

UNIVERSITY OF MINNESOTA

BOARD OF REGENTS

Educational Planning & Policy Committee

Thursday, October 11, 2007

3:00 p.m. – 4:00 p.m.

**Recital Hall, HFA
University of Minnesota Morris**

Committee Members

David Larson, Chair
Anthony Baraga, Vice Chair
Maureen Cisneros
Linda Cohen
Steven Hunter
Patricia Simmons

Student Representatives

Meghan Keil
Nathan Olson

A G E N D A

1. Campus Reports & Strategic Positioning Update: Crookston & Morris - R. Jones/C. Casey/J. Johnson (pp. 2-21)
2. Consent Report - Review/Action - T. Sullivan (p. 22)
3. Information Items - T. Sullivan (p. 23)



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October 11, 2007

Agenda Item: Campus Reports and Strategic Positioning Update: Crookston and Morris

review review/action action discussion

Presenters: Senior Vice President Robert Jones
Chancellor Charles Casey
Chancellor Jacqueline Johnson

Purpose:

policy background/context oversight strategic positioning

To present campus reports and strategic positioning updates for the University of Minnesota Crookston (UMC) and the University of Minnesota Morris (UMM). The report will:

- 1) Provide an overview of the mission, strengths, challenges, and opportunities facing UMC and UMM;
- 2) Provide an update on strategic positioning directions and priorities on each campus; and
- 3) Gain insights from the Board on policy issues and opportunities to coordinate and align transformational efforts throughout the University system.

Outline of Key Points/Policy Issues:

I. Update on UMC (Chancellor Casey). Discussion will address:

- Mission/Vision/Core Values/Goal Statement for the Campus
- Exceptional Students: recruitment, educational programs, retention, and graduation
- Exceptional Faculty and Staff: current profile and future opportunities
- Exceptional Innovation: campus brand and marketing, partnerships, interdisciplinary research and teaching
- Specific Plans and Timeline for Continuing the Strategic Positioning Process

II. Update on UMM (Chancellor Johnson). Discussion will include:

- Exceptional Students: overview, challenges, strategic initiatives
- Exceptional Faculty and Staff: overview, challenges, strategic initiatives
- Exceptional Organization: overview, challenges, strategic initiatives
- Exceptional Innovation: overview, strategic goals, and relevant initiatives related to energy
- Vision for the Future

Background Information:

The coordinate campuses of Crookston, Duluth, Morris, and Rochester are a vital component of the University's strategic positioning process, consistent with each of their unique missions. In May 2007, the chancellor of the University of Minnesota Duluth and the provost of the University of Minnesota Rochester presented their campus reports and strategic positioning updates to this committee.

This item responds to the following priority of the Board of Regents 2007-2009 Workplan: Support the success of the coordinate campuses.

Campus Report and Strategic Positioning Update University of Minnesota, Crookston

The University of Minnesota, Crookston is proud to be an integral part of the University of Minnesota, the state's land-grant institution. We take seriously our responsibility to extend the resources of the University to the citizens of Northwest Minnesota and beyond. The Strategic Positioning Task Force report of November 30, 2006 provides a plan for the University of Minnesota, Crookston to support the University's aspirational goal, and at the same time serve the interests of the region.

1. Mission/Vision/Core Values/Goal Statement for the Campus

Mission

The University of Minnesota, Crookston is integral to the University's statewide land-grant mission. The campus provides its unique contribution through applied, career-oriented learning programs that combine theory, practice, and experimentation in a technologically rich environment. The University of Minnesota, Crookston connects its teaching, research, and outreach to serve the public good.

Vision

The University of Minnesota, Crookston is unique in the region, providing access to world-renowned teaching and research and serving as a regional hub for:

- Undergraduate education leading to a University of Minnesota diploma
- Technology applications in higher education
- Innovation, entrepreneurship, and regional sustainability
- Leadership development
- Global and diverse cultural experience

Core Values

Integrity - Practicing honesty, fairness, and respect

Excellence - Supporting quality teaching, research, and service

Diversity - Respecting differences in ideas and community

Innovation - Promoting discovery through creative and critical thinking

Learner Centered - Promoting growth and leadership

Goal Statement

We have the right mission, the right vision and the right values. The physical, financial, social, and intellectual capital of the campus is directed toward the goal of being the number one public comprehensive, applied-learning college in the Midwest, thereby contributing to the University of Minnesota goal of being a top three public research university. To that end, the Crookston campus has identified six areas for decisive action, outlined in our Strategic Positioning Report, that will move the campus toward the vision and assure its viability into the future. They are: 1) Campus Climate and Culture, 2) Reposition and Re-brand, 3) Recruit and Retain, 4) Internationalize, 5) Value Added Learning and 6) Partner to Prosperity. Strategies carried out in these key areas will support efforts to increase enrollment to 1200 by

the end of the decade and ensure achievement of graduation rates of 40%, 50% and 55% in four, five, and six years respectively.

2. Exceptional Students

Recruitment

Recruitment - 5-year trends - The following tables show:

- ACT scores have remained stable.
- There is a slight increase in the mean HS rank.
- Diversity is increasing.
- Total enrollment is increasing after a decline in 2004-2005.

