

UNIVERSITY OF MINNESOTA

BOARD OF REGENTS

Educational Planning & Policy Committee

Thursday, November 11, 2010

2:45 p.m. – 4:45 p.m.

600 McNamara Alumni Center, East Committee Room

Committee Members

Patricia Simmons, Chair
Maureen Ramirez, Vice Chair
Richard Beeson
Linda Cohen
John Frobenius
David Larson

Student Representatives

Matt McGeachy
Paul Strain

A G E N D A

1. Coordinate Campus Reports & Strategic Positioning Update - R. Jones/L. Black/C. Casey/J. Johnson/S. Lehmkuhle (pp. 2-24)
2. Board of Regents Policy: *Commercialization of Intellectual Property Rights* - Review - T. Mulcahy (pp. 25-32)
3. Consent Report - Review/Action - T. Sullivan (pp. 33-36)
4. Information Items - T. Sullivan (pp. 37-49)



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Educational Planning and Policy Committee

November 11, 2010

Agenda Item: Coordinate Campus Reports and Strategic Positioning Update

review review/action action discussion

Presenters: Senior Vice President Robert Jones
UMC Chancellor Charles Casey
UMD Chancellor Lendley Black
UMM Chancellor Jacqueline Johnson
UMR Chancellor Stephen Lehmkuhle

Purpose:

policy background/context oversight strategic positioning

To present campus reports and strategic positioning updates for the University of Minnesota, Crookston; University of Minnesota, Duluth; University of Minnesota, Morris; and University of Minnesota, Rochester. The reports address the following questions:

- 1) What is each campus's unique mission?
- 2) What is each campus's strategic plan and how does it contribute to the University's overall strategic plan?
- 3) What is the scope and quality of each campus's academic programs and offerings?
- 4) How is each campus addressing enrollment management and graduation rate challenges?

Outline of Key Points/Policy Issues:

Each of the University's campuses has a distinctive history, mission, vision, and strategy for contributing to the University's excellence in the way that best serves its students, the region, and the state. Together, the Crookston, Duluth, Morris, and Rochester campuses comprise a rich variety of academic programs and offerings that are essential components of the University of Minnesota system and University's strategic plan. The strengths of each campus complement one another and contribute to the educational and workforce needs of the state. Each campus is also preparing for demographic and economic changes that will continue to impact student enrollment, retention, and other critical factors, aided by a new planning model to advance strategic planning initiatives with evidence-based decision making.

Background Information:

Coordinate campus reports and strategic positioning updates were last presented to this Committee in October 2009.

**University of Minnesota Board of Regents
Educational Planning and Policy Committee
November 11, 2010**

Coordinate Campus Reports & Strategic Positioning Update

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

University of Minnesota, Crookston

The University of Minnesota, Crookston (UMC), which opened its doors to students in the fall of 1966 on the foundation of the Northwest School of Agriculture, provides its unique contribution through applied, career-oriented degree programs that combine theory, practice, and experimentation in a technologically rich environment. The Crookston campus strives to be distinctive and at the same time firmly aligned with the University's core purposes. UMC delivers a personal and exceptional educational experience strong in technology applications, applied and experiential learning, undergraduate research, and global perspectives.

As the Crookston campus enters its seventeenth year as a baccalaureate-level institution, significant progress is evident of its full transition from a two-year technical college to a four-year comprehensive regional university. In less than twenty years UMC has evolved from an institution with a student body of roughly 800 students, primarily from within a 100-mile radius, to one that now serves more than 1,450 degree-seeking students from 40 states and 25 countries. While UMC in 1993 featured a faculty (a majority of whom possessed master's-level credentials) focused almost exclusively on teaching, the UMC of 2010 features a faculty with an increasingly impressive array of terminal degrees and extensive active and accomplished research experience. The spectrum of undergraduate degree programs has grown from eleven in 1993 to twenty-nine in 2010, with seven of those also offered entirely online.

Taken together, these accomplishments have afforded current students more educational options than ever before in the history of the campus and have resulted directly in an increase in interest among more and better academically prepared prospective students. Those responding to the annual new entering student survey consistently identify the main reasons they chose to attend UMC as: 1) its smaller size and personal atmosphere, 2) the type of academic programs offered, 3) its cost and the availability of scholarships and financial aid, 4) the academic reputation of the campus and the prestige of attending the University of Minnesota, and 5) the use of notebook computers and related technology by all. Graduates of the Crookston campus are increasingly known for their career readiness, their leadership and communication skills, and their high level of technology expertise. They go on to secure quality careers or, increasingly, gain admission to graduate and professional programs.

Campus Mission

The mission statement for the Crookston campus approved by the Board of Regents in May 2007 reads: The University of Minnesota, Crookston (UMC) is integral to the University's statewide land grant mission. The college provides its unique contribution through applied, career-oriented learning programs that combine theory, practice and experimentation in a technologically rich environment. UMC connects its teaching, research and outreach to serve the public good.

Strategic Planning

The Crookston campus has been involved with strategic positioning and planning for a number of years. The foundation of the most recent strategic planning activities has come from the work completed in 2006. Documents from that work are available online www.umcrookston.edu/planning/strategic.

A comprehensive review and update of the Crookston Campus Master Plan culminated in the adoption of the finalized, revised plan, which was approved by the Board of Regents in June 2010. The updated master plan document is available online at www.umcrookston.edu/masterplan.

A climate neutrality action plan for UMC has been established and includes a target date and interim milestones for becoming climate neutral. The plan is available online at www.umcrookston.edu/committees/sustainability/resources.htm.

In February of 2010, the Chancellor assembled a new Strategic Positioning Committee comprised of faculty and staff to continue strategic planning efforts for the Crookston campus as it looks to 2020. Seven work groups were developed to address key topics: athletics, curriculum efficiencies, energy efficiencies, international programs, online programs, student services, and technology. Each work group also included members of the Crookston Student Association, the campus student government body. Documents relating to the 2010 strategic planning process are available online at www.umcrookston.edu/chancellors-office/strategic2010.

Scope and Quality of Academic Programs

The Crookston campus is widely known for producing excellent graduates in many areas of agriculture and natural resources, business, information technology, and other selected programs. UMC's program in business management, its largest enrolled undergraduate program, continues to grow in both enrollment and reputation. Over the past few years, the Board of Regents has approved several new degree programs including biology, communication, criminal justice, environmental sciences, health sciences, marketing, organizational psychology, quality management, and software engineering. This expanded array of degree programs has helped attract and retain more students. New degree programs are mission driven, meet demonstrable student and employer demand, leverage existing strengths and capacities, and are based on solid cost-benefit estimates.

UMC's criminal justice program (the only criminal justice program in the University of Minnesota system) received its provisional certification from the Peace Officers Standards and Training Board in 2009 and will receive its regular certification for five years this fall semester. The early childhood education program has earned state certification from the Minnesota Board of Teaching to deliver the degree and to prepare students for state teacher licensure.

A partnership between the University of Minnesota College of Veterinary Medicine and our Agriculture and Natural Resources Department has been signed to offer the VetFAST program to UMC students enrolled in pre-veterinary medicine beginning fall 2010.

Student success at state, regional, and national competitions is another indicator of the quality of academic programs at the Crookston campus. Recent examples of student achievement include:

- Business students involved with the UMC chapter of Students in Free Enterprise (SIFE) have won the SIFE Regional Championship for the past eleven consecutive years and in 2008 they placed third at the National Expo.
- Continuing a long-standing reputation for success at the North American Colleges and Teachers of Agriculture (NACTA) Judging Conference, agriculture students won the four-year college division competition in 2009 and 2010.
- UMC horticulture students earned third place honors overall at the 37th Mid-American Collegiate Horticulture Society (MACHS) Conference in 2009. UMC teams placed first in the MACHS competition in 2006 and 2008.
- Natural resources students representing UMC have earned the top state conservation awards from the Minnesota Chapter of the Wildlife Society eight times in the past thirteen years and from the Minnesota Chapter of the Soil and Water Conservation Society seven times in the past nine years.
- Agronomy students on the UMC Collegiate Crops Judging Team ranked among the top three at the national crops judging contests held in 2009 in Kansas City and Chicago.
- A team of UMC golf and turf management students placed seventh in the 2010 National Turf Bowl Competition held at the Golf Course Superintendents Association of America Education and Trade Show.

With consensus and support from the faculty, the Crookston campus has made the decision to move to the Academic Quality Improvement Program (AQIP) as the evaluation process for its accreditation by the Higher Learning Commission. AQIP is structured around quality improvement principles and processes and involves a structured set of goal-setting, networking, and accountability activities. With AQIP, an institution has continuous quality improvement activities and accreditation becomes a continuous process.

Federal Grants and Stimulus Awards

In late April 2010, a newly formed consortium led by the University of Minnesota's Institute for Health Informatics was awarded more than \$5 million in federal stimulus dollars to train health professionals in the field of health informatics. In a partnership that also includes UMC and the College of St. Scholastica, the head of the Math, Science, and Technology Department will serve as the lead investigator from the Crookston campus. The intent of the consortium is to rapidly infuse highly-trained health information technology professionals into the state's workforce.

\$150,000 in federal stimulus dollars was awarded to UMC in 2009 to construct an informatics lab, which will be used by faculty, staff, and students and will support research. Now nearly complete, this informatics lab provides scalable computing, networking, and a visualization core common and integral to all fields of informatics. The lab will supplement the software engineering degree program. UMC faculty members involved with the lab have forged relationships with their counterparts in the University of Minnesota Supercomputing Institute for Advanced Computational Research, where they have been invited to extend their research through the resources of the Institute.

The Business Department advanced its outreach and research agendas by receiving \$550,000 in federal funding to establish the Center for Rural Entrepreneurial Studies (CRES) on the Crookston campus. Launching in early 2011, this initiative will link faculty and students to entrepreneurs, regional economic development professionals, financial institutions, and venture capital firms. Faculty, working with students, will provide applied research services to constituents to help with entrepreneurial business growth and managed sustainability.

In 2008 a three-year, renewable grant of \$150,000 from the U.S. Department of Commerce funded the establishment of the Economic Development Administration (EDA) Center for the State of Minnesota at UMC. In 2009 four research projects were completed by UMC faculty involving Long Prairie, Minnesota; Todd County, Minnesota; Tower, Minnesota; and a Northwest Minnesota Industry Impact

Analysis. The EDA Center has selected four new projects for 2010 that will engage students, faculty, and staff and will involve three communities: Appleton, Crookston, and Grand Marais, Minnesota. The EDA Center also launched a student internship program in summer 2010.

UMC has received a \$459,900 grant from the Blandin Foundation to conduct the program evaluation for its \$6.3 million Minnesota Intelligent Rural Communities Initiative.

These awards speak directly to UMC's growing capacity and reputation to conduct meaningful applied research.

Online Programs

As of fall 2010, seven of UMC's 29 bachelor's degree programs are available entirely online, adding programs in accounting and marketing this past year. Interest by students in these programs continues to grow. The number of new online-only students—110 this fall—was up, bringing the total of online-only students to 353. UMC's academic departments and the Center for Adult Learning (CAL) have grown online credit hours annually by roughly 30 percent since fall 2008. While maintaining the University's commitment to exceptional quality, these online programs provide flexible options for students who want a University degree but who are constrained by career, family, or location.

Six years ago, the Crookston campus established a committee to focus on maintaining high quality standards for online courses. The Business Department, which currently administers five of the seven online degrees, reviews all of its online courses against a quality matrix before they are offered online. While guiding discussions about online learning, the Business Department also expanded discussions to on-campus instruction and is presently assessing implications for applying additional quality rubrics and measured student learning and outcomes performance.

As another measure of quality the New Century Learning Consortium (NCLC), a national consortium of small and mid-sized colleges and universities committed to high quality, vigorous online and blended learning initiatives, made a site visit to the Crookston campus on October 18, 2010, with the prospect for inviting UMC to join the NCLC.

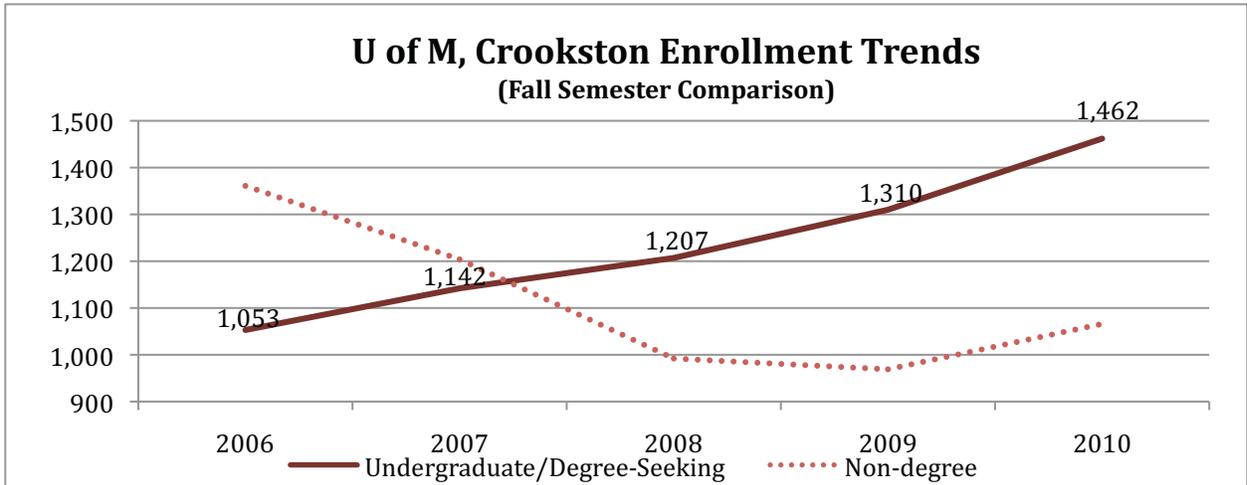
Faculty Credentials and Research

Since 2005 the Crookston campus has continued to strengthen its faculty, the most vitally important aspect of any university. As veteran faculty members have retired, new faculty hires have maintained the high standards for which the University of Minnesota is known. A key measure of quality is the increase in the percentage of tenure or tenure-track faculty who possess a terminal degree in their field. In 2010 53% currently possess a terminal degree, as compared to 42% in 2005. In 2010 the campus invested in five tenure-track positions, each of which was filled by a faculty member with a terminal degree in his or her field. Additionally, five term faculty positions were hired, three of whom possessed a terminal degree.

