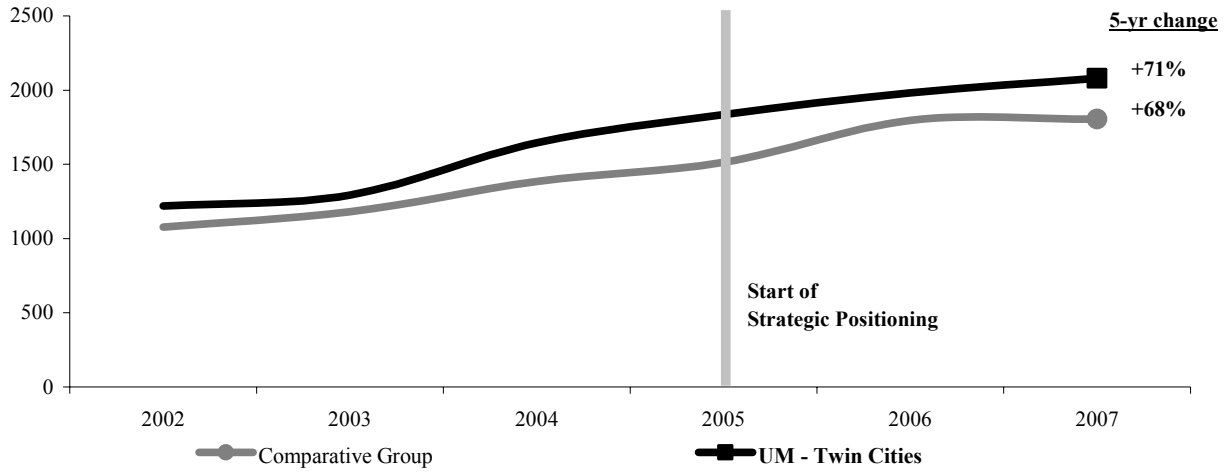
Table 2-12. Involvement in study abroad: U of M-Twin Cities vs. comparative institutions, 2007.

All Publics Rank	Rank	Institution	2007	1-Yr % Change	5-Yr % Change
3	1	University of Texas - Austin	2,172	-3.2%	36.5%
4	2	University of Minnesota - Twin Cities	2,079	4.9%	70.5%
6	3	University of Michigan - Ann Arbor	2,055	20.8%	108.6%
7	4	University of Illinois - Urbana-Champaign	2,052	3.2%	68.8%
8	5	University of Florida	2,051	6.5%	83.0%
9	6	University of Washington - Seattle	1,970	14.3%	76.2%
10	7	University of Wisconsin - Madison	1,846	14.2%	37.8%
11	8	University of California - Los Angeles	1,831	-6.9%	551.6%
12	9	Pennsylvania State University - Univ. Park	1,830	-15.6%	44.1%
25	10	Ohio State University - Columbus	1,501	-19.2%	29.8%
66	11	University of California - Berkeley	750	-2.2%	7.8%

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

2: Twin Cities Campus

Figure 2-12. Involvement in study abroad: U of M-Twin Cities and comparative group, 2002-2007.



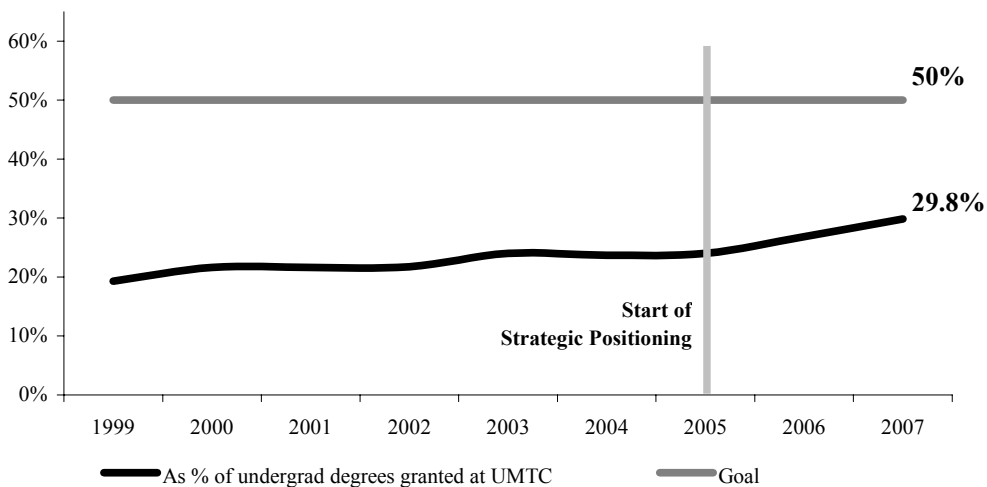
Source: *Open Doors Report: 2008*, Institute of International Education.

Table 2-13. Involvement in study abroad: U of M-Twin Cities and comparative group, 2002-2007.

	2002	2003	2004	2005	2006	2007	5 Yr % Change
Comparative Group*	1,077	1,181	1,385	1,514	1,796	1,806	67.6%
% Change	-	9.6%	17.3%	9.3%	18.7%	0.6%	-
UMTC	1,219	1,294	1,644	1,836	1,981	2,079	70.5%
% Change	-	6.2%	27.0%	11.7%	7.9%	4.9%	-
UMTC Rank	4 th	6 th	3 rd	3 rd	4 th	2 nd	-

* Excludes University of Minnesota - Twin Cities Source: *Open Doors Report: 2008*, Institute of International Education.

Figure 2-13. Twin Cities campus undergraduates studying abroad as a percentage of degrees granted, 1999-2007.



Source: Office of Institutional Research, University of Minnesota.

Strategic Goal: Exceptional Students

Variable: Motivate Lifelong Learners, Leaders, and Global Citizens

Indicator: International Students

Analysis: Despite a difficult world economy, the number of students attending U.S. colleges and universities reached record highs in 2007-2008. Likewise, the University’s Twin Cities campus attracted a record number of international students as well.

The Twin Cities campus has shown three continuous years of growth in international enrollment, most dramatically at the undergraduate level. The percentage of international undergraduates has almost doubled from 1.5 percent of the undergraduate class in 2005 to 2.99 in 2008, making solid progress on the stated goal of 5 percent (Figure 2-14).

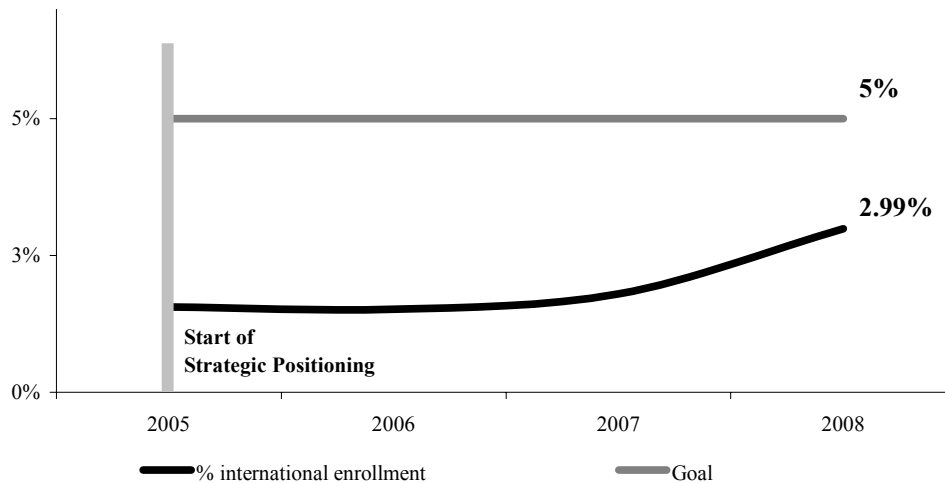
Despite these increases, the University slipped one place to rank 9th in total international student enrollment among comparative institutions. As Tables 2-14 and 2-15 and Figure 2-15 show, the comparative group’s average international undergraduate and graduate student enrollment over the past five years increased by 15 percent while the University’s increased by 12 percent.

Conclusion: For the past three years, the University has undertaken a variety of measures to increase enrollments of highly qualified undergraduate international students. In order to reach the five-percent-of-undergraduates goal, the University is reassessing its efforts and focusing 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 is bringing new international students onto campus through customized short-term programs for groups of international students to learn about the University and U.S. culture. It is hoped that some of these students will choose to return as degree-seeking students.

Despite its recent success, the University continues to face intense competition for qualified undergraduate and graduate international students. Additional initiatives including scholarships and graduate assistantships will be required.

Figure 2-14. Twin Cities campus international undergraduate enrollment as a percentage of total undergraduates, 2005-2008.



Source: Office of Institutional Research, University of Minnesota.

2: Twin Cities Campus

Table 2-14. International graduate and undergraduate student enrollment: U of M-Twin Cities vs. comparative institutions, 2007.

All Publics Rank	Rank	Institution	2007	Percent of Total Enrollment	1-Yr % Change	5-Yr % Change
4	1	University of Illinois - Urbana-Champaign	5,933	14%	4.4%	30.3%
6	2	University of Michigan - Ann Arbor	5,748	14%	5.9%	24.9%
7	3	University of California - Los Angeles	5,557	14%	18.1%	41.5%
8	4	University of Texas - Austin	5,550	11%	4.7%	12.7%
14	5	Ohio State University - Columbus	4,259	8%	-2.0%	-1.7%
16	6	University of Florida	4,228	8%	7.8%	19.2%
20	7	University of Wisconsin - Madison	3,910	9%	2.1%	-11.1%
22	8	Pennsylvania State University - Univ. Park	3,860	9%	4.9%	4.9%
23	9	University of Minnesota - Twin Cities	3,756	7%	1.5%	12.1%
29	10	University of California - Berkeley	3,244	9%	2.4%	18.4%
30	11	University of Washington - Seattle	3,241	7%	12.4%	11.5%

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

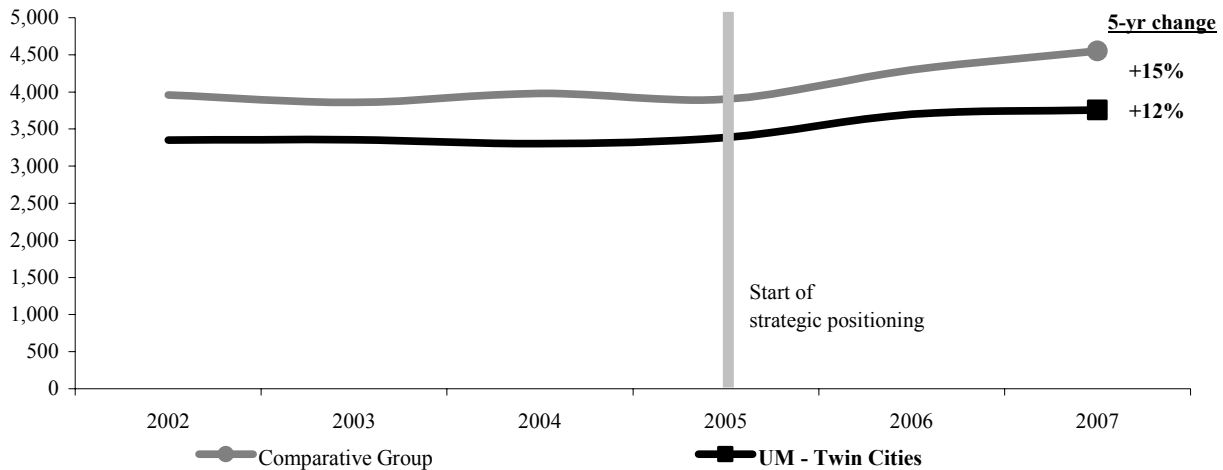
Table 2-15. International student enrollment: U of M-Twin Cities and comparative group, 2002-2007.

	2002	2003	2004	2005	2006	2007	5 Yr % Change
Comparative Group*	3,961	3,860	3,981	3,904	4,295	4,553	14.9%
% Change	-	-2.5%	3.1%	-1.9%	10.0%	6.0%	-
UMTC	3,351	3,357	3,302	3,384	3,701	3,756	12.1%
% Change	-	0.2%	-1.6%	2.5%	9.4%	1.5%	-
UMTC Rank	9th	8th	8th	7th	8th	9th	-

* Excludes University of Minnesota - Twin Cities

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

Figure 2-15. International student enrollment: U of M-Twin Cities and comparative group, 2002-2007.



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

2: Twin Cities Campus

Strategic Goal: Exceptional Students

Variable: Motivate Lifelong Learners, Leaders, and Global Citizens

Indicator: International Scholars

Analysis: The University ranks 8th within its comparative group in the number of international scholars it attracts. Tables 2-16 and 2-17 show that the number of international scholars at the University has increased steadily over the past five years, slightly faster than that of the comparative group.

The University of Minnesota was ranked in 2009 by *The Scientist* as one of the top-10 places for postdoctoral scientists to work. The two areas noted as strengths for the University were “networking opportunities” and “family and personal life.”

Conclusion: Hosting of international scholars is dependent on the demand from individual colleges and departments, which is often dependent on available funding. With the downturn in the economy, it is anticipated that colleges and departments will have fewer resources to support international faculty or scholars, and that funding sources abroad will also be limited. The University continues to encourage and support colleges and departments to attract high-quality researchers, scholars, and post-doctoral appointees from around the world.

Table 2-16. International scholars: U of M-Twin Cities and comparative institutions, 2007.

All Publics Rank	Rank	Institution	2007	1-Yr % Change	5-Yr % Change
3	1	University of California - Berkeley	2,565	7.0%	22.3%
6	2	University of California - Los Angeles	2,297	1.7%	72.1%
9	3	University of Michigan - Ann Arbor	1,856	59.7%	81.3%
10	4	University of Washington - Seattle	1,774	-9.2%	na
11	5	University of Florida	1,773	10.1%	105.9%
14	6	Ohio State University - Columbus	1,628	8.3%	50.7%
15	7	University of Illinois - Urbana-Champaign	1,541	7.2%	14.8%
17	8	University of Minnesota - Twin Cities	1,386	3.7%	36.8%
19	9	University of Wisconsin - Madison	1,281	11.4%	na
31	10	University of Texas - Austin	865	-17.6%	na
na	na	Pennsylvania State University - University Park	na	na	na

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

Table 2-17. International scholars: U of M-Twin Cities and comparative group, 2002-2007.

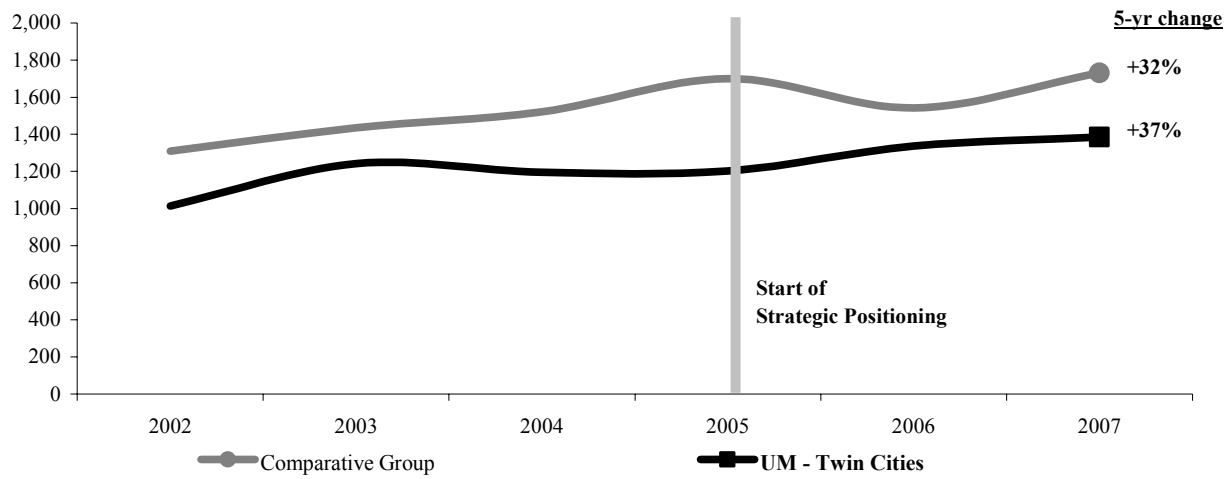
	2002	2003	2004	2005	2006	2007	5 Yr % Change
Comparative Group*	1,309	1,435	1,522	1,699	1,543	1,731	32.2%
% Change	-	9.6%	6.1%	11.6%	-9.2%	12.2%	-
UMTC	1,013	1,241	1,196	1,202	1,337	1,386	36.8%
% Change	-	22.5%	-3.6%	0.5%	11.2%	3.7%	-
UMTC Rank	7th	8th	7th	8th	7th	8th	-

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

* Excludes University of Minnesota - Twin Cities

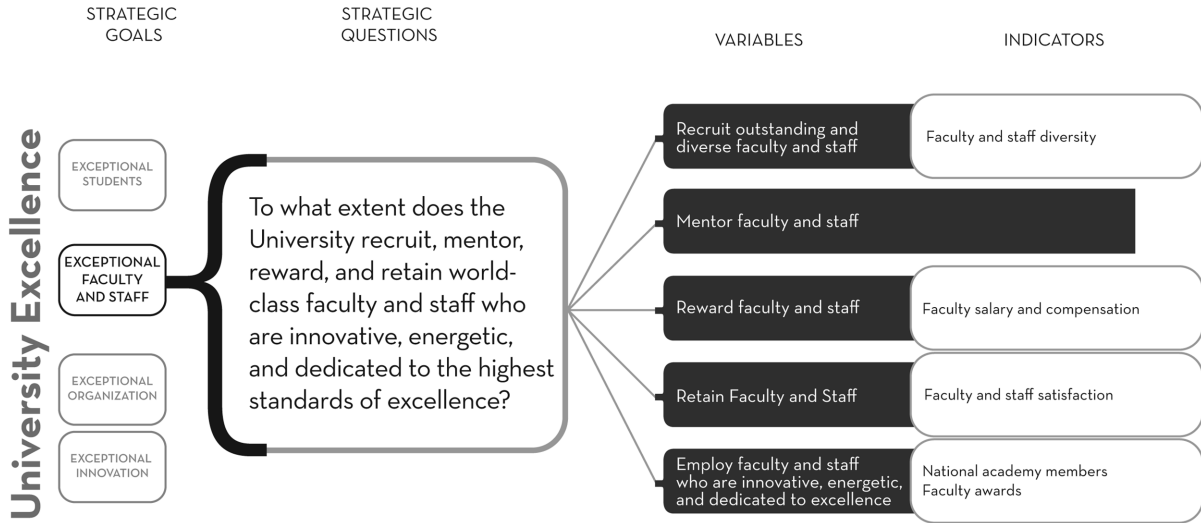
2: Twin Cities Campus

Figure 2-16. International scholars: U of M-Twin Cities and comparative group, 2002-2007.



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

Exceptional Faculty and Staff



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

To achieve this strategic goal, the University has targeted nearly \$141 million in the four years of strategic positioning towards achieving the following objectives:

- Recruit identify, support, and reward “stars” on the rise.
- Create a robust culture of collaboration that encourages and rewards boldness, imagination, and innovation.
- Hire, develop, and place diverse faculty and staff in positions that match their skills and abilities with organizational needs.

- Strengthen the performance evaluation and reward systems to fully engage, motivate, and challenge faculty and staff.
- Significantly increase the number of faculty receiving awards of distinction.

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

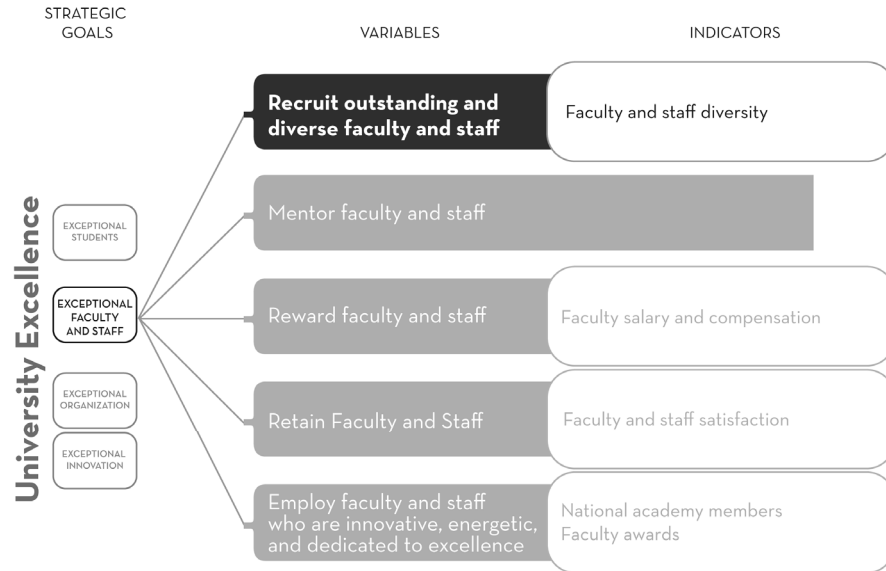
Strategic Variables and Indicators

Strategic variables and corresponding indicators that align with the strategic goal of “Exceptional Faculty and Staff” are detailed on the following pages:

2: Twin Cities Campus

<u>Variable:</u> Recruit Outstanding and Diverse Faculty and Staff	Page 49
Indicator: Faculty and Staff Diversity	Pages 51-53
<u>Variable:</u> Mentor Faculty and Staff	Page 54
<u>Variable:</u> Reward Faculty and Staff	Page 56
Indicator: Salary	Pages 58-59
Indicator: Compensation	Pages 60
<u>Variable:</u> Retain Faculty and Staff	Page 61
Indicator: Faculty and Staff Satisfaction	Pages 62-63
<u>Variable:</u> Employ Faculty and Staff Who are Innovative, Energetic, and Dedicated to Excellence	Page 64
Indicator: National Academy Members	Pages 65-66
Indicator: Faculty Awards	Pages 67-68

Recruit Outstanding and Diverse Faculty and Staff



The national and international competition for outstanding faculty and staff intensifies each year even during the current economic challenges faced by all institutions of higher education. To achieve excellence, the University will not only need to continue to recruit great faculty, but also provide the environment, infrastructure, mentoring, inspiration, high standards, rewards, and recognition required to retain them. Strategies to address these challenges are being implemented throughout the University.

Recruiting the Best and Brightest

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

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

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

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

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

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

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

Enhancing Diversity

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

Helping colleges and units across the system to develop their own **strategic diversity plans**, including admis-

2: Twin Cities Campus

sions policies and processes, faculty and staff recruitment, and curriculum and research redesign.

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

Launching the system-wide **Equity and Diversity Action Network**, a cohort of University professionals whose primary job responsibilities are related to equity and diversity.

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

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

Indicators: Recruit Outstanding and Diverse Faculty and Staff

Data that indicate the extent to which the University recruits outstanding and diverse faculty and staff include percentage of female faculty, percentage of faculty of color, diversity of tenured and tenure-track faculty, percentage of female staff employees, and percentage of staff of color which are detailed on the pages that follow.

Strategic Goal: Exceptional Faculty and Staff

Variable: Recruit Outstanding and Diverse Faculty and Staff

Indicator: Faculty and Staff Diversity

Analysis: Hiring and retaining faculty and staff of color as well as female faculty and staff on the Twin Cities campus has been steadily improving over the past five years. In each case, the overall percentages have increased modestly, as shown in Figures 2-17, 2-18, 2-19, 2-20, and 2-21. In particular, the percentage of female tenured and tenure-track faculty has increased 2.5 percent since 2004. This gain has been primarily among assistant and associate professors, which lays the foundation for more females at the full-professor level and a greater overall percentage of female faculty in the future.

Furthermore, female staff are well represented at consistent levels among all three employee groups (Figure 2-20). Among faculty of color, Asian/Pacific Islanders and Blacks represent an increasing proportion, while the number of American Indian and Chicano/Hispanic faculty has stayed almost the same (Figure 2-19).

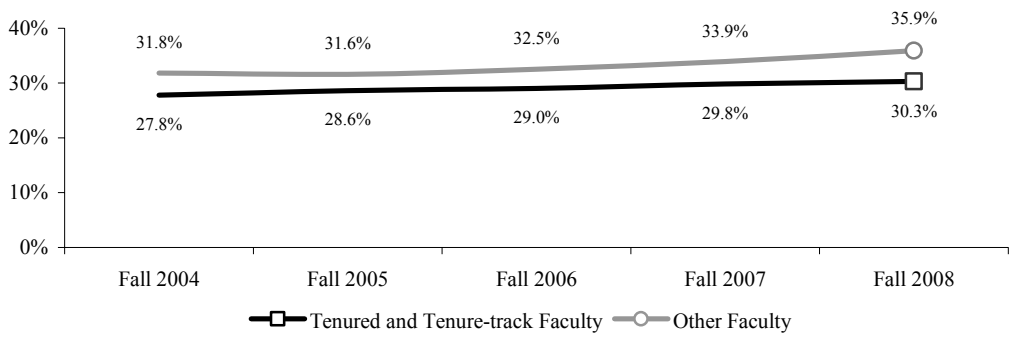
Conclusion: The University continues to use multiple strategies to increase the diversity of its faculty and

staff. The University is focusing on developing and promoting female faculty, particularly in fields where women have been underrepresented for some time.

In addition, the University is working with academic departments to provide bridge funding in order to take advantage of opportunities to hire exceptional diverse faculty, helping support faculty spousal hires, supporting graduate student admission strategies, and developing additional post-doctoral opportunities. In addition to recruiting for faculty diversity, the University is focusing on promotion and retention strategies as well.

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

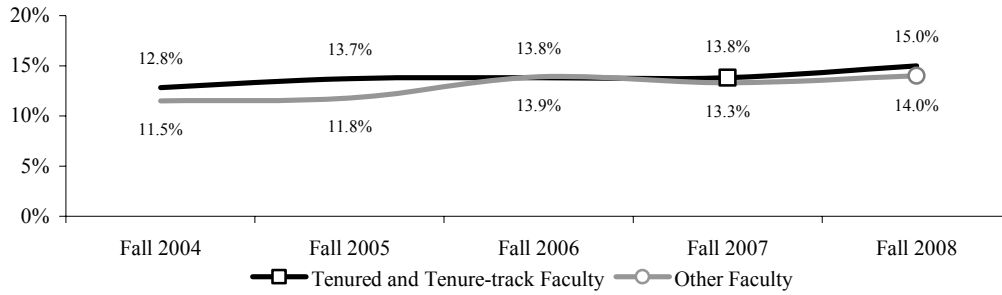
Figure 2-17. Percentage of female faculty, University of Minnesota – Twin Cities, 2004-2008.



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

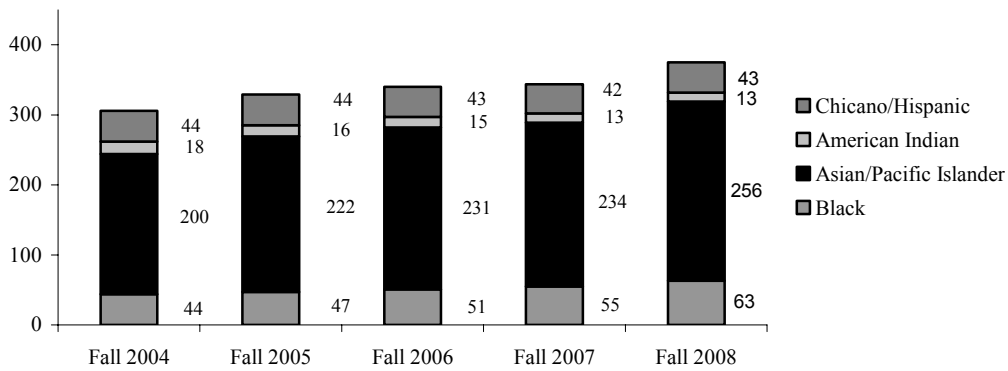
2: Twin Cities Campus

Figure 2-18. Percentage of faculty of color, University of Minnesota – Twin Cities, 2004-2008.



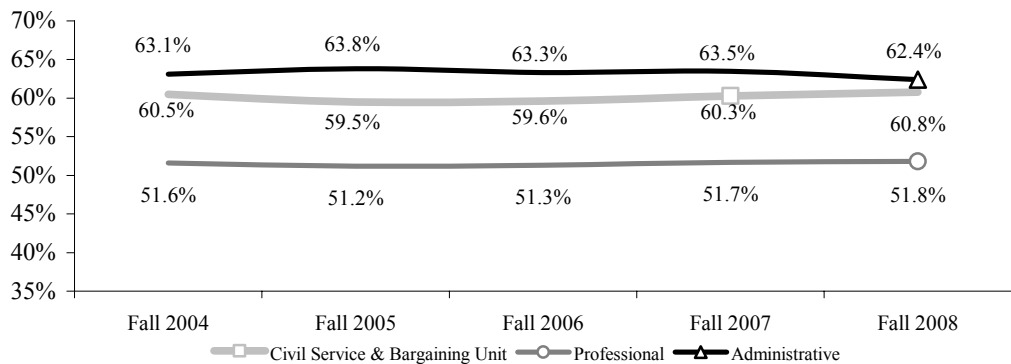
Source: Office of Institutional Research, University of Minnesota Planning Data.

Figure 2-19. Diversity of tenured and tenure-track faculty, University of Minnesota – Twin Cities, 2004-2008.



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

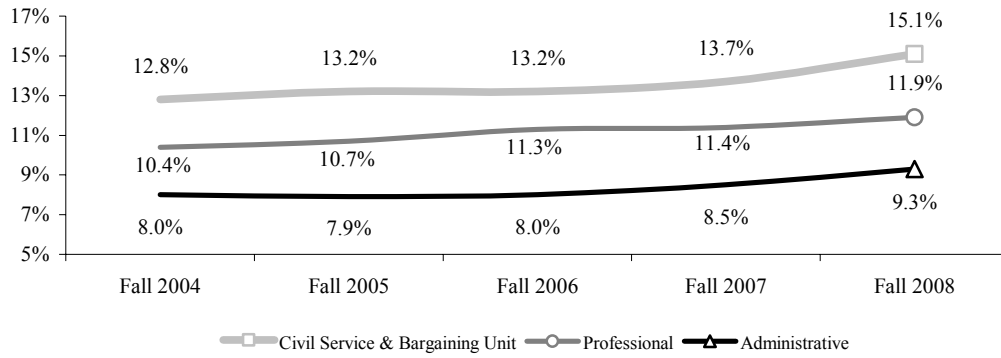
Figure 2-20. Percentage of female staff employees, University of Minnesota – Twin Cities, 2004-2008.



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

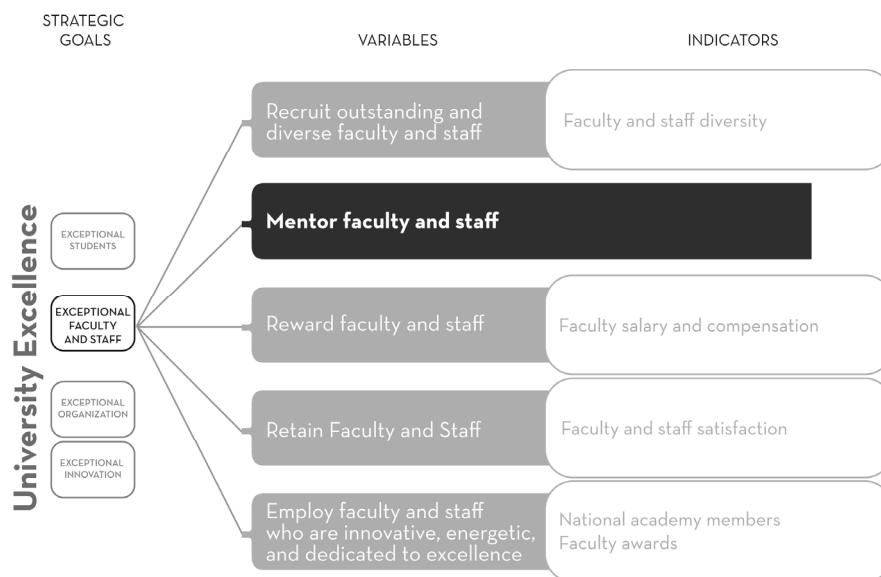
2: Twin Cities Campus

Figure 2-21. Percentage of staff of color, University of Minnesota – Twin Cities, 2004-2008.



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

Mentor Faculty and Staff



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

The University is also working to:

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

Strengthen opportunities for faculty interaction, including several new cross-collegiate interdisciplinary institutes and centers, to build collegiality across campus, departmental, and collegiate boundaries. In addition, the University’s **Center for Teaching and Learning** is a key component in the ongoing support of teaching excellence for faculty at all stages of their careers. The Center offers a wide range of workshops, seminars, and online information and provides such services as observation of teaching, review of materials, student focus groups, private coaching, and consultation.

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

Develop leadership capacity, knowledge, skills, and abilities that enhance position competence and University citizenship through initiatives such as the President’s Emerging Leaders program (over 150 participants since 2001), the Office of Service and Continuous Improvement’s Transformational Leadership Program, Leading from Where You Are Program (for Civil Service and Bargaining Unit female staff), and orientation programs for new faculty and deans.

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

Mentoring Initiatives

The Graduate School, in partnership with the Office of Human Resources and the Provost’s Interdisciplinary Team, has developed a new **Collaborative Leadership Development Series** for faculty, staff, postdoctoral fellows, and graduate students engaged in interdisciplinary research, teaching, training, and creative endeavors. The series provides participants with opportunities to gain the leadership skills needed to successfully navigate the challenges of working in interdisciplinary teams; to launch and manage cross-disciplinary collaborations; and to advocate for the institutional changes needed in order to foster all forms of interdisciplinary inquiry.

The University participated in Harvard University’s 2005 **Collaborative on Academic Careers in Higher**

2: Twin Cities Campus

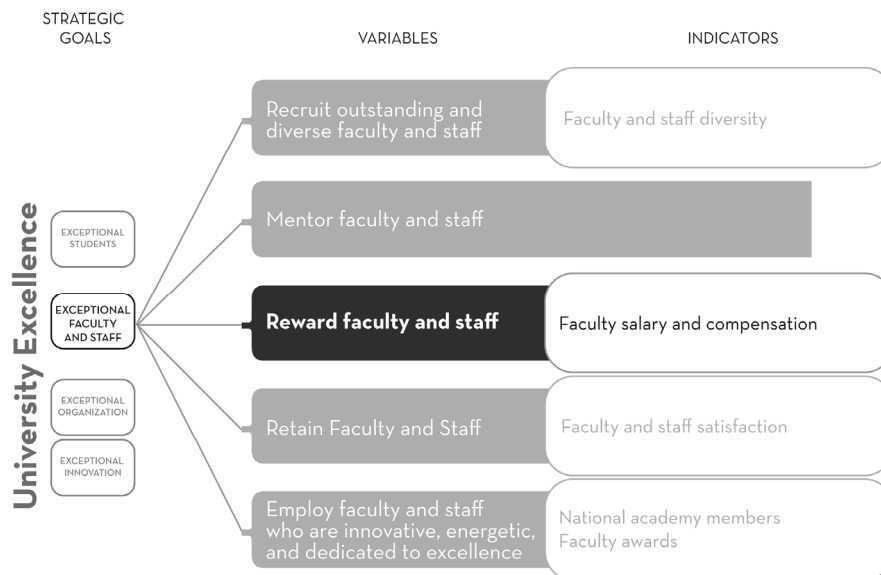
Education (COACHE) survey. The results, covering responses to questions about perceptions of tenure, the nature of work at the institution, institutional policies and practices, institutional climate, culture and collegiality, and global satisfaction, have informed a great deal of faculty development work, including the development of the New Faculty Orientation program and plans for faculty development and new chairs training about mentoring all aspects of faculty careers.