ACT score¹	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
New High School (NHS) ACT Mean Composite Score	20.8	20.6	20.9	21.2	20.9

High school rank¹	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
NHS Mean HS Rank Percentile	54.0	53.2	56.1	60.1	56.9

¹ New Student Characteristics Report – prepared by the University’s Office of Institutional Research & Reporting, Fall 2006

Diversity

NHS Race/Ethnicity Distribution	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
African American	27	34	29	48	46
American Indian	18	18	23	23	23
Asian/Pacific	27	27	26	29	26
Chicano/Latino	16	25	29	24	21
Total SOC	88	104	107	124	116
White	1730	1743	1649	1753	1478
International	35	36	36	30	56
Not available	534	437	296	227	764
TOTAL	2387	2320	2088	2134	2414

*Data was extracted from the Office of Institutional Research and Reporting, 319 Morrill Hall. www.irr.umn.edu/nscr/ The report summarizes the commonly cited demographic and academic characteristics of incoming freshmen. NHS cohorts are based on end of second week enrollments used in the official registration statistics.

Total enrollment

Level	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
² Associate	136	164	136	103	96
Bachelors	1023	1023	1016	950	957
Sub-Total Degree	1159	1187	1152	1053	1053
Non-Degree	1228	1133	936	1081	1361
TOTAL	2387	2320	2088	2134	2414

² Associate totals include degree seeking students admitted as "undecided".

O:\Institutional Research\Performance measures Table 2 Aug 2007.doc

Recruitment Challenges, Opportunities, and Strategies for the Future

- **Recruiting students to the Crookston campus is a challenge**, due in large part to the demographics of the region. The declining and aging population in western Minnesota and eastern North Dakota has meant fewer students graduating from area high schools. Our challenge is to continue to recruit students from the region, and at the same time reach beyond the region and beyond our traditional student cohort.
- **Another challenge is our limited number of program majors.** The new Biology major approved by the Board of Regents in February 2007, the Organizational Psychology major scheduled to be submitted to the Board of Regents this fall, and the Early Childhood Education Teacher Licensure program under development, will expand our portfolio and help us recruit and retain students.
- **These challenges translate into opportunity.** Recruiting students with more diversity of background, ethnicity, age, and geography will not only build enrollments, but also strengthen the overall quality of the student experience. Providing more program options means more opportunity for our students to fulfill their career aspirations.
- **Our recruiting strategy builds on our University of Minnesota brand**, affirming our history as a place for first generation college students to succeed. Other strategies include increasing online enrollment, recruiting more international students, and more transfer students from two-year programs that align well with our program majors. Toward this end, we have forged several articulation agreements with two-year institutions in the region, and beyond, in selected niche areas.

Consistent with our recruitment strategies, we have identified ten programs as priorities for investment. Metrics have been developed to measure performance as follows:

Academic Program Investment Priorities	2006 enrollment	Per year growth	2007 enrollment	2111 enrollment
Agriculture* <ul style="list-style-type: none"> • Ag Business • Animal Industries 	35 35	5-8 5-8	40 48	75 75
Arts, Humanities, Social Sciences <ul style="list-style-type: none"> • Communication • Early Childhood Development 	20 45	15 5-10	34 45	100 80
Business <ul style="list-style-type: none"> • Business Mgmt (entrepreneurship, mktg) • Sports and Recreation Mgmt 	130 45	10-15 5-7	177 62	200 70
Math Science technology <ul style="list-style-type: none"> • Health Fields • Information Technology Mgmt 	65 55	15 15	75 40	140 140
Natural Resources <ul style="list-style-type: none"> • Water Resource Mgmt • Golf Turf/Hort 	5 28 (GT-15/H-13)	5 5	11 22 (GT-15/H-7)	30 50

* Agriculture programs are focused on areas where there is job and career potential, e.g. biofuels, food safety, agribusiness, etc.
Information taken from UM Reports – October 2, 2006

Implementing these strategies will move us toward an enrollment goal of 1200 full-time degree seeking students by the end of the decade.

Educational Programs

Educational Programs – Unique Aspects

- **Preparing graduates to create jobs, not just get jobs** is a unique strength identified as important by the University of Minnesota, Crookston Strategic Positioning Task Force. It is this entrepreneurial spirit that we strive to integrate across all programs.
- **Employers are responding. We have an outstanding placement rate**, and more than half of our students have a job offer before they graduate. Of those we surveyed, 62% report they are working in Minnesota; 21% report they are working in North Dakota.

Current Status: By Campus

	UMTC	UMD	UMM	UMC*	Total
N	1326	349	105	117	1933
Paid Employment	72%	71%	73%	85%	72%
Additional Education	15%	17%	16%	8%	16%
Seeking Employment	7%	6%	6%	7%	6%
Other	6%	6%	5%	0%	6%

*Includes data from UMC self-administered survey
 "Other" includes, internships, volunteering, not seeking employment

Job Offer Before Graduation?

	UMTC	UMD	UMM	UMC
Yes	24%	36%	33%	56%
No	76%	64%	67%	44%

Length of job search

	UMTC	UMD	UMM	UMC
2 months or less	63%	58%	61%	66%
6 months or less	93%	93%	93%	97%

Salaries/Satisfaction

	UMTC	UMD	UMM	UMC (system only)
Average	\$36,061	\$32,650	\$27,720	\$35,747
Median	\$33,000	\$31,680	\$28,000	\$31,000
Satisfaction	4.6	4.7	4.5	4.7

6 pt scale: 1 = Very dissatisfied; 2= Moderately dissatisfied;
 3 =Slightly dissatisfied; 4 = Slightly satisfied;
 5 = Moderately satisfied; 6= Very satisfied

Employment Location (2002 – 2006)				
MN	ND	SD	Other States	Other Countries
62%	21%	2%	14%	1%

Employment Rates 2002 - 2006				
Year	2002-2003	2003-2004	2004-2005	2005-2006
Graduates	192	219	217	236
Responding	92%	70%	61%	61%
Employed	88%	78%	84%	85%
Continuing Education	3%	20%	8%	8%

Source: All University Spring 2007 Perspectives on Student Outcomes; Recent Graduates Tracking Surveys for all campuses

Other unique Crookston campus program strengths identified by the Strategic Positioning Task Force include experiential learning, hands on application, service learning, internships, community engagement, and technology enhanced learning.