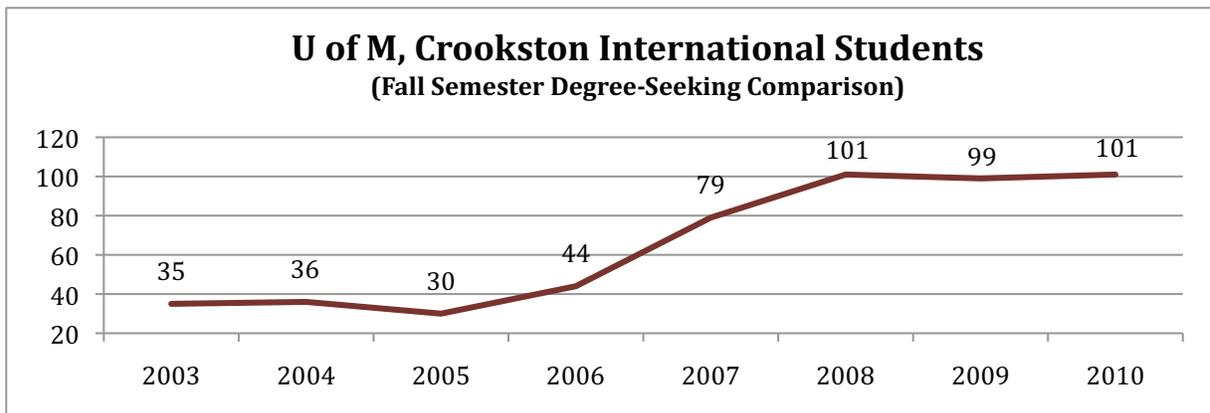
Another key factor in strengthening the faculty lies in their ability to conduct research. Over the past two years, there has been a marked increase in research conducted by faculty at the Crookston campus ranging from decision support systems for spectator sport safety and security, stormwater management and water quality, plant anti-fungal and bacterial compounds, multicultural education, biodiesel fuels, threatened habitats, decision incentives, wetland plants and soil sediments, and best turf management practices. Such research activity on all levels marks a sea change on campus regarding the capabilities and expectations for active and ongoing research. UMC faculty members continue to be recognized for their credentials and expertise with five currently serving as members of graduate faculty teams within the University of Minnesota or at other institutions. Students also benefit through undergraduate research projects associated with these projects and faculty.

Enrollment Management and Graduation

The 1,462 degree-seeking students enrolled at the Crookston campus for fall 2010 mark a four-year trend of increasing enrollment and a third year of record enrollment. That number reflects an enrollment increase of 11.6% over 2009.



With the commitment to internationalize across the University system, UMC has aggressively utilized resources, curricular offerings, and community advantages to recruit quality international students to campus. These students provide a unique and contributing factor in the experiences on campus and in the local community. From 2006 to 2010 enrollment of international students has more than doubled. In fall 2009, 25 countries were represented on campus. For fall 2010, enrolled international students represent approximately 7% of all degree-seeking students.



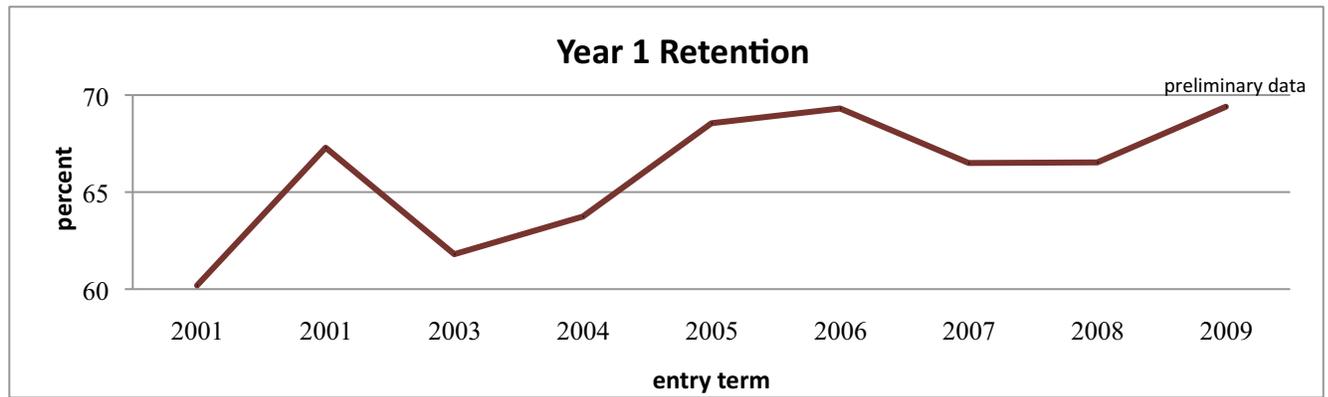
With a high percentage of first-generation college students on the Crookston campus, increasing first-year retention is a continuing challenge. Strategies implemented in prior years to increase retention rates include increasing emphasis on faculty advising, establishing a position of student experience and parent programs coordinator, hiring a director of diversity programs, requiring conditionally admitted students to complete a general education course in their first semester, and encouraging students to use the services of the Academic Assistance Center (AAC). These strategies have already contributed to success.

UMC Peer Connections, a new initiative for fall 2010, will provide first-year students opportunities to engage in meaningful interpersonal relationships, develop an understanding of University resources, and

foster a positive social environment on campus by connecting them with an upperclassman role model, the Peer Connection Leader.

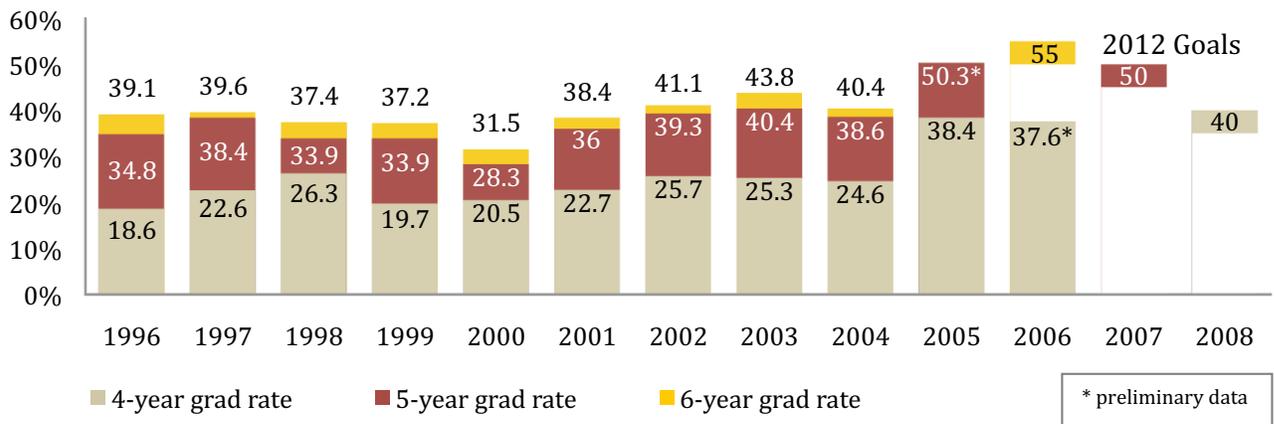
The Crookston campus has applied for and received a two-year grant from the Minnesota Department of Higher Education for the development of a Summer Transition Program (STP). When implemented at UMC, this program will assist thirty underprepared 2011 high school graduates in the areas of reading, writing, and mathematics.

UMC established a Retention Committee in 2006, and this fall that committee will become an official standing committee of the Campus Assembly. That status will ensure campus-wide collaboration, visibility, and accountability as the committee moves forward addressing this important issue.



The strategies used to increase retention rates have also resulted in increased graduation rates as evidenced by the four-year graduation rate for the entering class of 2005, which improved by nearly 14 percentage points over that of the entering class of 2004. Likewise, the five-year graduation rate for the entering class of 2005 improved by 11.7 percentage points to surpass the goal set for 2012. Preliminary data for the entering class of 2006 reinforces that this improvement was not a one-time anomaly, as the four-year rate for that class has held within one percentage point at 37.6%.

U of M, Crookston Graduation Rates (by year of matriculation)



Many strategies are in place to improve graduation rates and begin as soon as a student arrives on campus. The Admissions Office and Career Services have collaborated to highlight career counseling

and job-seeking services, job opportunities, and the importance of graduating in four years to families and prospective students. The Admissions Office also promotes a four-year guarantee option. New incoming students meet with their academic advisors and receive a newly-developed Academic and Career Advising Planner that outlines evolving goals, objectives and enrichment opportunities separated out into tabbed sections (Fr., So., Jr., Sr.) to encourage four-year graduation plans. Students are also encouraged to use the Grad Planner and e-Portfolio when meeting with advisors. Juniors and seniors are provided the opportunity to register early for classes they need to graduate in a timely way and access to online courses when scheduling further assists in degree completion.

Moving Forward

Moving forward requires strong and steady leadership, consistency in both message and action, and long-term commitment to core values. Significant progress and growth have occurred since 2006, and broad dialogue continues to be a priority to ensure a shared expectation for continued development and improvement. As the University of Minnesota's most visible presence in the region the Crookston campus resolves to be and be seen as an economic engine for northwest Minnesota. The Crookston campus continues to work to strengthen its presence as the regional hub of activity for creative talent of all kinds—educators and scientists, entrepreneurs and business builders, social service providers, community leaders, and all citizens. The University of Minnesota, Crookston is committed to contributing to the broad goals of the University of Minnesota.

University of Minnesota, Duluth

The University of Minnesota, Duluth (UMD) has played an integral role in northern Minnesota, the state and the nation for 113 years. From its roots as a teaching institution, UMD today is a medium-sized comprehensive university, with a record enrollment in fall 2010 of 11,729. In addition to serving as a focal point for higher education in northeastern Minnesota, UMD contributes to the economic and cultural expectations of the region and the state.

Strategic Planning

A new strategic planning effort began at UMD in the fall of 2010 with the arrival of the new chancellor, and it is being crafted to fit within the University of Minnesota strategic planning framework.

By the end of the 2011 spring semester, a new strategic plan for UMD will articulate a refined vision, a mission, a statement of core values, and a manageable set of goals and action steps. A steering committee is being appointed to guide the planning efforts, ensuring broad participation among faculty, staff, and students, as well as meaningful input from our many off-campus stakeholders, such as alumni and community, business, and government leaders. In addition, a Faculty Fellow for Strategic Planning is being appointed to serve as project manager for the planning processes and to assist the chancellor with other planning projects that impact faculty and staff throughout campus.

This new planning process provides a guideline for moving UMD forward over the next few years within the context of shrinking state budgets and rapid change. It will also provide a sharper focus on the distinctive UMD attributes and unique niche that will place UMD among the best higher educational institutions of its type in the country. This will be a rolling plan, which is updated yearly as it directs the major campus activities for the next several years. The planning process will be systematic, ongoing, and cyclical with linkages to institutional resources and assessment. During this planning process, consideration will be given to what changes need to be made in the teaching and learning process at UMD in order to achieve increased quality in a time of dwindling state support. Campus structures and processes will be examined to see what changes need to be made in order for the campus to be most

effective and most efficient. The strategy is to dream big and reach toward a vision that will stretch the campus and help it become the premiere institution it aspires to be.

Scope and quality of UMD's academic programs and offerings

Undergraduate Programs

- Fall 2010 undergraduate enrollment of 9,659
- 80 undergraduate degree programs
- Recently added programs include bachelor's degrees in:
 - Ojibwe Elementary/Middle School Education
 - Financial Markets
 - Civil Engineering
 - Environmental Science
- New minors include:
 - Health Care Management
 - Geographic Information Science
 - African and African American Studies

Liberal Education

- In the process of implementing a revised liberal education program for our campus.
- Building a renewed commitment to the importance and value of a liberal education.
- Preparing our students to become lifelong learners, leaders, and global citizens.
- Implementation of the new program targeted for fall 2012.

Graduate Programs

- UMD currently offers 25 programs at the graduate level; fall 2010 enrollment is 716.
- The Master of Engineering program is now being offered both on the Iron Range and UMD.
- UMD's first doctoral program, the Ed.D. in Education, began in the fall of 2007 and currently enrolls 40 students.
- The new Integrated Biosciences (IBS) program is a multi-campus M.S. and Ph.D. program designed to provide opportunities to train graduate students in interdisciplinary approaches to solving biological problems.
- UMD currently has 32 Ph.D. students enrolled in various programs, including several in collaboration with the University of Minnesota Twin Cities campus.

Research

- Sponsored research and creative activity expenditures have increased approximately 40 percent over the past ten years.
- \$20 million annually in sponsored research expenditures.
- UMD was awarded over \$4.9 million in stimulus funding for sponsored projects research initiatives. Highlights include:
 - \$1.4 million in funding to faculty in UMD's Large Lakes Observatory for a variety of freshwater research projects including studying climate history.
 - \$1.1 million in funding to Biology Department for work involving hibernating mammals and applications for treatment of trauma in humans.

Undergraduate Research Opportunities

- UMD has an outstanding record of undergraduate student and faculty participation and accomplishment in the Undergraduate Research Opportunity Program (UROP).
- UMD has approximately 200 students annually who participate in the UROP showcase with projects that were completed with advice and mentorship from over 150 UMD faculty members.

- In the past ten years, over 120 students and 45 faculty members from UMD participated in the National Conference on Undergraduate Research (NCUR) conference.
- UMD math and chemistry departments have large, ongoing undergraduate research programs that have received national recognition.

Freshwater Research Education

The focus on freshwater research education and outcomes continues to be a UMD priority through the work of faculty and staff associated with:

- Minnesota Sea Grant
- Large Lakes Observatory
- Natural Resources Research Institute
- Swenson College of Science and Engineering
- Great Lakes Maritime Research Institute

The Natural Resource and Research Institute (NRRI)

- A prominent research and outreach arm of UMD for over 25 years.
- Activities include economic development efforts, applied research and development efforts, and active engagement in environmental studies.
- Employs over 150 scientists, engineers, and business specialists, funded primarily on grants and contracts of \$15 million each year.
- Objectives focus on three prime areas: ferrous and non-ferrous minerals; forest products; and water and the environment.

Native American Education

UMD has a longstanding commitment to Native American education with numerous initiatives supporting this priority including:

- An undergraduate degree program in American Indian Studies.
- Ojibwe language revitalization.
- Department of Social Work American Indian project.
- Extensive programming in education, where UMD has become a leader in developing teacher education models to serve Native American populations.
- A new graduate program in Indigenous Government and Administration is under development.

Fine Arts

- UMD's School of Fine Arts serves as a beacon for cultural enrichment in the region, with year-round performances, lectures, and community outreach activities in art, music, and theatre.
- The Tweed Museum of Art, Glensheen historic estate, and the Sieur DuLuth summer arts festival further support SFA's outreach mission.
- UMD's Fine Arts Academy enrolls over 400 elementary and middle school students annually in arts programming.
- The Voyageurs musical troupe has performed its health-education program for more than 15,000 K-5 students in schools across Duluth, the Iron Range, and Twin Cities metro area.

UMD Honors Program

- Brings together high-achieving students and dedicated faculty through specially designed coursework, enhanced by cultural events and activities, leadership and research opportunities.
- Now in its eighth year with over 160 students.
- In 2008 UMD also began a Mortar Board chapter, a national honor society that recognizes college seniors for excellence in the areas of scholarship, leadership and service.