The University participates in the **Committee on Institutional Cooperation's (CIC) Academic Leadership Program** and **Department Executive Officers Program**, which provide intensive mentoring to tenured faculty who aspire to positions of leadership or who currently hold positions of leadership within the University. Both programs involve interaction with faculty from other CIC institutions, attendance at meetings at

other CIC institutions, and regular meetings with the leaders at the University.

The **President's Emerging Leaders Program** provides a structured, yet flexible leadership development opportunity for high potential staff. The year-long program features educational and experiential components, fosters a broad perspective of the University as an enterprise, and promotes skill development to enhance leadership effectiveness. One recent PEL group produced a report on the mentoring of probationary faculty at the University. The report benchmarks mentoring activities for probationary faculty among the University's peer institutions, as well as contains data from interviews with University department heads and chairs. This information is being used to formulate plans for faculty development to address the mentoring of probationary faculty.

Reward Faculty and Staff



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

Expand all-University chairs and professorships to strengthen recruitment and retention of outstanding faculty—the University has identified potential matching funds for as many as 25 new chairs or professorships (which have increased from 17 in 1985 to 404 in 2007).

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

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

Compensate faculty for their performance by increasing the pool of funds available for merit pay and market-competitive merit increases. Since 2005, special compensation for exceptional faculty, above and beyond general compensation increases, totals \$64 million.

Faculty Recognition and Awards

The University places a high priority on faculty excellence in all aspects of their work and has sought to reward those that are best meeting such expectations. These awards also serve to identify and showcase the University’s premier faculty to local and state communities. Many recipients of these internal awards have their names placed on the Scholars Walk monument along with major external award recipients, permanently recognizing their work.

The University recognizes excellence in the classroom with annual awards for outstanding teaching:

- The **Horace T. Morse - University of Minnesota Alumni Association Award for Outstanding Contributions to Undergraduate Education** is given to faculty members who reflect the University's emphasis on the importance of high-quality teaching.
- The **Morse Award for Outstanding Contributions to Post-baccalaureate, Graduate, and Professional Education** recognizes excellence in instruction; involvement in students’ research, scholarship, and professional development; development of instructional programs; and advising and mentoring of students.

The University also strives to reward and recognize outstanding faculty research throughout a faculty member’s career. Some of the major awards include:

- The **McKnight Land-Grant Professorship** is awarded to the University’s most promising junior

2: Twin Cities Campus

faculty in order to advance the careers of assistant professors who are at the beginning stages of their professional careers, and who have the potential to make significant contributions to their scholarly fields.

- The **McKnight Presidential Fellows Program** targets the most promising faculty who have been newly granted tenure, recognizes their accomplishments and supports their ongoing research and scholarship.
- The **Distinguished McKnight Professorship program** recognizes outstanding faculty members who have recently achieved full professor status. Recipients hold the title “Distinguished McKnight Professor” for as long as they remain at the University of Minnesota and receive a \$100,000 grant over five years.

- The **Regents Professorship** is the highest recognition given by the University to faculty. Regents Professors exhibit outstanding academic distinction, judged by the scope and quality of their scholarly or artistic work, the quality of their teaching, and their contributions to the public good. Once designated Regents Professors, faculty members hold the title for as long as they remain at the University.

The University grants many other awards to faculty and staff such as the President's Award for Outstanding Service and the John Tate Award for Excellence in Undergraduate Advising.

Indicators: Reward Faculty and Staff

Data that indicate the extent to which the University rewards faculty and staff include faculty salary and compensation, which are detailed on the pages that follow.

2: Twin Cities Campus

Strategic Goal: Exceptional Faculty and Staff

Variable: Reward Faculty and Staff:

Indicator: Faculty Salary and Compensation

The American Association of University Professors (AAUP) conducts annual salary and compensation surveys of full-time instructional faculty (excluding medical school faculty). Comparisons across institutions and campuses, however, are imperfect because they differ by mission, public vs. private, size, mix of disciplines, etc. Cost-of-living, tax burden, and variations in fringe benefits only add to the imperfection.

In addition, changes in average salary reflect not only increases for continuing faculty but also are influenced by retirements, promotions, and new hires. Thus, percentage changes will differ from ones stipulated in annual salary plans. These differences will vary from year to year, and can be significant when the cohort sizes are relatively small.

Analysis: In the last five years the University has generally kept pace on salary with the comparative group average (Figure 2-22). In 2008-09, the University ranked 7th at the full professor level, 6th at the associate professor level, and 8th at the assistant professor level. The University ranks in the top third of its comparative group in total compensation (Table 2-20). Its total compensation ranks 4th at the professor, 3rd at the associate, and 3rd at the assistant professor levels.

Conclusion: Since 2005 and as part of its strategic positioning efforts, the University has targeted \$64 million to merit-based faculty salaries in addition to a 3 percent increase to the base, but it will take a sustained effort in future years to improve the University’s standing within its peer group, given the FY 2010 wage freeze.

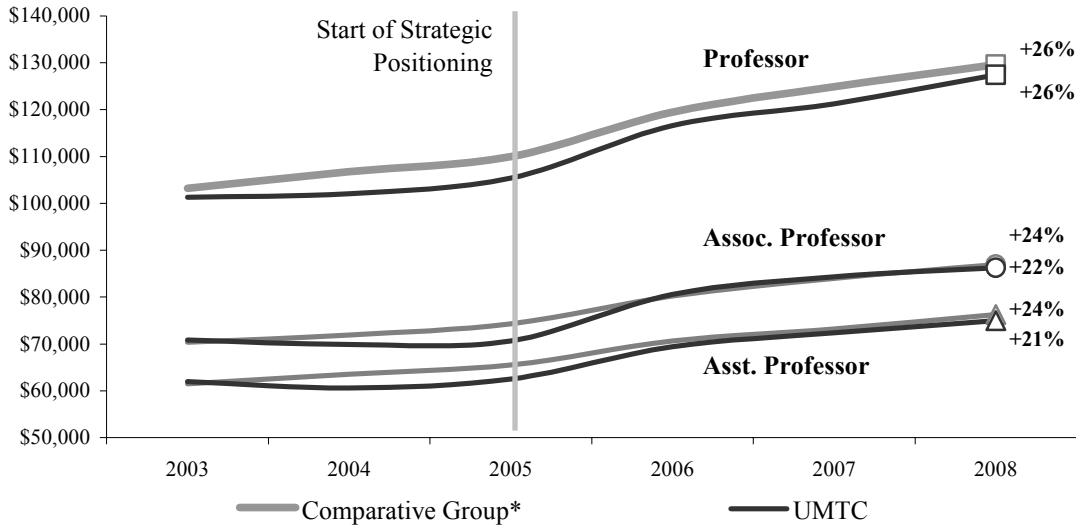
Table 2-18. Faculty salary: U of M-Twin Cities and comparative group institutions, 2008.

Rank	Institutions	Professor	5-Yr % Change	Associate Professor	5-Yr % Change	Assistant Professor	5-Yr % Change
1	University of California - Los Angeles	\$144,505	22.6%	\$92,101 (3)	23.5%	\$79,610 (4)	24.8%
2	University of California - Berkeley	143,464	22.3%	96,086 (1)	28.7%	81,338 (3)	20.9%
3	University of Michigan - Ann Arbor	142,088	23.8%	93,089 (2)	18.0%	81,613 (2)	25.1%
4	University of Texas - Austin	132,253	28.5%	85,326 (7)	29.0%	81,800 (1)	32.9%
5	Pennsylvania State University - Univ. Park	131,081	27.6%	87,678 (4)	24.7%	72,396 (10)	21.7%
6	University of Illinois - Urbana-Champaign	129,580	27.8%	83,509 (10)	20.2%	76,265 (6)	25.0%
7	University of Minnesota - Twin Cities	127,441	25.8%	86,223 (6)	21.7%	74,957 (8)	21.0%
8	Ohio State University - Columbus	126,447	28.8%	84,217 (9)	27.1%	74,986 (7)	26.9%
9	University of Washington - Seattle	121,650	33.3%	87,131 (5)	32.4%	78,039 (5)	29.7%
10	University of Florida	115,189	29.0%	75,408 (11)	18.3%	63,619 (11)	15.1%
11	University of Wisconsin - Madison	109,512	13.6%	84,466 (8)	14.6%	73,048 (9)	17.8%

Source: Office of Institutional Research, University of Minnesota.

2: Twin Cities Campus

Figure 2-22. Faculty salary: U of M-Twin Cities vs. selected comparative group institutions, 2002-2008.



Source: Office of Institutional Research, University of Minnesota.

Table 2-19. Faculty salary: U of M-Twin Cities and comparative group institutions, 2002-2008.

	2003	2004	2005	2006	2007	2008	5-Yr % Change
<u>Professor</u>							
Comparative Group Average*	\$103,217	\$106,782	\$109,992	\$119,457	\$124,898	\$129,577	25.5%
University of Minnesota - Twin Cities	101,323	102,012	105,362	116,596	121,273	127,441	25.8%
Rank	7 th	8 th	8 th	8 th	8 th	7 th	-
<u>Associate Professor</u>							
Comparative Group Average*	\$70,350	\$71,894	\$74,296	\$80,236	\$83,985	\$86,901	23.5%
University of Minnesota - Twin Cities	70,870	69,879	70,676	80,560	84,342	86,223	21.7%
Rank	5 th	7 th	8 th	5 th	5 th	6 th	-
<u>Assistant Professor</u>							
Comparative Group Average*	\$61,492	\$63,537	\$65,544	\$70,640	\$73,180	\$76,271	24.0%
University of Minnesota - Twin Cities	61,941	60,585	62,525	69,429	72,334	74,957	21.0%
Rank	5 th	10 th	10 th	10 th	7 th	8 th	-

Source: Office of Institutional Research, University of Minnesota.

* Excludes University of Minnesota - Twin Cities

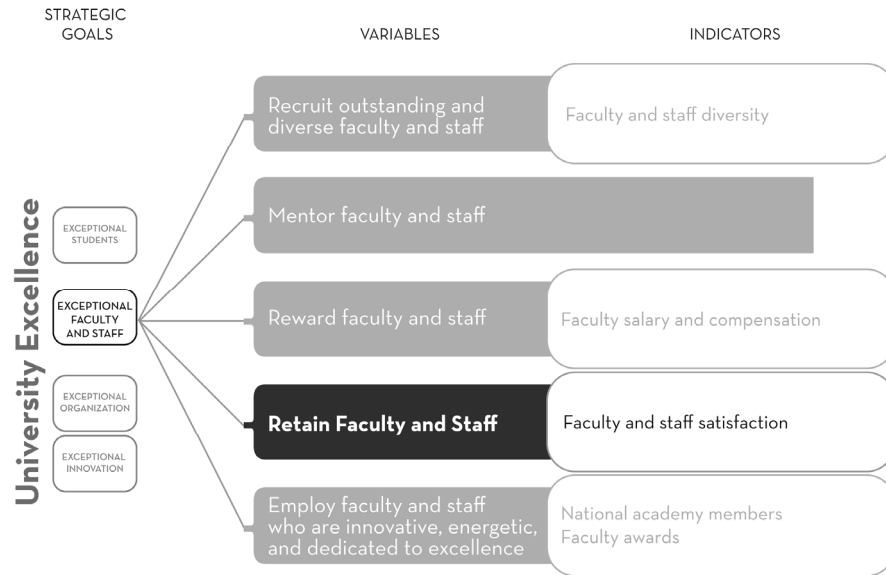
2: Twin Cities Campus

Table 2-20. Faculty compensation: U of M-Twin Cities and comparative group institutions, 2008.

Rank	Institutions	Professor	1-Yr % Change	Associate Professor	1-Yr % Change	Assistant Professor	1-Yr % Change
1	University of California - Los Angeles	\$189,789	2.5%	\$124,028 (2)	2.7%	\$108,353 (2)	5.0%
2	University of California - Berkeley	188,481	2.4%	129,025 (1)	2.8%	110,517 (1)	4.7%
3	University of Michigan - Ann Arbor	171,818	3.7%	116,916 (4)	4.3%	103,518 (4)	2.8%
4	University of Minnesota - Twin Cities	167,233	4.7%	119,103 (3)	2.2%	105,596 (3)	3.4%
5	Pennsylvania State University - Univ. Park	159,371	4.2%	109,826 (6)	3.4%	89,930 (10)	4.1%
6	University of Texas - Austin	156,903	5.1%	104,256 (10)	4.9%	99,264 (6)	5.4%
7	University of Illinois - Urbana-Champaign	156,569	3.7%	105,003 (9)	2.4%	96,943 (7)	4.3%
8	Ohio State University - Columbus	155,297	3.6%	106,068 (7)	4.0%	95,010 (8)	4.8%
9	University of Washington - Seattle	146,028	3.0%	105,252 (8)	2.4%	92,857 (9)	3.0%
10	University of Florida	144,319	6.3%	98,187 (11)	4.5%	83,018 (11)	3.5%
11	University of Wisconsin - Madison	142,105	6.2%	112,860 (5)	7.3%	99,486 (5)	8.0%

Source: Office of Institutional Research, University of Minnesota.

Retain Faculty and Staff



To retain its best faculty and staff, the University strives to provide them with an environment in which to flourish. Major investments are being made in systems and processes that support faculty scholarship and optimize use of existing resources, including grants-in-aid programs, dedicated research time, and administrative services. An advisory committee of prominent researchers and scholars informs decisions on collaborative research opportunities, infrastructure funding, and research space issues. The University provides additional administrative support for the development of large collaborative and interdisciplinary research proposals.

The environment for outstanding faculty, however, is highly competitive and the University works diligently to retain its best faculty when they are recruited by other institutions. In 2007-08, for example, 5 percent of Twin Cities campus faculty received offers from competitor institutions. That year, the University retained 60 percent of those receiving offers.

Indicators: Retained Faculty and Staff

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

Data that indicate the extent to which the University retains faculty and staff include information pertaining to faculty and staff satisfaction, which is detailed on the pages that follow.

Strategic Goal: Exceptional Faculty and Staff

Variable: Retain Faculty and Staff

Indicator: Faculty and Staff Satisfaction

The third Pulse Survey was conducted in February 2008, with approximately 7,593 faculty and staff responding. The survey asked a variety of questions about employees' job experiences and attitudes about their jobs, departments, and the University. The survey examined the following areas: job satisfaction, pay and benefits, supervisor and departmental support, University climate, retention and considerations in leaving, life outside of work, characteristics of the respondents.

Faculty Results: Taken as a whole, the 2008 Pulse Survey results suggest that faculty are satisfied with many features regarding their employment and the University. Across several indicators, results suggest that faculty respondents feel quite good about their jobs at the University.

In particular, some of the most favorable results occurred in the following areas:

- Overall job satisfaction and satisfaction with the University as an employer
- Satisfaction with coworkers
- Satisfaction with department chair or responsible administrator
- Intentions to remain at the University
- General well-being outside of work

In several of these areas, results were near the top end of the scales, suggesting very positive results.

Despite the generally favorable results, some areas showed more moderate degrees of favorability:

- Satisfaction with pay
- Work family conflict
- Support from Department Chair or Responsible Administrator

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

- Overall job satisfaction and satisfaction with the University as an employer

- Satisfaction with coworkers
- Satisfaction with supervisors
- Satisfaction with benefits
- Intentions to remain at the University
- General well-being outside of work

Staff respondents were more moderately favorable or neutral about:

- Satisfaction with promotion
- Satisfaction with pay
- Supervisor support for career development
- Perceptions of job security

Conclusions: Regarding faculty, 78 percent reported being satisfied while 79 percent of staff said they were satisfied. The results from these first three surveys suggest the University must continue to address the issue of salary levels. Retention of faculty and staff will depend on increasing the University's competitive position in this area. While University benefits programs are viewed as a positive feature of employment, good benefits cannot compensate for erosion of base salaries against comparative institutions.

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

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

Impact of Pulse Results

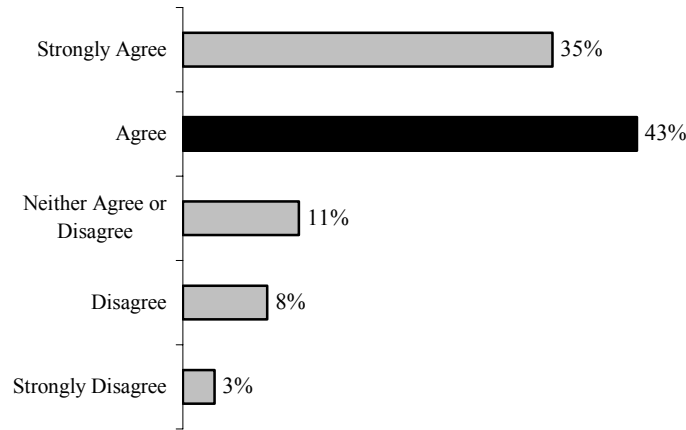
The University is working to better incorporate the results of this survey into University, campus, collegiate, and unit planning processes and make sure that all employees understand the results so that leaders can identify areas for improvement and make more informed management decisions.

2: Twin Cities Campus

The University continues to address areas of concern identified in previous Pulse surveys. Major initiatives impacting these areas include:

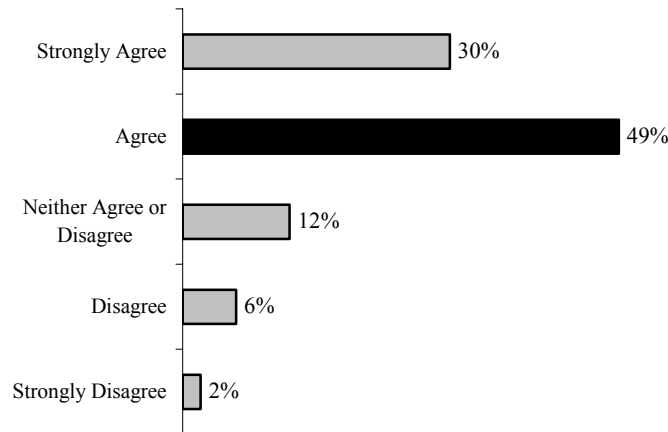
- Strengthened orientation programs for all new faculty, staff and administrators so that every newcomer feels welcomed and better understands how their roles and work contribute to the broader mission of the University.
- Provided a Total Compensation Statement to each employee to make all aspects of their compensation package more understandable.
- Began an initiative to redesign job families to make career ladders more available.
- Created a Personal and Professional Development group that provides courses in customer service, project management, presentation skills, leading meetings, time management, conflict resolution, and more.
- Launched an Exploring Supervision course to give employees who are interested in moving into a front-line management role an opportunity to explore what is involved.

Figure 2-23. Faculty response to the question: “Overall, I am satisfied with my employment at the University,” University of Minnesota – Twin Cities, 2008.



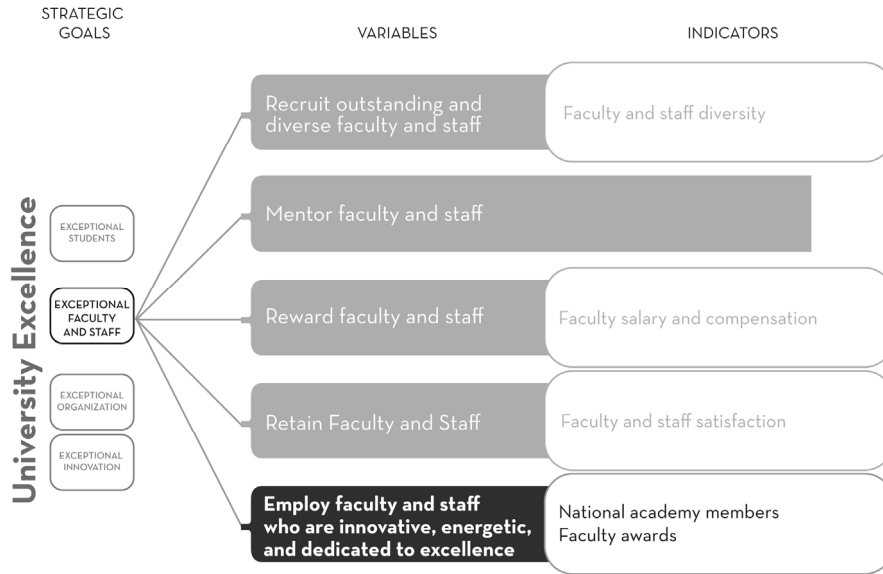
Source: Human Resources Research Institute, Carlson School of Management.

Figure 2-24. Staff response to the question: “Overall, I am satisfied with my employment at the University,” University of Minnesota – Twin Cities, 2008.



Source: Human Resources Research Institute, Carlson School of Management.

Employ Faculty and Staff Who are Innovative, Energetic, and Dedicated to Excellence



Fostering Faculty Excellence

The University’s promotion and tenure system ensures that academic quality considerations are the basis for academic personnel decisions, thus providing the foundation for academic excellence. Processes include annual reviews of probationary faculty, providing valuable feedback and mentoring prior to tenure decisions; reviews of tenured faculty for promotion to professor; and tenured faculty annual reviews and post-tenure review.

Each academic unit has criteria for promotion and tenure that describe research, teaching, and service standards for promotion to associate and full professor and conferral of indefinite tenure. An external group of scholars with positions of national or international prominence in the candidate’s discipline reviews and provides recommendations about the candidate’s record of scholarship or creative activity, teaching, and service.

The tenure success rate for probationary faculty across the University system was 57.2 percent for faculty who began their appointments at the University between 1999 and 2001. This success rate was determined by calculating the percentage of faculty who had been tenured by their seventh year of employment.

Evaluating Staff Performance

Performance management is a shared process of assessing, managing, planning, and improving an employee’s performance to promote development that serves the

individual and the organization. To ensure effective institutional management, a strong performance management system for all types of employees is needed.

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

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

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

Indicators: Faculty and Staff Who are Innovative, Energetic, and Dedicated to Excellence

Data that indicate the extent to which faculty and staff are innovative, energetic, and dedicated to excellence include the numbers of national academy awards and faculty awards.

Strategic Goal: Exceptional Faculty and Staff

Variable: Faculty and Staff Who are Innovative, Energetic, and Dedicated to Excellence

Indicator: National Academy Members

Analysis: In 2009, Professors David L. Kohlstedt and Donald Truhlar were inducted into the prestigious National Academy of Sciences. That same year, Professors John R. Freeman and A. Stephen Polasky were inducted into the American Academy of Arts and Sciences.

Table 2-21 shows the number of active or emeritus members of the National Academy of Sciences, National Academy of Engineering, or Institute of Medicine at the University and its comparative institutions since 2007. Figure 2-25 and Table 2-22 show that the number of University faculty members who have been selected for National Academy membership has remained relatively constant over the previous five years.

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

With the continued efforts of the coordinator and the National Academies working group, the University expects the number of national and international faculty awards received by University faculty to continue to increase in the coming years.

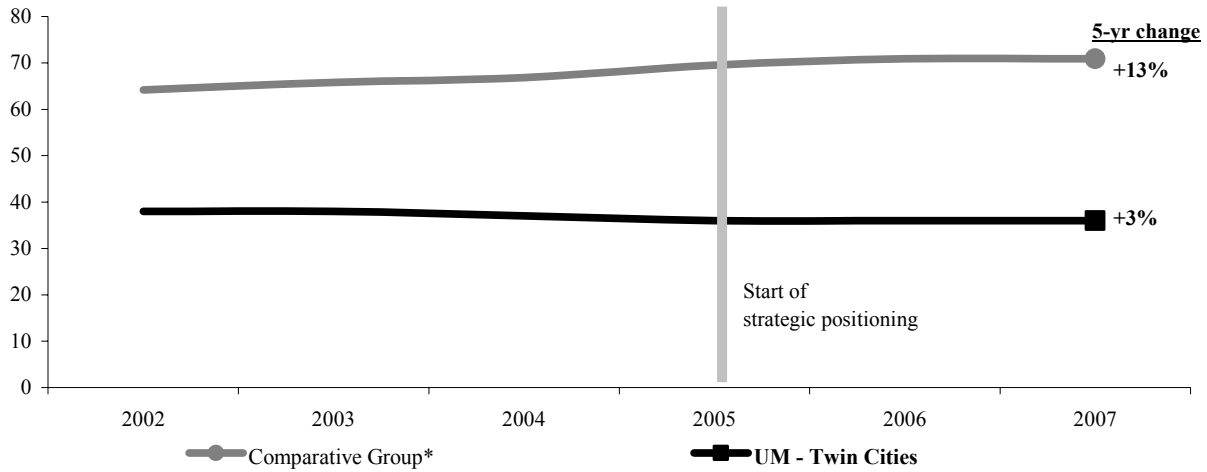
Table 2-21. National Academy members: U of M-Twin Cities and comparative group institutions, 2007.

All Publics Rank	Comparative Group Rank	Institution	2007	1-Yr % Change	5-Yr % Change
1	1	University of California - Berkeley	214	1.4%	5.9%
4	2	University of Washington - Seattle	90	4.7%	13.9%
5	3	University of Michigan - Ann Arbor	77	1.3%	10.0%
6	4	University of California - Los Angeles	73	-3.9%	21.7%
7	5	University of Wisconsin - Madison	72	1.4%	4.3%
8	6	University of Texas - Austin	59	-3.3%	11.3%
9	7	University of Illinois - Urbana-Champaign	56	0.0%	9.8%
11	8	University of Minnesota - Twin Cities	36	0.0%	-5.3%
20	9	Pennsylvania State University - Univ. Park	26	-13.3%	4.0%
25	10	Ohio State University - Columbus	21	-4.5%	23.5%
25	10	University of Florida	21	5.0%	31.3%

Source: *The Top American Research Universities*: The Center for Measuring University Performance, 2008.

2: Twin Cities Campus

Figure 2-25. National Academy Members: U of M-Twin Cities vs. comparative group, 2002-2008.



Source: *The Top American Research Universities*: The Center for Measuring University Performance, 2008.

Table 2-22. National Academy Members: U of M-Twin Cities vs. comparative group, 2002-2007.

	2002	2003	2004	2005	2006	2007	5 Yr % Change
Comparative Group*	64	66	67	70	71	71	10.4%
% Change	-	2.5%	1.5%	4.0%	2.0%	0.0%	-
UMTC	38	38	37	36	36	36	-5.3%
% Change	-	0.0%	-2.6%	-2.7%	0.0%	0.0%	-
UMTC Rank	8 th	8 th	8 th	8 th	8 th	8 th	-

* Excludes University of Minnesota - Twin Cities

Strategic Goal: Exceptional Faculty and Staff

Variable: Faculty and Staff Who are Innovative, Energetic, and Dedicated to Excellence

Indicator: Faculty Awards

Analysis: The University currently ranks 8th within its comparative group on this measure, and 10th among all public research universities (Table 2-23). Although the number of external faculty awards fluctuates from year to year, the University’s ranking and its share of awards have remained relatively stable over the past five years (Figure 2-26 and Table 2-24).

Conclusion: The University has many deserving faculty in a range of disciplines whose qualifications and contributions to their fields may not have been

adequately brought forward. In 2006, the Provost appointed a full-time coordinator for faculty awards to identify and facilitate the nomination of outstanding faculty.

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

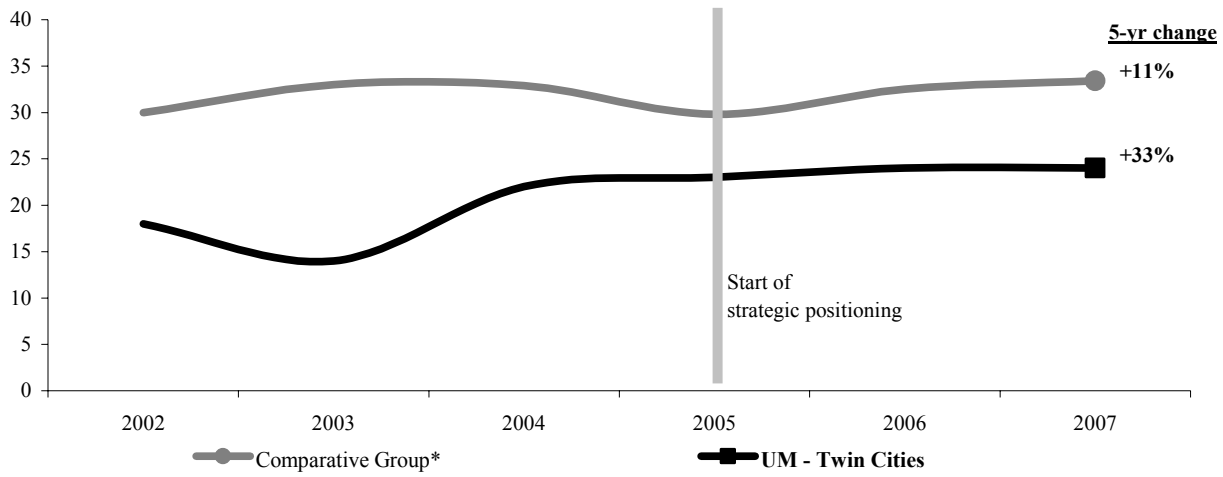
Table 2-23. Faculty awards: U of M-Twin Cities and comparative group institutions, 2007.

All Publics Rank	Comparative Group Rank	Institution	2007	1-Yr % Change	5-Yr % Change
1	1	University of Michigan - Ann Arbor	45	-11.8%	2.3%
2	2	University of California - Berkeley	42	-4.5%	55.6%
3	3	University of Washington - Seattle	40	48.1%	-4.8%
6	4	University of California - Los Angeles	38	-9.5%	46.2%
7	5	University of Texas - Austin	36	33.3%	80.0%
8	6	University of Wisconsin - Madison	35	-16.7%	-32.7%
8	6	University of Illinois - Urbana-Champaign	35	59.1%	34.6%
10	8	University of Florida	24	-4.0%	50.0%
10	8	University of Minnesota - Twin Cities	24	0.0%	33.3%
12	10	Pennsylvania State University - Univ. Park	23	-17.9%	-11.5%
23	11	Ohio State University - Columbus	16	-5.9%	-23.8%

Source: *The Top American Research Universities*: The Center for Measuring University Performance, 2008.

2: Twin Cities Campus

Figure 2-26. Faculty awards: U of M-Twin Cities vs. comparative group, 2002-2007.



Source: *The Top American Research Universities*: The Center for Measuring University Performance, 2008.

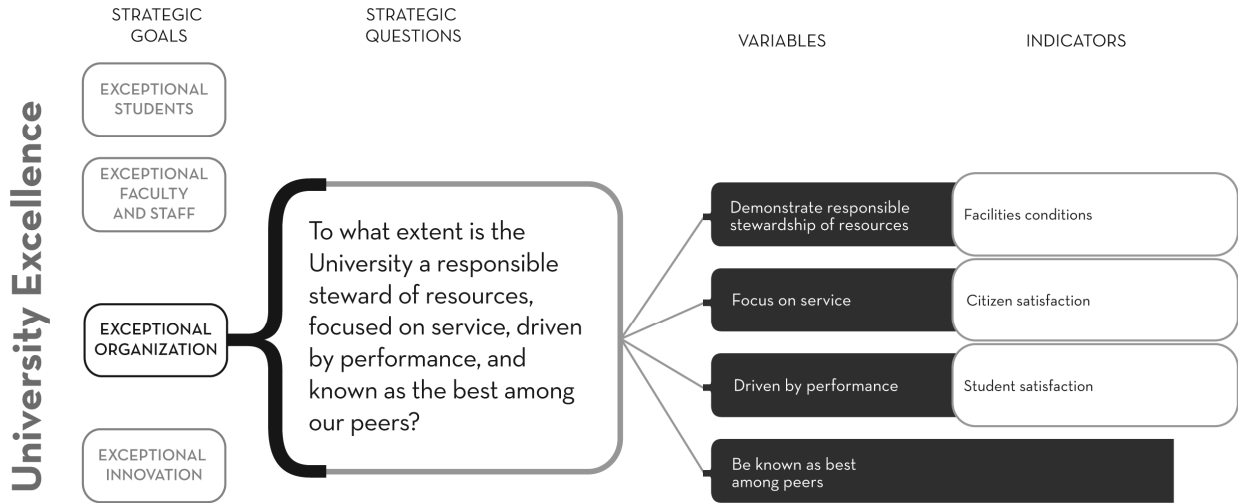
Table 2-24. Faculty awards: U of M-Twin Cities vs. comparative group institutions, 2002-2007.

	2002	2003	2004	2005	2006	2007	5 Yr % Change
Comparative Group*	30	33	33	30	33	33	11.3%
% Change	-	10.0%	-0.3%	-9.4%	9.1%	2.8%	-
UMTC	18	14	22	23	24	24	33.3%
% Change	-	-22.2%	57.1%	4.5%	4.3%	0.0%	-
UMTC Rank	10 th	11 th	9 th	8 th	9 th	8 th	-

* Excludes University of Minnesota - Twin Cities

Source: *The Top American Research Universities*: Center for Measuring University Performance, 2008.

Exceptional Organization



To achieve the “Exceptional Organization” strategic goal, the University has targeted over \$130 million in the last four years of strategic positioning towards achieving the following objectives:

- Adopt best practices and embrace enterprise-standard business practices, processes, and technology to achieve efficient, effective, and productive operations.
- Promote nimble decision-making using data, information, research, and analysis.
- Achieve a shared services administrative structure.
- Align resources to support strategic priorities.
- Commit to service and results that are best among peers.

“We must be as well known for our stewardship of public resources and the quality of our management,” says President Bruininks, “as we are for education, research

and public engagement. This requires an exceptional organization working to support our academic responsibilities.”

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

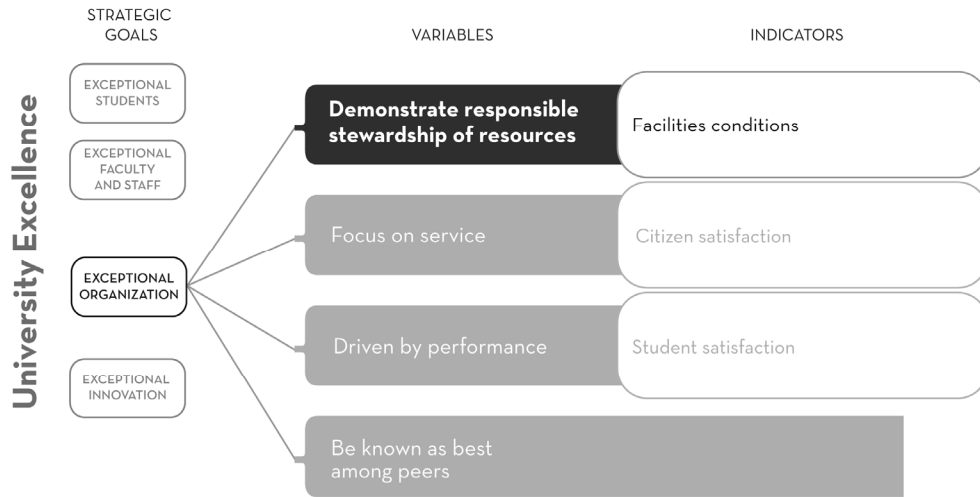
Strategic Variables

Strategic variables that support the goal of “Exceptional Organization” are detailed on the following pages:

2: Twin Cities Campus

<u>Variable:</u> Demonstrate Responsible Stewardship of Resources	Page 71
Indicator: Facilities Condition	Page 73
<u>Variable:</u> Focus on Service	Page 74
Indicator: Citizen Satisfaction	Pages 76-78
<u>Variable:</u> Be Driven by Performance	Page 79
Indicator: Student Satisfaction	Pages 82-85
<u>Variable:</u> Be Known as Best Among Peers	Page 86

Demonstrate Responsible Stewardship of Resources



The University is committed to being a responsible steward of its resources, including financial resources. The stewardship of financial resources is guided by a set of budget principles adopted by the Board of Regents for short- and long-term budget planning:

1. Advance and maintain the University’s quality, competitiveness, and momentum through prudent investment in its education, research and public mission.
2. Compensate, support, and retain talented faculty and staff.
3. Take substantial action to increase overall productivity by reducing costs and increasing revenues without sacrificing excellence, quality, and responsiveness.
4. Continue to support strategies that improve financial access and affordability for students at all levels.
5. Use all available tools to address long-term and short-term budget and investment challenges.
6. Continue to make prudent and needed investments in capital infrastructure to advance the University’s quality and competitiveness.
7. Remain accountable to these principles and the University’s well-established strategic planning criteria.