Educational Programs – Special Challenges

- **Our limited number of program majors is a challenge**, as noted in the previous section. The new Biology major approved by the Regents February 2007, the Organizational Psychology major submitted to the Regents this fall, and the Early Childhood Education Teacher Licensure program under development, will help us meet this challenge.
- **Program investment has been a challenge** requiring us to make choices and set priorities. As noted in the previous section, we have identified ten programs that we think have the most return on investment potential. Internal budget reallocation, state-funded capital investments, selected compact funded initiatives resulted in the following strategic investments:
 - \$325,000 in equipment for classrooms and laboratories
 - \$200,000 in recruitment and retention efforts
 - Redesign of the chemistry laboratory
 - Redesign of English as Second Language classroom
 - Several campus safety projects
 - Upgrade of athletic facilities
 - Library and technology infrastructure upgrades (semi wireless campus)
 - New faculty and staff positions
 - Establishment of an Honors Program
 - New undergraduate research opportunities
- **Diversity is a challenge** we have been addressing and must continue to address. Ethnic diversity is an important issue as we seek ways to attract students from backgrounds different than our traditional student cohort. Equally important is our resolve to address issues related to social and intellectual diversity. For the Crookston campus to thrive in the future, we must transform the campus climate and culture, creating a place that embraces diversity of background and ideas. By so doing, we will serve the land-grant mission of the University and the long-term interests of the region. Our graduates will be

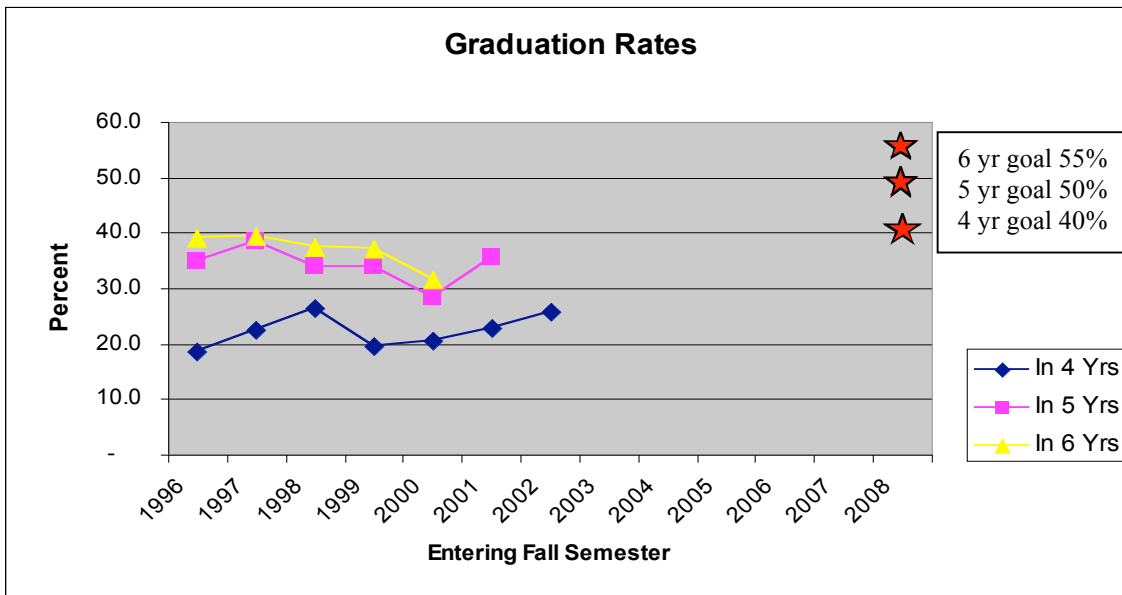
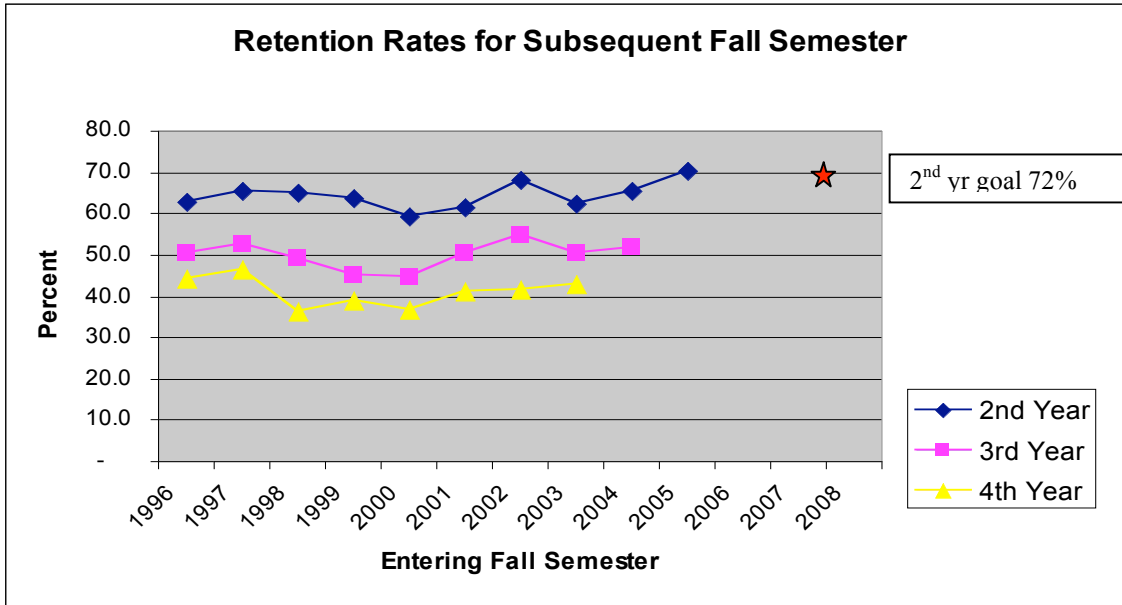
equipped with the knowledge and skills they need to make a great living and have a great life, in the region, and beyond.