Civic Engagement

- UMD's Office of Civic Engagement offers programming throughout the year in an effort to help prepare educated citizens and strengthen civic responsibility.
- In 2009-10 over 1,800 students participated in courses with service learning components.
- UMD invests approximately \$250,000 annually in support of civic engagement efforts.
- UMD partners with over 60 different community organizations.
- During the 2009-10 academic year over 2,000 volunteers provided 33,484 hours of direct service to the community.

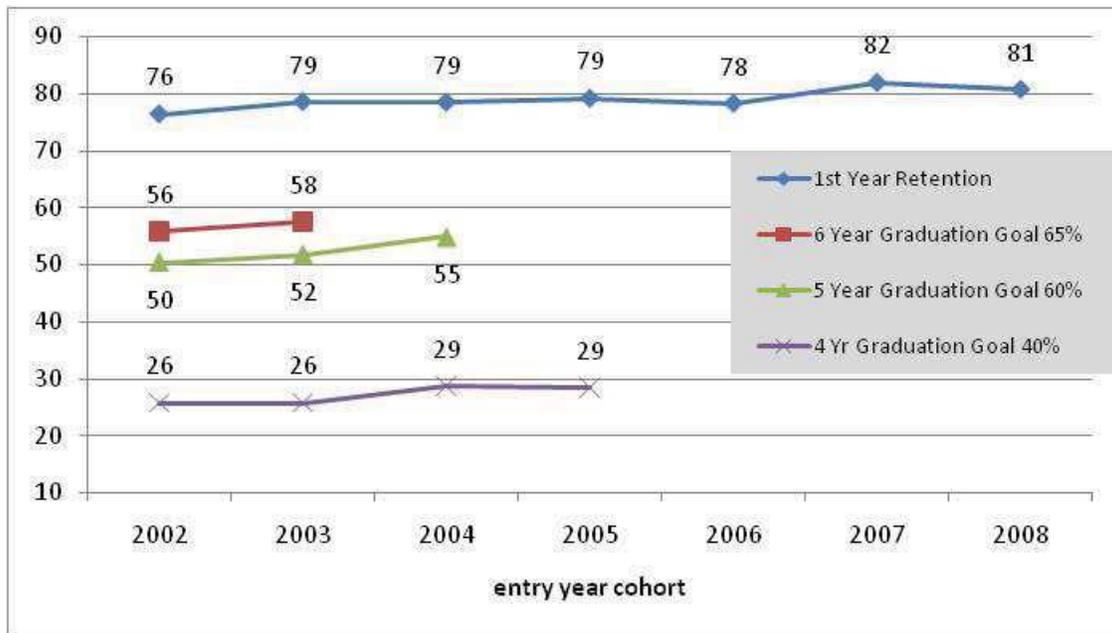
International Education

- UMD's International Education Office (IEO) coordinates over 30 different Study Abroad Programs for UMD students.
- Currently pursuing partnerships and initiatives in China and Turkey.
- Over 150 Duluth faculty members have participated in the Curriculum Integration initiative to facilitate the transfer of credits earned while studying abroad into degree programs.

Enrollment management and graduation rate challenges

Student Retention & Graduation

- A direct relationship exists between first-year retention and graduation rates.
- UMD's approach to improving retention and graduation rates began in spring 2006 with development of a broad strategy for supporting student success. Strategy refined through implementation of:
 - The 30-60-90 Student Success Roadmap (credit goals of 30 for sophomore status, 60 for junior and 90 for senior).
 - Intensive monitoring of student progress and renewed focus on student learning.
 - Strengthened commitment to the first year, the sophomore year and academic advising.
 - Clearer definition of at-risk student measures.
- Modest improvements seen in first-year retention and graduation rates with more significant improvement anticipated as students who have benefited from these initiatives progress toward graduation.
- The UMD graduation rate targets were set by the Board of Regents in 2006; the 4-year target is 40 percent, 5-year target is 60 percent and the 6-year target is 65 percent.



Monitoring Student Progress

- The 30-60-90 Student Success Roadmap helps students monitor progress to graduation while providing benchmarks for data collection and analysis.
 - All freshmen introduced to the Roadmap in one-credit orientation courses or at collegiate meetings.
- Student academic planning using Graduation Planner continues to be a priority. In 2009-10, an emphasis was placed on educating faculty and professional staff advisors in Graduation Planner use.
- Since instituting a consistent set of messages in 2007 encouraging students to average 15 credits per semester, the percentage of UMD undergraduates at the 15+ credit level has increased by 12 percent.

Credit Load	2006		2007		2008		2009	
	N	%	N	%	N	%	N	%
Fall Semester								
0.5-5.99	125	1.4	90	1.0	112	1.2	105	1.1
6-11.99	285	3.1	323	3.5	262	2.8	270	2.9
12-14.99	3,963	43.2	3,511	38.2	3,068	32.9	3,000	31.8
15+	4,794	52.3	5,254	57.2	5,877	63.0	6,045	64.2
Total	9,172	100.0	9,184	100.0	9,324	100.0	9,422	100.0

Source: Office of Institutional Research, Official Enrollment by Credit Load Report

First Year

- Welcome Week programming for new freshmen increased in size and scope with an expanded focus on academic success.
- Over 70 different workshops offered over the course of five days on a wide range of topics.

Sophomore Year

- New Sophomore Year Initiative supports sophomores as they strive to meet key benchmarks toward graduation and to further integrate into UMD's academic and social communities.
- A council of current sophomores was established in fall 2010 to provide input.

Academic Advising

- In 2009 a task force on advising formed and charged with conducting a comprehensive review of UMD's advising structure.
- Task force recommendations currently under review.

At-Risk Student Measures

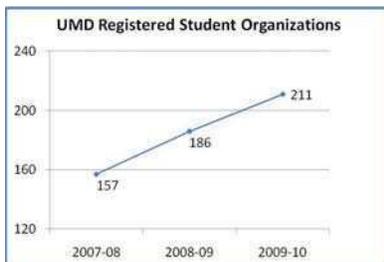
- New director of Institutional Research has focused on identification of at-risk student measures.
- Intensive analyses conducted of the National Survey on Student Engagement (NSSE) results and University STIX file data.
- First-term grade point average found to have the most significant positive relationship to first-year retention.
- Significant relationship found between ACT collegiate readiness benchmark scores and student performance in some 1xxx-level courses, which in turn impact first-term GPA achievement.
- Data presented to the collegiate deans in August 2010; work continuing on action plan.

Student Involvement

One factor in improved student retention is satisfaction with peer experiences. The retention literature indicates that students are more likely to be retained when they feel comfortable and connected to other students with similar interests. Beyond those created through collaborative academic experiences, UMD fosters these types of connections through involvement in student organizations and clubs and in recreational sports activities housed within Kirby Student Center and Recreational Sports and Outdoor Programs.

Kirby Student Center

- Surge in groups registering on campus due to recently added structure and support for student organizations.
- Kirby Leadership Institute, now in its fourth year, has become one of the most popular programs for UMD's student leaders.
- Kirby Program Board, a student run and managed organization, successfully retooled its structure and is offering event programming more in line with student interests.



Recreational Sports Outdoor Program

National campus recreation benchmarking survey in 2010 included 2,500 UMD students evenly divided by academic standing. The survey results showed:

- 88 percent of UMD students participate in RSOP activities and services, more than 15 percent above national averages.
- Almost 50 percent of students participate in intramural sports.

- Over 45 percent indicated that facilities and services played a significant role in deciding to attend UMD.
- Students reported improved academic performance (71 percent), improved multicultural awareness (48 percent), increased respect for others (70 percent), increased understanding of the importance of/and desire to maintain a healthy lifestyle after graduation (93 percent).



Enrollment Management

- UMD’s Enrollment Council monitors new admissions and continuing enrollment.
- During 2009-10, the Council began to develop a series of questions and topics that need broad discussion across campus in order to identify more targeted recruitment and retention strategies.
- This activity, closely coordinated with recently initiated strategic planning work, will continue through 2010-11 in order to develop short- and intermediate-level goals for enrollment.

Assessment

- UMD is in the third year of a four-year commitment to the Higher Learning Commission’s Academy for Assessment of Student Learning, with the Council for Advancement of Student Learning providing guidance.
- Interdisciplinary groups of faculty developed learning outcomes for each of ten categories of the revised liberal education program.
- Over 90 faculty and staff participated in a summer assessment workshop designed for professional development.
- Campus committed to tie assessment to the planning and budget processes.
- Major goal for 2010-11 is development of assessment plans for liberal education.

University of Minnesota, Morris

Campus Mission (adopted in 2009): 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 part of 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. Its residential academic setting fosters collaboration, diversity and a deep sense of community.

In line with strategic goals, Morris has:

- Increased enrollment
- Made progress on retention and graduation rate goals
- Strengthened its basic financial position in the present and for the future, through reorganization, financial modeling, and the pursuit of new sources of revenue

- Demonstrated success through a variety of empirical indicators in enhancing student engagement for undergraduate students, in line with its mission of creating a living and learning laboratory
- Demonstrated its viability as an institution of higher learning in the future by successfully completing the self study for ten-year reaccreditation of the Higher Learning Commission (HLC) of the North Central Colleges and Schools regional accrediting organization--receiving the most desired outcome from the visit team, a recommendation for full ten-year reaccreditation.
- Effectively executed a branding and integrated marketing plan, which has led to increased philanthropic support, on line presence, reputation, recruitment, and alumni engagement
- Moved well along the path toward carbon neutrality and energy independence, collaborated with regional partners to increase the economic viability of West Central Minnesota, thereby contributed to a more sustainable future for itself and the region, and enhanced the reputation of the University of Minnesota system
- Continued efforts to achieve, through renovation and construction, new facilities in line with those of peer institutions, in particular, through the renovation of an historic campus building (the new Welcome Center, 2010); through renovations and upgrades in residence and dining facilities (2008-2010); and through the completion of pre-design work for the Green Prairie Living and Learning Center (2008), slated to be the first new residence on this campus since the 1970s.

Significant campus challenges include:

- Providing competitive salaries for faculty and staff
- Recruiting and retaining diverse faculty and staff
- Crafting public/private partnerships to promote new revenue streams and financial strength
- Moving beyond the pre-design phase of the new residence hall in the face of growing enrollment and increased occupancy
- Renovating Briggs Library as a “learning commons” environment.

Morris history: This year marks UMM’s fiftieth year as an undergraduate liberal arts campus of the University of Minnesota. UMM is a founding member of the Council of Public Liberal Arts Colleges, the only campus in the State of Minnesota with this educational sector’s designation. This fall, *U.S. News and World Report* ranked UMM as the 6th public liberal arts college in the national liberal arts college category.

But educational institutions on the Morris grounds date to 1887, when Sisters of Mercy established a working farm and boarding school for American Indian children. Ten years later, that institution came under the jurisdiction of the federal government, and ten years after that, the University of Minnesota established an agricultural boarding high school and experiment station at the Morris campus. This campus served regional farmers and their children for another fifty years, until the establishment of the University of Minnesota as the public university of the state. Those buildings and their preservation in the 21st century led to the designation of that central portion of the UMM campus as an historic district listed in the national historic registry.

Morris values: The values of access, regional service, and undergraduate educational excellence in a residential liberal arts campus setting persist in the 21st century in a way that distinguishes the Morris campus.

Morris students: In 2010, the campus is comprised of 1,812 undergraduates, who live and learn in a residential community. Nearly half of Morris students and nearly all first-year students live in campus residence halls, which are near capacity this fall. The rest walk and bike from nearby homes. The Morris student profile is selective and has remained consistent for the past 15 years. The average ACT score for entering students is 25.

Within the University of Minnesota's five campuses, the Morris student academic profile is most like the Twin Cities campus. However, other student characteristics differ significantly from the Twin Cities and from Duluth. Morris students have the highest financial need in the University of Minnesota system. In 2010, 32% of Morris students—roughly one in three—were Pell eligible, compared to 21% on the Twin Cities and Duluth campuses. More than 90% of UMM students receive financial aid. In fall of 2009, 43% of new entering high school students were first generation—that is, the first in their families to attend college or university. When they graduate, more than one out of every three of our white students and over half of our students of color will be in the first generation of their families to earn a four-year college degree.

Twenty percent of UMM students are students of color. American Indian students, who number only one percent of students at universities in Minnesota and nationally, now comprise twelve percent of the UMM student population, making Morris one of only forty colleges nationally to receive designation as a Native American Serving Non-tribal Institution (NASNTI). And, 45% of UMM students pursue professional or graduate education after graduation, (28% in the year immediately preceding graduation), comparable to the percentage at private liberal arts schools in the State of Minnesota and testimony to the quality of education provided.

Morris campus vision: The Morris campus vision derives from the important value of access documented above and includes securing adequate financial resources to continue to support the academic and artistic accomplishments of talented young people regardless of their family's economic status. And the vision includes a connected learning experience that integrates curriculum, co-curriculum, and facilities, and promotes opportunities for students inside and outside the classroom to develop the leadership and intellectual skills of an educated citizenry in the 21st century.

The vision that underlies the Morris campus plan is also one of creating a “model community,” in which local solutions provide answers to global problems. This vision is being created in partnership with a number of regional organizations, including the West Central Research and Outreach Center of the University of Minnesota. It is fully compatible with our mission as a liberal arts college, which provides an environment in which the liberal arts provide a prism through which knowledge is seen and created and solutions are sought, an environment in which undergraduates are prepared to ask and answer the “big questions” of our time. UMM's vision includes the achievement of a shrinking carbon footprint through the use of natural resources to provide campus electricity and heating and cooling needs.

Update on the Morris Strategic Plan

The strategic plan, adopted officially by the Morris campus in 2007, is available at <http://www.morris.umn.edu/strategic/Nov12006-Final.pdf>.

Like the strategic plan of the University of Minnesota, Twin Cities, Morris' plan includes the goals of “extraordinary education; outstanding organization; outstanding innovation; and extraordinary faculty and staff.” *University of Minnesota strategic goal:* Extraordinary Education: Recruit, educate, challenge and graduate outstanding undergraduate students.

1) UMM strategy: Increase enrollment/develop distinctive brand and integrated marketing plan

Last year Morris saw an *all time high* in applications, followed by a *six year high in fall enrollment for degree seeking students* while maintaining selectivity factors and diversity indicators. Improved retention of students eligible for continued enrollment contributes to the overall positive growth in enrollment numbers. Strategies in place to increase enrollment:

- Successful rebranding of UMM and establishment of an integrated marketing plan; addition of key staff members in the area of communications and admissions

- More effective use of online and electronic resources to increase inquiries and applications of qualified students
- With modest financial resources and by repackaging a series of courses, *new programs to showcase growing niches* in sustainability and the environment, and indigenous languages. These include interdisciplinary majors and minors in environmental studies and environmental science, and the addition of Anishanaabe instruction and American Indian cultural studies courses. With the addition of these majors, Morris is already attracting a new group of students to the campus and serving its current students better with courses in these strategic areas
- Cultivation of relationships and development of transfer guides for selected programs for *community college partners*
- Development of an *innovative international recruitment* partnership with Shanghai University of Finance and Economics.