Within the framework of these budget principles, the Board of Regents approved in June 2009 the University’s \$2.98 billion budget for FY 2010, which President

Bruininks characterized as “lean, focused and mindful of the economic times in which we live.” The budget addressed a reduction in state support of \$155 million, or 11 percent, over the biennium. This reduction rolls back the University’s state appropriation to about the same amount it received in 2002 in real dollars and, when adjusted for Consumer Price Index inflation, to about the same amount as it received in 1978. Reductions of this magnitude impact the University’s ability to deliver on its mission, but the University remains focused on its strategic goals and committed to the quality of education for its students.

Tuition and the Budget Challenge

The approved FY 2010 budget will result in a maximum tuition increase for resident undergraduates of \$300 for the 2009-10 school year—or 3.125 percent—achieved through the use of federal stimulus dollars and spending reductions. In addition, the creation of a new middle-income scholarship program will result in 60 percent of resident undergraduates actually seeing a tuition reduction. Tuition for graduate, first professional and non-resident undergraduates will increase approximately 7.5 percent under the budget.

These moderate tuition increases will cover about 30 percent of the University’s budget challenge. The remaining budget challenge will be met by cost reductions, including deep reductions in personnel costs. For the past year, the University has been reducing its workforce through retirement incentives and other voluntary means, substantially reducing new hires, and cutting other costs on the Twin Cities campus as well as on the coordinate campuses and other University locations throughout the state.

2: Twin Cities Campus

Cost-Cutting Measures

The following examples illustrate the University's comprehensive cost-cutting approach:

- A hiring pause, which has been in effect since November 2008, enables the University to determine which open positions are essential to delivering on its mission. This has resulted in a 70 percent reduction in job postings, with 30 percent of the open positions being filled.
- Faculty hiring is down approximately 100 year-to-year, and only a targeted few will be hired between now and 2011.
- Elimination of approximately 1,240 positions in FY10.
- The Retirement Incentive Option (RIO), which was offered beginning in May 2008 and allowed more than 200 eligible faculty and staff to retire with an extended health care subsidy.
- Consistent with past actions to reorganize University of Minnesota Extension and several colleges, departments, and programs, the University continues to restructure senior leadership and support functions across the University system, including in the Academic Health Center and Medical School and in the Graduate School.
- In recent years, Extension has eliminated positions and reduced administrative costs to less than 10 percent of its annual budget, serving as a national model by leveraging regional and electronic resources to maintain high levels of service statewide. In the coming year, Extension will continue to re-examine its operations, looking for new opportunities to reduce costs, improve productivity, and generate revenue.

The University's challenge going forward will be to continue to reduce costs and grow new revenue. In 2011-12, once the federal stimulus dollars run out, the University will need to be an even more productive organization with a long-term plan in place to sustain strong leadership with regard to education, research, outreach, and affordable access for students from all walks of life.

Stewardship of Facilities

The Twin Cities campus contains over 23 million gross square feet of space including some of the state of Minnesota's most historic buildings. Multiple strategies are being used to address ongoing facilities needs and to maintain buildings that will support diverse program needs. From 2002-2010 the University has invested \$456 million to maintain and update existing state-supported facilities, including \$227 million in annual stewardship and \$229 million in asset reinvestment. Every effort is made to maximize the use of our current space, minimizing the need for new space. In addition, buildings that do not represent a good long-term investment for the University are targeted for demolition. The University continues to invest in new facilities as well, investing \$299 million in new construction of state-supported space, where existing facilities do not meet program needs. Despite increasing technical complexity and the addition of 2.1 million gross square feet since 1998, the Department of Facilities Management's staffing levels are approximately the same as they were a decade ago.

Indicator: Responsible Stewardship of Resources

Data that indicate the extent to which the University is a responsible steward of resources are detailed on the pages that follow.

Strategic Goal: Exceptional Organization

Variable: Indicator of Responsible Stewards of Resources:

Indicator: Facilities Condition

Analysis: The Facilities Condition Needs Index monitors the condition of campus buildings. It compares the cost to maintain reliable operations over the next 10 years to the cost of replacing all facilities. A small index value indicates better conditions than does a large index value. The Twin Cities campus has a higher 10-Year Needs/Replacement of its facilities than the national average (ISES). Table 2-25 shows the Twin Cities campus’s estimated replacement value, projected 10-year needs and FCNI value. Figure 2-27 shows that the Twin Cities FCNI value since 2002 is higher than that of the Intelligent Sys-

tems and Engineering Services (ISES) client average during the past two years.

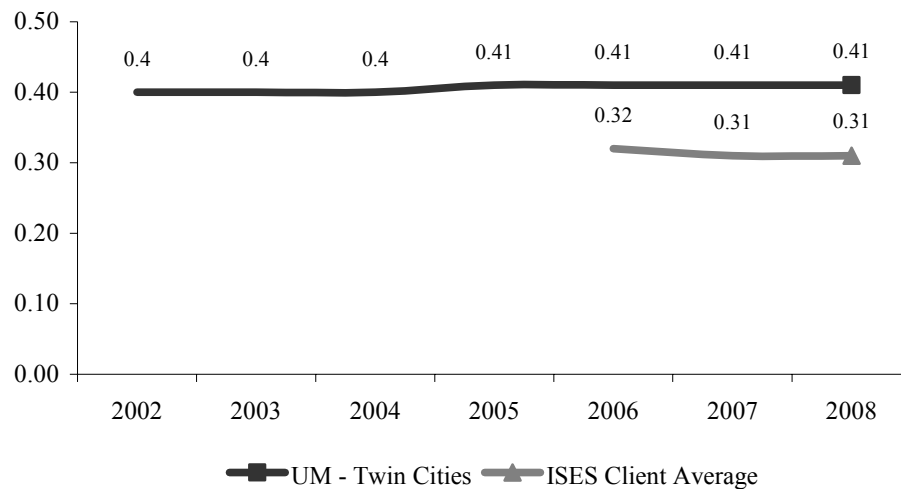
Conclusion: The University continues to develop strategies to address facilities needs, such as working with departments to use Facilities Condition Assessment (FCA) information to support capital and program needs, use FCA data to transform the Department of Facilities Management into a more strategic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

Table 2-25. University of Minnesota -Twin Cities condition assessment, 2006-2008.

	2006	2007	2008
Building Gross Square Feet	23,077,992	22,954,460	23,022,446
Estimated Replacement Value	\$4,783,922,712	\$4,922,656,473	\$5,354,613,848
Projected 10-year Needs	\$1,949,121,867	\$2,022,472,280	\$2,213,081,118
10-year Needs/Replacement Value (FCNI)	0.41	0.41	0.41

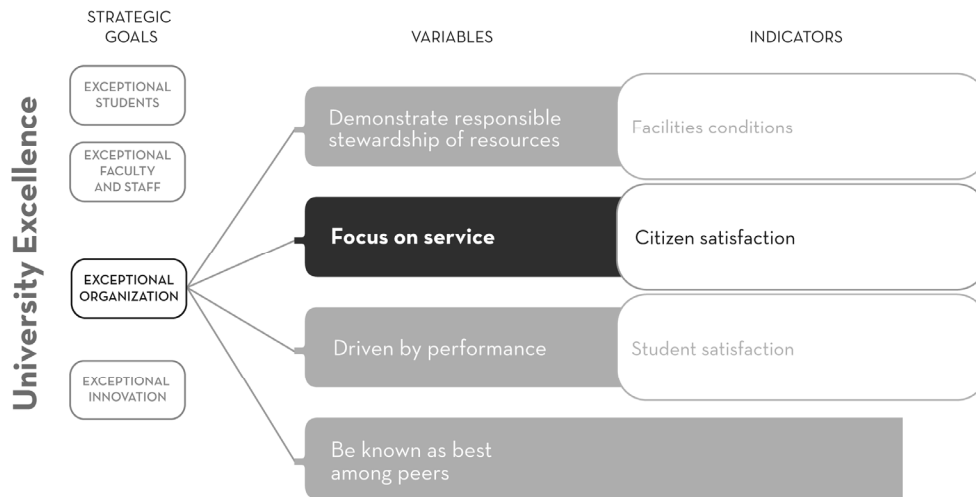
Source: Office of University Services, University of Minnesota.

Figure 2-27. University of Minnesota -Twin Cities FCNI and ISES Client Average, 2002-2008.



Source: Office of University Services, University of Minnesota.

Focus on Service



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

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

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

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

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

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

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

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

Enhancing Library Technology and Information Services: Renewed investment in University Libraries has enabled the simultaneous development of collections, technology infrastructure, and new forms of service—all of which have contributed to interdisciplinary research and collaboration. In 2009, the University of Minnesota Libraries received the Excellence in Academic Libraries award from the American Library Association and the Association of College and Research Libraries. (See library resources section on page 97.)

The University Libraries also have launched numerous technological initiatives that impact the research process, including:

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

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

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

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

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

2: Twin Cities Campus

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

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

- Development of a system-wide Emergency Management strategic work plan that increases effectiveness of mitigation, response and recovery operations.
- Revision of the Central Security Infrastructure Improvement Program to proactively identify and implement security projects that address critical physical and electronic systems essential to the operations of the University.

Indicators of a Focus on Service

Data that indicate a focus on service include information pertaining to citizen satisfaction, which is detailed on the pages that follow.

Strategic Goal: Exceptional Organization

Variable: Focus on Service

Indicator: Citizen Satisfaction

Minnesotans' overall satisfaction with the University remains strong, according to a December 2008 telephone survey of 855 state residents. A strong majority (62 percent) of Minnesotans has favorable attitudes toward the University of Minnesota as shown in Figure 2-28.

Selected key findings from the survey include:

- The reputation of the University of Minnesota is respected overall and a number of attributes are clearly delineated in the minds of opinion leaders and the general public.
- The main reason for favorable attitudes toward the University is the perception of receiving a quality education.
- Many attributes appear to be long-held beliefs about the University.
- Minnesotans have high awareness of specific messages of the Driven to Discover campaign.
- Tuition costs are uppermost in the minds of respondents.
- Increased tuition is the main reason for unfavorable attitudes toward the University; respondents believe the value of a University of Minnesota education in relation to tuition is the most important goal for the University.
- There appears to be a lack of emotional connections to the University unless a person is directly impacted and has experiences with it.
- The main reason for unfavorable attitudes is increased tuition.

Opinion leaders are more satisfied with the University than respondents overall, as shown in Figure 2-29. Figure 2-30 shows that the general public and opinion leaders strongly favor or somewhat favor the University's strategic positioning to become a top-three public research University (84 percent and 85 percent respectively).

Figure 2-31 shows that a greater proportion of state residents agree with positive statements about the University than in recent years.

- 57 percent believe that the University provides a good-value education for the tuition dollars (an increase of 2 percent since 2006).
- 78 percent believe that the University provides high-quality graduate and professional education (an increase of 5 percent since 2007).
- 72 percent believe that the University provides high-quality undergraduate education (an increase of 8 percent since 2007).
- 43 percent believe that the University is a good manager of its financial resources (an increase of 4 percent since 2005).
- 63 percent believe that the University discovers cures for chronic diseases (an increase of 8 percent since 2006).
- 71 percent believe that the University creates highly skilled and educated employees (an increase of 3 percent since 2007).
- 72 percent believe that the University has a world-class medical school (an increase of 6 percent since 2007).

2: Twin Cities Campus

Figure 2-28. Minnesotans' satisfaction with the University of Minnesota, Overall feelings toward the University.

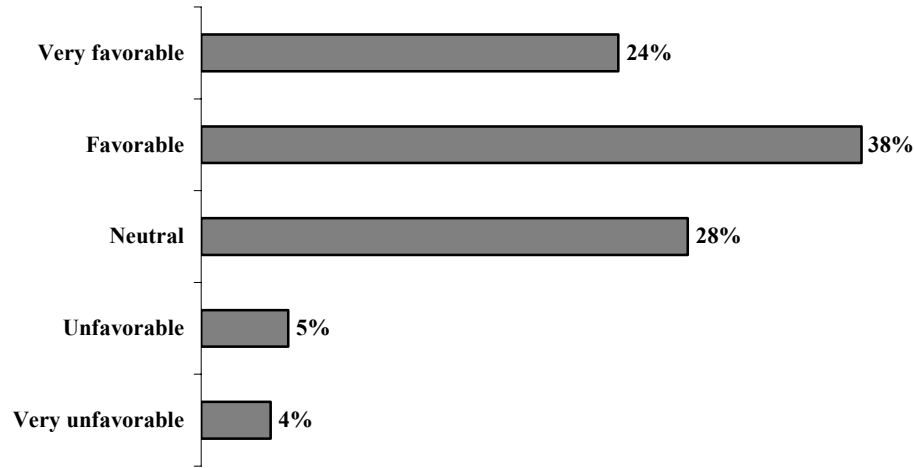


Figure 2-29. Minnesotans' satisfaction with the University of Minnesota, response to the question: "How would you rate your overall satisfaction with the University of Minnesota?"

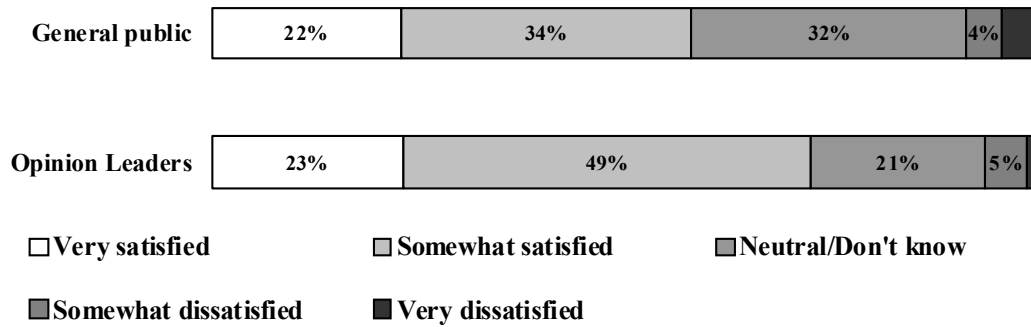
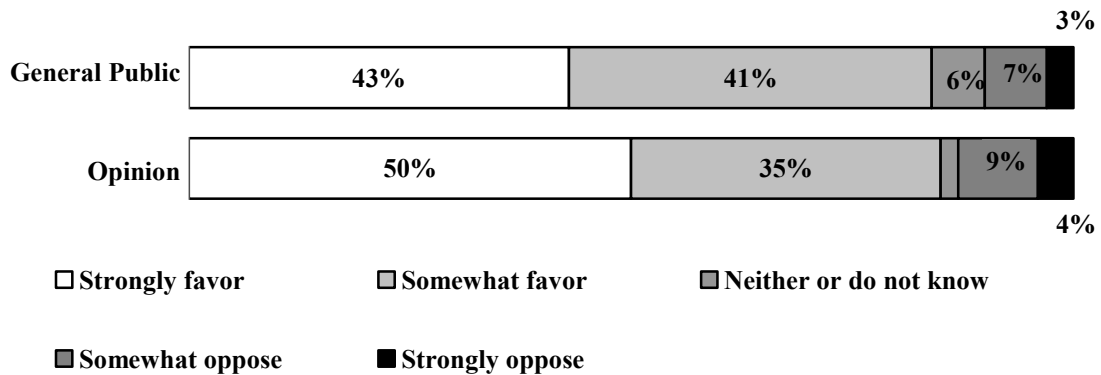
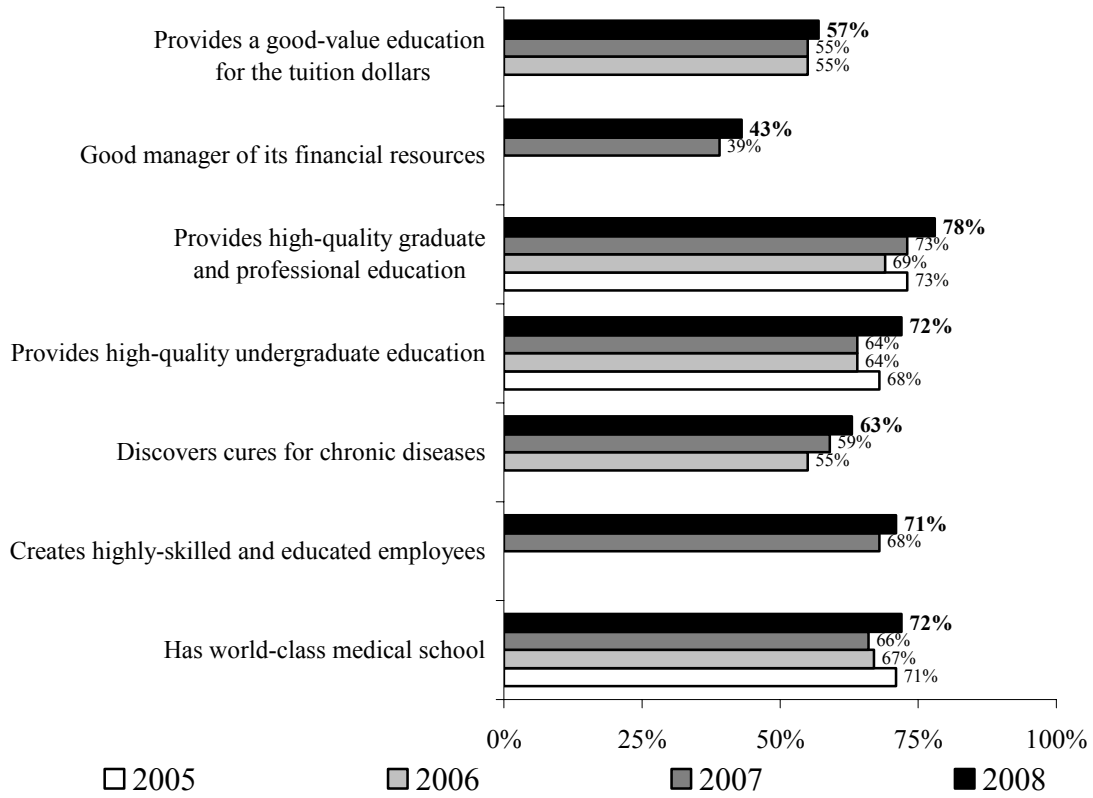


Figure 2-30. Minnesotans' satisfaction with the University of Minnesota, support for University's goal to be a top-three public research university.



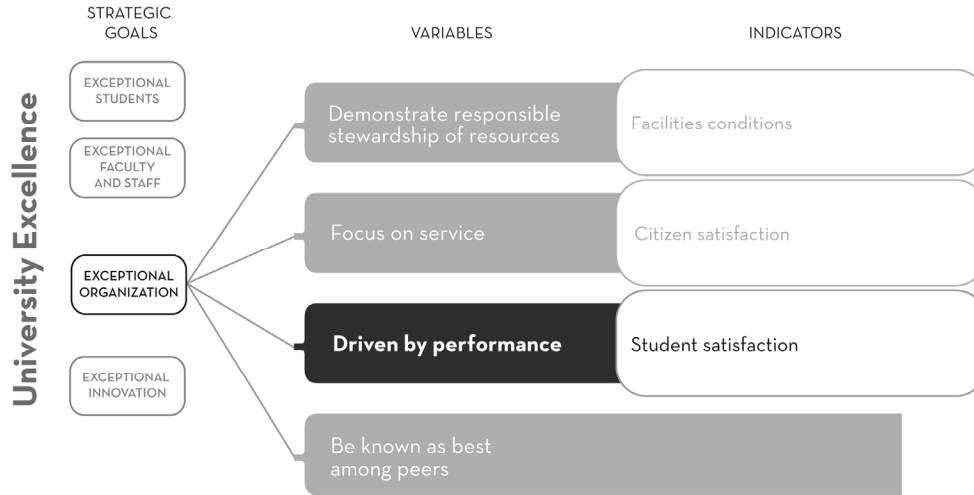
2: Twin Cities Campus

Figure 2-31. Agreement with questions about University performance on top-ranked goals.



Source: Frank N. Magid Associates, Inc.

Be Driven by Performance



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

Information-Based Decision-Making

Current priorities in this area include:

- Improving the validity and availability of **management data** to address gaps, standardize definitions, and promote accessibility of information.
- Strengthening the **compact process** by requiring alignment between unit plans and the University's top-three goal and requiring leaders to develop, assess, and respond to core performance measures of progress. The compact process provides a framework for University leaders, faculty, and staff to discuss past and future strategic goals, budget issues, and mutual responsibilities.

Financial Planning Systems, Budgeting, and Accountability

The University's Enterprise Financial System, launched in July 2008, is providing better tools for financial management and better information for management decision-making; enhancing data analysis capabilities; and providing greater support for organizational goals.

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

Capital Planning

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

- Assessing the condition of facilities through a **comprehensive inspection** of the University's campus facilities and infrastructure portfolio.
- Updating the University's **master plan** that will guide campus planning and development for the next 10 years. The updated plan was adopted by the Board of Regents in March 2009.
- Utilizing a performance-based procurement process.
- Implementing a systematic, automated **capital project delivery** method that defines project phases, standard tasks, and methodologies to deliver projects in order to meet each project's scope, quality, schedule, and budget.
- Developing six-year capital plans for the University's research, information technology, and human resources functions.

2: Twin Cities Campus

Shared Services, Single-Enterprise Systems, and Best Practices

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

Managing Facilities

The University has implemented major changes in its facilities management (FM) systems to become a customer-focused organization with a culture of accountability, delivering cost-effective, quality service to students, faculty, staff, and academic units. The result of this work is FM's smaller, multidisciplinary teams who work closely with University departments and units. Teams provide a single source of contact for building residents, developing personalized service and stronger relationships.

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

Technology Planning

The **Office of Information Technology (OIT)** is in the second full year of a six-year information technology planning framework that is similar in scope and vision to the University's six-year capital plan. The goals are to identify and invest in those technologies that are transformative to the institution while maintaining the infrastructure that is needed to support them.

OIT's work in the coming year will align with the recommendations received as part of its external review in April 2009. These include connecting this six-year plan to local units and adjusting the current technology governance models for more effectiveness in addition to continuing progress on cost-containment strategies and activities.

Sustainability and Environmental Impact

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

- Development of draft University-wide Sustainability Goals and Outcomes.
- The **Institute on the Environment** annually provides over \$9 million for interdisciplinary research related to renewable energy, global land use, freshwater and more. Since 2003, the **Initiative for Renewable Energy and the Environment (IREE)**, a signature program of the Institute on the Environment, has provided nearly \$28 million for renewable energy research at the University. These funds have been used to leverage an additional \$59M from a variety of sources including federal granting agencies, state government, and business and industry.
- Development of the Interdisciplinary **Sustainability Studies Minor** which focuses on connections between society and environment. The minor enrolls nearly 300 students and involves 50 faculty members.
- Implementation of "It All Adds Up" energy conservation campaign and pledge to achieve 5 percent energy use reduction goal by the end of 2010. Forty-four re-commissioning projects are scheduled to be completed in 2009-2010. Students, faculty, and staff, as well as departments, commit to energy conservation by taking the Energy Conservation Pledge. Since its launch on Beautiful U Day in April 2009, over 1,700 individuals and 125 units have taken the pledge.
- Participation in the Chicago Climate Exchange (CCX), a voluntary, legally binding multi-sector market for reducing and trading greenhouse gas emissions. The University is the fourth educational institution and the largest public research university to join CCX. The University recently achieved a 38 percent reduction in emissions from its baseline and has already met the 6 percent target reduction for 2010).
- Use of oat hulls biomass for 5 percent of the steam production at the Minneapolis campus heating plant.
- Participation with Xcel Energy, in the Energy Design Assistance program, which provides input and guidance for energy-efficient designs for new construction and renovations.
- Pursuing LEED™ (Leadership in Energy and Environmental Design) certification for the new 50,000-

2: Twin Cities Campus

seat TCF Bank Stadium and Science Teaching and Student Services Building.

- Celebration of the University's 25th anniversary of its recycling program in October 2008. As part of a public engagement event, six tons of garbage were sorted by student volunteers to show recyclables in the waste stream and increase recycling.
- Increased use of locally purchased foods, recycling, and composting (including biodegradable packaging), in University Dining Services. Twenty percent of total food purchases are local; and 12 out of 35 dining facilities participate in composting.
- Implementation of sustainability initiatives in Housing and Residential Life such as in-room recycling, energy and water conservation, and recycling/reuse during move-in and move-out days.
- 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 more than 21,000 students using the U-Pass program every semester and 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.

- Development of a new bike center to open in Fall 2009, which will serve an estimated 6,000 cyclists on campus as well as commuters and other visitors.

Indicators that the University is Driven by Performance

Data that indicate that the University is driven by performance include information pertaining to student satisfaction, which is detailed on the pages that follow.

Strategic Goal: Exceptional Organization

Variable: Driven by Performance

Indicator: Undergraduate and Graduate Student Satisfaction

Over the past 10 years the University has placed an increasing emphasis on improving the student experience. To measure student satisfaction with these efforts, every other year since 1997 the University has administered the Student Experiences Survey (SES). The latest SES was administered to a random sample of students during spring semester 2009, although 2009 data for graduate students are not yet available.

Analysis: The results of the 2009 SES show improvement in many satisfaction categories among undergraduate students and students of color. As shown in Figure 2-32, gains were registered in undergraduates' ratings of overall satisfaction, academic program quality, quality of classrooms, and cost of attendance. Undergraduate satisfaction declined slightly in terms of ratings of availability of places to study and overall physical environment.

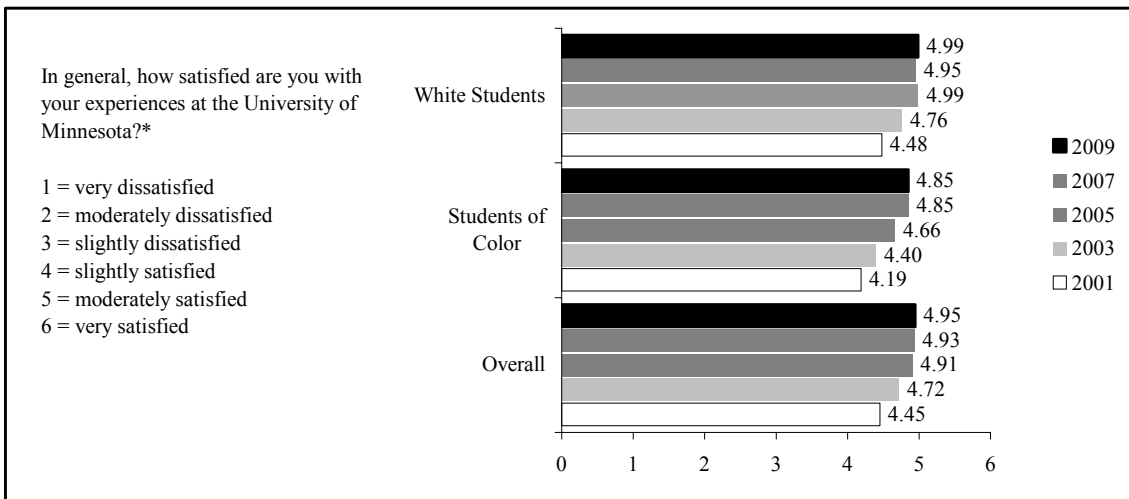
Figure 2-33 shows graduate student satisfaction results from 2001 to 2007. The most recent results show that

graduate students' overall satisfaction improved as did their satisfaction with classroom quality, availability of study spaces, and cost of attendance. Satisfaction declined slightly in the areas of academic program quality, and campus physical environment.

Conclusion: With the University's increased emphasis on addressing affordability issues, principally through the Founders Opportunity Scholarships for undergraduates and fellowships and grants for graduate students, the University anticipates continued improvement in student satisfaction with the cost of attendance.

The \$175 million Founders Opportunity Scholarship program ensures that all undergraduate students from Minnesota—including transfer students as well as qualified incoming freshmen—who are eligible for a federal Pell Grant will be guaranteed scholarships and grants to cover 100 percent of their tuition and required fees. About two-thirds of students from families earning less than \$50,000 per year are eligible for a Pell grant.

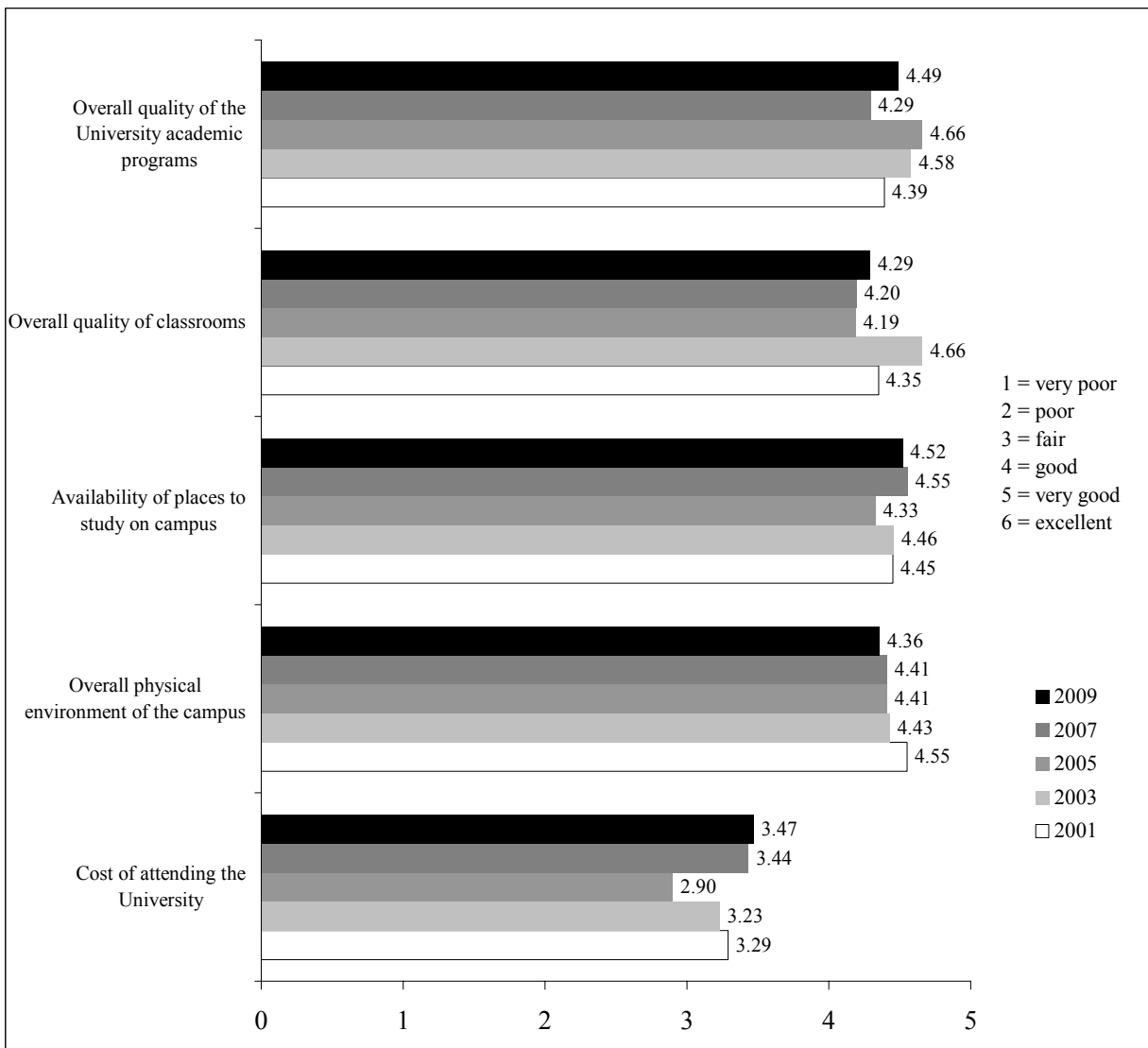
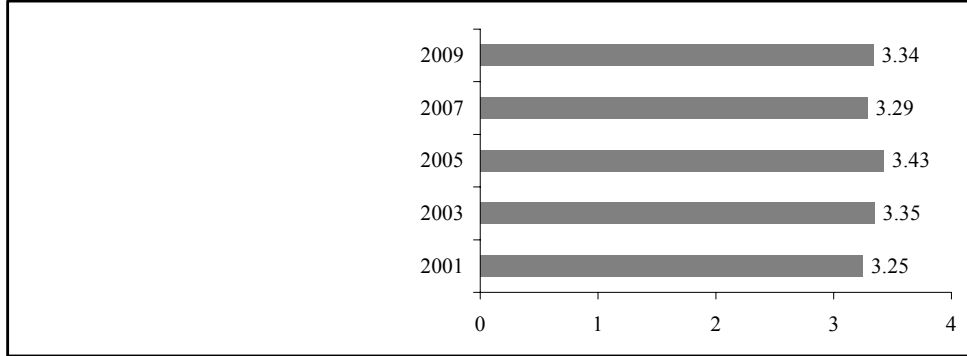
Figures 2-32. Undergraduate student experiences survey results, University of Minnesota - Twin Cities, 2001-2009.



*Respondents in 1997 to 2005 were asked "In general, how satisfied are you now with your experiences at the University of Minnesota since fall semester started?"