Educational Programs – Strategies for the Future

- **The Crookston campus 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.
- **Strategies for exceptional educational programs respond to the challenges.** Specifically, we will promote the new program majors in Biology and Organizational Psychology, and continue to work toward approval of the program in Early Childhood Education. Concurrently, we will continue to invest in the ten priority programs we have identified as having the most potential return on investment; we will continue to identify areas of program investment across the campus to support with internal reallocation and compact funds. And, we will remain firmly resolved to address diversity issues.
- **Creating a global and diverse cultural experience is central** to the educational experience at the University of Minnesota, Crookston. Our future success depends on recruiting a more diverse student body, attracting more diversity among the faculty and staff, and nurturing more diversity of ideas across the campus community. Toward that end, we strive to increase the number of international students on campus, and we encourage students from our country to study in other countries. Internationalizing the University was a major theme of the Fall Orientation Program for faculty and staff.
- **Online programs expand access and help increase enrollment.** The Bachelor of Applied Health degree developed on the Crookston campus was the first online degree program offered at the University. Two additional online degree programs, the Bachelor of Science in Business and the Bachelor of Manufacturing Management, were approved by the Board of Regents in 2006. Student response has been exceptional. We are slated to deliver 1,828 online credit hours this fall as compared to 1,377 online credit hours a year ago. In Summer Term 2007 we delivered 1,185 online credit hours, compared to 702 online credit hours in Summer Term 2006.

Retention and Graduation

Retention and Graduation – 5-year trends/New Goals



Source: Office of Institutional Research, January 2007

	Retention Rate	Graduation Rate		
	2 nd Year	4 Year	5 Year	6 Year
UMC Goal	72%	40%	50%	55%
¹ <i>National Rates</i>				
Moderately Selective Public	69%	23%	37%	42%
Less Selective Public	66%	15%	28%	34%
² <i>Peer Group Rates</i>				
Peer Group	70%	19%	41%	46%
Aspiration Group	76%	35%	54%	58%

²Hayes, R. Q. (2006). **2005-06 CSRDE Retention Report**. Norman, OK: Consortium for Student Retention Data Exchange. Moderately Selective Public (2004 ACT Composite 21.0-22.4 or SAT Composite 990-1044), Institution size fewer than 5,000 Less Selective Public (2004 ACT Composite <21.0 or SAT Composite <990), Institution size fewer than 5,000

³Extracted from IPEDS Peer Analysis System, National Center for Education Statistics, January 2007

Peer Group: Bemidji State, Dakota State, Delaware Valley College, Northern State, University of Wisconsin-Stout

Aspiration Group: University of Maine-Farmington, University of Minnesota-Morris, University of Pittsburgh-Johnstown, University of Wisconsin-River Falls

The University of Minnesota, Crookston is firmly committed to improve retention and graduation rates. Our progress this past year gives us reason to be optimistic about reaching goals set for 2011.

Retention and Graduation – Challenges, Opportunities, Strategies

- **Improving retention is a priority** and several initiatives are in place to increase retention rates. A Retention Task Force with five subcommittees was organized in the fall of 2006 and reorganized in fall 2007 with an updated charge to identify and implement strategies. Funding from Central Administration is helping us work with the Minnesota Campus Compact to reinforce civic engagement models to improve retention rates.
- **First generation college students are especially important** at the University of Minnesota, Crookston. Sixty percent of our students are the first in their family to attend college. A First-Year Experience Coordinator was hired in fall 2006 to help these students and their families understand expectations associated with college life. The Coordinator has made significant progress toward identifying and helping other students who may be at risk.

Starting Fall Semester 2007, all at-risk students will be required to enroll in a 1 credit first-year experience course. Several topics will be presented to prepare students to be successful academically and socially on campus. A first-year experience course for all incoming freshmen is being developed to be implemented fall 2008. Several weekend and evening programs are being scheduled throughout the 2007-2008 year to encourage students to stay on campus and become more familiar with the traditions and culture of the campus.

- **Our Academic Assistance Center is recognized as among the best**, as documented by the Higher Learning Commission Review Team during their site visit in April 2006. In addition to these system initiatives, the faculty, staff, coaches, and others provide remarkable advising for students.