2) UMM strategy: Improve retention and graduation rates

Graduation Rates: During the past three years Morris graduation rates have reached an all time high. In 2010 the four-year Morris graduation rate is 49.2% for the cohort entering college in 2006. The five-year graduation rate is 64.3% for the 2005 cohort and the six-year graduation rate is 71.8% for the 2004 cohort. The campus is making progress to meet the 4-, 5-, and 6-year graduation rate goals of 60%, 75%, and 80% respectively by 2012.

Retention Rates: Morris retention rates from first to second year for the 2007 and 2008 cohorts were 87.5% and 87.4%, among the highest in UMM's history. Retention for the 2009 cohort dropped to 83.4%. Because of our size, Morris retention rates typically show variation from year to year (e.g., a variation of just four students will result in a one percent change in retention). Nevertheless, we are exploring reasons for the decrease this fall and have adopted these strategies to address retention rates:

- In the spring of 2009, UMM reorganized a number of its offices, and dedicated one FTE staff position to direct retention efforts in consultation with a variety of campus offices: advising; student affairs; multi-ethnic programs; and academic affairs
- In academic year 2009-2010, UMM faculty and staff redesigned the first-year seminar experience; changes were implemented this fall
- UMM is in the process of applying for a Title III grant for Native American Serving Non-Tribal Institutions to provide resources to better support the retention and successful graduation of Native American students
- Informed by changes in the University of Minnesota Twin Cities one-stop office that streamlines and supports student financial transactions, financial aid, and registration, UMM is considering the desirability and feasibility of a similar model for its campus.

3) UMM strategy: Increase scholarship funds

Over the course of the past several years, UMM has increased its investment in the area of external relations and philanthropic giving. These investments, combined with an ambitious marketing and branding plan have led to:

- UMM's first million dollar gift (in FY 2009)
- A 24 percent increase in FY 2010 over the previous year in dollars received through annual giving
- A 13 percent increase in the average size of the annual gift to UMM
- A 24 percent increase in disbursements from gift funds, FY 2010 compared to FY 2009
- 12 percent of UMM students receiving gift-funded support in FY 2010.

4) UMM strategy: increase opportunities for engaged learning

Morris students live an integrated undergraduate experience, one in which they “practice the liberal arts.” Virtually every student participates actively in campus and community life.

Initiatives to foster high levels of student engagement are in line with the outcomes identified in UMM’s mission statement and include transformational student learning opportunities in service-learning, study abroad, undergraduate research, civic engagement, multicultural/intercultural opportunities, and green campus programs. The table below illustrates progress on selected variables from the 2010 National Survey of Student Engagement (NSSE) and shows how Morris students compare to their counterparts in Council of Public Liberal Arts (COPLAC) Schools, to all Baccalaureate Liberal Arts (BAC LA) schools who participate in NSSE, and to all schools/all categories who participate in NSSE (NSSE all).

Student engagement rates compared to comparison group institutions, Morris campus

Engagement Areas	Morris 2010 Seniors	Morris to COPLAC	Morris to Bac LA	Morris to NSSE All
Research with a faculty member	46%	+13%	+10%	+17%
Study abroad	37%	+13%	+1%	+14%
Culminating senior experience (e.g., capstone course, senior project or thesis, comprehensive exam)	89%	+19%	+8%	+23%
Participated in co-curricular activities during senior year	76%	+21%	+10%	+23%
Tutored other students	65%	+10%	+5%	+10%
Service Learning	50%	-1%	+2%	-1%

Source: National Survey of Student Engagement.

University of Minnesota strategic goal: recruit and retain exceptional faculty and staff

1) UMM strategy: Create an environment in which talented faculty and staff members are recruited and retained.

The ten year re-accreditation visit-team of the Higher Learning Commission (HLC) of the North Central Colleges and Schools Association (NCA) in spring of 2010 affirmed the quality and commitment of UMM faculty and staff members. The report of the visiting team included this observation:

“It is evident that the faculty and staff are passionate about the university as they speak proudly about their profession, projects and their work with the students and community. Despite the stress due to current economic conditions, the campus is beautifully maintained and an on-going construction/renovation of buildings and grounds is evident...” (From the report of the visiting team, April, 2010)

Increase support for faculty research: A variety of indicators demonstrate UMM faculty members’ success as researchers and scholars.

- In 2009, Morris invested well over \$100,000 in faculty development funding, compared to just over \$50,000 five years ago
- Typically, one or two members of the Morris faculty receive University of Minnesota grants-in-aid each year, and 17 Morris faculty members recently received University “Imagine” funds
- Dramatic increases in overall grant activity, from 23 proposals submitted in FY 2009 to 35 proposals in FY 2010

- External funds received increased from \$563,000 in FY 2009 to \$942,000 in FY 2010 (including three grants from the National Science Foundation, two from private foundations, and several from Minnesota State agencies).

Faculty and staff awards: In the spring of 2010, one current and one retired UMM faculty and staff member won the University of Minnesota President’s Distinguished Service award. A number of UMM faculty members are recipients of the University of Minnesota’s Horace T. Morse award for excellence in undergraduate teaching, including a new award winner in spring, 2010: approximately one in five UMM faculty members have received this award.

Several indirect measures show that UMM faculty and staff provide extraordinary opportunities for undergraduate students: three Truman scholars in the past four years; two NCAA post-baccalaureate fellowship winners; one Udall scholar during that same time period. These national awards speak to the ability of UMM students, surely, but they are also a reflection of the dedication of UMM faculty and staff.

2) UMM strategy: provide salaries commensurate with peer institutions:

While UMM faculty continue to win awards, recognition, and distinction within and outside the University system, the strategic goal of increasing faculty salaries has not been met and remains one of the institution’s highest priorities. Of the “Morris 14” peer group, which includes some Minnesota private schools, some members of the Council for Public Liberal Arts Colleges, and some Minnesota public schools, UMM ranks 12 out of 14 for each of three faculty categories: assistant, associate, and full. This fall, the Vice Chancellor for Academic Affairs is working with the campus Faculty Affairs Committee and UMM’s office of human resources to develop a plan to address this problem.

3) UMM strategy: address staff salaries in relation to peer institutions and some agreed upon target for increase. A similar plan to analyze and address professional and administrative staff salaries is being developed in consultation with the office of human resources and the campus group representing those employees, the Morris Academic Staff Association (MASA).

University of Minnesota strategic goal: outstanding organization, outstanding innovation

1) UMM strategy: Strengthen financial position

In FY 2010, UMM achieved an end-of-year budget surplus—the result of significant reorganizing the previous year, careful stewardship of resources, and excess tuition revenue. This has allowed the campus to create a central financial reserve account.

2) UMM strategy: Strengthen regional partnerships; use natural resources to replace declines in state funding, become a “low carbon” community, enhance the demonstration and research application platform that exists here to benefit students and faculty, while providing local solutions to global problems, and contribute to the national reputation of the University of Minnesota.

Morris is home to an innovative “research triangle,” named the Green Prairie Alliance and including the University of Minnesota, Morris, the West Central Research and Outreach Center, and the USDA Soil Conservation Research Laboratory. These three groups collaborate to provide a rich arena for renewable energy research, provide resources and job creation in the region, and sponsor a variety of undergraduate research opportunities for students.

These partnerships have also provided “fuel for thought” in a variety of forms, including gasification courses for baccalaureate students, for technical college students, and for displaced workers, that serve an emerging industry. For more information visit <http://morris.umn.edu/cerp/biomass>.

Through a grant in which UMM is participating, training courses in wind technology will be added to this array in spring 2011.

The campus continues its work as a national leader in developing and implementing renewable energy products aimed at creating a campus model community with a distributed hybrid resource platform. Through a combination of financial resources—state, federal, university, and private—in the last five years, Morris has acquired an impressive toolbox of renewable energy resources that include wind (turbine at the WCROC, 2005), biomass (2009; commissioned October, 2010), solar (summer, 2010), and photo-voltaic (summer 2010). In addition, student led efforts in recycling and conservation contribute to the growing national reputation of the institution. These resources enhance the undergraduate student experience by providing research and leadership opportunities for students and faculty and provide a community based distributed renewable energy model for others to emulate and learn from.

For more information on Morris' "green and sustainability initiatives" visit <http://www.morris.umn.edu/sustainability/>

Morris campus is home to programs that strengthen the region through "local foods" initiatives.

- UMM is a founding member of Pride of the Prairie, which has relationships with more than 50 area growers and through a contract with UMM's food service provider, Sodexo, local food consumption continues to increase
- UMM is partner with Blue Cross and Blue Shield of Minnesota promoting healthy eating lifestyles on- and off-campus.

Funded by a private donor and central UMN compact dollars, Morris is launching its new "Carbon College" an umbrella concept (not an actual college) that incorporates a variety of credit- and non-credit-bearing opportunities for current and prospective students, adult learners, elementary and high school age students, alumni, high school teachers and the interested public. The goal of the Carbon College is to promote UMM's outreach mission, to capitalize on our growing niche and national reputation in sustainability and renewable energy, and to foster opportunities for participants to expand their knowledge regarding climate change, carbon footprint, local foods and renewable energy topics; thereby creating a platform for social, political, economic and cultural changes needed to ensure a sustainable future.

University of Minnesota, Rochester

Campus Mission

The University of Minnesota, Rochester (UMR), formally established in 2006, is the newest campus in the University of Minnesota system and serves the academic and professional needs of southeastern Minnesota. UMR provides graduate and undergraduate degrees and focuses on the areas of health sciences and biotechnology, preparing students for a broad spectrum of degree and certification programs, professional schools, and graduate programs leading to health profession careers, as well as entry-level science and laboratory positions in industry, government agencies, and universities. UMR also offers programs in business, education, public health, nursing, and social work.

The University of Minnesota Rochester promotes learning and development through personalized education in a technology-enhanced environment. UMR empowers undergraduate and graduate students to be responsible for their own learning and provides appropriate support to prepare them to succeed in a global and multicultural society.

The University of Minnesota Rochester serves as a conduit and catalyst for leveraging intellectual and economic resources in Rochester and southeastern Minnesota through its signature academic, research,

and public engagement programs in collaboration with other campuses of the University of Minnesota, other higher education institutions throughout the state and nation, governmental and non-profit organizations, and private enterprise.

Strategic Plan

The priorities set forth in the strategic plan for the University also set the basis for academic, research and public engagement for the Rochester campus. In an effort to support centrality of mission UMR seeks to establish a leadership role in health sciences education and selected areas of biotechnology. The educational focus allows the institution to manage quality, productivity, and efficiencies. The focus is supported by a comparative advantage afforded to UMR related to the major economic drivers and international organizations and industries unique in the state, nation and the world. UMR works collaboratively with educational programs offered by other campuses in the system to meet the educational needs in the region that support the institution, the student, individual colleges, the community, and industry. These partnership programs will continue to serve the requirements of the region.

Efficiencies and effectiveness are achieved through partnering with other campuses to deliver education in the region; using a research and data-driven approach to new programmatic structures and deployment of educational resources; and collaborating with community and corporate resources to provide academic resources and the necessary infrastructure to support education and research at UMR.

UMR Innovation, Scope and Quality of Academic Programs

UMR is part of a world class and well established university system, the University of Minnesota, yet it is also a new institution starting from scratch.

At UMR, we create an environment that embraces innovation and a culture that is data driven so the impacts of new approaches on student learning and development and research can be evaluated on their own merits. In creating that environment and culture, we are building the future university today.

Examples currently underway at UMR include:

- UMR composed a degree that is designed to accommodate a wide range of health care interests, rather than create specific degree programs.
- UMR does not have departments or colleges; instead, all faculty have the same academic home, the Center for Learning Innovation, where they collectively, irrespective of their academic discipline, build a connected and coherent educational experience.
- UMR does not use classic work load models for faculty but instead deploys their talents and energies in new ways: some focused on designing a learning experience for students and others who are implementing and supporting the students engaged in the experience.
- UMR curriculum is inverted from traditional models, with a rigid lower division and a flexible upper division. The curricular rigidity in those first two years permits the formation of learning cohorts that create both opportunities to better connect concepts across disciplines and provide multiple ways for students to engage with a learning concept. This arrangement also reduces curricular infrastructure and the costs associated with offering a large portfolio of courses.
- UMR has taken a different approach to assessment: one that is focused on the curriculum and not on the course. Because of our laptop program, all students' work in all courses is digitized, stored and categorized using a common protocol. This enables the creation of a rich data base that can be mined with informatic methodology to create the learning analytics to support personalized learning, as well as document the value-added learning of our students. This approach to assessment recognizes not only different learning styles, but also the different ways that students connote their learning and understanding.

- UMR is also melding developmental outcomes together with the learning outcomes to create a mindset necessary for future success.
- UMR has redefined the role of the student advisor and calls them coaches to signify a much more active engagement on their part to support student growth and academic success.
- UMR utilizes, whenever possible, enterprise-wide back office operations to mitigate costs associated with activities not central to our core mission.
- Partnerships are key to our future. We have leveraged assets across different sectors and institutions to build a unique graduate program. We have connected researchers from IBM, Mayo Clinic, The Hormel Institute, and UMTC, to work in bioinformatics and computational biology, an area that will have a significant economic impact on the region and the state.
- UMR has and will use a variety of public-private partnerships to provide the needed infrastructure and services (e.g., student housing, student recreation, faculty offices, and academic space) to maintain our focus on our programs and not be unnecessarily distracted by our infrastructure needs.

Enrollment Management

Our enrollment target in Fall 2011 is 150 freshmen students, and our recruitment activity continues to grow commensurate with this enrollment target in terms of numbers of prospective students contacting UMR, visiting with our Admissions staff at college fairs and high school visits, numbers of prospective students and their families visiting our campus for individual tours and group visit days, and the numbers of applications submitted. While we cannot make all the direct comparisons we would like, due to the shortened admissions cycle of our initial year of operating the Bachelor of Science in Health Sciences (BSHS), here are some data points which show the increased interest in UMR and help indicate that we are on track for continued growth in successive classes of first year students:

- In October 2009, the number of prospects for entry term fall 2010 was 1,918. In October 2010, our fall 2011 prospect pool is 2,540. We have experienced an increase of 32.5%.
- In 2008-09, we had 233 visitors. In 2009-10, 630 students traveled to UMR. The number of BSHS campus visitors has increased by 170%.
- BSHS Admissions goal for entry term 2011 is 700 applicants, which would double the number of applicants for entry term 2010.

From 2009 to 2010, UMR experienced a 68% retention rate of first time, new students (50 matriculated, 34 returned). UMR has unique challenges in retaining students, particularly from the first to second year, as any student deciding to change his/her major will also need to transfer to another institution, given the single Health Sciences major at UMR. We remain committed to providing exceptional support for all students, including those for whom the most appropriate pathway is to another college or university. The continued success of our current BSHS students is helping us create impactful messages for prospective students to help further select the best fit for UMR.