2: Twin Cities Campus

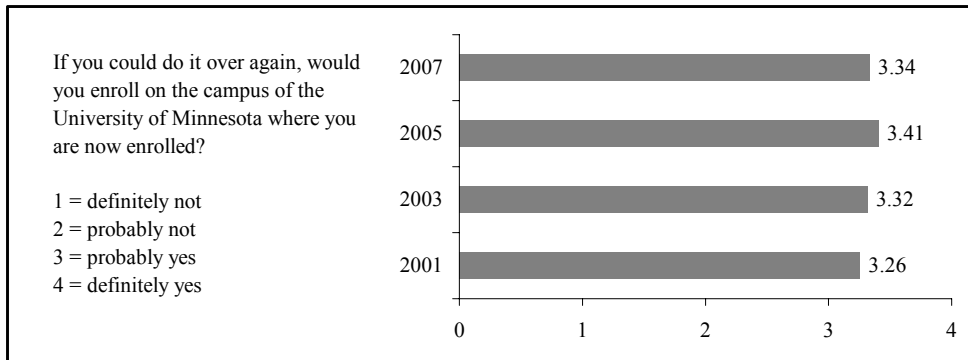
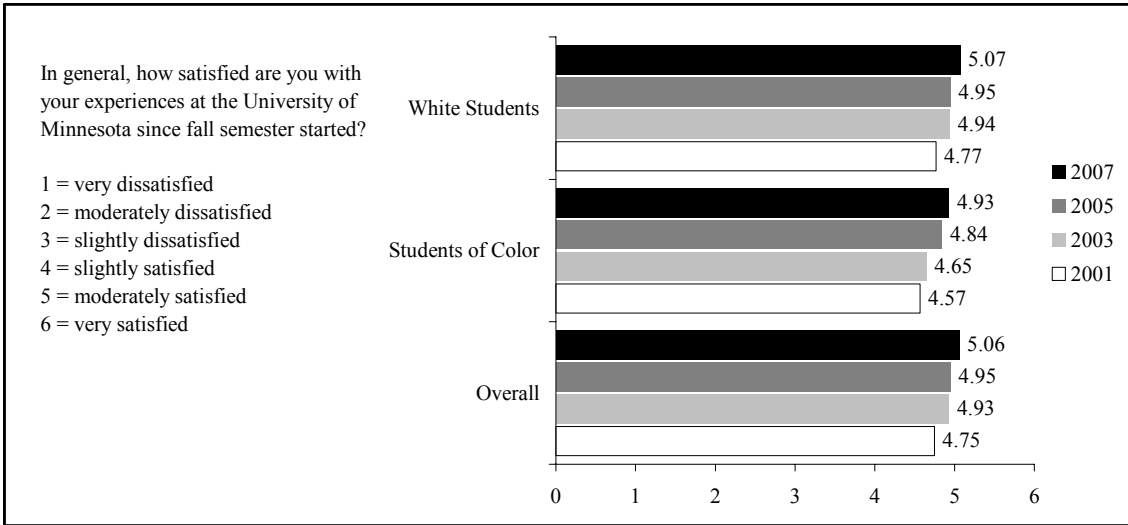
Figures 2-32 (continued). Undergraduate student experiences survey results, University of Minnesota - Twin Cities, 2001-2009.



Source: Office of Institutional Research, University of Minnesota.

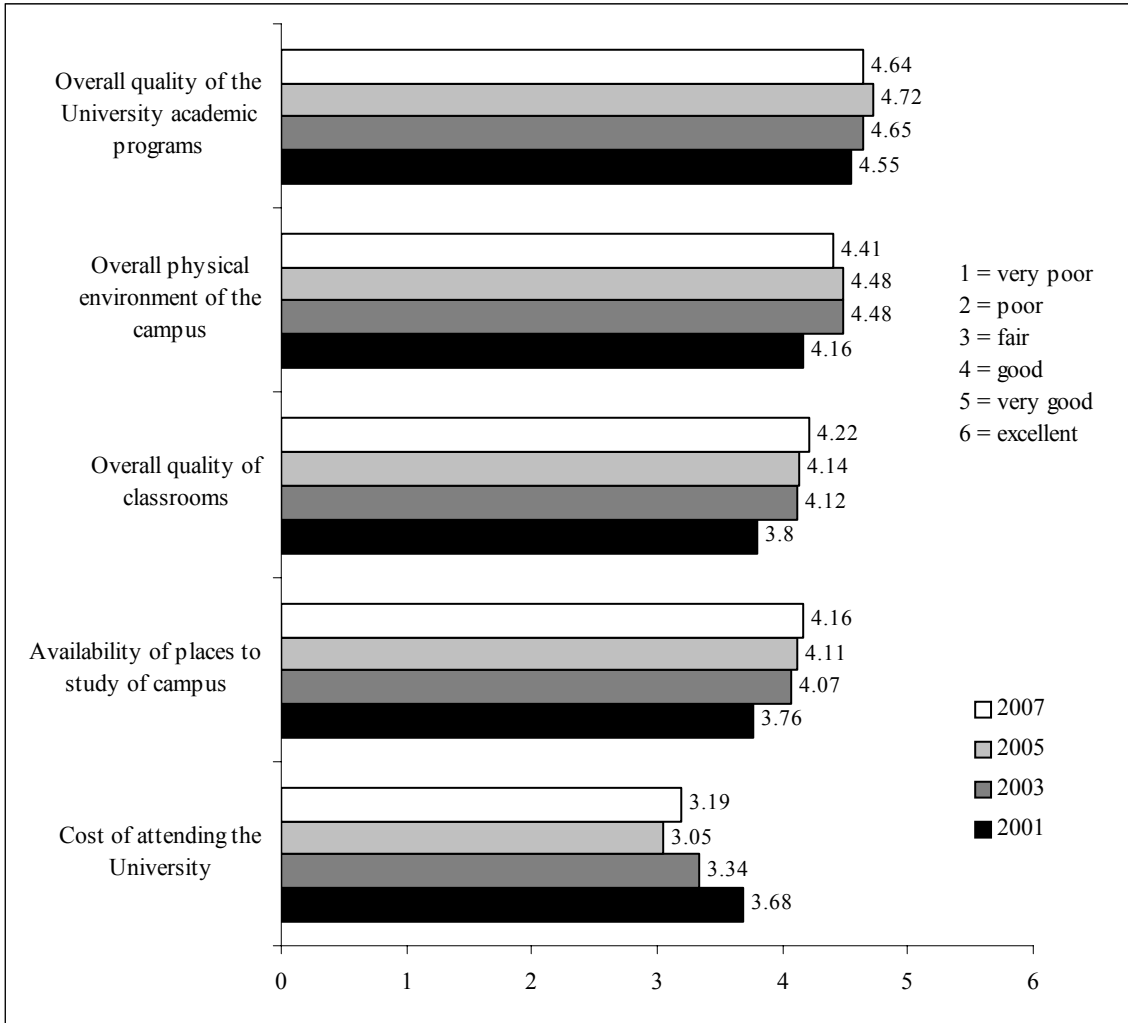
2: Twin Cities Campus

Figures 2-33. Graduate student experiences survey results, University of Minnesota - Twin Cities, 2001-2007.

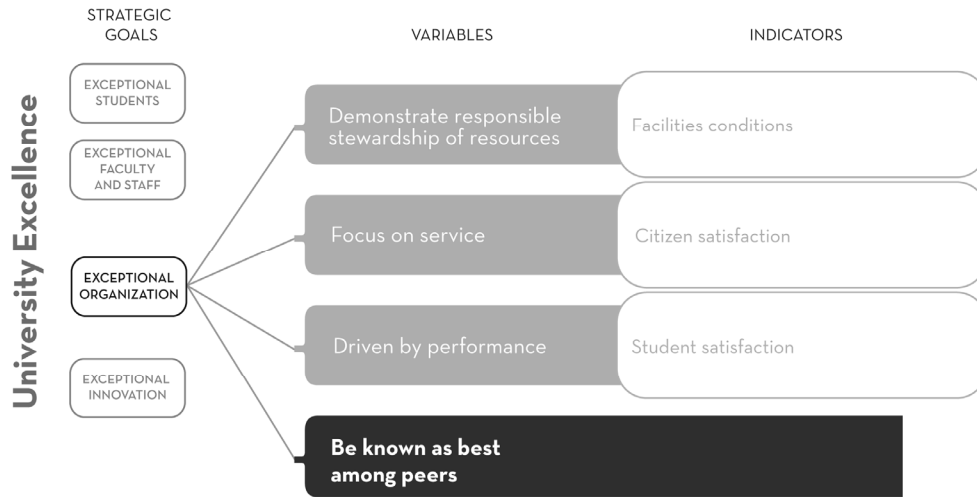


2: Twin Cities Campus

Figures 2-33 (continued). Graduate student experiences survey results, University of Minnesota - Twin Cities, 2001-2007.



Be Known as Best Among Peers



In addition to achieving excellence across the four strategic goals, sharing the news of these achievements with peer institutions and the general public is an important objective of the University in order to fully reap the benefits associated with such achievements.

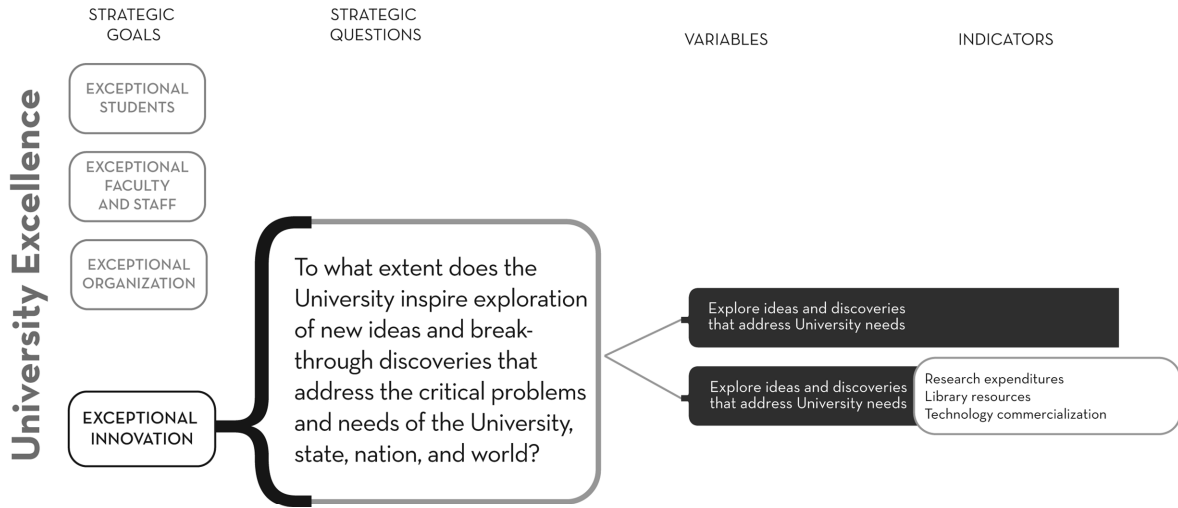
How the University is perceived affects its ability to recruit and retain talented faculty and staff, attract outstanding graduate and undergraduate students, and secure external support to advance the research that leads to scientific, artistic, and scholarly breakthroughs.

Managing the University's image is difficult, however, and perception does not always keep pace with reality.

Indicators that the University is Known as Best among Peers

Peer assessment surveys, like the one produced by *U.S. News & World Report*, attempt to measure a university's level of prestige or reputation. These surveys are highly controversial and, as yet, have not proven to be reliable sources of data. The University is working to develop indicators to measure its reputation among peer institutions.

Exceptional Innovation



To achieve this strategic goal, the University has targeted over \$130 million in the first four years of strategic positioning towards achieving the following objectives:

- Foster an environment of creativity that encourages evolution of dynamic fields of inquiry.
- Invest in strong core disciplines while supporting cross disciplinary, collaborative inquiry.
- Fully leverage academic, research, and community partnerships and alliances to provide leadership in a global context.

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

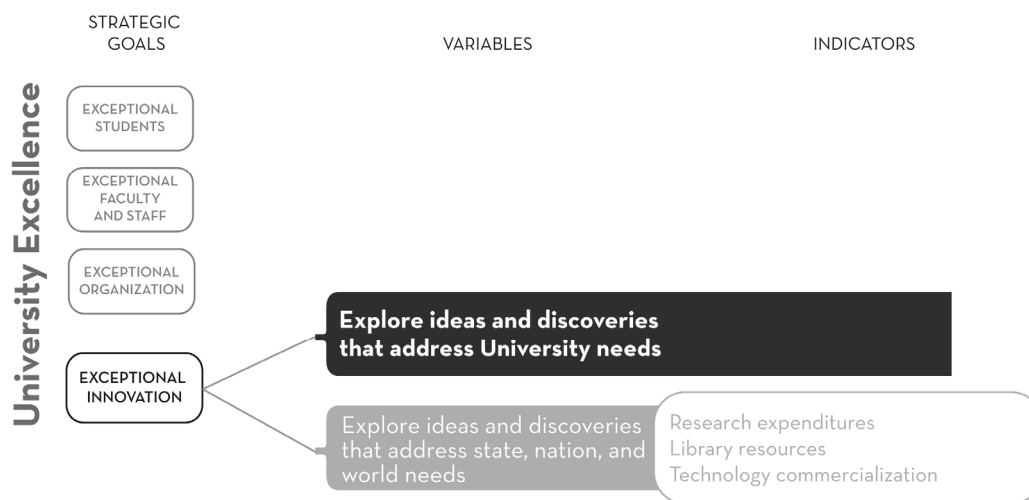
Exceptional innovation requires developing new models of collaboration that enable the University to engage partners in problem-solving, inspire new ideas and breakthrough discoveries, address critical problems, and serve Minnesota, the nation, and the world.

Strategic Variables

Strategic variables that align with the goal of “Exceptional Innovation” are detailed on the following pages:

Variable: Explore Ideas and Discoveries that Address University Needs	Page 88
Variable: Explore Ideas and Discoveries that address State, Nation, and World Needs	Page 91
Indicator: Research Expenditures	Pages 93-95
Indicator: Technology Commercialization	Page 96
Indicator: University Libraries	Pages 97-99

Explore Ideas and Discoveries that Address University Needs



The University’s 2007 realignment of academic units helped advance interdisciplinary inquiry and research, enhance curricular choices and content for students, and provide more effective, efficient service. These changes brought initial savings of \$3-4 million, with more savings expected over the next five years, all of which are being reinvested in academic initiatives. These changes also mean more tuition revenue for other units with enrollment growth. The realignment included:

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

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

The **College of Food, Agricultural and Natural Resource Sciences** joined the former College of Natural Resources, the former College of Human Ecology’s Department of Food Science and Nutrition, and the

former College of Agricultural, Food and Environmental Sciences to create a nationally distinctive college poised to enhance the University’s biological and social science contributions to the environment, agriculture, human health, food systems, and natural resources.

Advancing Interdisciplinary Research & Education

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

- The designation of the following University-wide centers: the Consortium on Law and Values in Health, Environment, and the Life Sciences; the Institute for Advanced Study; the Institute for Translational Neuroscience; Institute on the Environment; and the Minnesota Population Center. These centers are closely aligned with the University’s strategic priorities and include faculty from different colleges and/or campuses.
- Incentives for **cross-college collaboration** as part of the budget-compact process that guides central investments in the colleges.
- Support for selected, newly formed **centers of interdisciplinary inquiry** that foster collaboration, such as

2: Twin Cities Campus

the Institute for Advanced Study; the Institute on the Environment; the Institute for Translational Neuroscience; the Center for Bioethics; the Center for Transportation Studies; the Healthy Foods, Healthy Lives Institute, and the Obesity Prevention Center.

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

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

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

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

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

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

Transforming Health Care Research, Education, and Service

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

future health professionals, is shaping the future of health care.

The University's ability to shape the future of health care relies on strong clinical sciences. Encompassing clinical research, clinical care and practice, and the experiential education of future health professionals, the clinical sciences comprise the final stage of bringing new knowledge to the treatment and prevention of disease.

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

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

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

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

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

Strengthening Research Support and Infrastructure: The Academic Health Center is undertaking a number of initiatives to provide more efficient and effective support for clinical and translational research, including:

The **Clinical and Translational Science Institute (CTSI)** provides leadership for clinical and translational

2: Twin Cities Campus

research by coordinating and integrating several existing components of clinical and translational science across disciplines, institutions, and communities.

The **Institute for Health Informatics** supports the applied study of informatics, an interdisciplinary and inter-professional field of scholarship that applies computer, information, and cognitive sciences to promote the effective, efficient use and analysis of information to improve health, support clinical trials, and stimulate health care innovation.

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

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

A key component of this initiative is the **Minnesota Biomedical Research Program**, a landmark \$292 million project (\$219 million from the state, plus \$73 million funded by the University) to build new world-class science facilities on the East Bank campus in the Biomedical Discovery District behind the new TCF Bank Stadium.

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

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

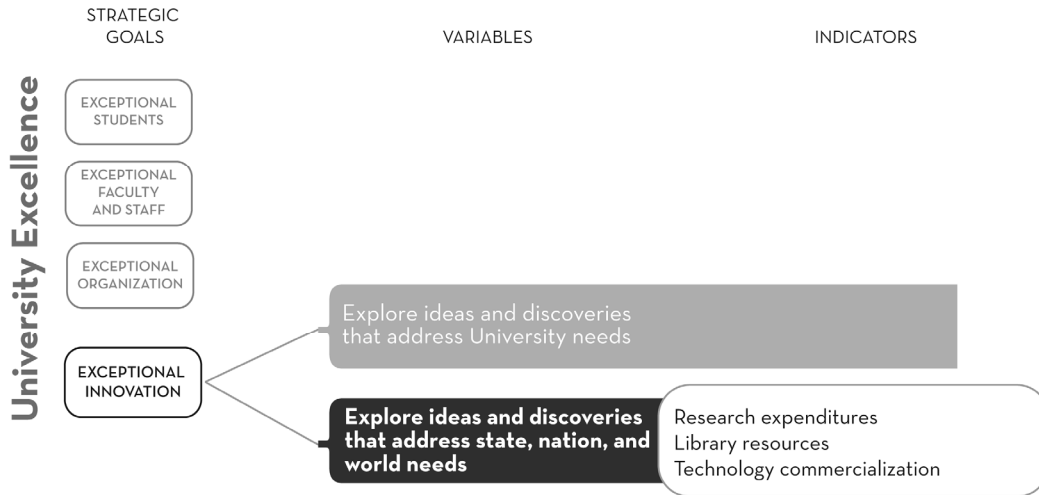
Developing **inter-professional models of acute, chronic, and preventive care** that transform care delivery. New care models employ health professional teams and innovative care systems. This effort dovetails with the AHC's commitment to build and strengthen inter-professional education for all health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

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

Supporting the Biosciences in Minnesota: Minnesota has long been a world leader in biosciences, primarily in medical devices and the health industry, and much of the technology that supports this sector has come from the University of Minnesota. The University is partnering with Minnesota's bioscience community to leverage strengths and jointly develop and implement a plan for the future of biosciences in the state.

For example, the University Enterprise Laboratories, Inc. is a collaborative research center which promotes advances in biology and biotechnology by providing lab and office space to early-stage bioscience companies. Through this and other initiatives, Minnesota now has new opportunities to become a world leader in industrial and agricultural applications, while further enhancing its world position in devices and health technology.

Explore Ideas and Discoveries that Address State, Nation, and World Needs



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

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

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

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

The University's **Consortium for Metropolitan Studies** links the centers, programs, and faculty and staff

engaged in teaching, research, and public engagement related to metropolitan change and development.

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

Community Partnerships for Health

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

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

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

2: Twin Cities Campus

Research and Technology Commercialization

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

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

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

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

- Identifying the most promising research to serve society, generate meaningful licenses, and spawn successful start-up companies.
- Providing business expertise and innovation grants to nurture the most worthy projects into fundable business opportunities.
- Providing seed-stage venture capital to launch these high-risk, high-reward start-ups.
- Identifying and encouraging technology development in areas of high-impact, unmet needs.
- Establishing long-term research relationships with strategic corporate partners in areas of economic importance to Minnesota.

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

Indicators of Exploration that Address State, Nation, and World Needs

Data that indicate that the University exploration of ideas and discoveries that address state, nation include research expenditures, technology commercialization, and library resources.

Strategic Goal: Exceptional Innovation

Variable: Explore Ideas and Discoveries that Address State, Nation, and World Needs

Indicator: Total Research Expenditures

Analysis: The University ranks 9th in total research expenditures among public universities (Table 2-26), the same as the previous year. It should be noted, however, that these rankings are dynamic in nature. For example, only \$31 million separates the public universities ranked 9th, 10th and 11th (Figure 2-34). This serves to illustrate that even relatively small changes in funding have the potential for substantial impact on those institutions' rankings.

It is also important to consider the effects of different growth rates among peer institutions (Figure 2-35). Over the past 10 years this key performance metric has varied widely among these institutions.

The University of Minnesota's growth rate for the same period was 3.5 percent, 4.4 percent and 8.4 percent. This increase was second only to the University of Washington among all public research universities included in the National Science Foundation's top 20 universities analysis and served to move the University of Minnesota back up to 9th in the rankings. Sponsored research awards rose to \$675 million, an impressive 8.3 percent increase over the previous year.

Finally, it is important to note that the funding gap—the difference in total research expenditures at the University of Minnesota and the 3rd-ranked public institution—was reduced by nearly 14 percent in FY 2007.

Conclusions: The University of Minnesota performed at an exceptionally high level in FY 2007 and outperformed many of its peers. Given the performance of previous years, this impressive growth de-

serves acknowledgment. However, a single year's performance should by no means be viewed as either a trend or a predictor. The volatility of the federal research budget and the relatively narrow gap between those universities ranked 9th, 10th and 11th are but two of the variables that could have a profound impact on these rankings.

As one strategy to strengthen its performance, the University is aggressively pursuing key opportunities for research support by targeting existing strengths and comparative advantages. This exercise is critically important given that large, complex, interdisciplinary (often inter-institutional) research initiatives are increasingly common.

As part of strategic planning, the newly established Office of Collaborative Research Services is supporting faculty by providing information, guides, search tools and training to help develop and pursue large, complex, interdisciplinary research programs.

Confronted with a shrinking federal research budget, the University is redoubling its efforts to establish productive research collaborations with strategic corporate partners. Identification and utilization of unrestricted funding for research support will also help to close the gap between the University and its national competition.

Implementing organizational, operational, policy, and cultural changes in response to recommendations from strategic positioning task forces will further enable the University to compete more aggressively for research dollars.

2: Twin Cities Campus

Table 2-26. Total research expenditures: ranking of University of Minnesota and public universities, 2005-2007 (University of Minnesota comparative group institutions in bold).

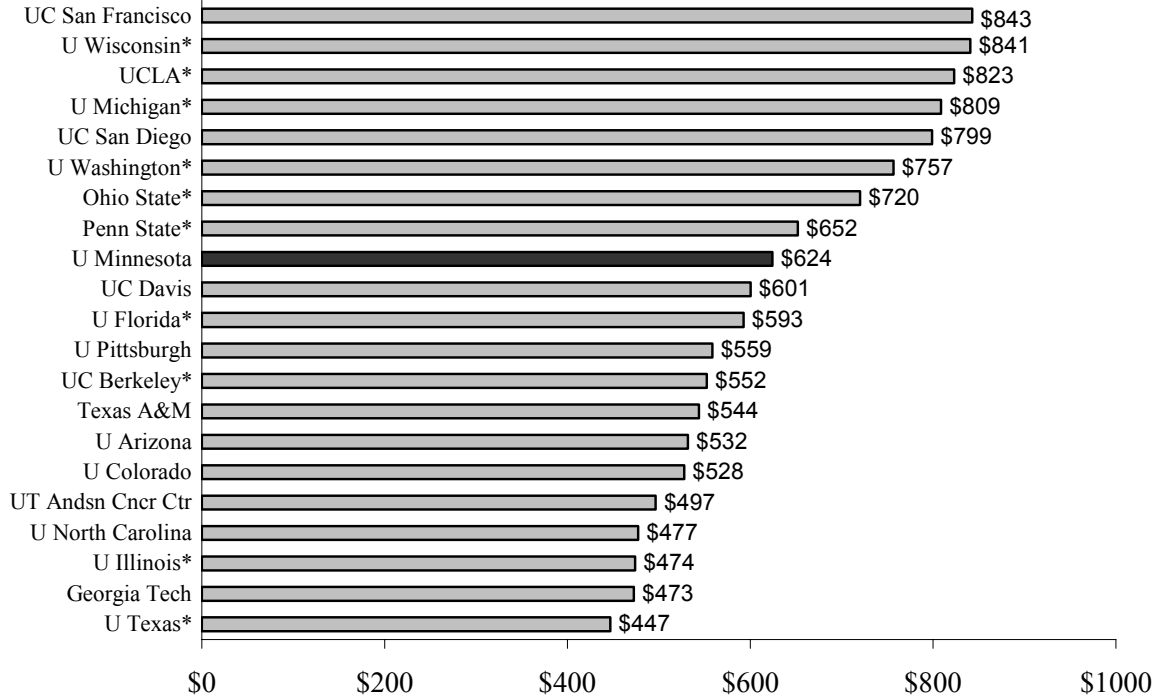
	2005	2006	2007
University of California - San Francisco	4	4	1
University of Wisconsin - Madison	2	1	2
University of California - Los Angeles	3	2	3
University of Michigan - Ann Arbor	1	3	4
University of California - San Diego	5	6	5
University of Washington - Seattle	6	5	6
Ohio State University - Columbus	8	7	7
Pennsylvania State University - Univ. Park	7	8	8
University of Minnesota	10	9	9
University of California - Davis	11	10	10
University of Florida	12	11	11
University of Pittsburgh	15	14	12
University of California - Berkeley	9	12	13
Texas A&M University	16	17	14
University of Arizona	13	13	15
University of Colorado	14	15	16
U TX M.D. Anderson Cancer Ctr.	17	16	17
University of North Carolina - Chapel Hill	18	19	18
University of Illinois - Urbana-Champaign	16	17	19
Georgia Institute of Technology	19	20	20
University of Texas - Austin	21	21	21

Note: Figures for University of Minnesota include all campuses.

Source: National Science Foundation

2: Twin Cities Campus

Figure 2-34. Total research expenditures: University of Minnesota and public universities, 2007 (in millions of dollars).

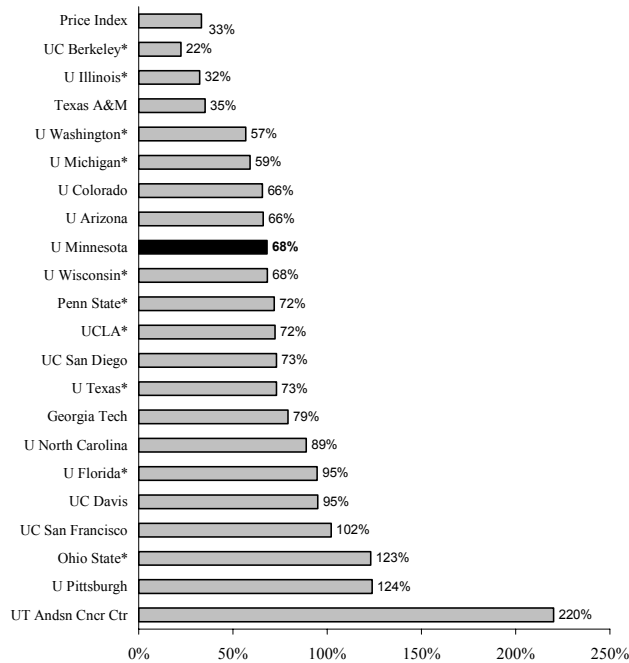


* Comparative Group Institution

Note: Figures for University of Minnesota include all campuses.

Source: National Science Foundation

Figure 2-35. Total research expenditures: percent increase for University of Minnesota and public universities, 1999-2007.



* Comparative Group Institution

Note: Figures for University of Minnesota include all campuses.

Source: National Science Foundation

Strategic Goal: Exceptional Innovation

Variable: Explore Ideas and Discoveries that Address State, Nation, and World Needs

Indicator: Technology Commercialization

Over the past three years, the University has implemented significant changes in the management, organization and operation of its technology transfer. Key principles governing the new technology commercialization process are disciplined analysis, careful selection, and focused promotion of intellectual property offering the best opportunities for commercialization and promising the greatest potential for financial return to the University or benefit to the common good.

As shown in Table 2-27, in 2008 the number of disclosures rebounded significantly, representing the renewed efforts by the University to surface promising technologies and improved confidence of faculty in the new system. The increase in the number and quality of the disclosures indicates that the intellectual property pipeline is improving. Although the number of 2008 filings is still lower than the number submitted in 2006, the patents now being filed represent technologies that have been more thoroughly vetted and judged to have significant potential. Consequently, despite the lower number of filings, this current level of activity is considered to be an improvement by virtue of the potential value of the current patent portfolio.

Gross revenues from patent and licensing activity increased from \$65.2 million in 2007 to \$86.9 million in fiscal year 2008, a 25 percent increase. While

much of this growth is attributable to the continued strong performance of the AIDS drug Abacovir (Ziagen), a significant increase in non-Ziagen revenues was also achieved. Continued growth in non-Ziagen revenues is important as foreign and domestic protections for Ziagen expire over the next few years.

The University launched two new start-up companies over the past year and continued to provide oversight for companies launched the year before. VitalMedix will develop Tamiasyn, a very promising hemorrhagic shock treatment discovered by investigators at the Duluth campus. Orasi Medical, another strong spin out, will develop methods for diagnosing and monitoring Alzheimer’s disease and other neurological disorders using intellectual property created by Medical School faculty.

Two new measures that the University will track include “Current Revenue-Generating Agreements” and “Outgoing Material Transfer Agreements.” The “Current Revenue-Generating Agreements” indicates the agreements that are producing revenue for the University. “Outgoing Material Transfer Agreements” outline the terms and conditions associated with sharing or distributing intellectual property with entities outside of the University and reflect possible University-industry collaborations that may lead to new revenue streams or industry-sponsored research.

Table 2-27. Technology Commercialization, University of Minnesota and public universities, 2003-2008.

	FY2003	FY2004	FY2005	FY2006	FY2007	FY2008
Disclosures	219	224	251	230	193	217
New U.S. Patent Filings	73	82	104	84	51	52
New Licenses	58	101	86	85	77	63
Start-ups	3	4	1	3	4	2
U.S. Patents Issued	56	43	54	29	44	37
Current Revenue Generating Agreements	-	-	-	-	-	281
Gross Revenues (million)	\$39.5	\$47.4	\$47.3	\$56.1	\$63.5	\$84.6
Outgoing Material Transfer Agreements	-	-	-	-	-	67

Source: Office for Technology Commercialization

Strategic Goal: Exceptional Innovation

Variable: Explore Ideas and Discoveries that Address State, Nation, and World Needs

Indicator: Library Resources

In 2009, The University of Minnesota Libraries were selected by the American Library Association and Association of College and Research Libraries to receive the Excellence in Academic Libraries award. This award is the top award given to research university libraries. The award recognizes innovative service models in support of the institution's mission and is the culmination of a strategic positioning process and substantial investments made in the last five years.

The University of Minnesota Libraries are a strategic resource for the Twin Cities campus and are among the state's greatest intellectual and capital assets. Composed of 14 library facilities with collections of more than 6.8 million volumes, the University Libraries are the number one lending library in the country with a long-standing history of resource sharing and strength in research collections.

Five major library buildings span the Minneapolis and St. Paul campuses: Wilson Library (humanities and social sciences), Walter Library (physical sciences and engineering), Bio-Medical Library, Magrath Library (natural, agricultural, environmental, and biological sciences), and Elmer L. Andersen Library (archives and special collections).

In addition, the Libraries provide enterprise support for the University's four coordinate campuses (Crookston, Duluth, Morris, and Rochester) and several independent libraries (e.g. Law, Journalism).

The Libraries' recent Selection to Access project is an exemplary process improvement effort, streamlining the acquisition and processing of new books, resulting in 65 percent of new English language books reaching the stacks in less than 24 hours after receipt. A similar process for serials, e-resources, and government documents is currently revamping workflow and improving access to these essential resources. Process improvement models developed at the University Libraries are now being used by many other academic libraries.

A cumulative total of over \$41 million has been invested in the University Libraries since the beginning of strategic positioning efforts, with the University Libraries shifting from a collection-centric focus to one that is

engagement-based. A key strategy in this shift is integrating the Libraries' resources and expertise into the lives of the campus community whether in virtual or physical contexts. These new organizational models have enabled working across library functions to reconceptualize classic library roles—a transformation where expertise is a critical force, adding value to core institutional activities of teaching and learning, research and scholarship, and outreach and public service.

The University Libraries have a tradition of strength in collections as evidenced in Association of Research Libraries rankings. In recent years, the Libraries have allocated funding to strategically acquire digital collections, streaming media, and digital preservation services. While there is an increased focus on digital holdings, the Libraries have experienced a 10 percent increase in facilities use during 2007-2008. Expert reference services and well-subscribed instructional workshops have affirmed the Libraries' significant role in supporting student learning. The Libraries receive over 2 million user visits to campus libraries and over 4 million virtual visits accessing over 300,000 online resources including databases, e-journals, and e-books.

Model programs include in-person and virtual services that support curriculum and student learning outcomes. The **SMART Learning Commons**, a collaborative academic service located in three major libraries, are an innovative model for one-stop space for study, research, and learning offering coordinated advising and tutoring services and technical, writing, information literacy, and media support.

UThink is one of the first and now the largest academic blog service in North America (7,900 blogs with 20,300 authors).

Each year nearly 3,000 students take **Unravel the Library** workshops to learn about the services and resources available through the Libraries and also develop skills for effective inquiry. In 2008, approximately 1,000 students completed a newly designed online version of the Unravel workshop series, saving students classroom and transportation time.

2: Twin Cities Campus

The Libraries introduced the **University Digital Conservancy (UDC)** in 2007 to raise the visibility of faculty research. The UDC provides a venue for faculty to deposit digital copies of their publications for long-term preservation and access. The Conservancy and associated programs also provide a centralized, searchable access to institutional digital resources, expert consultation on copyright and authors' rights, and compliance and accountability for publicly funded research.

The Libraries commitment to outreach and service to Minnesota citizens is evident in **My Health Minnesota → Go Local**, a joint project of the National Library of Medicine and the University of Minnesota Health Sciences Libraries, the Mayo Clinic Libraries, and Minitex, which provides an online directory of health care services and providers throughout the state. Since its 2007 inception, 5,500 resources have been indexed, providing an important resource to health care consumers.

Minitex, a division of the University Libraries supported by the State of Minnesota, has a 38-year history of regional resource sharing. Minitex serves 158 academic libraries, 180 public libraries, 89 special libraries, and 1,731 school media centers. Minitex fills 175,000 requests annually and transports over 800,000 items between libraries in the region.

Minitex also licenses e-content for more than 2,200 libraries in Minnesota, North Dakota, and South Dakota, creating a multiplier effect for each dollar spent at the state level. In FY08, Minitex saved 38 Minnesota four-year academic institutions over \$26.1 million.

Other services include the **MNLink Gateway**, which allows Minnesota residents to get library materials from across the state (www.mnlink.org); the Research Project Calculator helps K-12 students learn how to do research (<http://rpc.elm4you.org/>); and Minnesota Reflections provides access to more than 30,000 photos, documents, and maps related to Minnesota history (<http://reflections.mndigital.org/>).

Minitex also licenses content for the **Electronic Library for Minnesota (ELM)**, providing access to more than 17,000 periodicals and 340 newspapers. In FY 2008, ELM users conducted over 12 million searches at a cost savings to Minnesota libraries of over \$35 million.

University Libraries Rankings

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

ARL is also developing a services-based qualitative profile emphasizing three factors: collections, services, and collaborative relationships. According to the ARL methodology, as shown in Table 2-28, the University of Minnesota currently ranks 8th within its comparative group, 9th within public university research libraries, and 16th among the ARL's 113 university members, public and private.

2: Twin Cities Campus

Table 2-28. U.S. public research university library rankings, 2008.