- **Without financial support, many students would not be able to attend the University of Minnesota, Crookston, especially first generation students.** The Founders Free Tuition Program is a significant resource to us, benefiting 124 students (11.78%). We have made remarkable progress garnering donor support, including 10 Presidential Match scholarships, 407 Specialty Scholarships (\$346,534), and 142 Student Athlete Scholarships (\$322,975). Eighty-one percent of our students receive financial aid. Merit Scholarships are awarded to 262 students (\$316,564), and we are especially proud that two of our students are recipients of Page scholarships from the Foundation established by Supreme Court Justice and Regent Emeritus Alan Page, and his wife Diane Sims.
- **Crookston Campus tuition is the highest in the region,** despite the fact that our tuition is lower than other University of Minnesota campuses. The average debt load for a four-year Crookston graduate is \$19,000 and \$22,000 for a 5-year graduate, lowest of any of U of MN campuses.

Per Semester 2007-2008	U of M Crookston	UND	NDSU	Moorhead	Bemidji**	Mayville	Valley City	Northland 2Yr Prgm
Tuition - in-state	\$ 3,224	\$ 2,512	\$ 2,507	\$ 2,542	\$ 2,850	\$ 1,807	\$ 2,792	\$ 2,167
Tuition - out of state	\$ 3,224	\$ 6,709	\$ 6,692	\$ 5,083	\$ 2,850	\$ 4,825	\$ 6,082	\$ 2,167
Tuition - reciprocity w/ MN	\$ 3,224	\$ 2,512	\$ 2,672	\$ 2,542	\$ 2,850	\$ 1,944	\$ 2,919	\$ 2,167
Fees	\$ 1,187	\$ 553	\$ 481	\$ 432	\$ 394	\$ 823		\$ 215
Room and Board	\$ 2,846	\$ 2,725	\$ 2,910	\$ 2,845	\$ 2,814	\$ 1,942	\$ 1,940	
Total (MN tuition, Fees, R&B)	\$ 7,257	\$ 5,790	\$ 6,063	\$ 5,819	\$ 6,058	\$ 4,709	\$ 4,859	\$ 2,382

** 06-07 figures

3. Exceptional Faculty and Staff

Current Profile

Exceptional Faculty and Professional and Academic Staff

The reputation of the University of Minnesota, Crookston stands on the reputation of the faculty. We truly are fortunate to have an exceptional community of scholars at the Crookston campus. We are proud of faculty who are renowned for their expertise and recognized by their professional peers. This past year, we took particular pride in the accomplishments of two faculty members who were promoted to associate professor with tenure at the end of the 2006-07 academic year. Both have strong teaching, research, and service accomplishments. Other tenure track faculty are making progress toward promotion and tenure.

- **Our students and their families tell inspiring stories about the reason they chose the University of Minnesota, Crookston.** Often, the story is about a faculty member who they met, who inspired them, who made them believe that getting an education at our campus would take them to a better place; exceptional stories about exceptional faculty and staff.

At the Crookston campus, there are 46 faculty: 30 male and 16 female with 33 tenured faculty and 6 tenure-track, three Black Non-Hispanic, one Asian, one Asian/Pacific Islander and 41 white or no ethnicity identified.

In the Professional and Administrative group, we have 32 employees with 23 male and 9 female, one Black Non-Hispanic, one Asian/Pacific Islander and 30 white or no ethnicity identified.

Exceptional Staff

One visit to the University of Minnesota, Crookston is often enough to convince a prospective student to enroll. This is due in large part to the remarkable commitment of our staff. Our grounds are beautiful, our facilities are attractive and safe, our services are fast and friendly, and our technology is the best, thereby providing testimony of the exceptional quality of staff across the campus enterprise. From admissions to alumni development, our staff strive for excellence.

At the University of Minnesota Crookston Campus there are 115 staff members across 5 academic departments including 39 Civil Service, 39 Teamsters and 37 AFSCME with 73 females and 42 males, 1 Black Non-Hispanic, 1 Asian, 1 Asian/Pacific Islander, 1 Hispanic and 111 who are white or no ethnicity identified.

Challenges, Opportunities, and Strategies for Recruiting, Supporting, and Retaining Faculty and Challenges, Opportunities, and Strategies for Defining and Implementing Excellence Appropriate for the Unique Mission of the Campus

- **Faculty recruitment is a challenge in some areas.** Location, salary, research support, and spousal hires are among the challenges when recruiting in some disciplines. Competition from the private sector can be an issue.
- **Faculty leadership is essential to ensure program quality.** Recruiting and retaining the very best faculty has been and remains a high priority at the University of Minnesota, Crookston, in spite of the challenges.
- **Investments in professional development** are needed to support faculty participation in regional and national discipline-related meetings and conferences. It's commendable that nine Crookston faculty and staff traveled to China in May 2007, some to develop curriculum and teach courses, others to explore new relationships that may lead to additional faculty exchanges and more opportunities for international students to study at the University of Minnesota, Crookston.
- **Interdisciplinary research is especially important.** Assistance from Vice President Mulchay is helpful, and our proximity to the University of North Dakota and North Dakota State University is a benefit for faculty interested in completing their terminal degrees. We look forward to strengthening our relationships and exploring ways to build more collaborative research opportunities with the Northwest Research and Outreach Center, Extension Regional Center, and Northwest Regional Sustainable Development Partnership.

- **A recharged Center for Teaching, Learning and Technology** on the Crookston campus has renewed purpose as a faculty resource to support innovation in the classroom, especially technology innovation across the curriculum. Technology infrastructure investment in classrooms and laboratories further supports innovation to enhance teaching and learning.
- **Staff are partners with faculty at the University of Minnesota, Crookston.** First impressions happen regardless of the employee classification. Defining and implementing excellence in support of the Crookston campus mission is everyone's job. New individuals hired into the position of Associate Vice Chancellor for Student Affairs and Enrollment, Director of Admissions, and Director of International Programs bring experience from other universities and personal enthusiasm to their positions. They are student-centered, creative, and bring energy to the campus community.