Graduation and Retention

The above examples are mentioned not to suggest that we have successfully shaped UMR to accommodate the forces driving change in our business, but rather to make the point that UMR is properly positioned to explore these innovations. UMR's energy is not consumed on making space for the innovation within an existing structure, but rather is entirely targeted on the design and implementation of the innovation and measuring its impact on research and student learning.

It is still too early to know what is and what is not working. But we do know that:

- 85% of our freshmen students successfully completed the first course in organic chemistry and 75% completed the second course in organic chemistry in our "Organic First" initiative.
- 91% of the matriculated students in fall 2009 accumulated 30 or more credits in the first year of a rigorous curriculum.

- Our students learned how to work well in groups, and in fact, one of our faculty members has found that our students perform about 20% higher when working in groups than when working individually.
- We know from exit interviews of students who left UMR that the primary reason was a change in major or a connection with a particular career preference, and not because of our pedagogical or curricular approaches, our space, or our student support services or activities.

As we develop our assessment tools and continue to track and support our students' progress, we do recognize that some of our innovations will work, and others will not. UMR will continue to nourish and grow an institutional culture that embraces both successes and failures and protects its strongest asset, its institutional agility, so it can continually adapt to and serve our changing students and prepare them for our changing world.

UMR has embraced this unique opportunity to provide an exceptional education, hire exceptional faculty and staff, build an exceptional organization, and create an exceptional place to cultivate innovation.

Conclusion

As the University system strives to achieve its goals and respond to the state and national economic downturn, the UMC, UMD, UMM, and UMR campuses are doing their part to maintain and enhance quality, reduce expenses, increase revenues, deliver world-class instruction, conduct scholarly inquiry and discovery, enhance publicly engaged teaching and serve their regions and the state. Each campus has innovative programs focused on the University's highest priority initiatives and designed to meet workforce needs. Many of these programs are interdisciplinary and involve collaboration across campuses and with external partners.

We will continue on the path toward a more fully integrated system of campuses and resources across the state. New planning models have been developed to help the coordinate campuses advance their strategic planning initiatives in the context of economic, demographic and academic outlooks and projections, and to incorporate tools to quantify and model their planning activities for evidence-based decision making. A new University of Minnesota System Council has also been established this fall comprised of the chancellors, senior vice presidents, and selected deans to address challenges and opportunities that face the University of Minnesota system. Vice Presidents with system responsibilities and other leaders will also be part of these discussions depending on the topic. The Council will ensure alignment and leveraging of relationships across the state and University system and provide a forum to discuss issues, provide input, and address broader implications of interrelated strategic decisions in managing our resources and enhancing services and productivity.



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Educational Planning and Policy Committee

November 11, 2010

Agenda Item: Commercialization of Intellectual Property Rights Policy

review review/action action discussion

Presenters: Vice President Timothy Mulcahy

Purpose:

policy background/context oversight strategic positioning

Policy Section III Subd.6 has been revised. The proposed policy amendment is intended to provide for recovery of a portion of the administrative costs associated with operating the Office for Technology Commercialization (OTC).

Policy was last reviewed and amended December 14, 2007. Current policy revisions have been reviewed and accepted by the appropriate faculty and administrative governance groups.

Outline of Key Points/Policy Issues:

- University derives significant benefit from a robust technology commercialization operation;
- Federal policy requires Universities to commercialize technology developed with federal support;
- Technology commercialization is a costly function;
- The current funding model is no longer adequate for the following reasons:
 - a key and primary source of OTC operations funding is going away (Glaxo) and
 - the U's current model is out of sync with comparable peer institutions;
- Changes to current Regents commercialization policy would:
 - Normalize funding for technology commercialization comparable to peer institutions
 - Strike more appropriate balance between the U's risk of investing in the costs of tech transfer with the rewards received by all stakeholders
 - Maintain faculty inventorship/entrepreneurialism incentives
 - Compel licensees to pay appropriate fees (industry recognizes there is a cost of doing business)
 - Help to sustain the cost of technology transfer operations after decline of royalty revenue from our current "blockbuster" (Glaxo)

Background Information:

The mission of the Office for Technology Commercialization (OTC) at the University of Minnesota (UMN) is:

“...to translate University of Minnesota research into new products and services that provide growth opportunities for our licensees, benefit the public good, improve the quality of life, and generate revenue to support the University's research and education goals.”

OTC is structured to function like a business. OTC is charged with aggressively seeking commercial partners to license high-potential technologies. OTC contributes to the University's strategic positioning goals by making promising University-based technologies available to the public (from discovery to utility) and by maximizing the return-on-investment value of University Intellectual Property. Through marketing and licensing of technology, OTC generates financial returns for the institution from licensing fees (in the form of cash, equity, or other consideration), the royalty rate paid on company revenues, patent reimbursement, and development milestone payments. OTC's Center Venture Center focuses on the creation of start-up companies based on UMN technology.

OTC Current Funding Model

- Exclusively self-funded through royalty revenue
- Receives no central administrative (O&M) funds
- Major royalty revenue stream (Glaxo, >90% of total) in decline as patent coverage sunsets
- Assumes all the risks and the costs associated with IP protection and licensing
- Must entirely cover costs for 'winners' as well as 'losers'
- Current funding model is an exception among peers

Recommendations

Maintain

- 1/3rd, 1/3rd, 1/3rd net income split
 - Faculty and departments should be incentivized for their hard work and support of commercialization
 - Aggressive OTC financial goals

Proposed Policy Change: Modify current Regents policy to incorporate a 15% service fee

President's Recommendation for Action:

The President supports this policy change and recommends for approval.



UNIVERSITY OF MINNESOTA
BOARD OF REGENTS POLICY

Page 1 of 6

Academic
COMMERCIALIZATION OF INTELLECTUAL
PROPERTY RIGHTS
Adopted: December 14, 2007

DRAFT *for review* November 11, 2010

COMMERCIALIZATION OF
INTELLECTUAL PROPERTY RIGHTS

SECTION I. SCOPE.

This policy governs patents and the ownership, commercialization, and dissemination of intellectual property rights in technology created at the University of Minnesota (University).

SECTION II. EXCLUSIONS.

Subd. 1. Copyright. With the exception of the commercialization of intellectual property rights in software owned by the University, this policy shall not apply to the ownership or use of copyrighted works that are governed by other Board of Regents (Board) or administrative policies.

Subd. 2. Trademarks. With the exception of intellectual property rights in University trademarks that identify University-owned plant varieties or that are commercialized in conjunction with other technology covered by this policy, this policy shall not apply to the use of University-owned or licensed names, trademarks, or service marks.

Subd. 3. Equity Interests. This policy shall not apply (a) to the University's acquisition of equity securities in a publicly held company or appointment of a voting member to the governing body of a publicly held company or (b) to the acquisition of equity securities of a publicly held company by a University employee.

SECTION III. DEFINITIONS.

Subd. 1. Inventor. Inventor shall mean a University employee, student, or post-doctoral or other fellow who invents technology.

Subd. 2. Technology. Technology shall mean the following items and their related intellectual property rights:

- (a) a discovery or invention, patentable or not;
- (b) software owned by the University; and



UNIVERSITY OF MINNESOTA
BOARD OF REGENTS POLICY

Page 2 of 6

Academic
COMMERCIALIZATION OF INTELLECTUAL
PROPERTY RIGHTS
Adopted: December 14, 2007

DRAFT for review November 11, 2010

- (c) trademarks owned by the University that identify University-owned or University-licensed plant varieties or that are commercialized in conjunction with other technology covered by this policy.

Subd. 3. University Official. University official shall mean a person defined as a University official in Board of Regents Policy: *Institutional Conflict of Interest* and any person covered by administrative policies or procedures implementing that policy.

Subd. 4. Controlling Equity Interest. Controlling equity interest shall mean the University's ownership of equity securities of a licensee sufficient to grant the University the power to direct the licensee's management. The University shall be considered to have a controlling equity interest in a licensee under this policy if:

- (a) the University owns a majority of the voting equity interest in the licensee; or
- (b) the University has the power to appoint a majority of the voting members of the governing body of the licensee.

Subd. 5. Licensee. Licensee shall mean a for-profit, privately held company to which the University licenses or assigns intellectual property rights in University-owned technology.

Subd. 6. Net Income. Net income shall mean the gross monetary payments the University receives ~~as a result of transferring~~ in consideration for granting rights in the technology less (a) the University's out-of-pocket expenditures (including legal fees) directly attributable to protecting, developing, and transferring that technology and (b) a fifteen percent administrative fee of the gross monetary payments to help defray the costs associated with operating the Office of Technology Commercialization. Fees, charges, and other monetary payments made to the University to compensate it for administering intellectual property agreements or seeking and maintaining intellectual property protection for technology shall not be considered monetary payments under this policy.

SECTION IV. GUIDING PRINCIPLES.

The following principles shall guide the University in commercializing technology:

- (a) The primary mission of University research is the generation and dissemination of knowledge, and academic freedom requires that



UNIVERSITY OF MINNESOTA
BOARD OF REGENTS POLICY

Page 3 of 6

Academic
COMMERCIALIZATION OF INTELLECTUAL
PROPERTY RIGHTS

Adopted: December 14, 2007

DRAFT *for review* November 11, 2010

faculty, staff, and students be free to pursue areas of research and study without regard to the potential for the creation of inventions.

- (b) The development and dissemination of new knowledge, technology, or scientific procedures resulting in innovative products, practices, and ideas is a valued supplement to scholarly publications.
- (c) University commercialization activities shall not inhibit the ability of University researchers to pursue research of their choosing, to publish results of their work in a timely manner, and otherwise to exercise their rights of academic freedom.
- (d) Licensing University-owned technology to private companies promotes the University's interest in successful commercial development of University-owned intellectual property. In some circumstances, a non-commercial method of distribution, such as open source sharing of technology or licensing for humanitarian needs, may be the preferred method of providing public access to, and use of, University discoveries.
- (e) The University may own a controlling equity interest and assert control over the direction and management of a licensee only when doing so (1) enhances the potential for the licensee to successfully develop and make available to the public useful products and services and (2) increases the potential value of the University's investment.

SECTION V. OWNERSHIP OF TECHNOLOGY.

Subd. 1. Ownership. The University shall be the sole owner of all rights, titles, and interests (including intellectual property rights) in and to technology:

- (a) created by University employees in the course of their employment;
- (b) created by students or post-doctoral or other fellows in the course of their academic duties or appointments; or
- (c) created by individuals, including employees, students, or post-doctoral or other fellows, using substantial University resources.

Subd. 2. Assignment of Intellectual Property Rights. Inventors assign to the University all rights, titles, and interests, if any, in and to technology owned by the University.



UNIVERSITY OF MINNESOTA
BOARD OF REGENTS POLICY

Page 4 of 6

Academic
**COMMERCIALIZATION OF INTELLECTUAL
PROPERTY RIGHTS**
Adopted: December 14, 2007

DRAFT *for review* November 11, 2010

Subd. 3. Ownership Under Third Party Agreements. Ownership of and rights in technology are subject to the terms of written agreements between the University and third parties under which the University, solely or in collaboration, conducts research or other activities. Under these agreements, the University may claim, disclaim, or otherwise grant or accept rights in technology as appropriate and desirable.

Subd. 4. Waiver of University Rights. Consistent with administrative policies and procedures, the president or delegate is authorized to waive or otherwise assign to an inventor all or part of the University's rights, titles, or interests in or to a technology created by the inventor.

Subd. 5. Rights to Publish. At the University's request, inventors shall delay the publication or public disclosure of any descriptions of technology for a brief period of time to permit the registration, application for, and protection of the intellectual property rights in the technology.

Subd. 6. Rights to Third Parties. The president or delegate may assign, license, or otherwise grant a third party the right to use technology royalty-free or in exchange for cash, stock or other securities, or other tangible or intangible property.

SECTION VI. DISTRIBUTION OF INCOME FROM COMMERCIALIZATION OF TECHNOLOGY.

The University shall share with inventors the net income from the commercialization of technology as follows:

- (a) thirty-three and one-third percent to the inventors;
- (b) twenty-five and one-third percent to the department, division, or center that supported the creation of the technology, to be spent in support of the inventor's research or directly related University work;
- (c) eight percent to the collegiate unit that supported the creation of the technology; and
- (d) thirty-three and one-third percent to the Office of the Vice President for Research, to be spent in support of the University's technology commercialization activities and to fund University research and scholarly activity.

The president or delegate may change the distribution to collegiate units



UNIVERSITY OF MINNESOTA
BOARD OF REGENTS POLICY

Page 5 of 6

Academic
COMMERCIALIZATION OF INTELLECTUAL
PROPERTY RIGHTS
Adopted: December 14, 2007

DRAFT for review November 11, 2010

or to departments, divisions, or centers if such amounts become disproportionate compared to their budgets or if there have been administrative organizational changes, including an inventor's movement among units or departments. The

president or delegate also may distribute to inventors a portion of the net income from commercialization of technology in the form of a bonus or salary supplement.

SECTION VII. EQUITY, CONTROLLING INTERESTS, AND ASSISTANCE WITH COMMERCIALIZATION.

Subd. 1. Disposition of Equity Securities. The University shall sell the equity securities acquired under this policy as soon as prudent and in strict compliance with all applicable federal and state laws. The cash proceeds derived from the sale of equity securities shall be distributed in the same proportions as income derived from technology.

Subd. 2. Acquiring a Controlling Equity Interest in the Commercialization of Technology. In acquiring, as part of a transaction to commercialize technology, a majority or other equity interest in a company that grants the University the power to direct the company's management or the power to appoint a majority of the voting members of the governing body of the company, the following prohibitions shall apply:

- (a) Except as permitted under other applicable Board policies, the University shall not make a cash investment in, lend money to, or guarantee the obligations of the company; and
- (b) University officials shall not purchase or invest, directly or indirectly, in the equity securities of a licensee as long as the licensee is privately held, except that University employees who are not University officials may purchase or invest, directly or indirectly, in such equity securities if permitted under Board of Regents Policy: *Individual Business or Financial Conflict of Interest* and other applicable Board policies.

Subd. 3. Appointment of Voting Members to Governing Bodies as Part of the Commercialization of Technology. The president shall appoint voting members to the governing bodies of privately held companies commercializing technology. A University-appointed member shall:

- (a) be a University employee with demonstrated experience and competence in technology commercialization and in the creation, management, and capitalization of privately held companies; and



UNIVERSITY OF MINNESOTA
BOARD OF REGENTS POLICY

Page 6 of 6

Academic
COMMERCIALIZATION OF INTELLECTUAL
PROPERTY RIGHTS
Adopted: December 14, 2007

DRAFT for review November 11, 2010

- (b) be reasonably insured against liability arising from service on the governing bodies of such companies.