All Publics	Comp. Rank	Institutions	Index Score	Total Expenditures	Salaries & Wage Staff	Materials Expenditures	Prof & Support Staff
1	1	University of California - Berkeley	1.93	\$56,670,387	\$17,244,826	\$20,118,847	442
2	2	University of California - Los Angeles	1.57	\$53,153,870	\$12,599,849	\$15,000,546	450
3	3	University of Michigan - Ann Arbor	1.57	\$51,599,110	\$11,897,358	\$20,525,876	474
4	4	Pennsylvania State University - Univ. Park	1.28	\$47,686,386	\$10,507,239	\$17,826,123	537
5	5	University of Texas - Austin	1.27	\$47,316,093	\$9,450,619	\$19,080,441	462
6	6	University of Wisconsin - Madison	0.96	\$42,879,223	\$14,155,552	\$10,974,532	395
8	7	University of Washington - Seattle	0.88	\$40,854,830	\$11,904,128	\$14,862,427	399
9	8	University of Minnesota - Twin Cities	0.84	\$40,734,045	\$7,854,878	\$16,578,284	311
10	9	University of Illinois - Urbana-Champaign	0.79	\$39,714,492	\$11,550,518	\$14,065,662	393
13	10	Ohio State University - Columbus	0.66	\$38,473,238	\$8,394,752	\$13,178,838	299
20	11	University of Florida	0.06	\$28,573,302	\$6,042,307	\$12,427,750	292

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

Online Library Resources

Digital collections have grown considerably in recent years and promote access for all University library users.

ers. Table 2-29 shows the growth of online library resources during 2004-2008.

Table 2-29. Online library resources of University Libraries, University of Minnesota, 2004-08.

Resource	2004	2005	2006	2007	2008
Electronic reference sources	415	447	481	729	860
Electronic journals	21,783	32,399	35,060	45,953	53,221
Electronic books (e-texts including government documents)	192,975	202,160	235,635	266,182	307,082

Source: University Libraries, University of Minnesota.

University of Minnesota

Coordinate Campuses

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

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

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

Specifically, the coordinate campuses are:

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

- Addressing enrollment issues and associated financial considerations.
- Identifying ways to partner with the other campuses and with Twin Cities campus colleges and units to leverage complementary strengths and identify efficiencies.
- Establishing a financial and academic accountability framework under which the campus will operate.
- Developing operating assumptions that lead to successful implementation of goals.
- Developing measures by which progress toward goals will be assessed.

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

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

3: University of Minnesota Duluth

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

Undergraduate students can choose from 12 bachelor's degrees in 75 majors. In addition to a two-year program

at the University's Medical School and a four-year College of Pharmacy program, UMD offers graduate programs in 19 fields and six cooperative programs offered through the Twin Cities campus.

Providing an alternative to large research universities and small liberal arts colleges, UMD attracts students looking for a personalized learning experience on a medium-sized campus of a major university. The campus is set on 244 acres overlooking Lake Superior.

Duluth Campus At A Glance

Founded

1895

Leadership

Kathryn A. Martin, Chancellor

Colleges/Schools

- Business and Economics
- Continuing Education
- Education and Human Service Professions
- Fine Arts
- Liberal Arts
- Medicine
- Pharmacy
- Science and Engineering

Degrees and Majors Offered

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

Number of Buildings

58 (1,990,248 assignable square feet)

Degrees Awarded (FY2008)

Undergraduate	1,769
Master's	238

Fall 2008 Enrollment *

Undergraduate	9,324
Graduate and Professional	1,070
Non-degree	<u>972</u>
Total	11,366

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

Faculty (Fall 2008)*

Tenured/Tenure Track	334
Other Faculty	216

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

Alumni (FY 2009)

Living Alumni	55,398
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Staff (Fall 2008)

Civil Service/ Bargaining Unit	801
Professional and Administrative	237

Expenditures (FY 2008)

\$ 190,944,000

3: Duluth Campus

Central to UMD's mission is high-quality teaching nurtured by the research and artistic efforts of its faculty. The educational experience at UMD is characterized and defined by a belief that UMD must maintain quality without compromising access and with a continuing focus on exemplary undergraduate and graduate education. Further, UMD acknowledges its Sea Grant designation and obligations to the history of the land grant university. UMD values and provides an inclusive, diverse community, with special emphasis on American Indian education.

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

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

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

- Focusing on student learning through the comprehensive assessment of measurable outcomes.
- Implementing a revised liberal education program to include an increased focus on written and oral communication skills, traditional knowledge domains, and key contemporary issues.
- Nurturing quality teaching and continuing to emphasize undergraduate research and scholarly effort.
- Providing an increased number of courses and/or programs online.
- Adding facilities for classrooms, laboratories, and offices to meet increased enrollment demand.
- Fully integrating ePortfolio and implementing the online Graduation Planner to assist students with degree planning.
- Continuing efforts to recruit and retain more honors students.

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

- Expanding Welcome Week programs and opportunities to help students become more familiar with UMD's academic expectations and connect to UMD.

- Continuing to expand participation in civic engagement, service-learning and leadership opportunities for students.

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

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

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

- Developing program-specific recruitment activities.

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

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

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

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

An exceptional organization, focusing on service and performance. UMD's Information Technology Systems and Services (ITSS) has a longstanding commitment to technology in support of teaching and learning. ITSS 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 throughout on campus. ITSS partners with the Instructional Development Service (IDS) to provide training in the effective use of technology to support high quality pedagogy. Faculty use learning management systems (WebCT and Moodle) as well as other learning tools to improve teaching and learning. ITSS offers a variety of technology training opportunities for faculty, including Tech

3: Duluth Campus

Camp, a week-long program de-signed to upgrade the technology skills of faculty or help them move course materials online. The UMD campus is well positioned to leverage technology into the future. ITSS recognizes the importance of information technology and is committed to continuous improvement. ITSS will continue to empower students, faculty, and staff to gain maximum benefits from new technologies.

An exceptional organization by responsible stewardship of resources:

- The UMD Office of Sustainability was established in September of 2008 to communicate, coordinate and assess campus sustainability efforts.
- A priority task of the Office of Sustainability was to complete the first UMD green-house gas inventory. A greenhouse gas inventory accounts for emissions associated with the operation and existence of our campus, including heating, electricity use, travel, commuting of students, staff, and faculty, and waste management.

The inventory helps UMD meet the requirements of the American College and University Presidents Climate Commitment, which the University of Minnesota has signed along with over 600 schools across the United States. More importantly, the inventory provides UMD with a baseline measurement of campus emission sources to guide future reductions.

- The next step is to develop a Climate Action Plan, which will outline pathways to reduce emissions from UMD.
- The UMD Sustainability Committee, formed in January 2009, will oversee climate action planning. Membership includes faculty, staff, and students from across campus departments and colleges.

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

- Water resources and research (Minnesota Sea Grant, Center for Water and Environment, Large Lakes Observatory, physical and biological sciences in the College of Science and Engineering)
- American Indian research and education (College of Education and Human Service Professions, College of

Liberal Arts, American Indian Learning Resource Center)

- Mining and processing ferrous and non-ferrous minerals (Natural Resources Research Institute)
- Interdisciplinary programs in biosciences (College of Science and Engineering along with University of Minnesota Medical School Duluth and College of Pharmacy Duluth)

UMD will continue to service the region and state in economic development (Natural Resource Research Institute, Center for Economic Development, Bureau of Business and Economic Research). The focus will continue to be on creating jobs in northern Minnesota and natural resources development.

UMD has a longstanding commitment to Native American education and has a number of programs, initiatives, and partnerships supporting this priority. The College of Liberal Arts offers an undergraduate degree in American Indian Studies. In addition, the UMD College of Education and Human Service Professions (CEHSP) has become a leader in culturally responsive teacher education by developing alternative teacher education models to serve Native American populations. CEHSP has partnered with tribal and community colleges to expand its preK-12 initiatives, student recruitment and off-campus degree delivery. Capital funding will be requested to create a new American Indian Learning Resource Center.

Students

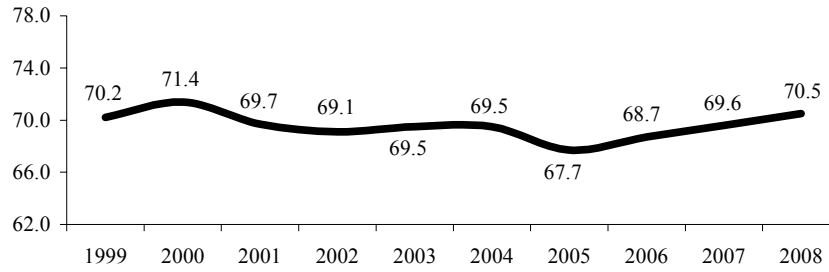
Figure 3-1 and Table 3-1 provide trend data for average high school rank percentile and high school rank of new, entering freshmen for 1999-2008.

In 2008, the average high school rank percentile increased over the previous year while the percentage of new entering freshmen at the top 10 percent of their high school class increased slightly. Both of these measures have remained relatively flat over the last decade. These data reflect UMD's efforts to maintain academic preparation standards of entering students while providing access in accordance with its public institution mission.

Figure 3-2 shows that the average ACT score of new, entering freshmen at UMD increasing slightly from 23.0 in 1999 to 23.6 in 2008. During the same period, UMD has maintained consistent entrance requirements while gradually increasing new high school student enrollment by over 500 students.

3: Duluth Campus

Figure 3-1. Average high school rank percentile of new, entering freshmen, University of Minnesota Duluth, 1999–2008.



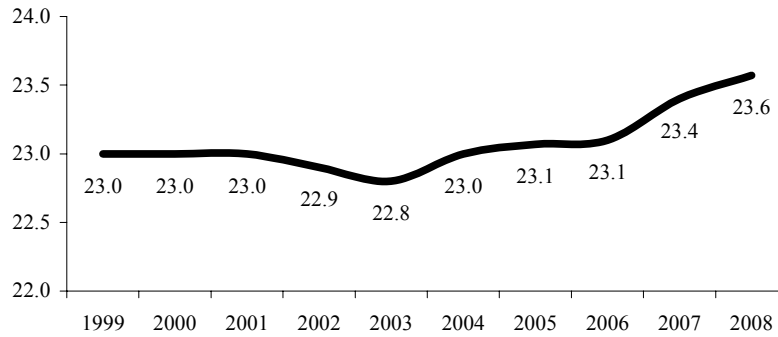
Source: Office of Institutional Research, University of Minnesota.

Table 3-1. High school rank of freshmen, University of Minnesota Duluth, 1999-2008.

Rank	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
90-99 %	18%	19%	18%	16%	16%	17%	14%	16%	16%	17%
75-89	27	29	25	26	28	26	25	26	27	27
50-74	39	38	40	41	40	40	42	41	43	44
1-49	16	14	16	17	16	17	19	18	15	12

Source: Office of Institutional Research, University of Minnesota

Figure 3-2. Average ACT score of new, entering freshmen, University of Minnesota Duluth, 1999-2008.



Source: Office of Institutional Research, University of Minnesota.

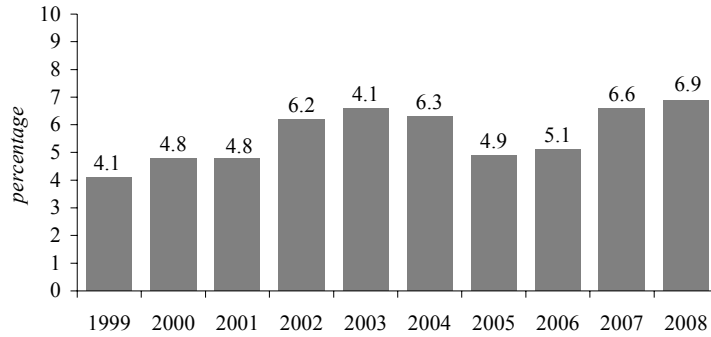
Diversity

UMD has placed a high priority on diversity and creating an environment that is open, accepting, and just. To this end, one key strategy is to increase the diversity of the campus community. In 2008, UMD had the highest proportion of entering freshmen of color over the past

decade (Figure 3-3). Table 3-2 shows that the proportions of students by race and ethnicity has remained relatively constant over the past 10 years, although the percentage of entering freshmen of color has risen for the last three consecutive years.

3: Duluth Campus

Figure 3-3. Percentage of entering freshmen of color, University of Minnesota Duluth, fall 1999-2008.



Source: Office of Institutional Research, University of Minnesota

Table 3-2. Proportion of students by racial/ethnic group, University of Minnesota Duluth, 1999-2008.

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
African American	0.8%	0.8%	1.0%	1.2%	1.2%	1.3%	1.3%	1.3%	1.2%	1.3%
American Indian	1.1	0.9	1.1	1.0	1.1	1.2	1.2	1.1	1.2	1.3
Asian/Pacific Islander	2.0	1.8	1.9	2.2	2.4	2.5	2.6	2.6	2.6	2.8
Caucasian	89.8	90.6	90.3	90.0	89.0	88.3	88.3	87.5	87.6	86.9
Chicano/Hispanic	0.8	0.8	0.9	0.8	0.9	0.9	1.0	0.8	1.0	0.9
International	1.7	1.8	2.0	2.2	2.3	2.1	1.9	1.9	1.9	2.1
Not Reported	3.8	3.3	2.9	2.6	3.1	3.8	3.8	4.7	4.6	4.7

Source: Office of Institutional Research, University of Minnesota

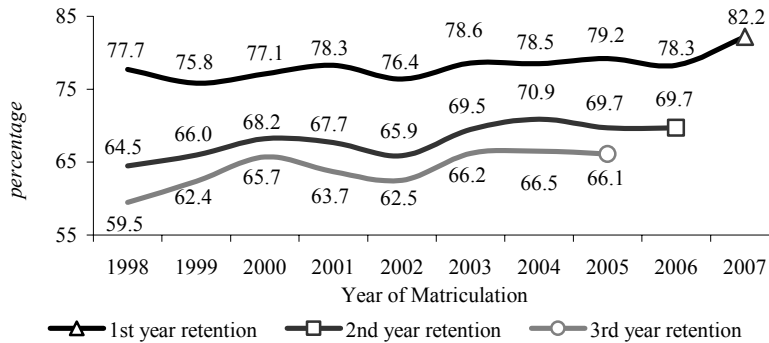
Retention and Graduation Rates

Retention Rates: Figure 3-4 shows first-, second- and third-year student retention rates for students matriculating during 1998-2007. The second- and third-year retention rates have improved over the decade, while the first-year retention rate has remained relatively unchanged over the decade.

Figure 3-5 compares retention rates of students of color for 1998-2007. While first-year retention has been sta-

ble, second- and third-year retention has fluctuated over this period. A more in-depth analysis of characteristics of students of color that indicate an at-risk profile is planned to help identify appropriate interventions. Likewise, the characteristics of the successful student of color will be identified in order to effectively recruit and improve the diversity profile of the institution.

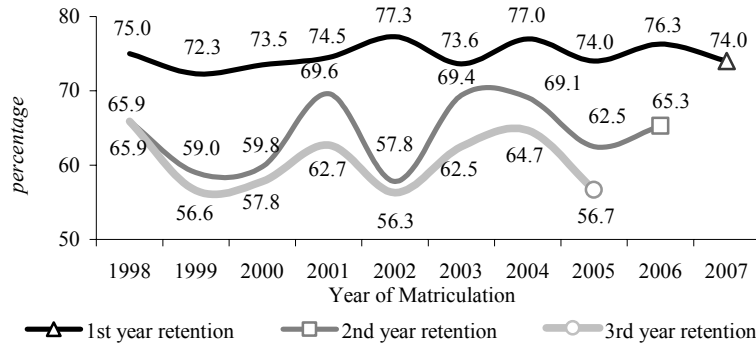
Figure 3-4. First-, second-, and third-year retention rates (percentage) for first-time, full-time new entering students, by year of matriculation, University of Minnesota Duluth, 1998-2007.



Source: University of Minnesota 2008 NHS Student Graduation/Retention Report

3: Duluth Campus

Figure 3-5. University of Minnesota Duluth first-, second-, and third-year retention rates (percentage) for students of color, 1998–2007.



Source: University of Minnesota 2008 NHS Student Graduation/Retention Report

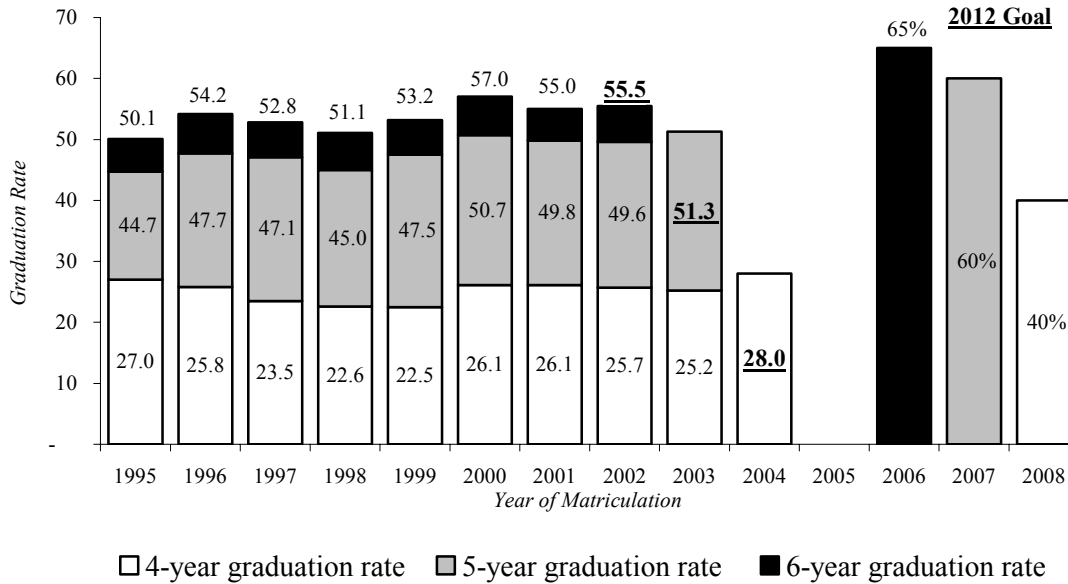
Graduation Rates: UMD has established four-, five-, and six-year graduation rate goals for 2012 of 40 percent, 60 percent, and 65 percent, respectively.

and six-year graduation rates also show modest improvement (0.7 and 0.5 percentage points).

Figure 3-6 shows four-, five-, and six-year graduation rates for students matriculating in 1995-2004. The four-year graduation rate of the 2004 cohort increased 2.8 percentage points from the previous year while the five-

For students of color, the four-, five-, and six-year graduation rates decreased slightly from the previous year (0.7, 1.8, and 6.8 percentage points), as shown in Figure 3-7. Over the decade, however, all three graduation rates were higher.

Figure 3-6. 4-, 5-, and 6-year graduation rates, University of Minnesota – Duluth, 2008 (Classes beginning in 1995-2004) and 2012 goal.



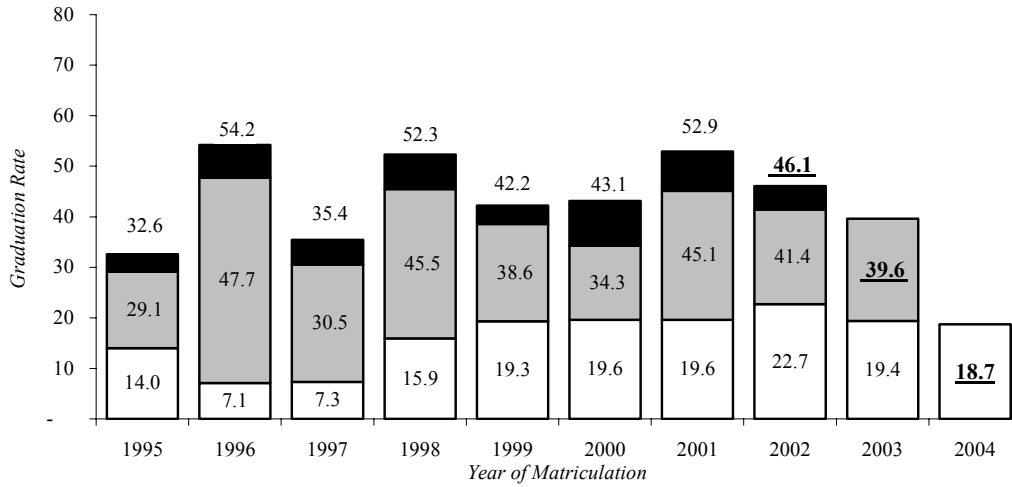
2008 graduation rates are underlined and in bold

Source: University of Minnesota 2008 NHS Student Graduation/Retention Report

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

3: Duluth Campus

Figure 3-7. 4-, 5-, and 6-year student of color graduation rates, University of Minnesota Duluth, 1995-2004.



□ 4-year graduation rate ▒ 5-year graduation rate ■ 6-year graduation rate

2008 graduation rates are underlined and in bold

Source: University of Minnesota 2008 NHS Student Graduation/Retention Report

Note: See note for Figure 3-6 above.

Student Satisfaction

The University has placed increased emphasis on improving the student experience. The Student Experiences Survey has been administered every other year since 1997 to measure results.

Figures 3-8, 3-9, and 3-10 summarize undergraduate student responses related to general satisfaction and to five key areas. Figures 3-11, 3-12, and 3-13 show find-

ings from the graduate student survey. In general, the ratings reflect a high degree of satisfaction by students with their educational experience. The largest one-year improvements occurred in students' ratings of the overall physical environment and the cost of attending the University. Other satisfaction measures were largely unchanged from the previous year.

3: Duluth Campus

Figure 3-8. Undergraduate student experiences survey results: Overall satisfaction with University, University of Minnesota Duluth, 2001-2009.

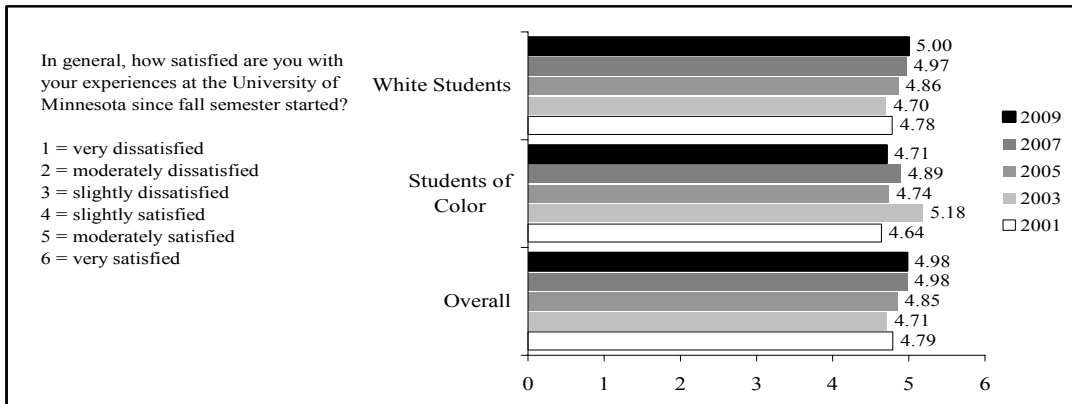
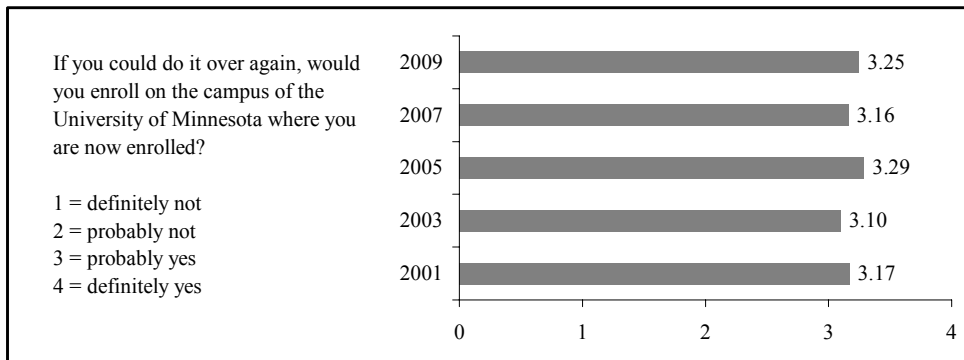
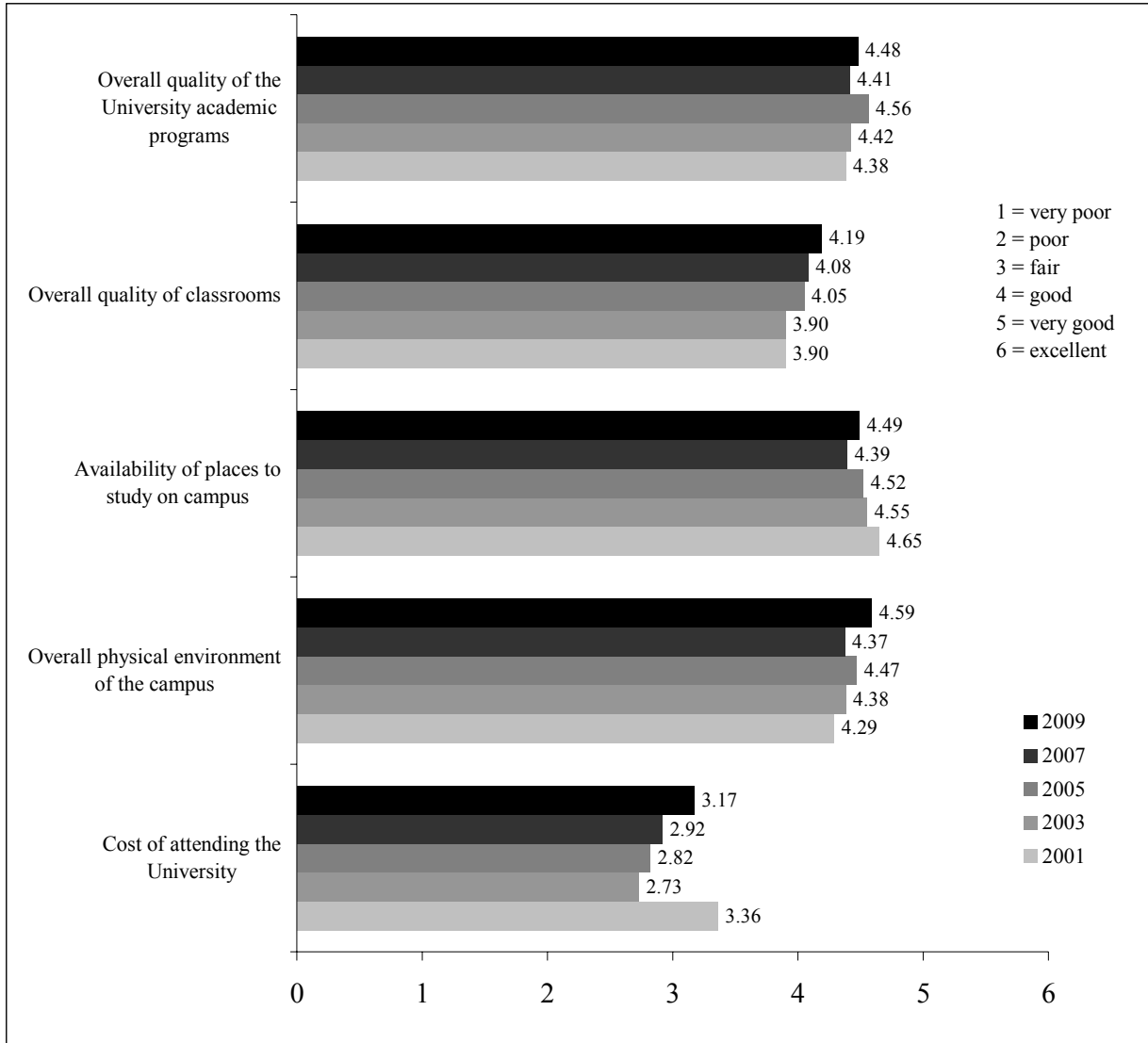


Figure 3-9 Undergraduate student experiences survey results: Satisfaction with enrollment decision, University of Minnesota Duluth, 2001-2009.



3: Duluth Campus

Figure 3-10. Undergraduate student experiences survey results: Satisfaction with key areas, University of Minnesota Duluth, 2001-2009.



Source: Office of Institutional Research, University of Minnesota.

3: Duluth Campus

Figure 3-11. Graduate student experiences survey results: Overall satisfaction with University, University of Minnesota Duluth, 2001-2009.

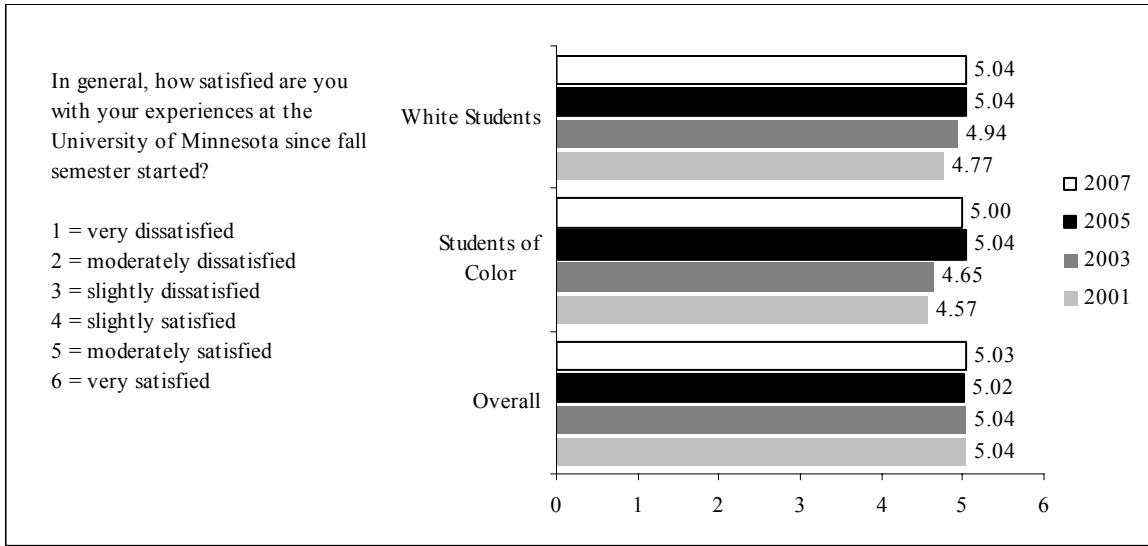
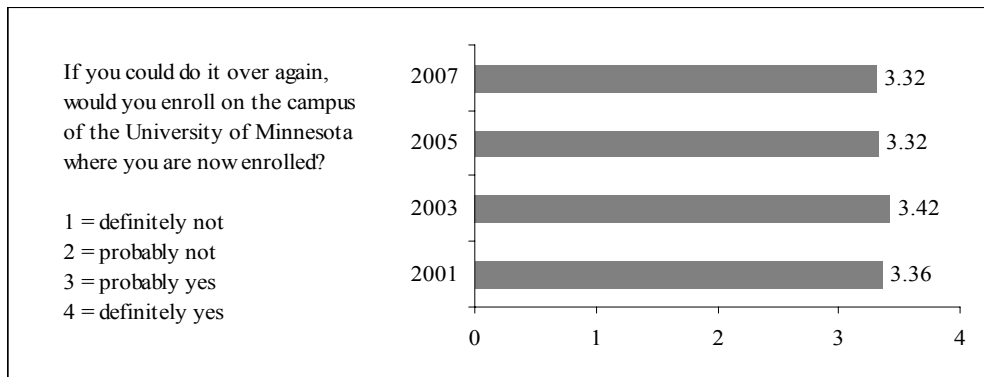
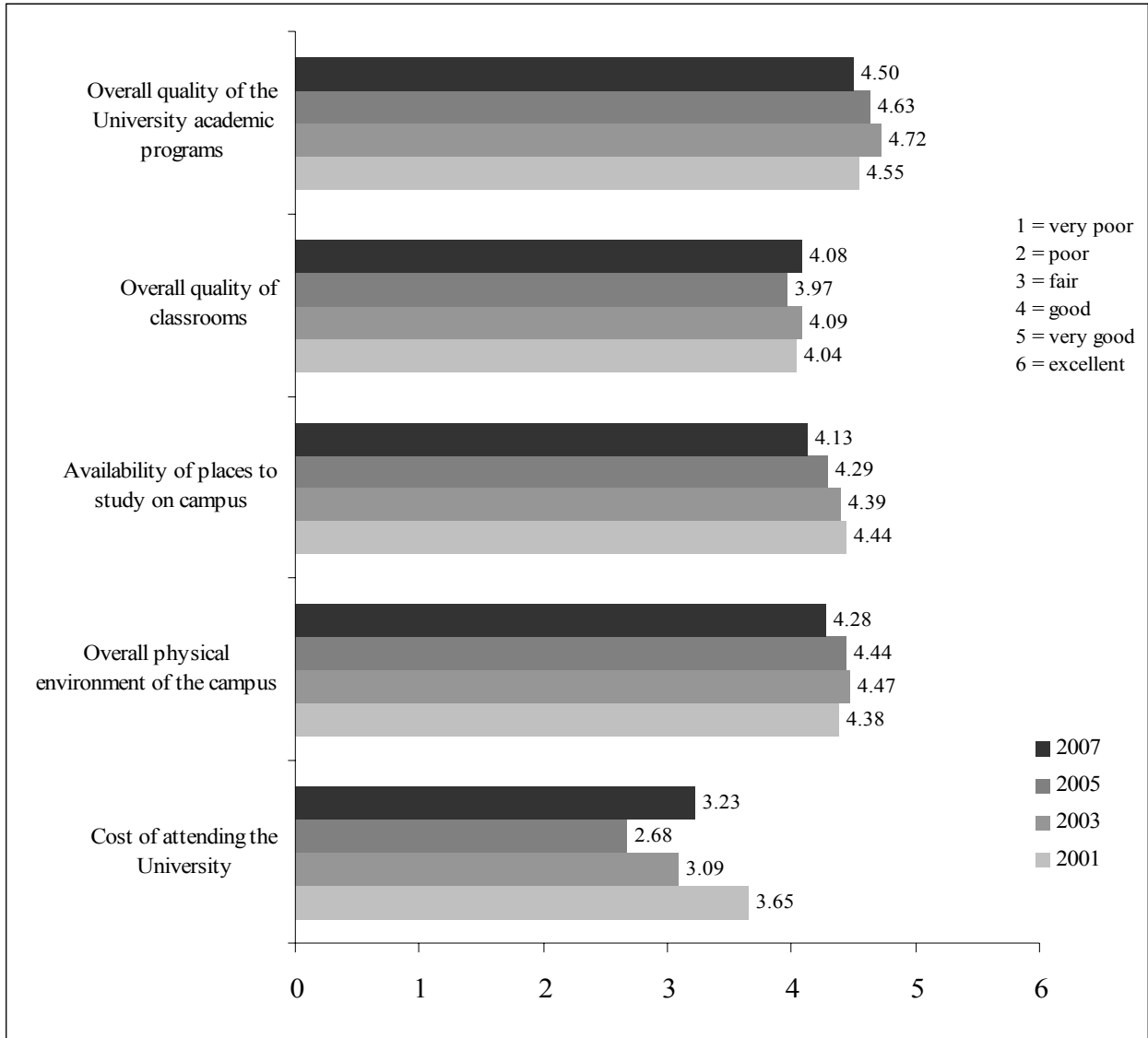


Figure 3-12 Graduate student experiences survey results: Satisfaction with enrollment decision, University of Minnesota Duluth, 2001-2009.



3: Duluth Campus

Figure 3-13. Graduate student experiences survey results: Satisfaction with key areas, University of Minnesota Duluth, 2001-2009.



Source: Office of Institutional Research, University of Minnesota.

3: Duluth Campus

Faculty Salary and Compensation

The American Association of University Professors (AAUP) conducts annual salary and compensation nationwide surveys of full-time instructional faculty (excluding medical school faculty). The data in Tables 3-3 and 3-4 are presented primarily to show changes in the comparative group data.