4. Exceptional Innovation

- **Creativity, innovation and service are characteristics of a land-grant institution.** The University of Minnesota, Crookston has a history of innovation. It was the first campus in the United States to provide laptop computers for all students with a goal of enhancing student learning by integrating technology into teaching and learning across the campus. Today, we continue to lead in the area of technology enhanced learning, as evidenced by the success of our online learning initiatives.
- **The Crookston campus aspires to be a hub for creativity, innovation, and service in the region.** Our vision describes our role as unique, providing access to world renowned teaching and research, and serving as a regional hub for leadership, entrepreneurship, and regional sustainability. Here are examples:
 - Crookston campus faculty and staff are involved in the Crookston community in many clubs and organizations including Lions, Rotary, Fire and Rescue, Legion, Chamber, Churches, Schools, and more. Our faculty, staff, and students give generously to support charities, including the United Way.
 - In 2006, we provided office space and technical assistance for the Minnesota Rural Health Association. That organization partnered with colleagues in North Dakota and Montana to host The Upper Midwest Rural Health Policy Summit on our campus August 17. More than 125 people attended the Summit, listening to knowledgeable speakers including Senior Vice President Cerra, and senior legislative aides from the offices of Senator Norm Coleman and Senator Amy Klobuchar and Congressman Collin Peterson.
 - Our online programs exemplify innovation in service to students, offering flexibility in scheduling and accommodating place-bound students across the region, and beyond.
 - The College in the High School program reaches close to 1500 students from 40 schools across the state. It's also noteworthy that 25 of our new freshmen were our College in High School students last year. In addition, we have 40 Post Secondary Education Option (PSEO) students registered. These programs offer high school students college credits at a very low cost. The economic benefit to families is over \$2

million dollars per year. This is a truly innovative response to meet the challenges of small rural school districts in the region.

- Student-athletes are involved with the community consistent with the NCAA Division II goal of community engagement.
 - Since opening its doors in Fall 2005, the Crookston campus Student Center has welcomed thousands of people to conferences, workshops, and various events and celebrations. Often the events showcase and promote innovation, while generating revenue for the campus.
 - Students are engaged in numerous service learning projects, internships and volunteer activities in the community and region. Of particular note is a group of students who devoted their spring break to “pay it forward” trips across the country helping others in need.
- **The University of Minnesota, Crookston is hub for innovation - an engaged campus** connecting the resources of the University with people and communities. We proudly fulfill the land grant mission of the University of Minnesota.

Campus “Brand” and Marketing

- ***The University of Minnesota is the Crookston campus brand.*** We are very supportive of aligning our brand marketing with the University’s branding efforts, consistent with recommendations from our Strategic Positioning Task Force. The campus marketing strategy will strengthen connections to all University resources in Crookston and create a strong presence for the University in the region. Our vision promotes the Crookston campus as a regional hub for “undergraduate education leading to a University of Minnesota degree.”

We are adopting the block M as part of our brand and incorporating the *Driven to Discover* campaign in publications and materials. Graphics standards, Web pages, and Image Library were completed in August. Fall meetings with units and departments have introduced new standards to campus leadership, administration, staff and faculty. Training will be held in January 2008. Going forward, all materials for long-term use at the University of Minnesota, Crookston will use the University of Minnesota Block M brand.

Partnerships

- **Partner to Prosperity** was the title of four recommendations from the Crookston Strategic Planning Task Force. Specifically, the University of Minnesota, Crookston aspires to:
 - Serve as the regional hub for entrepreneurs, creative talent, applied research, technology transfer, and economic development.
 - Build internal capacity (faculty, programs, facilities) to foster relationships with public and private sector partners in the region, and beyond (globally).
 - Be respected as the “go to” place in Northwest Minnesota for new ideas, thereby creating value in the region.

- Connect Crookston Campus students, faculty, academic programs, and research objectives to regional public engagement and economic development goals.

Here are examples of Crookston campus partnerships:

- In partnership with RiverView Health, we have established the NW MN Area Health Education Center (AHEC) in Crookston. Support for the proposal came from 25 individuals and organizations. An executive director has been hired, an office established at RiverView Health, and a board of directors is being formed. The AHEC is a response to serious health care work force challenges in the region. Promoting health care careers will help improve the health and well being of rural people and communities in the region.
- A grant from the NW MN Foundation Women's Fund has been awarded to promote health care careers for women during National Women's History Month in March 2008.
- We have partnered with Bemidji State University on a proposal for a Small Business Development Center that will result in having a representative located in Crookston. We also have a joint position with the Extension Regional Center to address rural economic development issues. This provides opportunity for faculty and student involvement.
- A spring highlight was the graduation in Roseau of 10 Polaris employees who received their Bachelor's Degree in Manufacturing Management from the University. The onsite program is a collaboration with Northland Technical and Community College in Thief River Falls. They provide the first two years, we provide the second. Polaris Industries partners by providing space and time for employees to pursue their degrees. It's a win-win-win program.
- A partnership with the Crookston School District allows both entities to leverage investments in athletic facilities, including resurfacing the track, and completion of the concession stand, and restroom facilities. There is mutual benefit to the partners and to the greater community.