A University-appointed member:

- (a) shall not accept compensation for service as a member of the governing body of the company, but may accept reasonable reimbursement for service-related expenses;
- (b) shall comply with University policies and procedures;
- (c) shall discharge fiduciary and contractual responsibilities to the company, subject to the performance of University duties as provided in Board and other University policy and procedures; and
- (d) shall resign as a voting member of the governing body of the company prior to the company's becoming publicly held, unless the president or delegate approves an extension of the appointment.

Subd. 4. Use of Technology Commercialization Income to Assist Commercialization by Non-University Entities. The president or delegate may authorize non-University entities to use income the University earns from technology commercialization to directly encourage, promote, or assist with the commercialization and development of University intellectual property. The commitment of financial support for particular projects shall not exceed \$250,000, consistent with Board of Regents Policy: *Reservation and Delegation of Authority*.

SECTION VIII. REPORTING.

The president or delegate shall report annually to the Board on University activities under this policy.

SECTION IX. IMPLEMENTATION.

The president or delegate shall implement this policy and maintain appropriate policies and procedures to administer it.



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Educational Planning and Policy Committee

November 11, 2010

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, as outlined below.

Outline of Key Points/Policy Issues:

I. Request for Approval of New Centers

- Academic Health Center—Establish the Southeast Minnesota Area Health Education Center (AHEC)
- Academic Health Center—Establish the Minnesota Urban Area Health Education Center (AHEC)

II. Request for Approval of New Academic Programs

- Medical School—Create fellowship in Primary Care Sports Medicine
- Medical School—Create fellowship in Pediatric Otolaryngology
- Medical School—Create fellowship in Cytogenetics
- Medical School—Create fellowship in Clinical Chemistry

III. Request for Approval of Changed Academic Programs

- College of Food, Agricultural and Natural Resource Sciences (Twin Cities Campus)—Discontinue the Forest Conservation/Ecosystem Management subplan within the B.S. degree in Forest Resources
- College of Food, Agricultural and Natural Resource Sciences (Twin Cities Campus)—Discontinue the Recreation Resource Management and Resource Based Tourism subplans within the B.S. degree in Recreation Resource Management

IV. Request for Approval of Discontinued Academic Programs

- Carlson School of Management (Twin Cities Campus)—Discontinue Delivery of M.B.A degree in Warsaw, Poland

Background Information:

This report appears as a regular item on the Educational Planning and Policy Committee agenda. Academic program proposal review and approval is governed by University of Minnesota Policy 2.2.4: Review of Proposals for New, Changed, and Discontinued Academic Programs. Approval by the Board of Regents is required for the establishment of new academic programs; addition of formal tracks and of new sites for existing academic programs; discontinuance/merger of existing programs; and changes in program titles/degree designation.

President's Recommendation for Action:

The President recommends approval of the academic program proposals detailed in the Consent Report.

**University of Minnesota Board of Regents
Educational Planning and Policy Committee
November 11, 2010**

Consent Report

I. Request for Approval of New Centers

▪ **Academic Health Center—Establish the Southeast Minnesota Area Health Education Center (AHEC)**

The Academic Health Center requests approval to establish the Southeast Minnesota Area Health Education Center (AHEC). The AHEC is a statewide network of community and academic partners working together to address health and health workforce needs in Greater Minnesota. The partnerships connect the University of Minnesota Academic Health Center with academic institutions, health care agencies, communities and others. The AHEC is supported by a 2005 federal grant to develop two existing regional AHECs in southern and northeastern Minnesota, as well as establish two new regional centers in the central and northwest regions of the state. The Board of Regents previously approved resolutions to establish similar Minnesota AHEC corporations as follows: Northwest Minnesota AHEC on February 7, 2008, Northeast Minnesota AHEC on February 12, 2004, Southern Minnesota AHEC on December 9, 2004, and Central Minnesota AHEC on December 8, 2007.

▪ **Academic Health Center—Establish the Minnesota Urban Area Health Education Center (AHEC)**

The Academic Health Center requests approval to establish the Minnesota Urban Area Health Education Center (AHEC). The AHEC is a statewide network of community and academic partners working together to address health and health workforce needs in Greater Minnesota.

II. Request for Approval of New Academic Programs

▪ **Medical School—Create fellowship in Primary Care Sports Medicine**

The Medical School requests approval to create a fellowship in Primary Care Sports Medicine, effective summer 2011. The program will provide fellows with training in sports medicine care with specific focus on musculoskeletal diagnosis and treatment and promoting exercise as a healthy lifestyle.

▪ **Medical School—Create fellowship in Pediatric Otolaryngology**

The Medical School requests approval to create a fellowship in Otolaryngology, effective summer 2011. The program will provide fellows with training in tertiary pediatric otolaryngology-head and neck surgery care.

- **Medical School—Create fellowship in Cytogenetics**

The Medical School requests approval to create a fellowship in Cytogenetics, effective summer 2011. The program will provide fellows with diagnostic training using a broad range of Cytogenetic and molecular Cytogenetic techniques.

- **Medical School—Create fellowship in Clinical Chemistry**

The Medical School requests approval to create a fellowship in Clinical Chemistry, effective summer 2011. The program will provide fellows with in-depth training and an understanding of clinical disease processes and how the clinical laboratory plays a role in diagnosing and managing clinical diseases.

III. Request for Approval of Changed Academic Programs

- **College of Food, Agricultural and Natural Resource Sciences (Twin Cities Campus)—Discontinue the Forest Conservation/Ecosystem Management subplan within the B.S. degree in Forest Resources**

The College of Food, Agricultural and Natural Resource Sciences on the Twin Cities campus requests approval to discontinue the Forest Conservation/Ecosystem Management subplan within the Bachelor of Science (B.S.) degree in Forest Resources, effective spring semester 2011. The subplan will be combined with another that involves similar content.

- **College of Food, Agricultural and Natural Resource Sciences (Twin Cities Campus)—Discontinue the Recreation Resource Management and Resource Based Tourism subplans within the B.S. degree in Recreation Resource Management**

The College of Food, Agricultural and Natural Resource Sciences on the Twin Cities campus requests approval to discontinue the Recreation Resource Management and Resource Based Tourism subplans within the Bachelor of Science (B.S.) degree in Recreation Resource Management, effective spring semester 2011. Discontinuing the subplans will provide students greater flexibility to address their needs and employment opportunities.

IV. Request for Approval of Discontinued Academic Programs

- **Carlson School of Management (Twin Cities Campus)—Discontinue Delivery of M.B.A degree in Warsaw, Poland**

The Carlson School of Management on the Twin Cities campus requests approval to discontinue its delivery of the Master of Business Administration (M.B.A.) degree in Warsaw, Poland, effective spring semester 2011. This decision results from the school's strategic assessment of its programs and participation.



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Educational Planning and Policy Committee

November 11, 2010

Agenda Item: Information Items

review review/action action discussion

Presenters: Senior Vice President/Provost Thomas Sullivan

Purpose:

policy background/context oversight strategic positioning

To inform members of the Educational Planning and Policy Committee of noteworthy items and policy-related issues affecting University units and departments.

To provide the Committee with background information related to issues of regional, national, and international policy affecting higher education.

Outline of Key Points/Policy Issues:

(1) Enrollment data for fall 2010 is attached.

(2) The National Research Council released its assessment of doctoral programs. The purpose of the assessment is to help research universities across the country improve the quality of their programs and to improve the nation's research capacity. Data from the assessment confirm that the University offers strong doctoral programs across a wide range of disciplines.

Background Information:

This report appears as a regular item on the Educational Planning and Policy Committee agenda. Annual reports are presented to the Board on entering class profiles.

**University of Minnesota Board of Regents
Educational Planning and Policy Committee
November 11, 2010**

Information Report:

Entering Class Profile and Enrollment Data for Fall 2010

I. Twin Cities Campus

A. Twin Cities Freshman Profile

The quality of the incoming freshman class at the University of Minnesota Twin Cities continues to improve. Following are a few highlights. Later in the report are graphs that illustrate progress on the Twin Cities Campus over the past seven years.

- **Average ACT composite score**
 - 27.2—fall 2010
 - 26.6—fall 2009
- **High school rank average**
 - 85.2—fall 2010
 - 85.0—fall 2009

B. Twin Cities Enrollment Data

- **Twin Cities campus freshmen applications**
 - 36,855—fall 2010
 - 33,910—fall 2009
- **Twin Cities campus freshmen enrollment**
 - 5,323—fall 2010
 - 5,400—fall 2009
- **Twin Cities campus new transfer enrollment**
 - 2,220—fall 2010
 - 2,508—fall 2009
- **Twin Cities campus total undergraduate enrollment**
 - 30,519—fall 2010
 - 29,921—fall 2009

- **Twin Cities campus graduate enrollment**
 - 13,946—fall 2010
 - 14,148—fall 2009
- **Twin Cities campus professional schools enrollment**
 - 3,638—fall 2010
 - 3,647—fall 2009

II. Duluth Campus

A. Duluth Freshman Profile

- **Average ACT composite score**
 - 23.8—fall 2010
 - 23.6—fall 2009
- **Percentage of students of color**
 - 8.4%—fall 2010
 - 7.6%—fall 2009

B. Duluth Enrollment Data

- **Duluth campus freshmen enrollment**
 - 2,344—fall 2010
 - 2,118—fall 2009
- **Duluth campus total undergraduate enrollment**
 - 9,659—fall 2010
 - 9,422—fall 2009
- **Duluth campus graduate enrollment**
 - 716—fall 2010
 - 769—fall 2009
- **Duluth campus professional schools enrollment**
 - 350—fall 2010
 - 343—fall 2009

III. Morris Campus

A. Morris Freshman Profile

- **Average ACT composite score**
 - 25.1—fall 2010
 - 25.0—fall 2009
- **Percentage of students of color**
 - 27.2%—fall 2010
 - 19.8%—fall 2009

B. Morris Enrollment Data

- **Morris campus freshmen enrollment**
 - 419—fall 2010
 - 405—fall 2009
- **Morris campus total undergraduate enrollment**
 - 1,690—fall 2010
 - 1,599—fall 2009

IV. Crookston Campus

A. Crookston Freshman Profile

- **Average ACT composite score**
 - 21.6—fall 2010
 - 21.8—fall 2009
- **Percentage of students of color**
 - 14.9%—fall 2010
 - 13.3%—fall 2009

B. Crookston Enrollment Data

- **Crookston campus freshmen enrollment**
 - 269—fall 2010
 - 285—fall 2009
- **Crookston campus total undergraduate enrollment**
 - 1,462—fall 2010
 - 1,310—fall 2009

V. Rochester Campus

A. Rochester Freshman Profile

- **Average ACT composite score**
 - 24.0—fall 2010
 - 23.8—fall 2009

- **Percentage of students of color**
 - 15.2%—fall 2010
 - 6.0%—fall 2009

- **Percentage of students in top 10% of high school class**
 - 23.3%—fall 2010
 - 18.5%—fall 2009

- **Percentage of students in top 25% of high school class**
 - 65.1%—fall 2010
 - 70.4%—fall 2009

B. Rochester Enrollment Data

- **Rochester campus freshmen enrollment**
 - 92—fall 2010
 - 50—fall 2009

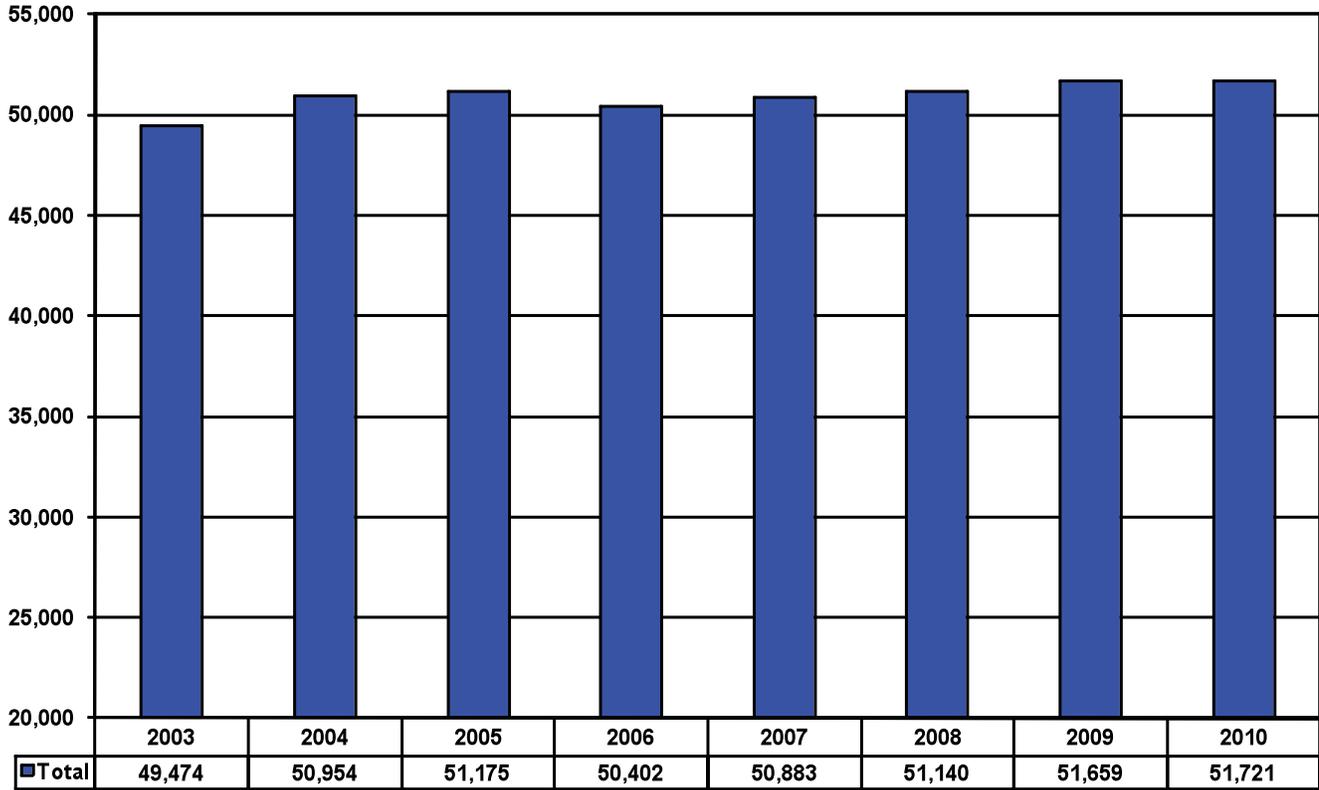
- **Rochester campus total undergraduate enrollment**
 - 142—fall 2010
 - 57—fall 2009