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

In addition, it is important to emphasize that changes in average salary reflect not only salary increases for con-

tinuing faculty but also are influenced by retirements, promotions, and new hires. Thus, percentage changes will be different than those stipulated in an annual salary plan. This is true for all campuses nationwide. These differences will vary from year to year, and they can be very significant when the cohort sizes are relatively small.

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

Medical School and College of Pharmacy faculty are excluded from Duluth salary and compensation figures. These faculty are included in the Twin Cities campus data.

Table 3-3. Average faculty salary for UMD and comparative group institutions, 2004-05 and 2008-09.

Average Salary			
Category	2004-2005	2007-2008	2008-2009
<u>Full Professor</u>			
Comparative Group Average*	\$90,835	\$101,646	\$105,401
3 Year % Change		+11.9%	+3.7%
UM – Duluth	\$80,921	\$87,101	\$92,454
3 Year % Change		+7.6%	+6.2%
<u>Associate Professor</u>			
Comparative Group Average*	\$67,731	\$75,456	\$78,038
3 Year % Change		+11.4%	+3.4%
UM – Duluth	\$66,947	\$69,721	\$73,331
3 Year % Change		+4.1%	+5.2%
<u>Assistant Professor</u>			
Comparative Group Average*	\$56,568	\$63,721	\$66,400
3 Year % Change		+12.6%	+4.2%
UM – Duluth	\$51,110	\$55,093	\$55,996
3 Year % Change		+7.8%	+1.6%

Source: Association of American University Professors Faculty Compensation Survey.

* Average excluding University of Minnesota Duluth.

3: Duluth Campus

Table 3-4. Average faculty compensation for UMD and comparative group institutions, 2004-05 – 2008-09.

Average Compensation

Category	2004-2005	2007-2008	2008-2009
<u>Full Professor</u>			
Comparative Group Average* 3 Year % Change	\$113,108	\$128,924 +14.0%	\$133,039 +3.2%
UM – Duluth 3 Year % Change	\$108,617	\$123,800 +14.0%	\$126,853 +2.5%
<u>Associate Professor</u>			
Comparative Group Average* 3 Year % Change	\$86,470	\$97,935 +13.3%	\$100,587 +2.7%
UM – Duluth 3 Year % Change	\$91,643	\$102,800 +12.2%	\$103,860 +1.0%
<u>Assistant Professor</u>			
Comparative Group Average* 3 Year % Change	\$73,250	\$82,913 +13.2%	\$85,974 +3.7%
UM – Duluth 3 Year % Change	\$72,409	\$85,100 +17.5%	\$82,918 -2.7%

Source: Association of American University Professors Faculty Compensation Survey.

* Average excluding University of Minnesota Duluth.

Full Professors

Table 3-5. Full professor average salary and compensation for University of Minnesota Duluth and comparative group, 2008-2009.

Rank	Institution	Salary	Rank	Institution	Compensation
1	University of Nevada-Las Vegas	\$122,185	1	University of Central Florida	\$150,863
2	Villanova University	117,649	2	Marquette University	146,025
3	University of Central Florida	115,819	3	University of Nevada-Las Vegas	145,015
4	University of Colorado-Denver	113,293	4	Villanova University	141,188
5	Marquette University	112,532	5	University of Colorado-Denver	135,326
6	University of North Carolina-Charlotte	109,839	6	University of North Carolina-Charlotte	135,050
7	University of Massachusetts-Dartmouth	104,480	7	University of Massachusetts-Dartmouth	132,012
8	Old Dominion University	102,627	8	Old Dominion University	130,011
9	Wright State University-Main	99,539	9	University of Michigan-Dearborn	129,152
10	Cleveland State University	99,303	10	University of Minnesota-Duluth	126,853
11	University of Michigan-Dearborn	98,728	11	Oakland University	126,737
12	University of Wisconsin-Milwaukee	93,717	12	Wright State University-Main	125,690
13	Oakland University	93,395	13	Cleveland State University	124,561
14	Florida Atlantic University	92,507	14	University of Wisconsin-Milwaukee	124,006
15	University of Minnesota-Duluth	92,454	15	Florida Atlantic University	116,913

Source: Association of American University Professors Faculty Compensation Survey, 2008-2009

3: Duluth Campus

Associate Professors

Table 3-6. Associate professor average salary and compensation for University of Minnesota Duluth and comparative group, 2008-2009.

Rank	Institution	Salary	Rank	Institution	Compensation
1	University of Nevada-Las Vegas	\$89,528	1	Marquette University	\$108,596
2	Villanova University	86,387	2	University of Nevada-Las Vegas	108,401
3	University of Colorado-Denver	85,357	3	Villanova University	106,588
4	University of North Carolina-Charlotte	82,789	4	University of Minnesota-Duluth	103,860
5	Marquette University	81,323	5	University of Colorado-Denver	103,840
6	University of Massachusetts-Dartmouth	80,022	6	University of North Carolina-Charlotte	103,362
7	University of Michigan-Dearborn	78,569	7	University of Michigan-Dearborn	102,482
8	University of Central Florida	77,740	8	University of Central Florida	101,738
9	Old Dominion University	74,331	9	University of Massachusetts-Dartmouth	101,406
10	University of Minnesota-Duluth	73,331	10	Oakland University	99,663
11	Wright State University-Main	73,091	11	University of Wisconsin-Milwaukee	97,235
12	Oakland University	71,850	12	Old Dominion University	96,645
13	Cleveland State University	71,273	13	Wright State University-Main	95,484
14	University of Wisconsin-Milwaukee	70,984	14	Cleveland State University	92,317
15	Florida Atlantic University	69,283	15	Florida Atlantic University	90,467

Source: Association of American University Professors Faculty Compensation Survey, 2008-2009

Assistant Professors

Table 3-7. Assistant professor average salary and compensation for University of Minnesota Duluth and comparative group, 2008-2009.

Rank	Institution	Salary	Rank	Institution	Compensation
1	University of Nevada-Las Vegas	71,276	1	University of Michigan-Dearborn	92,691
2	University of Michigan-Dearborn	71,077	2	Marquette University	92,010
3	University of Colorado-Denver	70,377	3	University of Massachusetts-Dartmouth	88,887
4	University of Massachusetts-Dartmouth	70,185	4	University of Wisconsin-Milwaukee	88,274
5	University of North Carolina-Charlotte	69,790	5	University of North Carolina-Charlotte	87,871
6	Marquette University	69,623	6	University of Nevada-Las Vegas	87,833
7	Villanova University	68,295	7	Oakland University	87,302
8	University of Central Florida	64,301	8	University of Colorado-Denver	86,702
9	Old Dominion University	63,658	9	University of Central Florida	84,122
10	University of Wisconsin-Milwaukee	63,526	10	Old Dominion University	83,020
11	Oakland University	63,154	11	University of Minnesota-Duluth	82,918
12	Wright State University-Main	62,610	12	Villanova University	82,890
13	Florida Atlantic University	62,474	13	Wright State University-Main	82,097
14	Cleveland State University	59,260	14	Florida Atlantic University	81,433
15	University of Minnesota-Duluth	55,996	15	Cleveland State University	78,511

Source: Association of American University Professors Faculty Compensation Survey, 2008-2009.

3: Duluth Campus

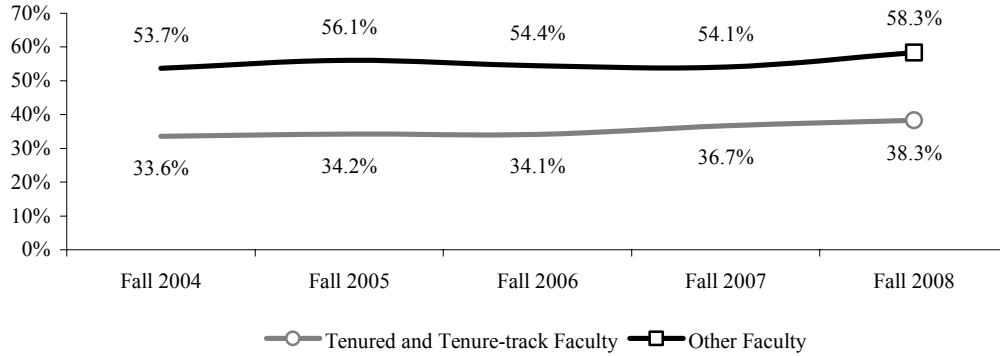
Faculty Diversity

Figure 3-14 shows the percentage of female tenured/tenure-track faculty and other faculty for the period 2004-2008. The percentage of tenured and tenure-track female faculty has increased by 1.6 percentage points while the percentage of other female faculty is increased

by 4.2 percentage points over the previous year.

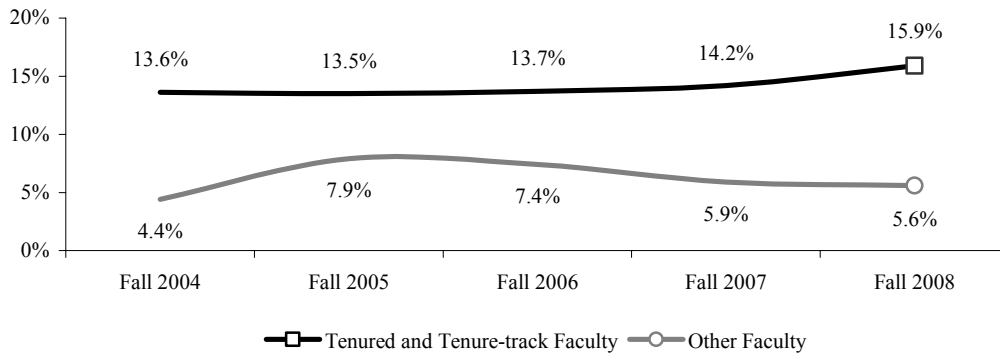
Figure 3-15 shows the percentage of tenured/tenure-track faculty of color and other faculty of color for the same period. The number of faculty of color at UMD has increased since 2004.

Figure 3-14. Percentage of female faculty at University of Minnesota Duluth, 2004-2008.



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

Figure 3-15. Percentage of faculty of color at University of Minnesota Duluth, 2004-2008.



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

3: Duluth Campus

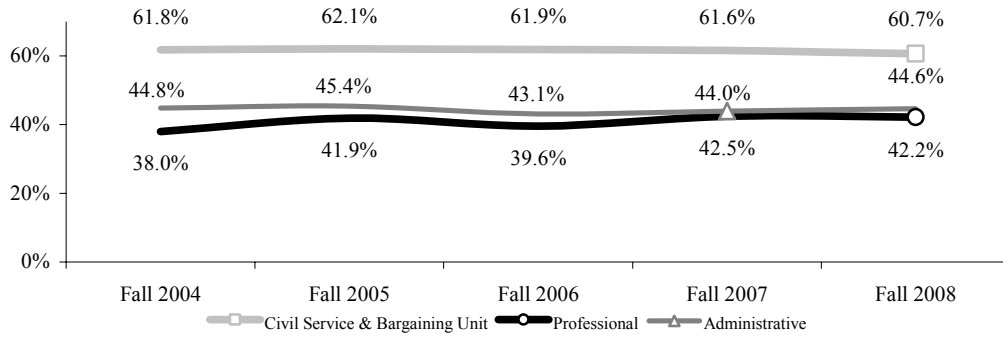
Staff Diversity

In 2008, the University of Minnesota Duluth had 1,038 staff in the Administrative, Professional, and Civil Service/Bargaining Unit (CS/BU) classifications.

Between 2004 and 2008, the portion of female staff and staff of color at UMD has remained relatively constant.

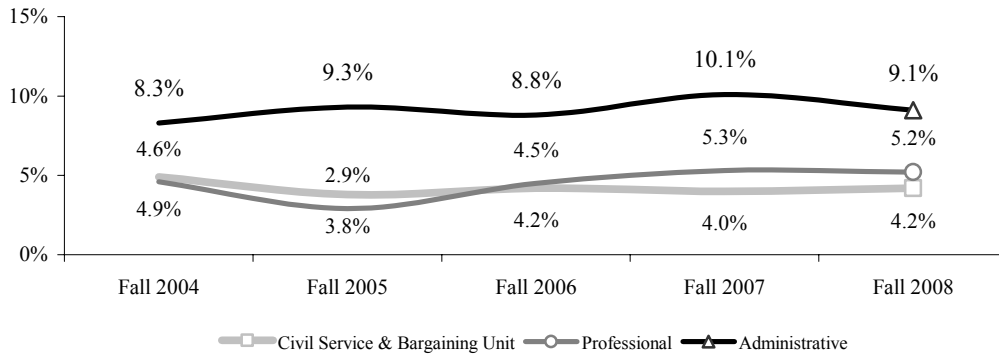
Figures 3-16 and 3-17 show the percentage of female staff and staff of color, respectively, during the period 2004-2008 for each of the three staff classifications.

Figure 3-16. Percentage of female staff employees, University of Minnesota Duluth, 2004-2008.



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

Figure 3-17. Percentage of staff of color, University of Minnesota Duluth, 2004-2008.



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

4: University of Minnesota Morris

The mission of the University of Minnesota, Morris is to provide an undergraduate liberal arts education of uncompromising rigor to students from around the region, the nation, and the world. This mission has been at the core of the Morris campus since it opened in 1960 and builds on the legacy of the previous educational institutions located here: the American Indian Boarding school dating to the late 19th century and the agricultural boarding high school and experiment station of the first half of the 20th century. At a meeting of the Morris Campus Assembly in April 2009, a new statement of mission was approved:

The University of Minnesota, Morris (UMM) provides a rigorous undergraduate liberal arts education, preparing its students to be global citizens who value and pursue intellectual growth, civic engagement, intercultural competence, and environmental stewardship.

As a public land-grant institution, UMM is a center for education, culture, and research for the region, nation,

and world. UMM is committed to outstanding teaching, dynamic learning, innovative faculty and student scholarship and creative activity, and public outreach. Our residential academic setting fosters collaboration, diversity, and a deep sense of community.

This articulation of the Morris mission reaffirms our core values as a public liberal arts school and ties those values to a set of educational outcomes compatible with our strengths and niche in higher education and the University of Minnesota system.

UMM values students who exhibit high academic potential and high motivation, and who are hard working and self-starters; faculty members who excel as undergraduate teachers and successfully pursue a serious scholarly agenda, with measurable results; and staff members who understand their important role in the educational process and do their work with prideful excellence.

Morris Campus At A Glance

Founded

1959

Leadership

Jacqueline Johnson, Chancellor

Divisions

Education
Humanities
Interdisciplinary Studies
Science and Mathematics
Social Sciences

Degrees Offered

Bachelor of Arts

Academic Programs Offered

33 majors; 8 pre-professional programs

Fall 2008 Enrollment

Undergraduate	1,510
Non-degree	<u>97</u>
Total	1,607

Degrees Awarded (FY2008)

Undergraduate	356
---------------	-----

Faculty Size (Fall 2008)

Tenured/Tenure Track	101
Other Faculty	7

Living Alumni (FY 2009)

19,051 (graduates and non-grads)

Staff (Fall 2008)

Civil Service/ Bargaining Unit	132
Professional and Administrative	115

Number of Buildings

32 (572,219 assignable square feet)

Expenditures (FY 2008)

\$40,594,000

4: Morris Campus

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

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

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

Exceptional Students

To achieve its exceptional students/exceptional undergraduate strategic goal in the context of economic challenges, the University of Minnesota Morris undertook a significant reorganization of campus offices in the spring of 2009, aimed at achieving greater efficiency and promoting more effective service to students. Examples of this reorganization include:

- The creation of a new student support unit that combines the functions of several existing units, with the intention of focusing more directly on student retention, advising across the academic life cycle (from entry to career), and student enrichment;
- Combination of media services and customer service centered IT functions into a single new office;
- Creation of a new Community Engagement Office that combines community service and service learning—two separate units previously;
- Combination of multi-ethnic and international student services into a new unit on Equity, Diversity, and International Programs.

Other empirical indicators of the Morris commitment to undergraduate student success are found in our:

- Increased participation rates in **study abroad and undergraduate research**. The spring 2009 National Survey of Student Engagement (NSSE) of Morris seniors shows that 42 percent had studied abroad with another six percent planning to do so prior to completing their degree. This is an 8 percent increase compared to 2004, and is 24 percent above colleges and universities nationally. In addition, 43 percent of

Morris seniors had participated in **faculty mentored undergraduate research**, a 10 percent increase over 2004 and 23 percent above colleges and universities nationally. (The number is higher when artistic production and undergraduate research are combined—just under 57 percent according to the 2007 University of Minnesota student experience survey)

- High level of student participation in the **Undergraduate Research Symposium**—72 presentations or artistic performances occurred at this one day event.
- Increased student participation and success in **national scholarship competitions**, achieving **two Truman Scholarships** and a **Udall Scholarship in 2009**—the only campus in the University of Minnesota system to achieve such distinctions.
- Implemented two new **merit-based scholarship programs** in fall 2007. Preliminary numbers for fall 2009 show a strong increase in students in the top 5 percent and 10 percent of their graduating class. Students with above average ACT scores are also showing a strong increase. Preliminary retention numbers show a strong retention rate for the students receiving the new merit-based scholarships. Morris will continue to track this data through the full four-, five-, and six-year graduation rate cycle.
- Enhanced the ability to attract a more diverse student population by adding a **new multicultural admissions counselor** position in fall 2007. Preliminary data for fall 2009 show a strong increase in students of color for first-year and transfer students.
- Data for fall 2009 suggest that Morris will see a strong increase in American Indian students among freshman and transfer students.
- Preliminary data for fall 2009 suggest Morris will increase the number of international students who are transfer students and maintain the level of new international students who are freshmen. In addition, UMM has crafted an innovative agreement with Shanghai University of Finance and Economics, which will add to the numbers of degree-seeking, full-pay Chinese international students. This agreement allows qualified Chinese students to complete their first year of baccalaureate study in Shanghai, pursuing a curriculum of intensive English and completing four courses, developed in concert with UMM faculty, that will transfer to UMM when they arrive in the second year of the program. UMM anticipates attracting an additional 20-30 students per year as part of this program.

4: Morris Campus

- Added **junior-varsity soccer** and **men's cross country** to Division III athletics in fall 2007, with empirical evidence of success in recruiting additional student-athletes with these program additions.

Pursuing **agreements with a number of area community and technical colleges** (Alexandria Tech; Minnesota West Community and Technical Colleges) to produce collaborative certificate or academic programs (based on the assumption that UMM should use the renewable energy facilities on its campus to their fullest and that UMM should explore new career ladders for students in “green” jobs or to enhance student recruitment.

Exceptional Faculty and Staff

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

- Sponsored faculty and staff participation in the **CIC leadership program** and in the **President's Emerging Leadership Program**.
- Seven faculty members were promoted to associate professor with tenure. An additional three faculty members were promoted to full professor.

Exceptional Organization

An exceptional organization enhances the student experience and better aligns faculty and staff resources with student enrollment and program needs. This in turn results in better academic and student services and greater efficiency and resource utilization. New investments in state-of-the-art, flexible-use facilities will enhance student recruitment, facilitate community building and co-curricular activities, and better connect the campus with the external community. In the past year in an effort to achieve these goals UMM has:

- Renovated outdated **residential life facilities** to meet student expectations, including investments of \$200,000 in new furnishings and renovations of Pine Hall and food service renovations of \$1.2 million in summer 2009.
- Initiated preliminary plans/design phase for new **Green Prairie Living and Learning Residence Hall**—first new residence hall since 1970s; awaiting bonding opportunity in 2011.
- Added **four new theme floors** since fall 2007, including a “sustainability floor” this year.

- **Increased number of students in residence halls** over past two years, with a 10 percent increase anticipated this fall.
- Updated the **Campus Master Plan**, including historic preservation, environmental and technological master plans, awaiting approval from the Board of Regents in fall of 2009.
- Increased **gifts and donations** to UMM by 24.6 percent during 2008-09, continuing a five-year trend of increased giving. UMM received its **first \$1 million gift in FY 2009**.
- In consultation with the UM Foundation and key benefactors, **developed initial case for philanthropic support and vision statement** for the Morris campus, which aligns strategic plan initiatives with opportunities to celebrate the 50th anniversary of the campus in 2010 and the 100th anniversary of the founding of the West Central School of Agriculture (WCSA). WCSA alumni capital fundraising project underway.
- Began renovation of the existing Community Services building to a **new gateway center** to co-locate units that interact with external audiences. Project is on time and on budget, expected to open in January 2010 and slated to be first building in country to achieve LEED platinum as a building listed on the national historic registry.
- **Assessed alumni attitudes and satisfaction** with their University experience through a marketing and branding initiative. Key findings included: 96 percent of alumni are satisfied overall with their UMM experience and 95 percent would recommend UMM to a prospective student.
- **Assessed donor, parent, and prospective student perceptions** through nationally recognized professional research firm. Key findings included: Morris “personality” is campus’s distinguishing feature.
- **Created new unit of conferencing and special events** through reorganization efforts in spring 2009 to attract and increase campus use by groups, providing new revenue streams by summer 2010.

Exceptional Innovation

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

4: Morris Campus

- Provided **leadership through the West Central Initiative, Wired Grant** and other venues to promote innovative solutions to the economic, demographic, and energy challenges of West Central Minnesota, e.g., through the development of a new biomass curriculum serving area businesses, community college and baccalaureate students.
- Been awarded **\$3,701,000 in grants related to renewable energy:** from USDA; XCEL RDF; Next Gen; Sun Grant; CVEC; BePex; MPCA; and Wired. An additional \$2,029,000 is pending for a total of **\$5,730,000 in renewable energy grants.**
- Incorporated **civic engagement** into teaching, learning, and research activities by providing opportunities for students to engage with regional communities through programs such as the expansion of the K-12 Tutoring, Reading, Enabling Children (TREC) program to additional student populations and as the Minnesota location for Green Corps.
- Selected as a Healthy Eating Minnesota site by Blue Cross and Blue Shield of Minnesota; awarded \$575,000 in funding support over five years to increase access to and affordability of fruits, vegetables and other healthy foods on campus, in Morris, and in Stevens County. A campus/community team is conducting a community food assessment to begin this work.
- Continued to leverage UMM's green campus initiatives and energy research platform to become a **model energy-self-sufficient campus** through wind generation, biomass heating and cooling, and expanded use of local foods and "green" vehicles (Figures 4-1 and 4-2). Although Morris has experienced challenges in commissioning the biomass plant, the project is back on track, anticipating test burns and commissioning in October 2009 and potentially contributing to local economic development through the addition of a densification process and distribution system for biomass products.
- With Regents approval, UMM also anticipates issuing the CREBs (Clean Renewable Energy Bonds)—awarded to UMM by the federal government—in November 2009, with the construction of two new wind turbines on campus to follow. UMM awaits final purchase agreements with the turbine vendors and final negotiation of power purchase agreements with Ottertail Power.
- And, after careful scrutiny by the Board of Regents, UMM entered into an Energy Service Contract with McKinstry, Inc., to further enhance its conservation efforts. These initiatives have continued to advance UMM's national and regional reputation as a leader in the campus sustainability movement and that of the University of Minnesota.
- Began conversations within UM to secure intellectual property rights related to biomass research efforts. Explorations of community commercial partnerships and joint ventures in preliminary stages.

4: Morris Campus

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

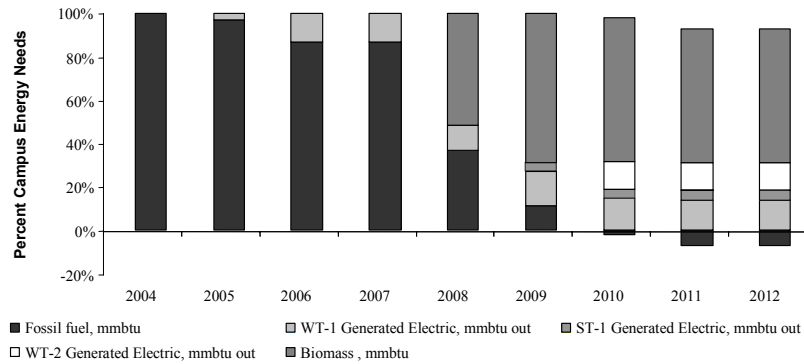
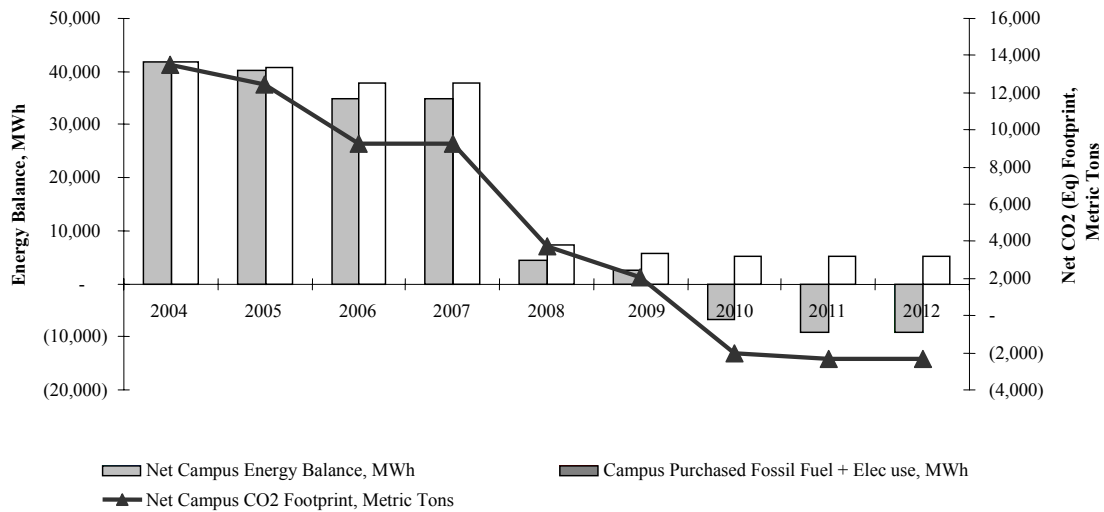


Figure 4-2. University of Minnesota Morris net energy balance, 2004-2012.



4: Morris Campus

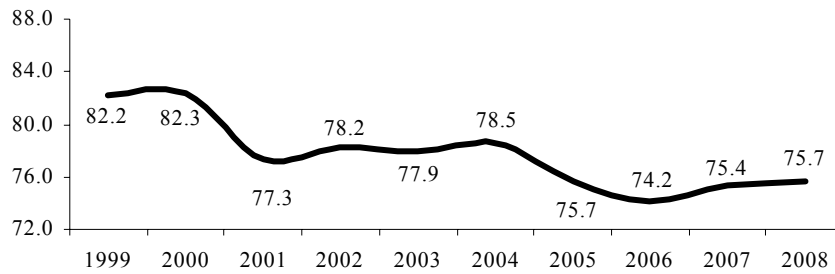
Student Data

Figures 4-3, 4-4, and 4-5 and Tables 4-1 and 4-2 provide detailed information on the demographics of UMM students over the past decade. In 2008, the average high school rank of new, entering freshmen rose slightly. In the same year, the average ACT score was 25.0, the same as the previous year. The campus goal is to continue its “selective” classification as an institution of higher education at the same time retaining and improving the commitment to diversity—both in terms of re-

cruitment of new students and in terms of retention. The data below demonstrate UMM’s success in achieving these goals.

In particular, the college’s commitment to diversity, recognizing its location in a rural, small town in a region of racial, ethnic, and religious homogeneity, is reflected in nearly 18 percent of 2008 freshmen who were students of color.

Figure 4-3. Average high school rank percentile of new, entering freshmen, University of Minnesota Morris, 1999-2008.



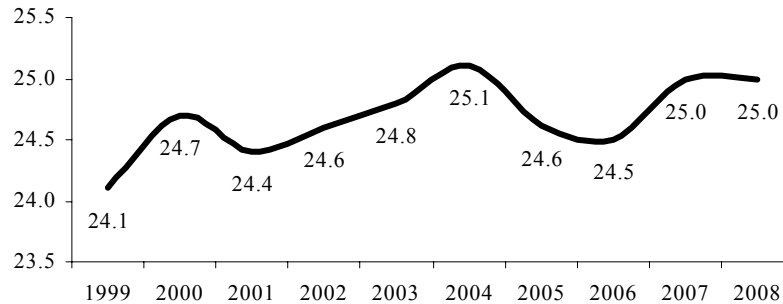
Source: Office of Institutional Research, University of Minnesota.

Table 4-1. High school rank of freshmen, University of Minnesota Morris, 1999-2008.

Rank	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
90-99 %	43%	41%	32%	33%	32%	35%	32%	28%	25%	28%
75-89	31	33	31	33	32	31	28	28	34	32
50-74	22	22	28	26	28	25	28	31	31	31
1-49	3	3	9	8	8	8	12	13	10	9

Source: Office of Institutional Research, University of Minnesota.

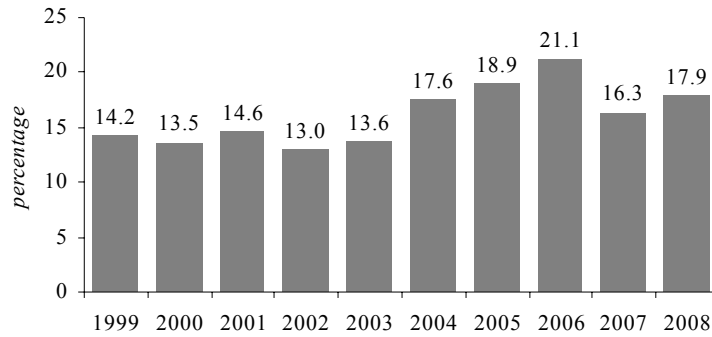
Figure 4-4. Average ACT score of new, entering freshmen, University of Minnesota Morris, 1999-2008.



Source: Office of Institutional Research, University of Minnesota

4: Morris Campus

Figure 4-5. Percentage of entering freshmen of color, University of Minnesota Morris, 1999-2008.



Source: Office of Institutional Research, University of Minnesota

Table 4-2. Proportion of total students by racial/ethnic group, University of Minnesota Morris, 1999-2008.

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
African American	5.2%	5.6%	4.7%	3.4%	2.8%	2.2%	1.9%	2.1%	1.8%	2.6%
American Indian	6.7	5.9	6.4	6.5	7.2	7.8	8.8	10.2	10.7	10.6
Asian/Pacific Islander	2.5	2.6	2.9	2.7	3.1	3.1	2.7	3.5	3.1	3.2
Caucasian	82.9	81.5	80.4	80.7	80.4	79.3	78.0	74.5	73.8	74.2
Chicano/Hispanic	1.2	1.4	1.4	1.6	1.5	1.5	1.4	1.5	1.7	1.7
International	0.8	0.3	0.8	1.1	1.1	1.2	1.1	1.7	2.7	3.6
Not Reported	0.7	2.7	3.4	3.9	3.9	4.8	6.1	6.5	6.1	4.1

Source: Office of Institutional Research, University of Minnesota

Retention and Graduation Rates

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

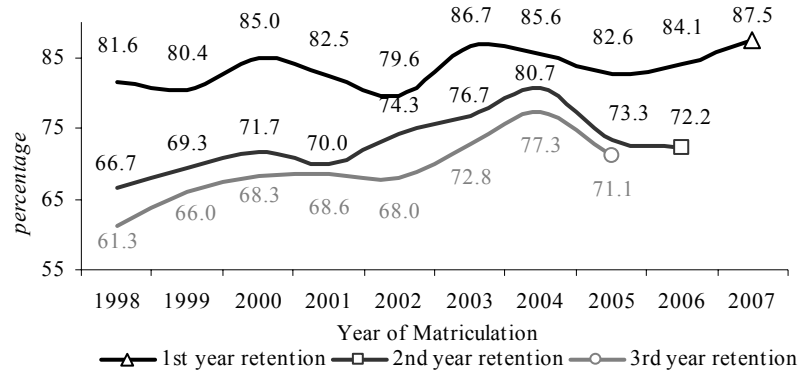
Figures 4-6 and 4-7 show UMM's retention rates over the past decade. The first-year retention rate at Morris rose 3.6 percentage points over the previous year, while second- and third-year retention rates fell 1.1 and 6.2 percentage points, respectively. Retention rates for students of color are close to those of all students, as first- and second-year rates have shown marked improvement from the previous year.

Figures 4-8 and 4-9 provide information on graduation rates for students matriculating during 1995-2004.

Four-, five-, and six-year graduation rates at UMM have traditionally been high on a national scale for public institutions. While the trend over the past eight years has been generally flat, first- and third-year rates at Morris rose by 5.1 and 10.7 percentage points from the previous year. Five- and six-year graduation rates for students of color have improved steadily in recent years. UMM anticipates that the creation of the new CARE (Career, Advising, Retention and Enrichment) office will assist in improving these rates. The campus anticipates submitting a TRIO student support grant in the next round of federal funding—this aimed in particular at the retention of first-generation students and students of color.

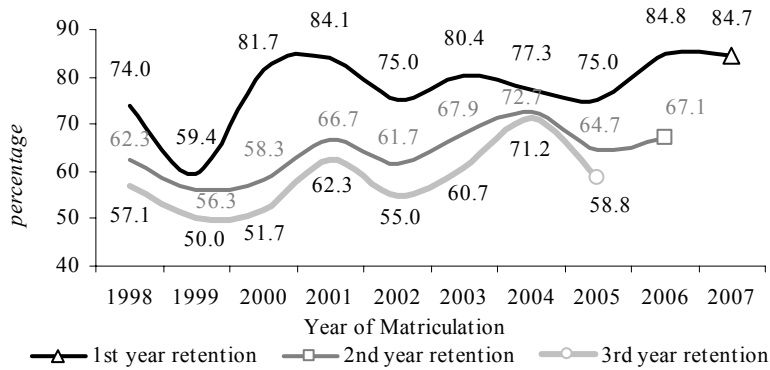
4: Morris Campus

Figure 4-6. First-, second-, and third-year retention rates (percentage) for first-time, full-time new entering students, by year of matriculation, University of Minnesota Morris, 1998-2007.



Source: University of Minnesota 2008 NHS Student Graduation/Retention Report

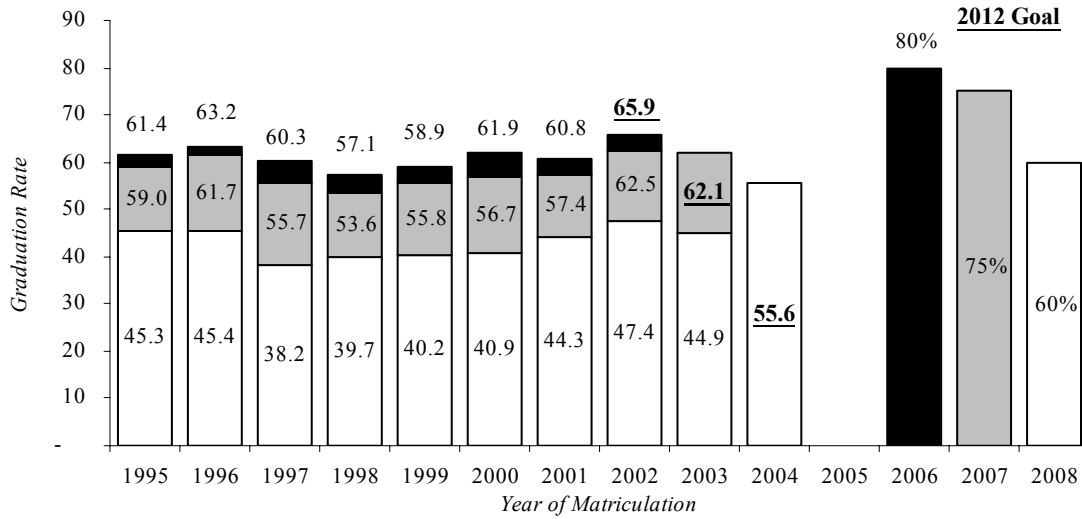
Figure 4-7. University of Minnesota Morris first-, second-, and third-year retention rates (percentage) for first-time, full-time new entering students of color, 1998-2007.