Interdisciplinary Research/Teaching

- **Small works to our advantage at Crookston, fostering collaboration** among departments and faculty for teaching, research, and outreach. Two departments (Arts, Humanities and Social Sciences and Math, Science and Technology) provide the majority of electives for the other three departments. Agriculture, Natural Resources, and Business have most of the majors. In some disciplines faculty with appointments in the Northwest Research and Outreach Center provide instruction for students. Most students take course work from all five departments during their time at the Crookston Campus.

Research collaboration happens in much the same way among faculty and departments. Research collaboration occurs with other institutions in the area, most notably the University of North Dakota and North Dakota State University. Campus faculty have appointments with these institutions and in some departments on the Twin Cities campus.

5. Specific Plans and Timeline for Continuing the Strategic Positioning Process

The Strategic Positioning Task Force identified over 40 recommendations in the final report. The recommendations were organized around 6 major headings: 1) Campus Climate and Culture, 2) Reposition and Re-brand, 3) Recruit and Retain, 4) Internationalize, 5) Valued-Added Learning, and 6) Partner to Prosperity. The recommendations have been classified as short-term (one year), mid-term (2-3 years) and long-term (3-5 years).

Annual administrative retreats provide an appropriate venue for thorough review and planning. Each recommendation is discussed and progress toward implementation monitored. The recommendations are a blue print for administrative action. Further, recommendations become part of administrative work during the year.

- **Striving to become an exceptional organization** is a key part of our plan for exceptional students, exceptional faculty and staff, and exceptional innovation at the University of Minnesota, Crookston. We strive for organizational efficiency and effectiveness, aligning administrative functions to better serve students, and empowering administrators and managers to make timely and thoughtful decisions that serve their constituents. Creativity and risk taking are supported. Accountability is an expectation. It's acceptable to make mistakes and some failure is expected. Open communication is encouraged, surprises very much discouraged.
- **Studies are underway** to determine the real cost of some support services including the Business Affairs Office and the Center for Adult Learning.
- **An extensive review of the Golden Eagle Athletic program** was conducted from June to November 2006. Internal and external members were appointed to a review committee that was chaired by a Crookston School District board member who is also a department head at the University of North Dakota. Comparisons of three different conferences were made of scholarships, staff, facilities, student achievement, on field performance, student enrollment, leadership, and overall budget. In consultation with Senior Vice President Jones and President Bruininks, the decision was made to stay in NCAA Division II and the Northern Sun Intercollegiate Conference. The concurrent decision was to increase investment in the Athletic Program over a 3-year period to improve the student-athlete experience at the University of Minnesota, Crookston.

In Summary

A year ago, when dedicating our newest residence hall, President Bruininks told the Crookston campus community that its best days were ahead. The recommendations from the Strategic Positioning Task Force affirmed his optimism about our future.

The University of Minnesota, Crookston thanks the Board of Regents and administration for this opportunity to provide an update on our progress.

Campus Report and Strategic Positioning Update University of Minnesota, Morris

Key points in this report are organized within the framework of the four “pillars” of the University of Minnesota’s strategic planning effort: exceptional students, exceptional faculty and staff, exceptional organization, and exceptional innovation.

Exceptional Students:

Overview:

- Admissions policies at the University of Minnesota, Morris (UMM) are selective: average ACT is approximately 25 for the past 10 years; 28% of UMM students are in the top 10% of their high school graduating class; 78% are in the top half. First to second year retention rates are 85%. Four-year graduation rates are at 47.4%; five-year at 57.4%; and six-year at 61.9%.
- UMM seeks to create a diverse community, and our success is evident in data related to enrollment of students of color, with the highest percent of American Indian students of any of the University of Minnesota campuses (approximately 11% of our student population) and over 17% students of color in total population.
- As an NCAA Division III school, UMM recruits scholar athletes, has recently added Men’s Soccer and Men’s Cross Country to its repertoire of sports, and last year won conference championships: one in Football, one in Women’s Soccer.
- In the past year, UMM students have achieved prestigious national scholarships and fellowships: an NCAA Undergraduate Post Baccalaureate Award (these awards go to only 60 men and 60 women athletes in the country), and a Truman Fellowship.
- UMM students express high levels of satisfaction with their overall educational experience; perceive that they are well qualified by their education to pursue careers or professional and graduate study; indicate as the top reason for attending UMM its academic reputation; and are more likely than students at other University of Minnesota campuses to attend artistic events, vote in political elections, participate in undergraduate research, and study abroad. Source: University of Minnesota Student Experience Survey.

Challenges:

- Declining demographics for traditional age students in the region, state, and nation.
- Retention, especially from the first to the second year.
- Graduation rates, especially for students of color, which have declined significantly in the past 10 years.
- Public perception and misunderstanding of the meaning and value of the liberal arts.
- Enrollment—the strategic positioning goal endorsed by the Board of Regents in 2006 calls on Morris to achieve 2100 students by 2013.

Strategic Initiatives:

(1) To improve student recruitment, UMM has undertaken these strategic initiatives:

- Reviewed and revamped student scholarships (UMM scholarship award amounts are not competitive with UMTC or private school competitors): Morris and Prairie competitive scholarships initiated in 2006-07; awarded fall 2007.
- Launched an integrated marketing and branding campaign in the summer of 2007, with Lipman Hearne, a Chicago marketing firm.
- Implemented seven key strategies in relation to the recruitment of New High School Students, and seven key strategies in relation to the recruitment of transfer students.
- Define and document better the “mix” of students comprising UMM final numbers, and better coordinate the continuing education and residential recruitment efforts.