VI. System-Wide Enrollment

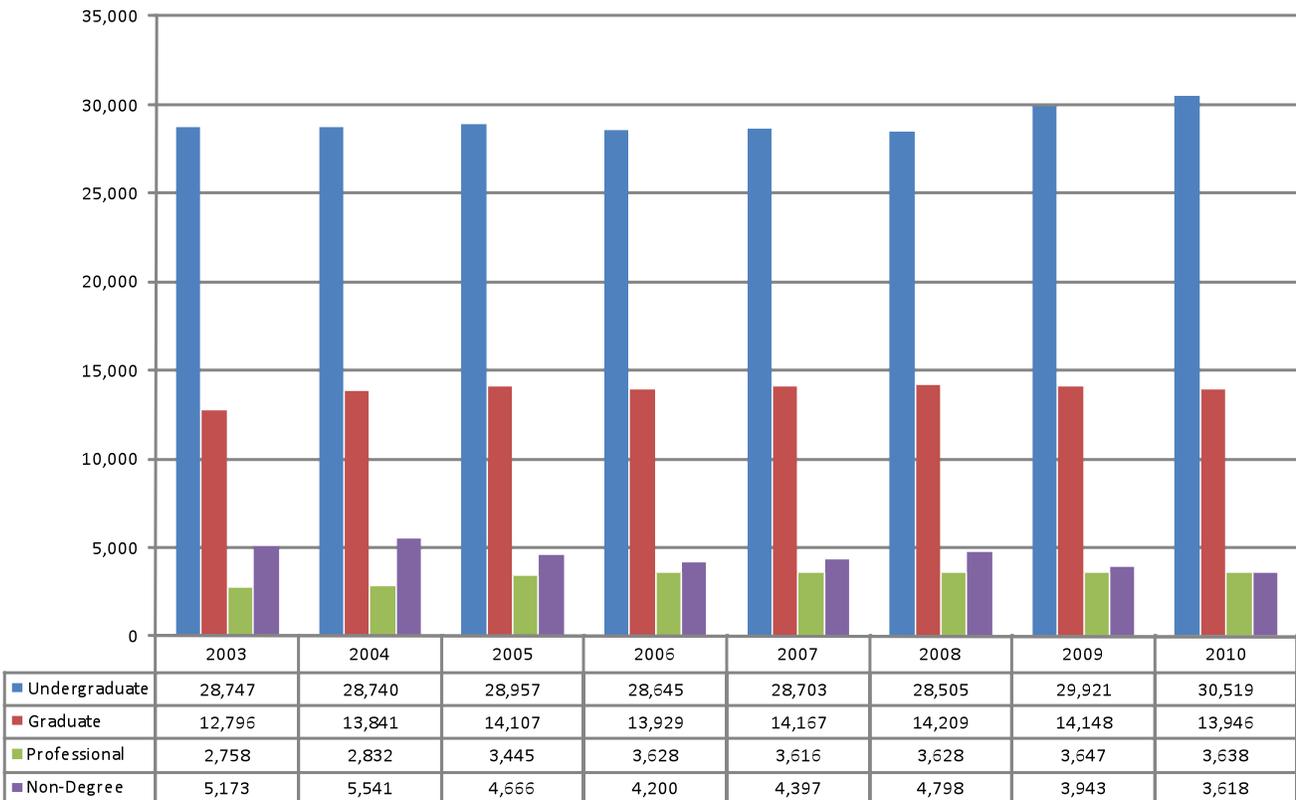
- **Total enrollment**
 - 67,932—fall 2010
 - 67,364—fall 2009

VII. Twin Cities Campus Enrollment Graphs: 2003-2010

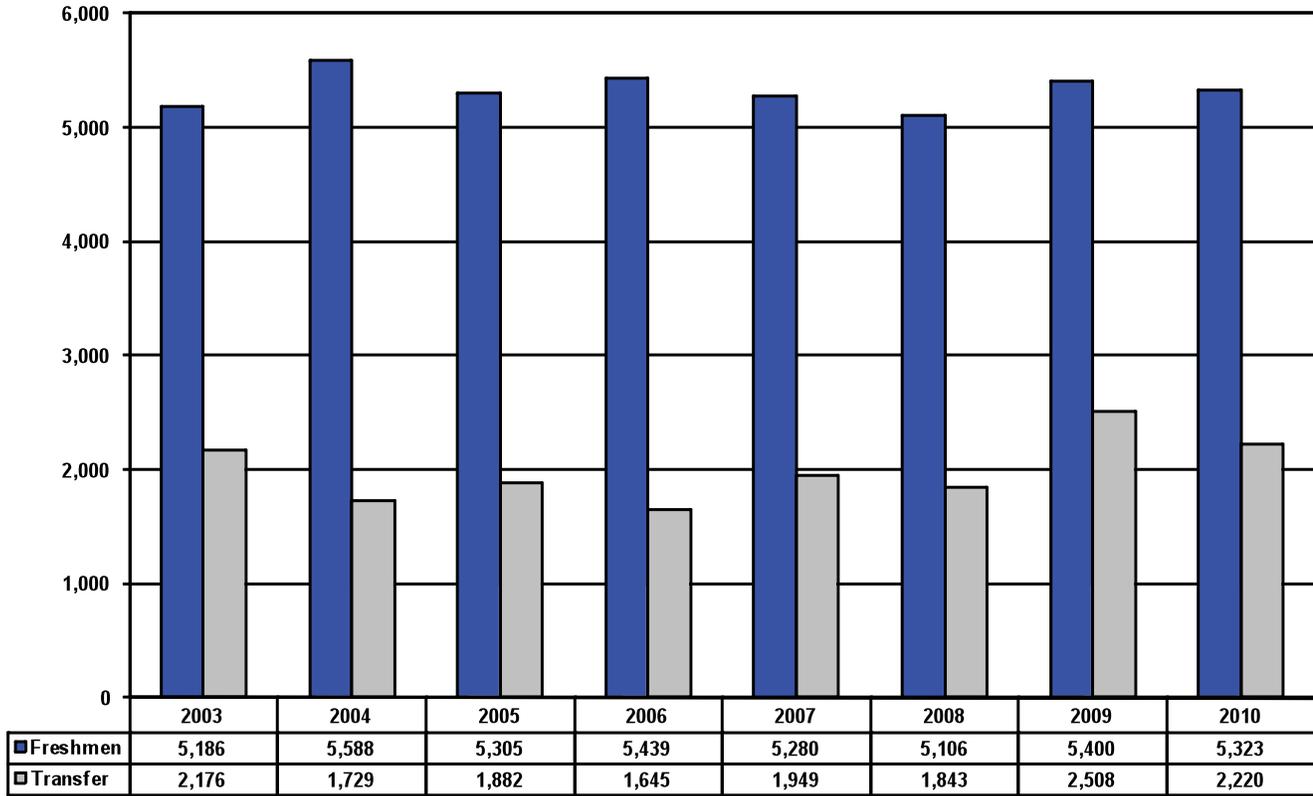
Twin Cities Campus Total Enrollments, Fall 2003-2010



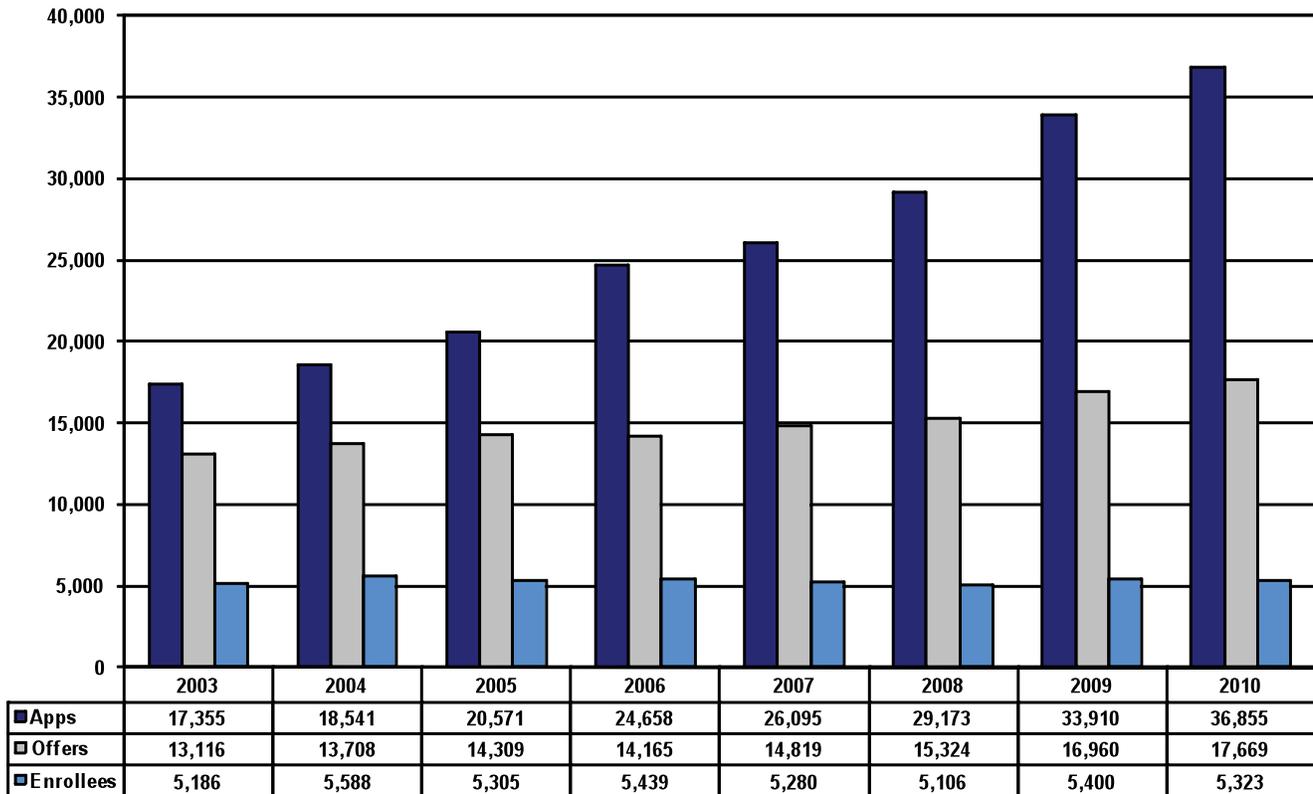
Twin Cities Campus Enrollments by Level, Fall 2003-2010



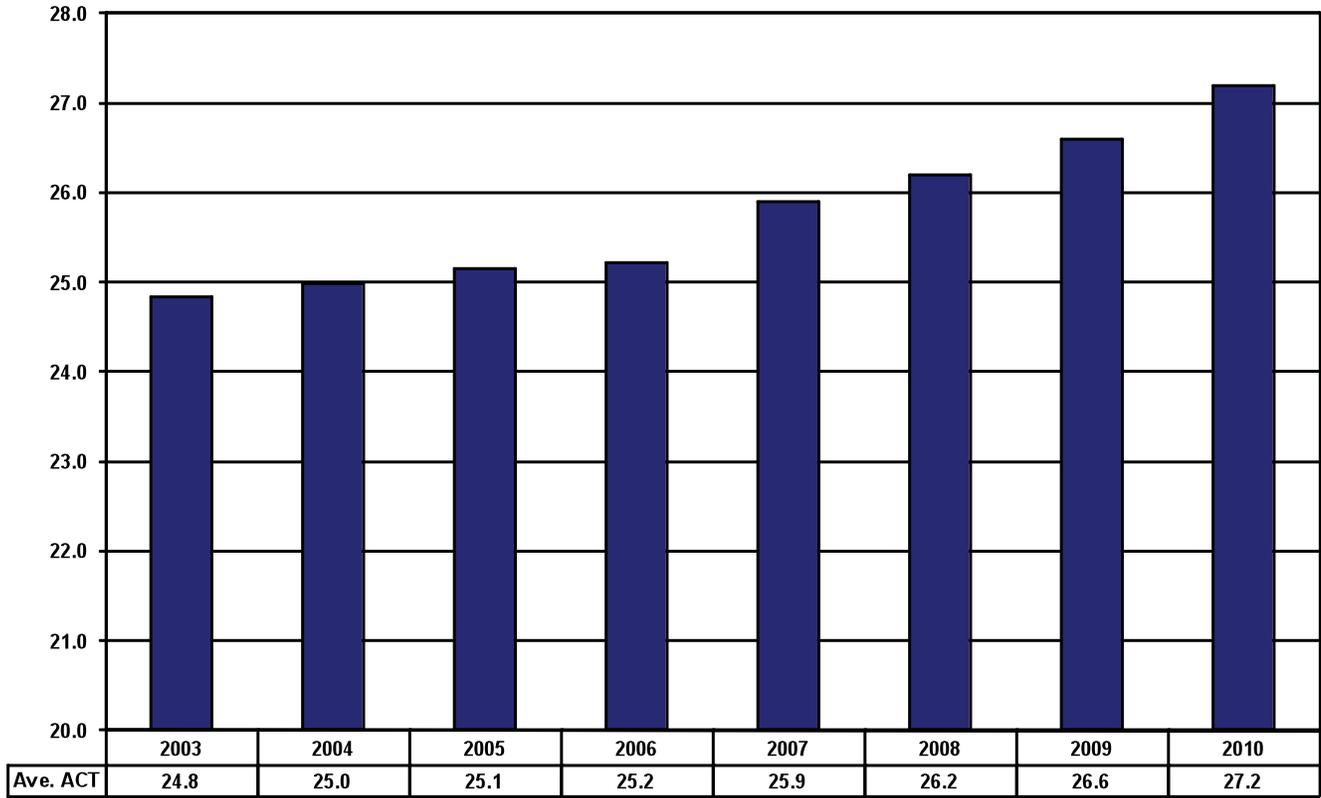
Twin Cities Campus New Freshmen and New Transfer Students, Fall 2003-2010