Source: University of Minnesota 2008 NHS Student Graduation/Retention Report

4: Morris Campus

Figure 4-8. 4-, 5-, and 6-year graduation rates, University of Minnesota – Morris, 2008 (Classes beginning in 1995-2004) and 2012 goal.



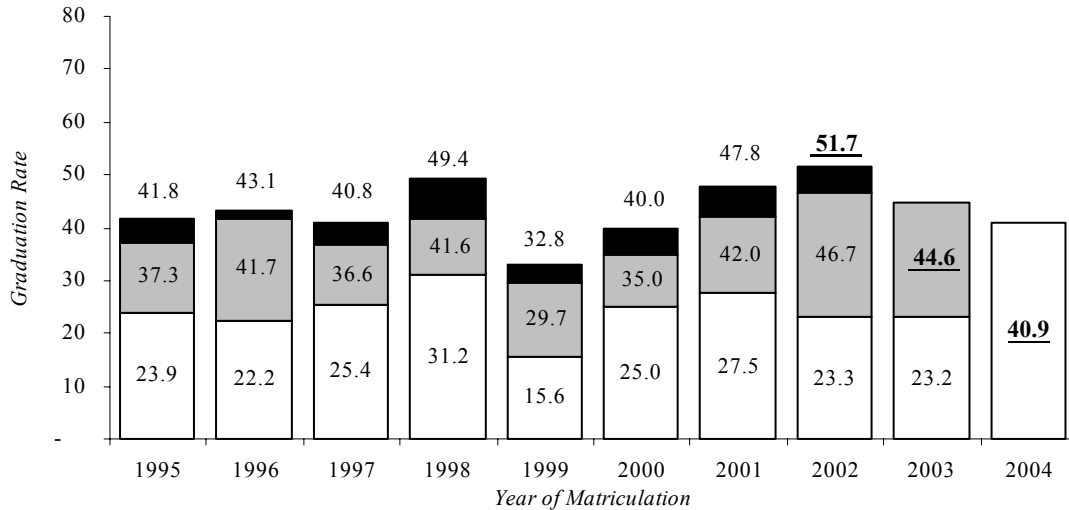
□ 4-year graduation rate ▒ 5-year graduation rate ■ 6-year graduation rate

2008 graduation rates are underlined and in bold

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

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

Figure 4-9. 4-, 5-, and 6-year student of color graduation rates, University of Minnesota Morris, 2008 (Classes beginning in 1995-2004).



□ 4-year graduation rate ▒ 5-year graduation rate ■ 6-year graduation rate

2008 graduation rates are underlined and in bold

Source: University of Minnesota 2008 NHS Student Graduation/Retention Report

4: Morris Campus

Student Satisfaction

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

UMM students report high levels of satisfaction (Figures 4-10 and 4-11), the highest of any within the University of Minnesota system. Overall students have

reported higher satisfaction every time that the survey has been administered. The current level of satisfaction among students of color had a sizable increase from the previous survey.

Figure 4-12 summarizes the responses in five key areas at UMM. Gains were achieved in academic quality, classroom quality, overall physical environment, and cost of attendance.

Figure 4-10. Undergraduate student experiences survey results: Overall satisfaction with University, University of Minnesota Morris, 2001-2009.

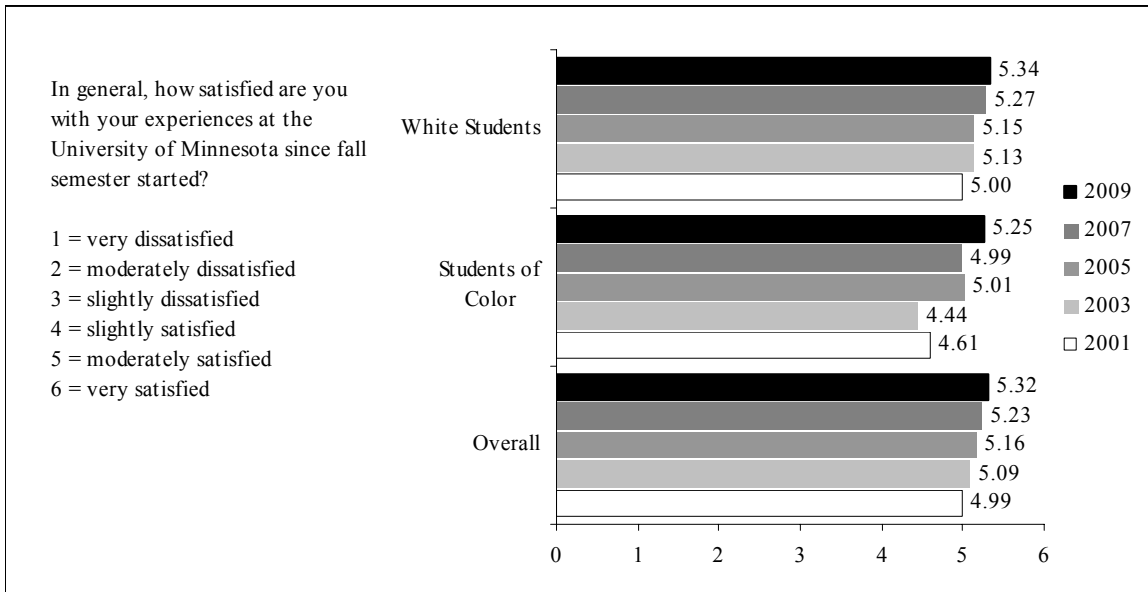
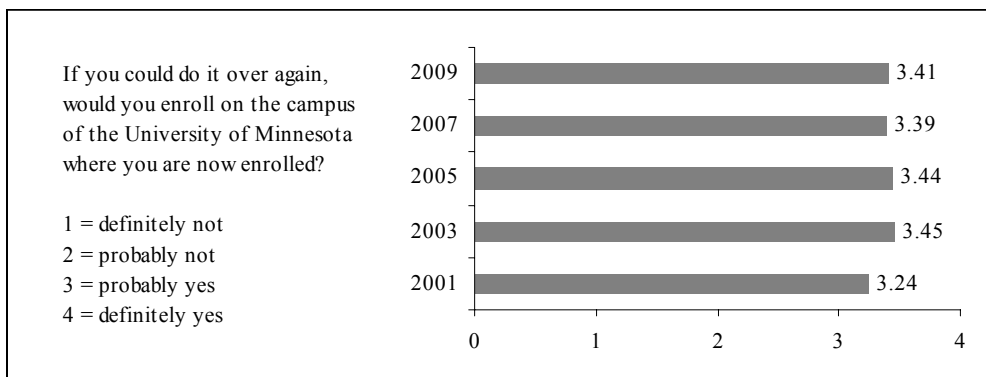
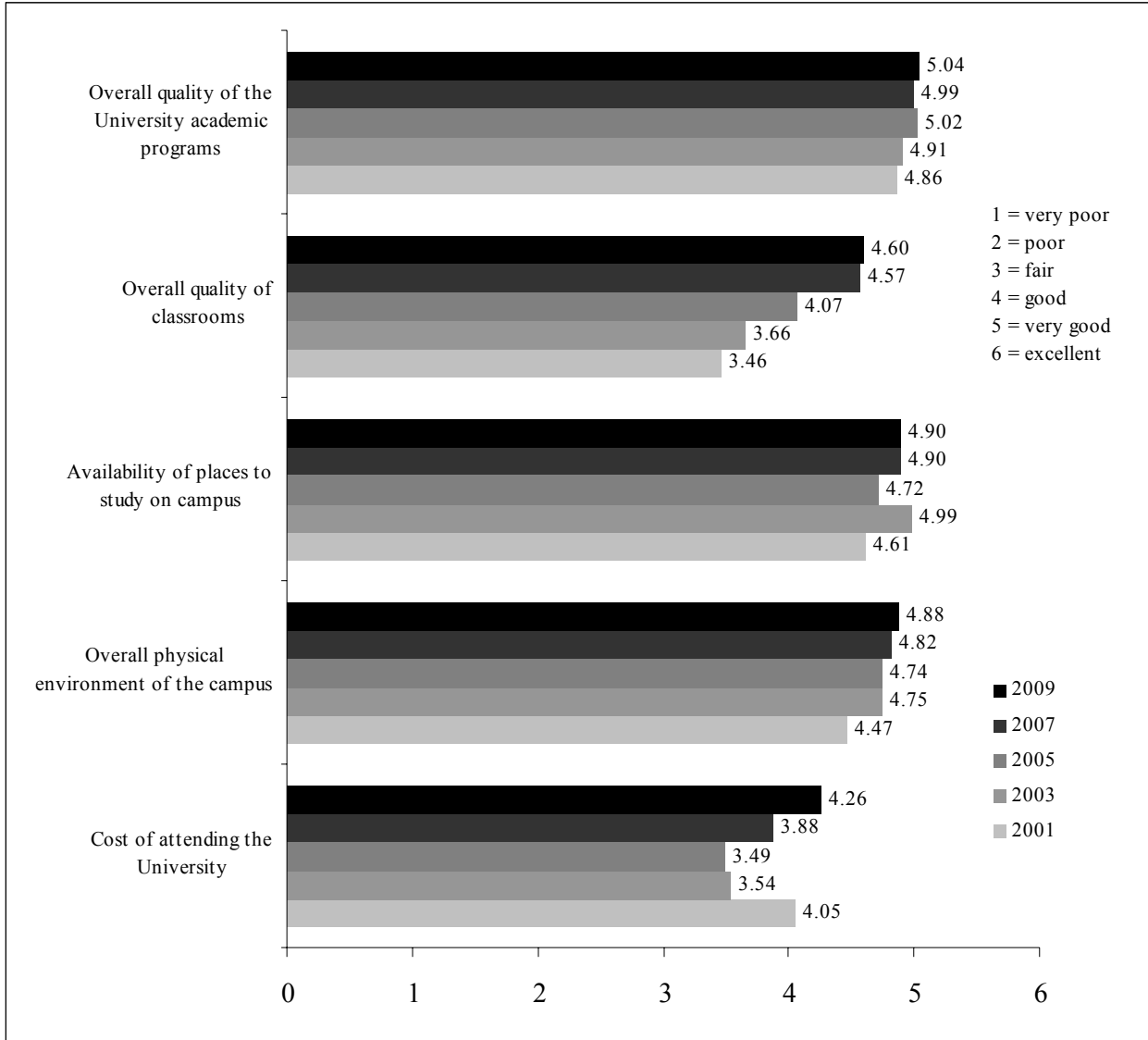


Figure 4-11. Undergraduate student experiences survey results: Satisfaction with enrollment decision, University of Minnesota Morris, 2001-2009.



4: Morris Campus

Figure 4-12. Undergraduate student experiences survey results: Satisfaction with key areas, University of Minnesota Morris, 2001-2009.



Source: Office of Institutional Research, University of Minnesota.

4: Morris Campus

Faculty Salary and Compensation

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

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

In addition, it is important to emphasize that changes in average salary reflect not only salary increases for con-

tinuing faculty but also are influenced by retirements, promotions, and new hires. Thus, percentage changes will be different than those stipulated in an annual salary plan. This is true for all campuses nationwide. These differences will vary from year to year, and they can be very significant when the cohort sizes are relatively small.

UMM's comparative group of 13 public and private institutions nationwide is representative of the kinds of campuses with which UMM competes in recruiting and retaining faculty.

Table 4-3. Average faculty salary for University of Minnesota Morris and comparative group institutions, 2004-05 – 2008-09.

Average Salary

Category	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
<u>Full Professor</u>					
Comparative Group Average*	\$76,296	\$78,732	\$82,120	\$84,528	\$89,367
% Change		+3.2%	+4.3%	+2.9%	+5.7%
UM – Morris	\$70,130	\$72,536	\$73,563	\$75,880	\$75,983
% Change		+3.4%	+1.4%	+3.1%	+0.1%
<u>Associate Professor</u>					
Comparative Group Average*	\$59,176	\$60,602	\$63,368	\$65,799	\$69,413
% Change		+2.4%	+4.6%	+3.8%	+5.5%
UM – Morris	\$54,910	\$56,847	\$59,732	\$61,084	\$63,138
% Change		+3.5%	+5.1%	+2.3%	+3.4%
<u>Assistant Professor</u>					
Comparative Group Average*	\$48,673	\$50,160	\$52,882	\$54,409	\$57,285
% Change		+3.1%	+5.4%	+2.9%	+5.3%
UM – Morris	\$42,555	\$44,727	\$48,243	\$50,192	\$52,444
% Change		+5.1%	+7.9%	+4.0%	+4.5%

* Average excluding University of Minnesota Morris.

Source: Association of American University Professors Faculty Compensation Survey.

4: Morris Campus

Table 4-4. Average faculty compensation for University of Minnesota Morris and comparative group institutions, 2004-05 – 2008-09.

Average Compensation

Category	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
<u>Full Professor</u>					
Comparative Group Average* % Change	\$97,443	\$100,825 3.5%	\$105,402 +4.5%	\$108,773 +3.2%	\$115,770 +6.4%
UM – Morris % Change	\$96,021	\$100,399 +4.6%	\$104,421 +4.0%	\$110,200 +5.5%	\$107,075 -2.8%
<u>Associate Professor</u>					
Comparative Group Average* % Change	\$75,889	\$78,108 +2.9%	\$81,768 +4.7%	\$85,013 +4.0%	\$90,911 +6.9%
UM – Morris % Change	\$77,536	\$81,407 +5.0%	\$87,678 +7.7%	\$92,400 +5.4%	\$91,550 -0.9%
<u>Assistant Professor</u>					
Comparative Group Average* % Change	\$62,637	\$64,496 +3.0%	\$68,073 +5.5%	\$70,356 +3.4%	\$76,664 +9.0%
UM – Morris % Change	\$62,531	\$66,736 +6.7%	\$73,771 +10.5%	\$79,200 +7.4%	\$78,626 -0.7%

* Average excluding University of Minnesota Morris.

Source: Association of American University Professors Faculty Compensation Survey.

Tables 4-5, 4-6, and 4-7 show UMM faculty salary and compensation averages at the full-, associate-, and assistant-level ranks relative to its comparative group.

For 2007-08, while average salary ranked in the bottom half at the full, associate, and assistant professor levels, average compensation ranked in the top half for associate, and assistant professor.

4: Morris Campus

Full Professors

Table 4-5. Full professor average salary and compensation for University of Minnesota Morris and comparative group, 2008-2009.

Rank	Institution	Salary	Rank	Institution	Compensation
1	Carleton College	\$112,668	1	Ramapo College-New Jersey	\$149,344
2	Ramapo College-New Jersey	109,771	2	Carleton College	147,353
3	Macalester College	109,328	3	Macalester College	142,665
4	St. Olaf College	89,889	4	St. Olaf College	118,912
5	St. Mary's College-Maryland	88,382	5	University of Mary-Washington	108,464
6	University North Carolina-Asheville	87,773	6	Saint John's University	108,314
7	University of Mary-Washington	82,915	7	St. Mary's College-Maryland	108,305
8	College of Saint Benedict	82,472	8	University North Carolina-Asheville	107,608
9	Saint John's University	81,359	9	University of Minnesota-Morris	107,075
10	Gustavus Adolphus College	79,446	10	College of Saint Benedict	105,289
11	Concordia College-Moorhead	77,147	11	Gustavus Adolphus College	105,283
12	University of Minnesota-Morris	75,983	12	University of Maine-Farmington	94,618
13	University of Maine-Farmington	71,248	13	Concordia College-Moorhead	93,086
	Hamline University	NA		Hamline University	NA

Source: Association of American University Professors Faculty Compensation Survey, 2008-2009

Associate Professors

Table 4-6. Associate professor average salary and compensation for University of Minnesota Morris and comparative group, 2008-2009.

Rank	Institution	Salary	Rank	Institution	Compensation
1	Ramapo College-New Jersey	\$84,937	1	Ramapo College-New Jersey	\$115,557
2	Macalester College	83,477	2	Carleton College	109,706
3	Carleton College	81,219	3	Macalester College	107,267
4	St. Olaf College	69,770	4	St. Olaf College	91,905
5	University North Carolina-Asheville	67,808	5	University of Minnesota-Morris	91,550
6	St. Mary's College-Maryland	66,962	6	St. Mary's College-Maryland	89,776
7	Saint John's University	66,398	7	Saint John's University	87,119
8	College of Saint Benedict	66,164	8	University of Mary-Washington	86,796
9	University of Mary-Washington	65,697	9	College of Saint Benedict	85,094
10	Gustavus Adolphus College	63,909	10	University North Carolina-Asheville	84,175
11	Concordia College-Moorhead	63,727	11	Gustavus Adolphus College	82,931
12	University of Minnesota-Morris	63,138	12	Concordia College-Moorhead	77,719
13	University of Maine-Farmington	52,889	13	University of Maine-Farmington	72,887
	Hamline University	NA		Hamline University	NA

Source: Association of American University Professors Faculty Compensation Survey, 2008-2009

4: Morris Campus

Assistant Professors

Table 4-7. Assistant professor average salary and compensation for University of Minnesota Morris and comparative group, 2008-2009.

Rank	Institution	Salary	Rank	Institution	Compensation
1	Carleton College	68,643	1	Carleton College	\$91,734
2	Ramapo College-New Jersey	64,420	2	Ramapo College-New Jersey	87,644
3	Macalester College	64,321	3	Macalester College	79,555
4	University North Carolina-Asheville	61,016	4	University of Minnesota-Morris	78,626
5	St. Olaf College	57,161	5	University North Carolina-Asheville	76,027
6	Saint John's University	\$55,608	6	St. Olaf College	74,995
7	College of Saint Benedict	55,592	7	College of Saint Benedict	72,721
8	Gustavus Adolphus College	54,985	8	Saint John's University	72,403
9	University of Mary-Washington	53,448	9	St. Mary's College-Maryland	71,673
10	Concordia College-Moorhead	52,827	10	University of Mary-Washington	70,812
11	University of Minnesota-Morris	52,444	11	Gustavus Adolphus College	70,002
12	St. Mary's College-Maryland	52,135	12	Concordia College-Moorhead	64,399
13	University of Maine-Farmington	47,252	13	University of Maine-Farmington	64,007
	Hamline University	NA	0	Hamline University	NA

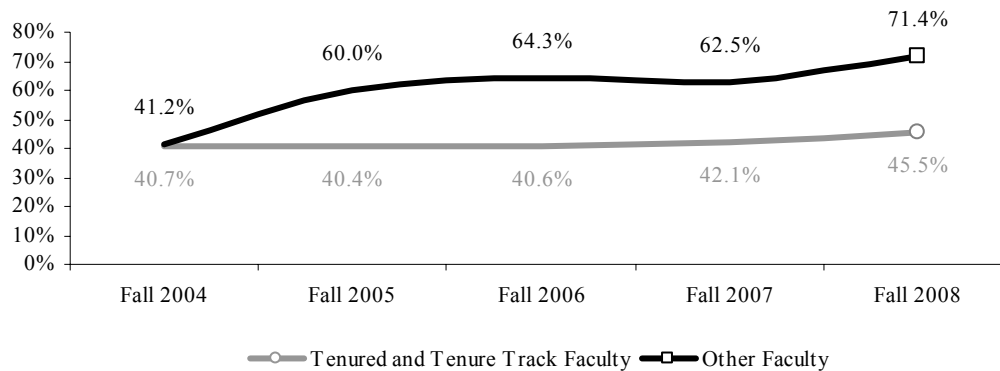
Source: Association of American University Professors Faculty Compensation Survey, 2008-2009

Faculty and Staff Diversity

As Tables 4-3 and 4-4 indicate, UMM faculty salaries at all levels are below the average of its comparative group. Total compensation is also below the comparative group average at the full and associate professor levels and above average for assistant professors. Tables 4-5, 4-6, and 4-7 show UMM faculty salary and compensation averages at the full, associate, and assistant level ranks relative to its comparative group. For 2008-2009, average salary ranked in the bottom half of

the full, associate and assistant professor levels. Average compensation for UMM faculty ranked in the middle half for all ranks, with full professor compensation at the lowest of the three ranks. Tables 4-3 through 4-7 present a picture of declining faculty salaries and compensation at UMM, both in actual dollars as well as in comparisons to similar institutions. This presents a challenge for our campus as we attempt to recruit and retain talented faculty.

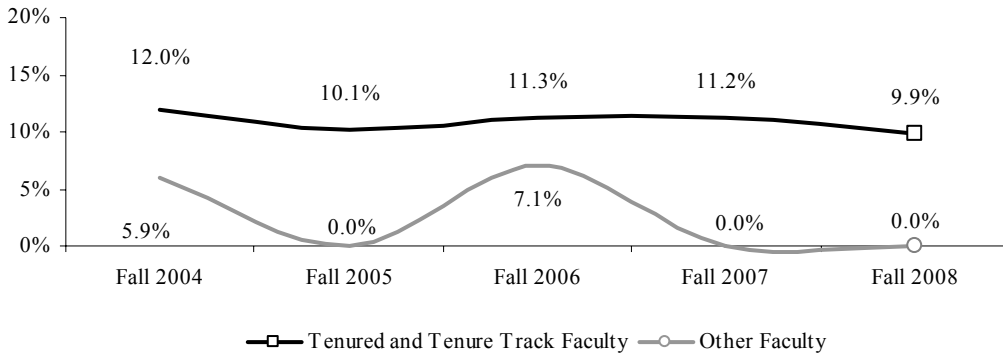
Figure 4-13. Female faculty at University of Minnesota Morris, 2004-2008.



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

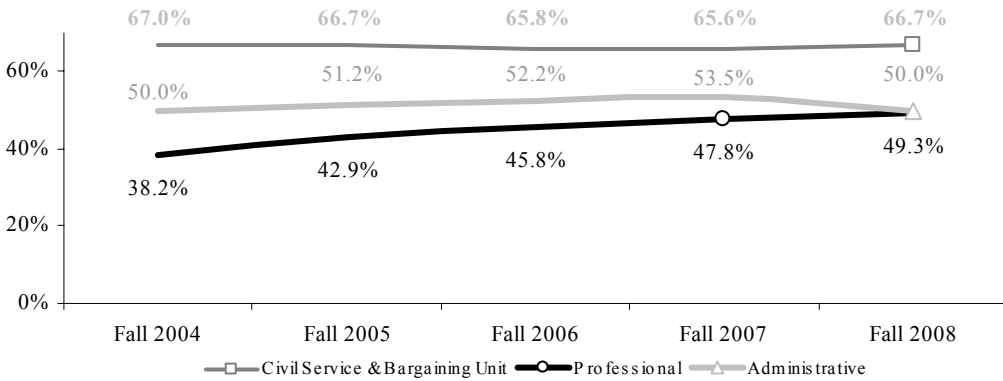
4: Morris Campus

Figure 4-14. Faculty of color at University of Minnesota Morris, 2004-2008.



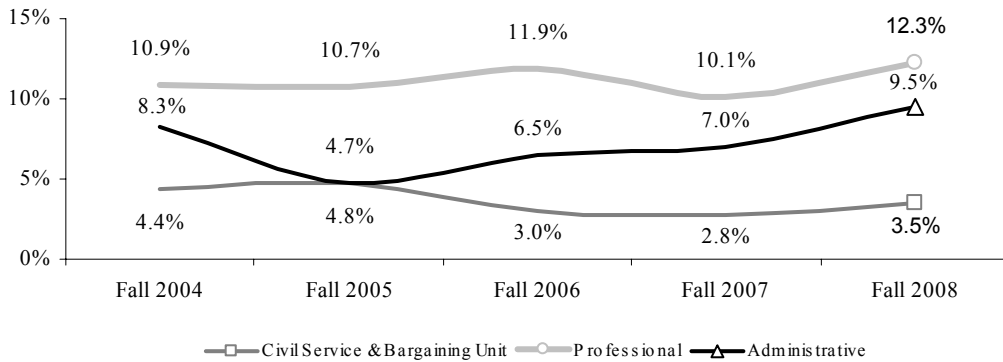
Source: Office of Institutional Research, University of Minnesota Planning Data.

Figure 4-15. Percentage of female staff employees, University of Minnesota Morris, 2004-2008.



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

Figure 4-16. Percentage of staff of color, University of Minnesota Morris, 2004-2008.



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

5: University of Minnesota, Crookston

The University of Minnesota, Crookston (UMC), established in 1965 on the foundation of the Northwest School of Agriculture, provides its unique contribution through applied, career-oriented learning programs that combine theory, practice and experimentation in a technologically rich environment.

The Crookston campus delivers a personal and exceptional hands-on educational experience where students become leaders; innovate with technology; explore through learning and research and earn a University of Minnesota degree. Graduates secure a quality career and are successful in competing in the global marketplace. The campus provides 27 undergraduate degree programs and 50 concentrations, including new, enhanced programs in agronomy, biology, horticulture and equine science and animal science with pre-veterinary options.

Unique programs include aviation and natural resources law enforcement. The highly successful business program continues to be in demand. More than \$1 million in merit and competitive scholarships are awarded annually. New facilities include a new student center and modern apartment-style living and learning area named Centennial Hall.

UMC has established a vision for its future as an innovative, competitive, and culturally transformed campus known for its exceptional undergraduate experience and for the unparalleled value it creates for the region. The campus strives to be distinctive, and at the same time, firmly aligned with the University's core purposes. UMC will be known for graduates that are known for superior technology and communication skills, strong leadership potential, and the ability not just to get a job, but to create jobs for the region and the state.

Crookston Campus At A Glance

Founded

1905

Leadership

Charles Casey, Chancellor

Degrees Offered

Bachelor of Applied Health

Bachelor of Science

Bachelor of Manufacturing Management

Academic Programs Offered

27 four-year degrees

Fall 2008 Enrollment

Undergraduate	1,207
Non-degree	<u>992</u>
Total	2,199

Degrees Awarded (FY2008)

Associate	20
Undergraduate	209

Faculty Size (Fall 2008)

Tenured/Tenure Track	41
Other Faculty	9

Alumni (FY 2009)

Living Alumni	10,310
---------------	--------

Staff (Fall 2008)

Civil Service/ Bargaining Unit	125
Professional and Administrative	88

Number of Buildings

34 (370,376 assignable square feet)

Expenditures (FY 2008)

\$25,364,000

5: Crookston Campus

UMC will accomplish its goals through:

Exceptional undergraduate education. UMC is working to calculate how many students its physical plant can accommodate and develop a time-certain plan to reach that capacity. Specific, program-by-program goals and strategies to increase new high school and advanced standing recruitment, year-to-year retention, and graduation rates will be developed.

UMC must expand its choice of degree programs to attract more students and retain them for four years. New programs should: be mission driven, meet demonstrable student and employer demand, leverage existing strengths and capacities, be based on solid cost-benefit estimates, and have an exit strategy.

Recruiting more international students presents an opportunity for the Crookston campus to simultaneously attract a larger and more diverse student body, and potentially contribute to the region's economic development by attracting talented students and faculty from around the world. UMC will also focus on preparing all students to succeed in a global marketplace.

A unique commitment to experiential learning differentiates UMC from its peers by adding quality to the curriculum and value to the undergraduate experience. UMC students gain valuable real world experience to complement experiential learning opportunities embedded in the regular curriculum. Internship and service learning programs are strong and should remain so. A campus-wide emphasis on undergraduate research is consistent with the University's research goal and the campus commitment to experiential learning. It also underscores the need to increase support for faculty research. Interdisciplinary, collaborative research is a campus priority.

An exceptional organization. Moving forward requires strong and steady leadership, consistency in both message and action, and long-term commitment to core values. Broad dialogue is necessary to ensure a shared expectation for change. In its traditional service area of nearby counties, many perceive UMC as offering a limited portfolio of technical programs, consistent with the mission of the campus 20 years ago. Strategic positioning offers an ideal opportunity for UMC to define its identity and craft a message for the future that firmly aligns UMC with the University system brand, Driven to Discover™.

The University of Minnesota system is rightly known as the economic engine of the state, but personal income in northwestern counties lags behind the metro area and the gap is growing. As the system's most important and visible presence in the region, the Crookston campus should resolve to be and be seen as an economic engine for northwest Minnesota. UMC should strengthen its presence as the regional hub of activity for creative talent of all kinds—teachers and scientists, entrepreneurs and business builders, social service providers and community leaders.

The University of Minnesota, Crookston seeks to become northwestern Minnesota's preferred provider of high-value, applied, career-oriented undergraduate education that prepares diverse and deserving learners for rewarding careers and better lives.

UMC strives to enhance the well-being of the region by offering outcome-oriented, teaching-focused, applied, career-oriented professional programs that prepare graduates for career success and for community leadership in a multi-racial and multicultural world; deploy innovative technology-based formats and delivery systems so all ambitious and intellectually curious students can acquire a University of Minnesota education; generate and preserve knowledge, understanding, and creativity by conducting high-quality applied research and scholarly work with an emphasis on the needs of northwestern Minnesota, but with potential application across the state, nation, and world; and extend, exchange, and apply knowledge that enriches society and solves problems.

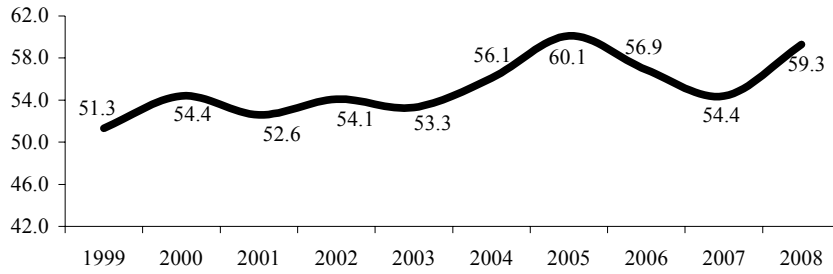
Students

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

The campus has made progress in terms of the profile of new entering students in the past decade. The average high school class rank of new, entering freshmen rose to 59.3 percent in 2008. The average ACT composite score was 21.5 in 2008, continuing the positive, 10-year trend at Crookston. (The average ACT score for the nation in 2008 was 21.1 out of a possible 36 points.)

5: Crookston Campus

Figure 5-1. Average high school rank percentile of new, entering freshmen, University of Minnesota, Crookston, 1999-2008.



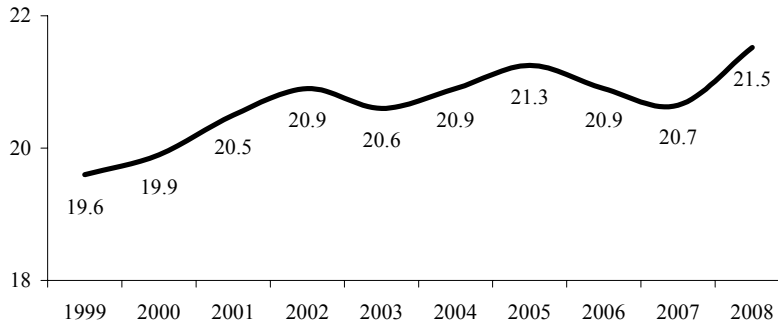
Source: Office of Institutional Research, University of Minnesota.

Table 5-1. High school rank of freshmen, University of Minnesota, Crookston, 1999-2008.

Rank	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
90-99 %	7%	10%	7%	5%	6%	9%	14%	8%	8%	10%
75-89	13	16	18	18	16	21	18	18	16	23
50-74	33	29	29	32	35	29	35	38	33	31
1-49	47	45	46	45	43	41	33	35	44	36

Source: Office of Institutional Research, University of Minnesota

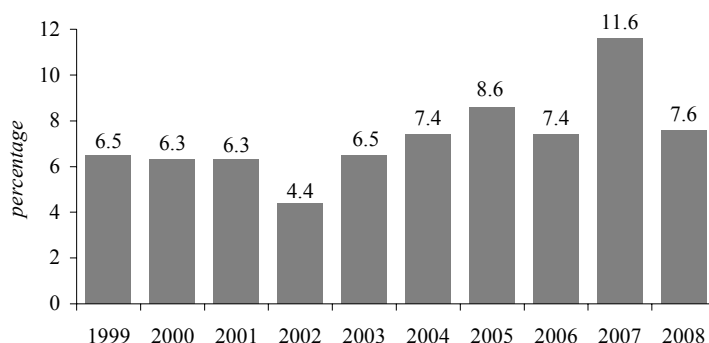
Figure 5-2. Average ACT score of new, entering freshmen, University of Minnesota, Crookston, 1999-2008.



Source: Office of Institutional Research, University of Minnesota

5: Crookston Campus

Figure 5-3. Percentage of entering freshmen of color, University of Minnesota, Crookston, 1999-2008.



Source: Office of Institutional Research, University of Minnesota

Table 5-2. Proportion of undergraduate students by racial/ethnic group, University of Minnesota, Crookston, 1999-2008.

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
African American	2.6%	2.9%	2.5%	2.2%	2.6%	2.3%	4.0%	4.3%	4.7%	4.5%
American Indian	0.6	0.3	0.5	0.4	0.8	0.9	1.0	0.9	1.0	0.8
Asian/Pacific Islander	0.6	0.9	1.7	1.5	1.0	1.4	1.4	1.8	1.9	1.5
Caucasian	91.3	88.3	86.7	85.6	83.8	83.2	81.8	81.5	78.6	78.0
Chicano/Hispanic	1.3	1.0	1.2	1.0	1.5	1.6	1.6	1.7	2.2	1.3
International	2.6	3.0	2.7	2.8	2.9	3.1	2.8	4.2	6.9	8.4
Not Reported	1.0	3.6	4.6	6.4	7.3	7.6	7.3	5.6	4.6	5.5

Note: Excludes CHIS (College in the High School Program) students

Source: Office of the Registrar, University of Minnesota, Crookston

Retention and Graduation Rates

Figures 5-4 and 5-5 show UMC's retention rates over the past decade. Second- and third-year retention rates increased from the previous year. In particular, UMC's third-year retention rate rose markedly, from 47.4 to 56.0. Because of the small number of UMC students of color, retention rates fluctuate widely from year to year and meaningful comparisons cannot be made.

Figure 5-6 shows the graduation rate trends for Crookston students matriculating during 1995 to 2004. All rates increased over the period. Four- and five-year

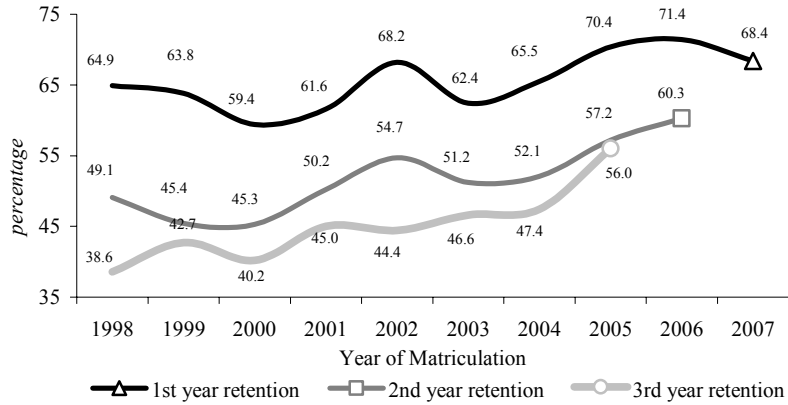
graduation rates improved (2.2 and 1.1 points, respectively) in the most recent reporting period.