(2) To improve student retention and persistence to graduation, UMM has implemented these strategic initiatives:

- Develop a cohesive first-year experience, one that includes review and possible revision of existing first-year seminar. A task force has been established and charged, fall 2007.
- Establish an Office of Academic Enrichment to coordinate and better support the honors program, the national student exchange program, the pursuit of national fellowships, and undergraduate research. Office established and director appointed, fall 2007.
- Explore Title III grant.

Exceptional Faculty and Staff

Overview:

- University of Minnesota, Morris has the highest percentage of Horace T. Morse awardees' for undergraduate teaching in the University system.
- Evidence of success of faculty in relationship to scholarship and research is found in publications, artistic production, and showcased in faculty work with undergraduates in the annual Undergraduate Research Symposium.
- Recent (July 2007) grants and awards include:
 - National Science Foundation (NSF) STEP program (encourage Native Americans in Sciences) \$499,526 over 5 years
 - NSF MRI—Acquisition of X-ray Diffractometer to enhance faculty and undergraduate collaborative research—\$95,000
 - Minnesota State Arts Board dollars to support UMM's Performing Arts Series.
- Ability to partner within the University system and across universities is evidenced by NSF's Louis Stokes Alliances for Minority Participation program, aimed at increasing minority participation in STEM fields—a \$2.95 million grant awarded to eighteen institutions statewide; the Global Issues Honors Consortium (UMM, UMTC, Dillard, and Tougaloo); and the Gear-Up grant initiative.
- Other UMM recent recognitions of distinction fostered by exceptional staff and faculty include Carter Community Partnership Award, October, 2006; Minnesota Historic

Preservation Award, October, 2007; UMM Media Services production “Echoes of Cry of the Marsh” nominated for a Midwest Emmy Award, October 20, 2007.

Challenges:

Recruitment and retention of highly qualified staff and faculty.

Strategic Initiatives:

- Develop faculty salary plan with salary targets set against national benchmarks: underway, fall 2007.
- Provide additional support for faculty scholarship and research leaves.
- Provide additional support and programming for staff development.

Exceptional Organization:

Overview:

As a public liberal arts institution, UMM provides:

- a distinctive living and learning community—one that is “human-sized”, integrated, and holistic;
- Facilities enhanced curriculum and co-curriculum;
- Location-situated alliances (anti-silo) to promote system-wide University goals: Green Prairie Alliance and the UMM media program alliance with Pioneer Public Television that has led to award winning video productions.

Challenges:

- Lack of clear brand identity aligned with University of Minnesota mission, yet distinctive to UMM.
- Inadequate organizational structures to support student experience and student retention.
- Absence of external advisory board.

Strategic Initiatives:

1. Develop brand identity and implement campus-wide integrated marketing plan: initiative launched, summer 2007.
2. Secure capital bond for renovation of Community Services Building to serve as a “gateway” for visitors to campus and “doorway” to historic district of campus—building to include Admissions, External Relations, Center for Small Towns, and Continuing Education: planning in place, fall 2007.
3. Expand duties of Multi-ethnic Student Program Director to connect directly with the Chancellor to enhance importance of recruiting and retention of diverse student, faculty, and staff: search underway, anticipated hire January, 2008.

4. Create Office of Academic Enrichment to further improve student experience: implemented and director appointed, fall 2007.
5. Update campus master plan, (technology, environmental, and historic preservation): launched, spring 2007.

Exceptional Innovation

Overview: UMM has demonstrated its innovative capacity and its ability to bypass bureaucratic silos and impediments in a number of ways, most evident recently in its work related to energy self-sufficiency and the environment.

- Green Prairie Alliance and the Research Triangle

Other examples of innovative elements of UMM include:

- Local foods initiatives.
- Global Student Teachers and ELTAP programs.

Strategic goals and relevant initiatives related to energy:

- Achieve energy self-sufficiency by 2010: wind; biomass.
- Move toward carbon neutral campus environment: President's Climate Commitment signatory.
- Green residence hall; green living and learning community: design phase initiated.
- CREB bonds and NETL grant: proposals submitted.

University of Minnesota Morris: Vision for the Future

- Living and learning sustainable community, showcase and destination point.
- Liberal arts "recast" and rearticulated for the 21st century: emphasis on outcomes; emphasis on engaging students in asking and answering the big questions of our time; new major programs in line with these goals.
- Reiteration of UMM legacy value of diversity—increased numbers of students of color and increased retention and graduation rates; increased international students on campus; international Gen Ed Web; increased opportunities for students to study abroad.



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Educational Planning and Policy Committee

October 11, 2007

Agenda Item: Consent Report

review review/action action discussion

Presenters: Senior Vice President/Provost Thomas Sullivan

Purpose:

policy background/context oversight strategic positioning

To seek Board approval of new academic programs and program additions, program deletions and discontinuations, and/or program changes.

Outline of Key Points/Policy Issues:

There are no consent items to report.

Background Information:

This report appears as a regular item on the Educational Planning and Policy Committee agenda.



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Educational Planning and Policy Committee

October 11, 2007

Agenda Item: Information Items

review review/action action discussion

Presenters: Senior Vice President/Provost Thomas Sullivan

Purpose:

policy background/context oversight strategic positioning

A profile of the newly-enrolled Class of 2011 will be presented.

Outline of Key Points/Policy Issues:

The Provost will provide a brief report on the enrollment profile of the 2007 entering undergraduate class.

Background Information:

The Information Items report appears as a regular item on the Educational Planning and Policy Committee agenda. Annual reports are presented to the Board on entering freshman classes and graduation rates.