UMC is focusing on addressing the underlying factors that will ultimately improve campus retention and graduation rates. As existing academic programs are strengthened, and student life programming and facilities are improved, both retention and graduation rates are expected to increase.

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

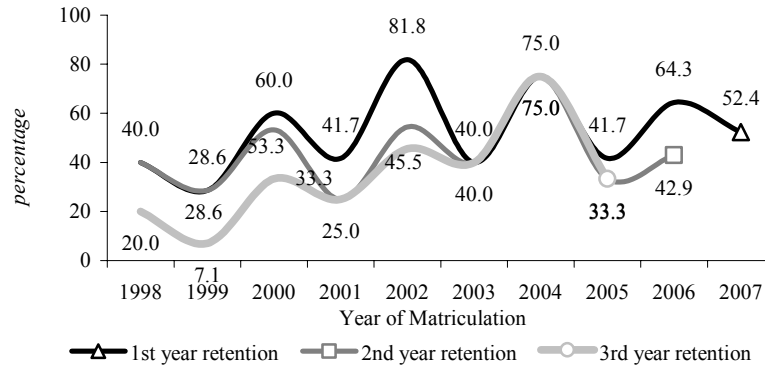
5: Crookston Campus

Figure 5-4. First-, second-, and third-year retention rates (percentage) for first-time, full-time new entering students, by year of matriculation, University of Minnesota, Crookston, 1998-2007.



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

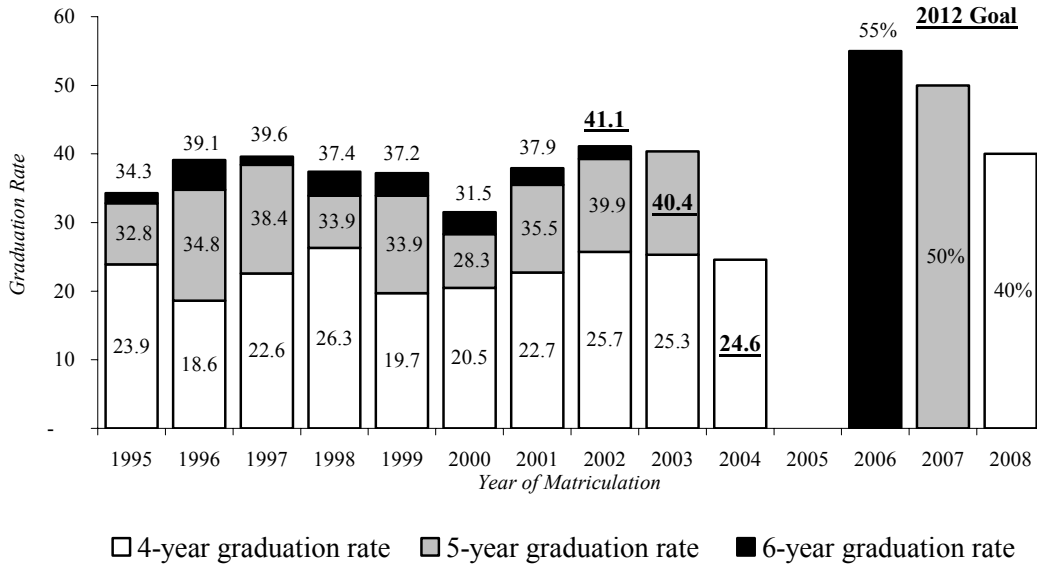
Figure 5-5. University of Minnesota, Crookston first-, second-, and third-year retention rates (percentage) for students of color, 1998-2007.



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

5: Crookston Campus

Figure 5-6. 4-, 5-, and 6-year graduation rates, University of Minnesota – Crookston, 2008 (Classes beginning in 1995-2004) and 2012 goal.



2008 graduation rates are underlined and in bold

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

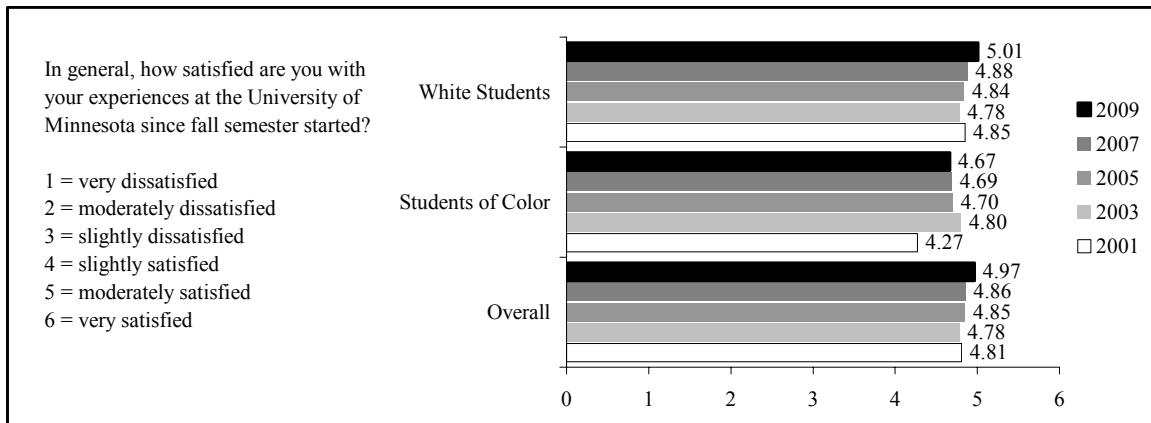
Note: Rates include students who transferred from one University campus to another and graduated (e.g., a student who matriculated at Crookston and graduated from Duluth is counted as a Crookston graduate). The University also reports graduation rates to a national database (IPEDS); it includes only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

Student Satisfaction

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

Figure 5-7, 5-8, and 5-9, summarize undergraduate student responses related to general satisfaction and to five key areas at UMC. In general, the ratings reflect a high degree of satisfaction by students with their educational experience. The largest one-year improvements occurred in students' ratings of the overall academic quality. Other satisfaction measures were largely unchanged from the previous year.

Figure 5-7. Undergraduate student experiences survey results: Overall satisfaction with University, University of Minnesota Crookston, 2001-2009.



5: Crookston Campus

Figure 5-8 Undergraduate student experiences survey results: Satisfaction with enrollment decision, University of Minnesota Crookston, 2001-2009.

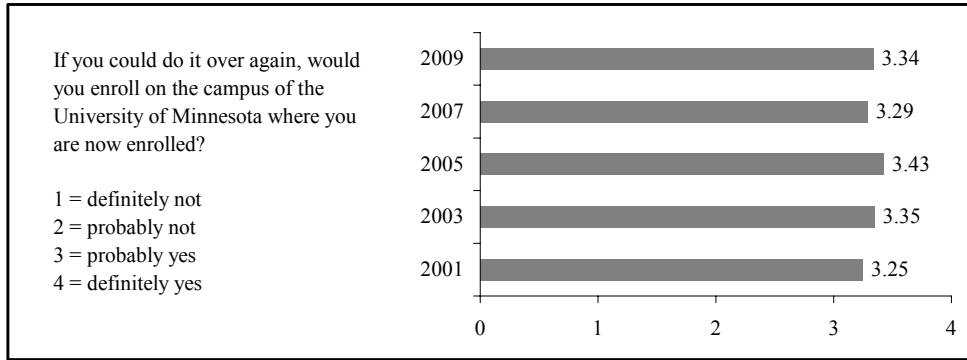
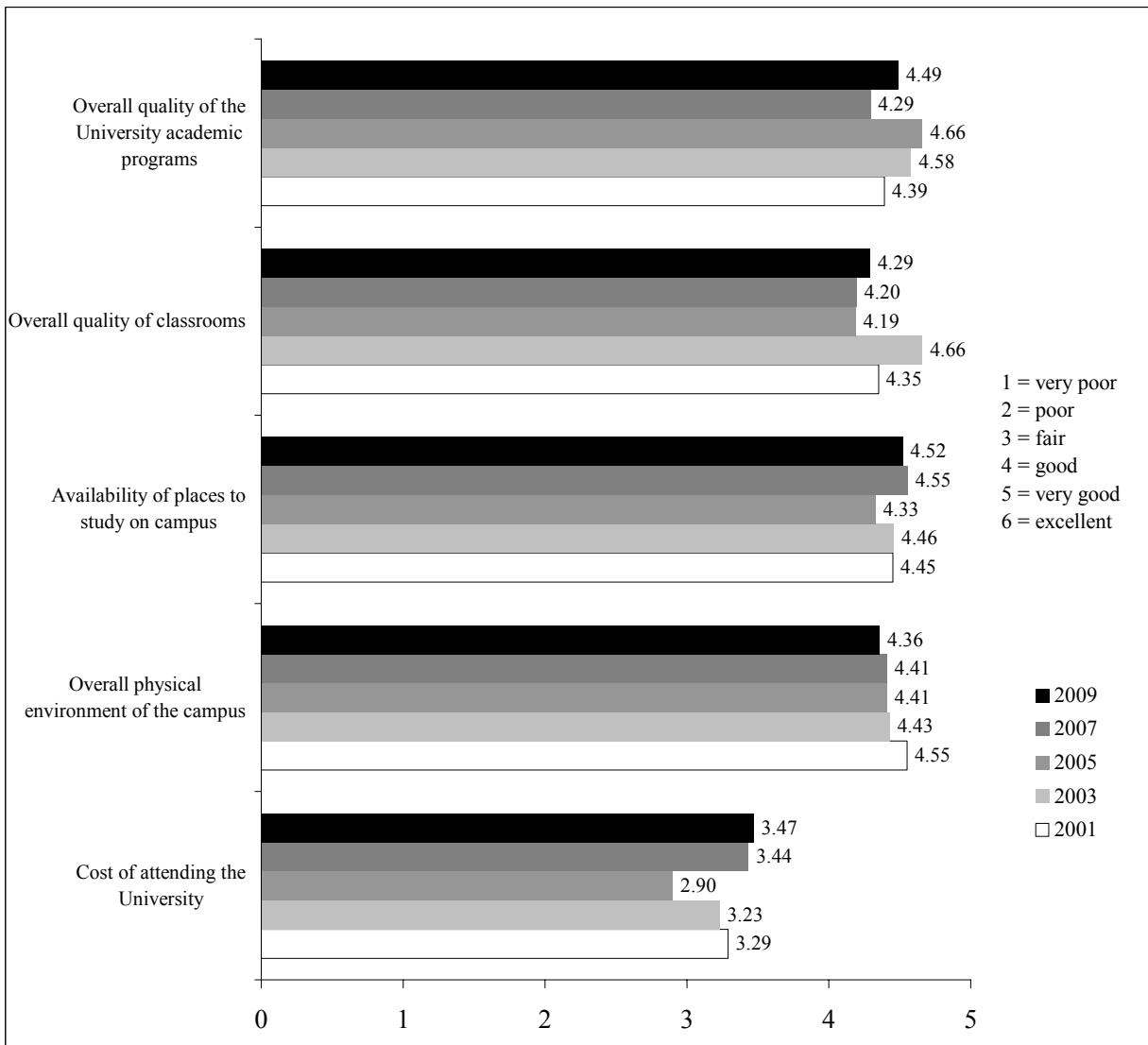


Figure 5-9. Undergraduate student experiences survey results: Satisfaction with key areas, University of Minnesota Crookston, 2001-2009.



5: Crookston Campus

Faculty Salary and Compensation

Comparisons based on American Association of University Professors (AAUP) annual nationwide surveys cover full-time instructional faculty. The Crookston campus's salary and compensation comparative group of 10 institutions is representative of the kinds of campuses with which UMC competes in recruiting and retaining faculty.

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

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

promotions, and new hires. Thus, percentage changes will be different than those stipulated in an annual salary plan. This is true for all campuses nationwide. These differences will vary from year to year, and they can be very significant when the cohort sizes are relatively small.

As shown in Tables 5-3 – 5-7, UMC outperformed its comparative group institutions in average salaries and compensation for faculty at the professor, associate professor, and assistant professor levels.

For full professors, UMC faculty rank 6th in average salary and 1st in average compensation. At the associate professor level, UMC faculty rank 2nd in average salary and 1st in average compensation. At the assistant professor level, UMC faculty rank 1st in average salary and 1st in average compensation.

Table 5-3. Average faculty salary for University of Minnesota, Crookston and comparative group institutions, 2004-05 to 2008-09.

Average Salary

Category	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
<u>Full Professor</u>					
Comparative Group Average*	\$65,510	\$66,924 +2.2%	\$69,317 +3.6%	\$71,385 +3.0%	\$74,928 +5.0%
UM, Crookston	\$74,009	\$73,251 -1.0%	\$75,989 +3.7%	\$71,159 -6.4%	\$82,629 +16.4%
% Change					
<u>Associate Professor</u>					
Comparative Group Average*	\$53,924	\$55,519 +3.0%	\$57,423 +3.4%	\$59,005 +2.8%	\$61,204 +3.7%
UM, Crookston	\$60,847	\$61,386 +0.9%	\$59,797 -2.6%	\$63,430 +6.1%	\$66,453 +4.8%
% Change					
<u>Assistant Professor</u>					
Comparative Group Average*	\$44,447	\$45,911 +3.3%	\$47,920 +4.4%	\$50,105 +4.5%	\$52,425 +4.6%
UM, Crookston	\$52,046	\$50,649 -2.7%	\$53,920 +6.5%	\$55,656 +3.2%	\$57,107 +2.6%
% Change					

Source: Association of American University Professors Faculty Compensation Survey.

*Average excluding University of Minnesota, Crookston

5: Crookston Campus

Table 5-4. Average faculty compensation for University of Minnesota, Crookston and comparative group institutions, 2004-05 to 2008-09.

Average Compensation

Category	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
<u>Full Professor</u>					
Comparative Group Average*	\$84,047	\$86,549	\$89,431	\$91,602	\$97,368
% Change		+3.0%	+3.3%	+2.4%	+6.3%
UM, Crookston	\$100,732	\$101,265	\$107,358	\$104,500	\$115,019
% Change		+0.5%	+6.0%	-2.7%	+10.1%
<u>Associate Professor</u>					
Comparative Group Average*	\$70,689	\$72,985	\$75,497	\$77,200	\$80,963
% Change		+3.2%	+3.4%	+2.3%	+4.9%
UM, Crookston	\$84,751	\$86,901	\$87,753	\$95,500	\$95,557
% Change		+2.5%	+1.0%	+8.8%	+0.1%
<u>Assistant Professor</u>					
Comparative Group Average*	\$58,759	\$61,085	\$64,015	\$66,222	\$70,249
% Change		+4.0%	+4.8%	+3.4%	+6.1%
UM, Crookston	\$74,058	\$73,904	\$80,643	\$85,300	\$84,262
% Change		-0.2%	+9.1%	+5.8%	-1.2%

Source: Association of American University Professors Faculty Compensation Survey.

*Average excluding University of Minnesota, Crookston

Full Professors

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

Rank	Institution	Salary	Rank	Institution	Compensation
1	University of Minnesota-Crookston	\$82,629	1	University of Minnesota-Crookston	\$115,019
2	Bemidji State University	81,706	2	University of Minnesota-Morris	107,075
3	Delaware Valley College	81,504	3	Bemidji State University	105,676
4	Dakota State University	76,499	4	Delaware Valley College	100,500
5	University of Minnesota-Morris	75,983	5	University of Wisconsin-Stout	99,619
6	University of Pittsburgh-Johnstown	74,130	6	University of Wisconsin-River Falls	96,584
7	University of Wisconsin-Stout	72,890	7	University of Maine-Farmington	94,618
8	University of Maine-Farmington	71,248	8	University of Pittsburgh-Johnstown	94,073
9	University of Wisconsin-River Falls	70,344	9	Dakota State University	93,214
10	Northern State University	70,051	10	Northern State University	84,948

Source: Association of American University Professors Faculty Compensation Survey.

5: Crookston Campus

Associate Professors

Table 5-6. Associate professor average salary and compensation for University of Minnesota, Crookston and comparative group, 2007-2008.

Rank	Institution	Salary	Rank	Institution	Compensation
1	Dakota State University	68,839	1	University of Minnesota-Crookston	\$95,557
2	University of Minnesota-Crookston	\$66,453	2	University of Minnesota-Morris	91,550
3	Bemidji State University	66,240	3	Bemidji State University	85,471
4	University of Pittsburgh-Johnstown	63,674	4	Dakota State University	84,309
5	University of Minnesota-Morris	63,138	5	University of Wisconsin-River Falls	83,069
6	Delaware Valley College	61,988	6	University of Pittsburgh-Johnstown	82,087
7	University of Wisconsin-River Falls	59,038	7	University of Wisconsin-Stout	82,046
8	University of Wisconsin-Stout	58,159	8	Delaware Valley College	77,198
9	Northern State University	56,872	9	University of Maine-Farmington	72,887
10	University of Maine-Farmington	52,889	10	Northern State University	70,053

Source: Association of American University Professors Faculty Compensation Survey.

Assistant Professors

Table 5-7. Assistant professor average salary and compensation for University of Minnesota, Crookston and comparative group, 2007-2008.

Rank	Institution	Salary	Rank	Institution	Compensation
1	Bemidji State University	57,776	1	University of Minnesota-Crookston	\$84,262
2	University of Minnesota-Crookston	\$57,107	2	University of Minnesota-Morris	78,626
3	Dakota State University	55,435	3	University of Wisconsin-Stout	76,494
4	Delaware Valley College	54,035	4	Bemidji State University	74,675
5	University of Wisconsin-Stout	53,519	5	University of Wisconsin-River Falls	74,447
6	University of Minnesota-Morris	52,444	6	Dakota State University	68,338
7	University of Wisconsin-River Falls	51,806	7	Delaware Valley College	68,293
8	University of Pittsburgh-Johnstown	50,666	8	University of Pittsburgh-Johnstown	66,346
9	Northern State University	48,874	9	University of Maine-Farmington	64,007
10	University of Maine-Farmington	47,252	10	Northern State University	61,013

Source: Association of American University Professors Faculty Compensation Survey.

Faculty and Staff Diversity

UMC aspires to enrich further the life of the campus by attracting and retaining a more diverse faculty and staff. The campus has made deliberate attempts to increase the number of faculty and staff of color, and continues to work to overcome potential barriers related to its rural geographic location.

Figure 5-8 shows the percentage of female tenured/tenure track faculty and other faculty for the period 2004-2008. Figure 5-9 shows the percentage of ten-

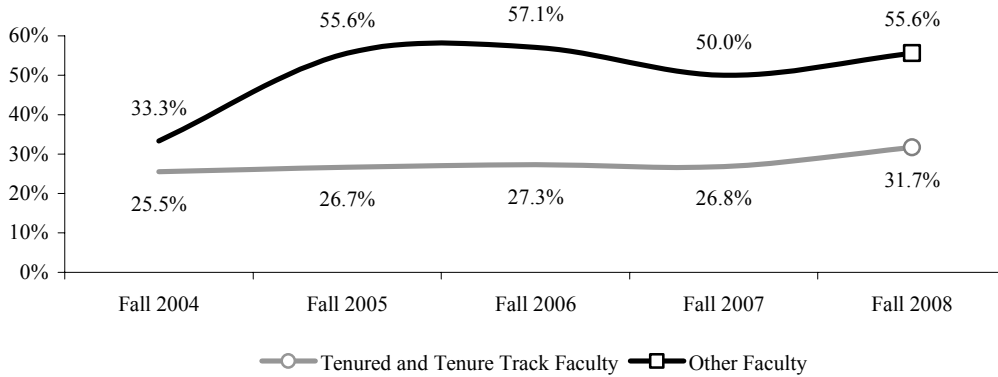
ured/ tenure track faculty of color and other faculty of color for the same period.

Figures 5-10 and 5-11 show the percentage of female staff and staff of color, respectively, during the period 2004-2008 for each of the three staff classifications.

Note: The Crookston campus has only 50 faculty members, considerably fewer than other University of Minnesota campuses. Adding or subtracting even one person among faculty of color from year to year can cause annual fluctuations.

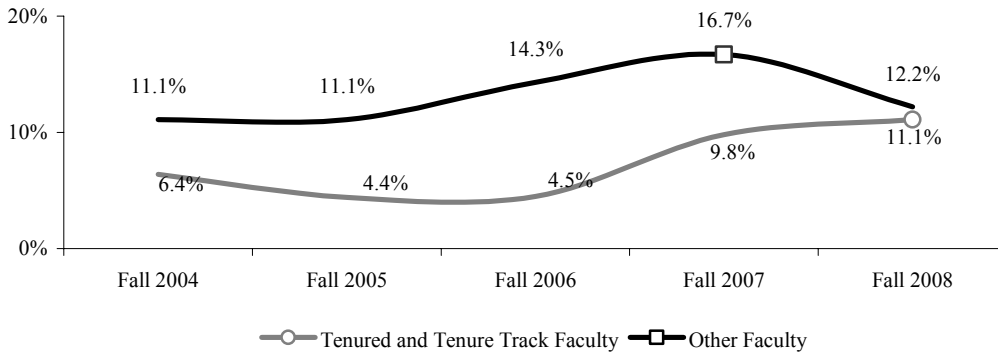
5: Crookston Campus

Figure 5-8. Female faculty at University of Minnesota, Crookston, 2004-2008.



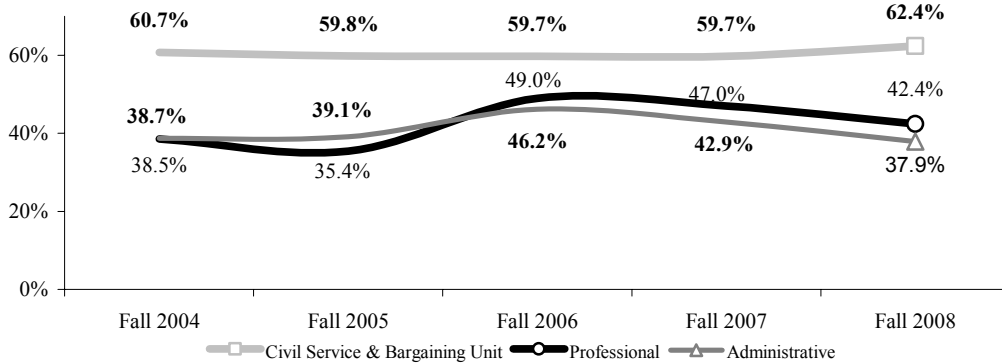
Source: Office of Institutional Research, University of Minnesota Planning Data.

Figure 5-9. Faculty of color at University of Minnesota, Crookston, 2004-2008.



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

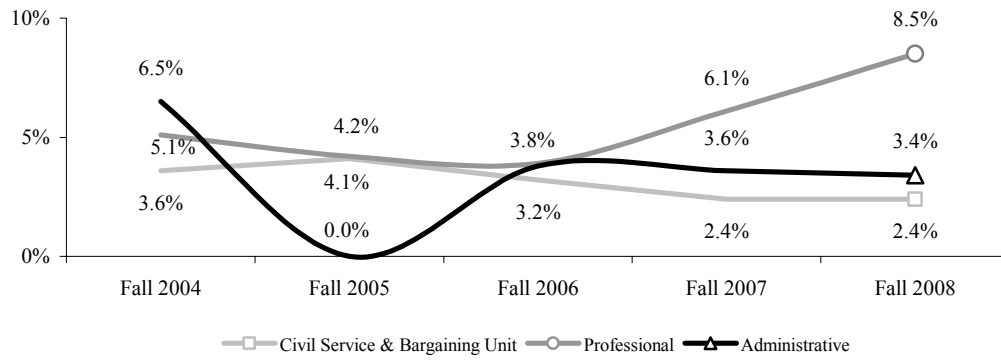
Figure 5-10. Percentage of female staff employees, University of Minnesota, Crookston, 2004-2007.



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

5: Crookston Campus

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



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

6: University of Minnesota Rochester

The University of Minnesota Rochester (UMR) is the newest campus of the University of Minnesota system having been formally established in December 2006. With over 35 academic programs available in Rochester, UMR provides graduate and undergraduate degrees, conducts research, and pursues outreach services focusing in the areas of health sciences and biotechnology while continuing its commitment to offer high-quality academic programming in business, education, technology, public health, and social work.

During 2008-09 the University of Minnesota Rochester has taken great strides in establishing itself as a unique, focused institution that through collaborations will provide a distinctive educational experience and promote a research agenda to advance science and the science of education.

Major achievements include approval of the graduate program in biomedical informatics and computational biology, the signing of an educational memorandum of understanding with Mayo Clinic Rochester, approval of a new undergraduate program in health sciences, the completion and approval of the campus master plan, and the approval by the Rochester City Council to encumber \$7.3 million for UMR growth and development.

Academics

In 2008, an interdisciplinary, all-University graduate program, administered in Rochester, began to train graduate students in biomedical informatics and computation biology (BICB). The BICB program, a UMR collaboration with the University of Minnesota Twin Cities, Mayo Clinic, IBM, and the Hormel Institute, offers M.S. and Ph.D. programs. The program serves both part-time and full-time students in the Twin Cities and Rochester. The first cohort included four Ph.D. and four M.S. students.

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

BICB has supported three broad research areas: mining of clinical data, machine learning to predict disease state, and computational methods for rational drug design. UMR has funded nine collaborative research projects, 15 graduate traineeships, and one post-doctoral associate. Four of the collaborative research projects and five graduate traineeships will continue to be funded during 2009-10. All BICB-funded research and traineeships are multi-institutional collaborations.

The University of Minnesota Rochester is welcoming its inaugural class for the new Bachelor of Science in Health Sciences (BSHS) this fall. 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 to three years, with the remainder of the degree program tailored to each student's 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 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 Center serves as a laboratory for learning and leads the development of the integrated curriculum for baccalaureate degrees in the health sciences and work in collaboration with regional businesses and industry to provide unique educational opportunities for students.

Faculty

Faculty on-site and from the Twin Cities and Duluth campuses, as well as joint resident faculty appointed from collaborating organizations, continue to provide teaching and research services for UMR. The Center for Learning Innovation is the academic home of faculty and staff involved in the BSHS. The on-site academic staff include tenure/tenure-track faculty, teaching specialists and lecturers, and post-doctoral fellows. UMR added five tenure/tenure track faculty, three lecturers and teaching specialists, and three post-doctoral fellows to serve students in 2009-10.

6: Rochester Campus

As enrollment in the BSHS increases and additional academic programs and research initiatives are established, the number of Rochester-based faculty will continue to grow.

UMR continues to serve the changing needs of the region's individuals and businesses through partnership programs with other colleges and campuses in the University of Minnesota system. These focused undergraduate and graduate programs serve nearly 400 students in business, education, health sciences, public health, nursing and technology. New programs are under evaluation for anticipated demand as well as economic and operational feasibility.

Student Affairs

In preparation for its first class of undergraduate students UMR has been building the faculty and staff, policies, and procedures necessary to serve new undergraduate students and is providing for an expansion of Rochester-based services for all University of Minnesota students. An Office of Admissions, with an interim director and admissions representatives, has successfully recruited more than 50 students into the program in fewer than six months. The office has also developed a system for managing student applicants and admitted students. Many services for the new incoming class have been evaluated and organized with assistance from the Twin Cities campus.

UMR will build educational and student services resources through collaborative agreements with organizations already providing similar services locally. Examples include a recently negotiated agreement with the Rochester Area Family Y to provide recreational services and facilities for degree-seeking Rochester students earning more than six credits per semester. UMR has also made arrangements with three housing providers to meet current housing needs. The housing arrangements provide specialized access to University students but the management is all retained by the facility ownership. All of these facilities are located within four blocks of the UMR campus. Other arrangements are under discussion to provide additional access for students to health education and service provision, the arts, and other recreational activities.

As with faculty, student services and staff requirements are growing with demand and service requirements for students. New positions are added only as new services are required or demand for services has expanded to the point at which additional resources need to be allocated. This system is allowing for very frugal and efficient growth.

Facilities and Finance

UMR continues to develop short- and long-term financing strategies. Graduate students in the BICB program and the new undergraduate students in the BSHS program provide UMR, for the first time, 100 percent of the tuition and university fee revenue generated by student enrollment. Prior to these new initiatives, UMR received only 25 percent of the revenue generated by Rochester students.

The City of Rochester continues to demonstrate its support for the growth of the University in Rochester. In March 2009, the Rochester City Council voted affirmatively to dedicate \$7.3 million of the remaining city sales tax to support the current build-out of instructional space at UMR and the development of a local building project that will contain additional instructional space and housing for students.

The University began leasing space in downtown Rochester near the Mayo Clinic in September 2007. Currently, the University leases nearly 53,000 square feet of classroom, office and laboratory space, and an additional 3,800 square feet for a bookstore and admissions office.

The planned increases in student enrollment and new academic programs beginning fall semester, 2009 require an increase in laboratory and office spaces. Accordingly, two standard classrooms are being remodeled into a hooded chemistry lab and a multipurpose science lab. Additionally, the project will include furnishings for six existing classrooms and installation of audiovisual and media resources. Additional office space also has been leased.

UMR, along with the Mayo Clinic, the City of Rochester and the Rochester Downtown Alliance have begun to collaborate to push for a downtown master plan for the City of Rochester. The downtown master plan would focus integrating the new University campus and the existing and planned expansion of the Mayo Clinic campus with the City's plans for the development of an urban village. This plan will encourage planning and investment to develop the necessary infrastructure and access requirements for the University campus. The plan will also address campus connectivity to Mayo Clinic and other City assets.

Innovation

At UMR, innovation occurs through research and partnerships. One of the most critical, powerful, and dramatic trends in southeastern Minnesota is the growth in investments in bioscience and technology collaborations. This growth represents a confluence of efforts,

6: Rochester Campus

primarily among the University, Mayo Clinic, and IBM. Business leaders are working to define ways to capture and build upon state-of-the-art technologies in Rochester, and they envision the University having a major role in advancing the education, science, and application of these initiatives.

UMR provides a strong higher education foundation; responds to the educational, economic, research, and cultural needs of southeastern Minnesota; and is estab-

lishing itself as the regional higher education institution of choice for students pursuing career preparation in selected health science and technology professions.

Emphasis will continue to be given to develop programming in areas that relate directly to the region's economic vitality—health sciences and technology—including partnerships with the Mayo Clinic and IBM, and other area businesses and organizations.

6: Rochester Campus

Appendix A: Key Data Sources and Web Links

Key Data Sources

Association of American Universities	www.aau.edu
Association of Research Libraries	www.arl.org
Association of University Technology Managers	www.autm.net
Institute of International Education	www.iie.org
National Center for Education Statistics	http://nces.ed.gov/ipeds
National Institutes of Health	www.nih.gov
National Research Council	www.nas.edu/nrc
National Science Foundation	www.nsf.gov
The Center for Measuring University Performance	http://mup.asu.edu

University of Minnesota Links

Twin Cities Campus	www.umn.edu
Duluth Campus	www.d.umn.edu
Morris Campus	www.mrs.umn.edu
Crookston Campus	www.crk.umn.edu
Rochester Campus	www.r.umn.edu
University of Minnesota Extension	www.extension.umn.edu

University of Minnesota Links (continued)

Research and Outreach Centers

North Central Center at Grand Rapids	http://ncroc.cfans.umn.edu
Northwest Center at Crookston	www.nwroc.umn.edu
Southern Center at Waseca	http://sroc.cfans.umn.edu
Southwest Center at Lamberton	http://swroc.cfans.umn.edu
UMore Park at Rosemount	http://umorepark.cfans.umn.edu
West Central Center at Morris	http://wcroc.cfans.umn.edu

Academic Health Center

www.ahc.umn.edu

Board of Regents

www.umn.edu/regents

Controller's Office

<http://process.umn.edu/cont>

Council on Public Engagement

www.umn.edu/civic

Minnesota Medical Foundation

www.mmf.umn.edu

Office of Budget and Finance

www.budget.umn.edu

Office of Senior Vice President and Provost

www.evpp.umn.edu

Office of Institutional Research

www.irr.umn.edu

Office of International Programs

www.international.umn.edu

Office of Oversight, Analysis, and Reporting

www.oar.umn.edu

Office of Planning

www.academic.umn.edu/planning

Office of the President

www.umn.edu/pres/

Office of Vice President for Research

www.research.umn.edu

University Libraries

www.lib.umn.edu

University of Minnesota Alumni Association

www.alumni.umn.edu

University of Minnesota Foundation

www.giving.umn.edu/foundation

University Relations/Government Relations

www.umn.edu/govrel

Appendix B: Board of Regents

Honorable Clyde E. Allen, Jr., Chair
Congressional District 7
Elected in 2003, 2009
Term expires in 2015

Honorable Linda Cohen, Vice Chair
At Large
Elected in 2007
Term expires in 2013

Honorable Anthony R. Baraga
Congressional District 8
Elected in 1999, 2005
Term expires in 2011

Honorable Richard Beeson
Congressional District 4
Elected in 2009
Term expires in 2015

Honorable Dallas Bohnsack
Congressional District 2
Elected in 1999, 2005
Term expires in 2011

Honorable John Frobenius
Congressional District 6
Elected in 2003, 2009
Term expires in 2015

Honorable Venora Hung
Congressional District 5
Elected in 2007
Term expires in 2013

Honorable Steven Hunter
At Large
Elected in 2005
Term expires in 2011

Honorable Dean Johnson
At Large
Elected in 2007
Term expires in 2013

Honorable David Larson
Congressional District 3
Elected in 2005
Term expires in 2011

Honorable Maureen Ramirez
At Large
Elected in 2007
Term expires in 2013

Honorable Patricia Simmons
Congressional District 1
Elected in 2003, 2009
Term expires in 2015

Ann D. Cieslak
Executive Director and Corporate Secretary
600 McNamara Alumni Center
200 Oak Street S.E.
University of Minnesota
Minneapolis, MN 55455-2020

Appendix C: Administrative Officers

Robert H. Bruininks	President
E. Thomas Sullivan	Senior Vice President for Academic Affairs and Provost
Frank B. Cerra	Senior Vice President for Health Sciences
Robert J. Jones	Senior Vice President for System Academic Administration
Nancy “Rusty” Barceló	Vice President and Vice Provost for Equity and Diversity
Kathryn F. Brown	Vice President and Chief of Staff
Carol Carrier	Vice President for Human Resources
Steve Cawley	Vice President for Information Technology and CIO
Karen L. Himle	Vice President for University Relations
R. Timothy Mulcahy	Vice President for Research
Charles Muscoplat	Vice President for Statewide Strategic Resource Development
Kathleen O’Brien	Vice President for University Services
Richard Pfutzenreuter	CFO, Vice President and Treasurer
Steven J. Rosenstone	Vice President for Scholarly and Cultural Affairs
Mark B. Rotenberg	General Counsel
Gail L. Klatt	Associate Vice President, Internal Audit
Michael D. Volna	Associate Vice President and Controller
Kathryn A. Martin	Chancellor, University of Minnesota, Duluth
Jacqueline Johnson	Chancellor, University of Minnesota, Morris
Charles Casey	Chancellor, University of Minnesota, Crookston
Stephen Lehmkuhle	Chancellor, University of Minnesota, Rochester
Joel Maturi	Director, Intercollegiate Athletics