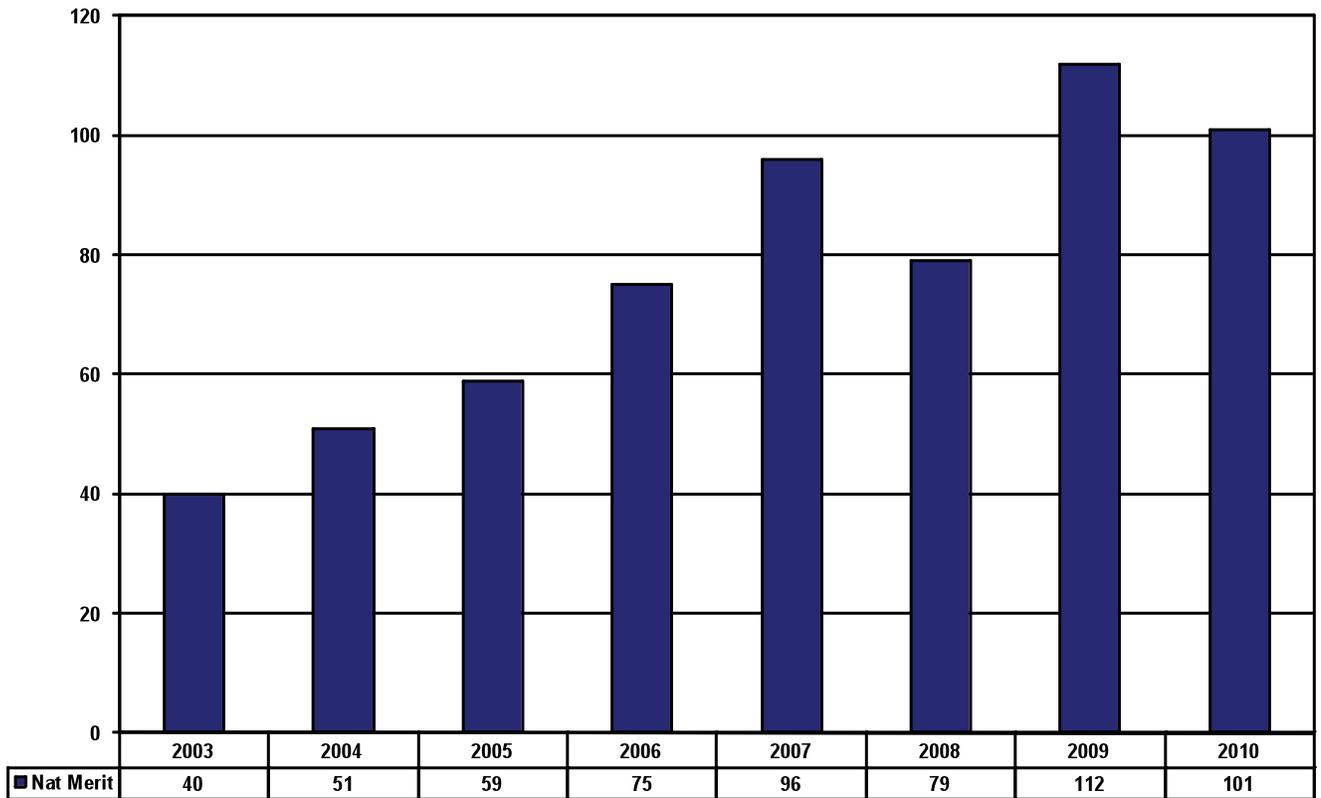
Twin Cities Campus New Freshman Applicants, Offers, and Enrollees, 2003-2010



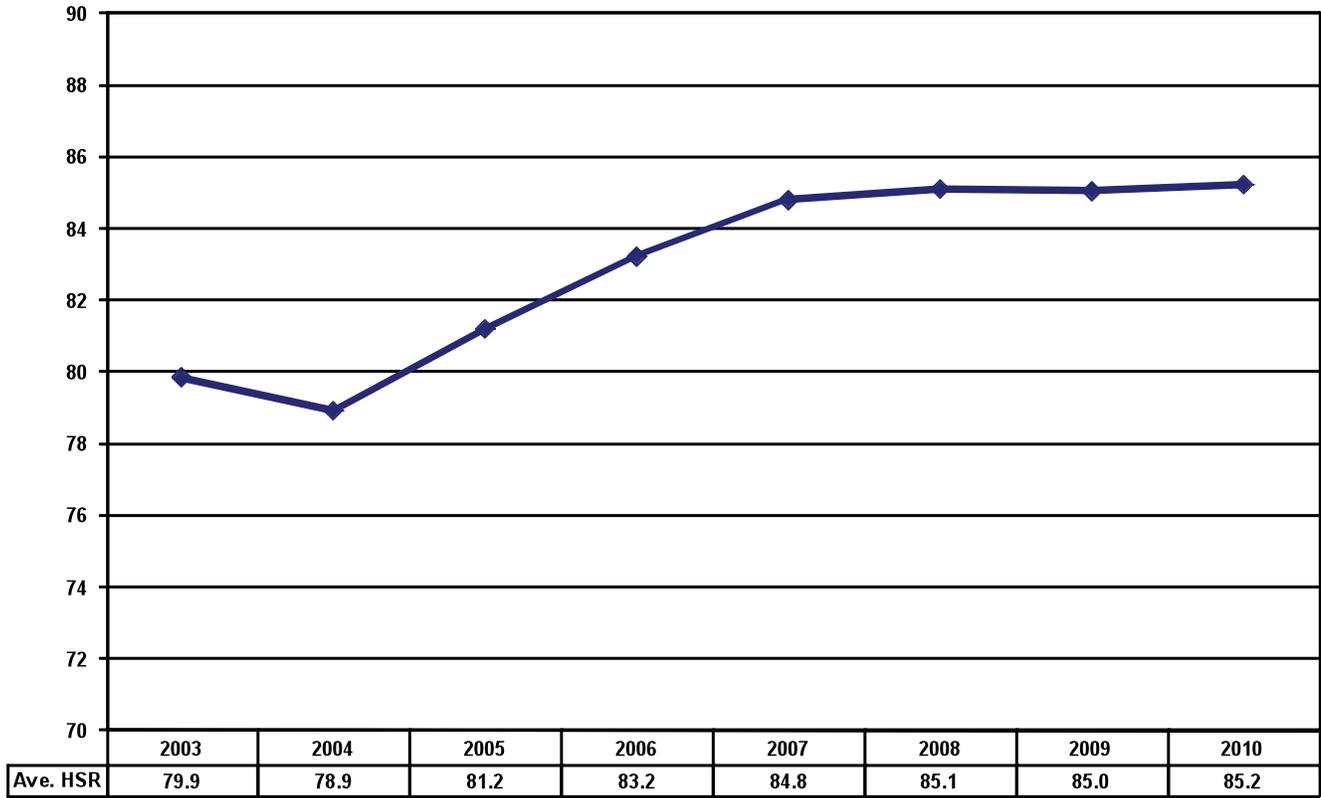
Average ACT Composite Score of Twin Cities Campus New Freshmen, 2003-2010



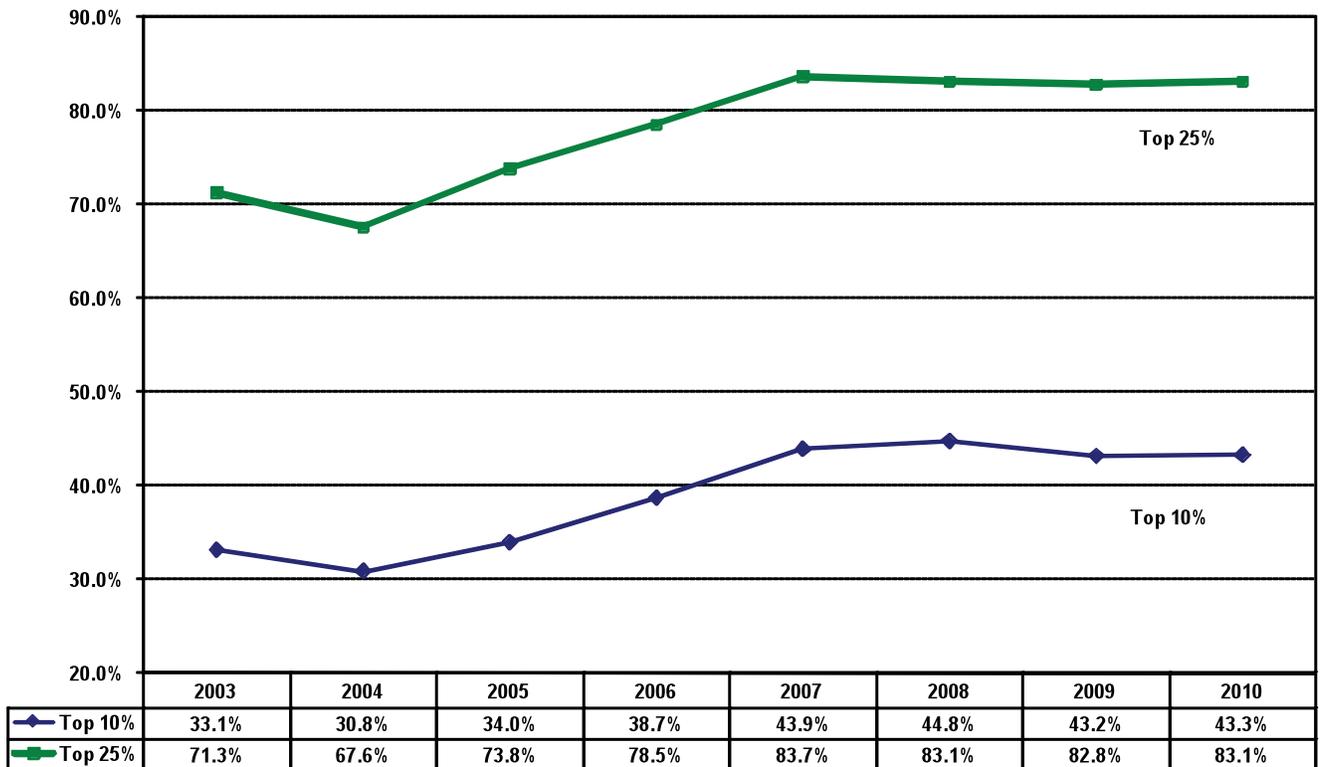
Number of National Merit Scholars in Twin Cities Campus New Freshman Class, 2003-2010



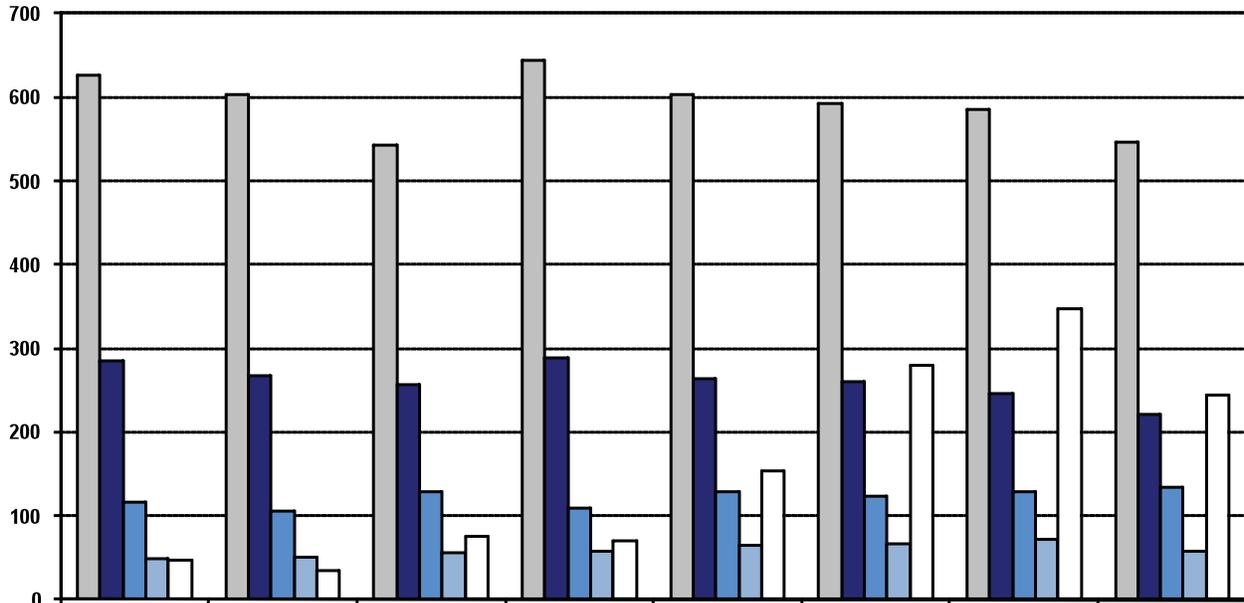
Average High School Rank Percentile of Twin Cities Campus New Freshmen, 2003-2010



Percentage of New Freshmen in the Top 10% and Top 25% of their High School Classes, Twin Cities Campus, 2003-2010

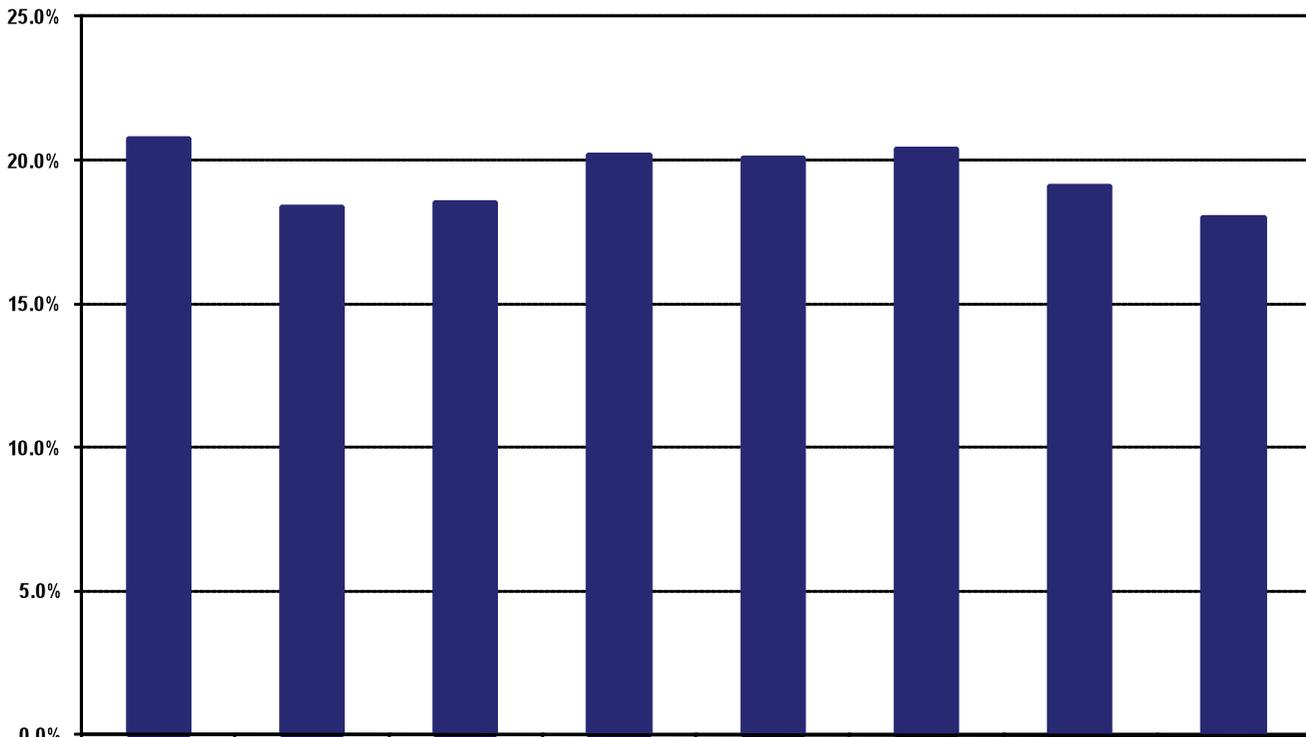


New Freshmen of Color and International Freshmen, Twin Cities Campus, 2003-2010



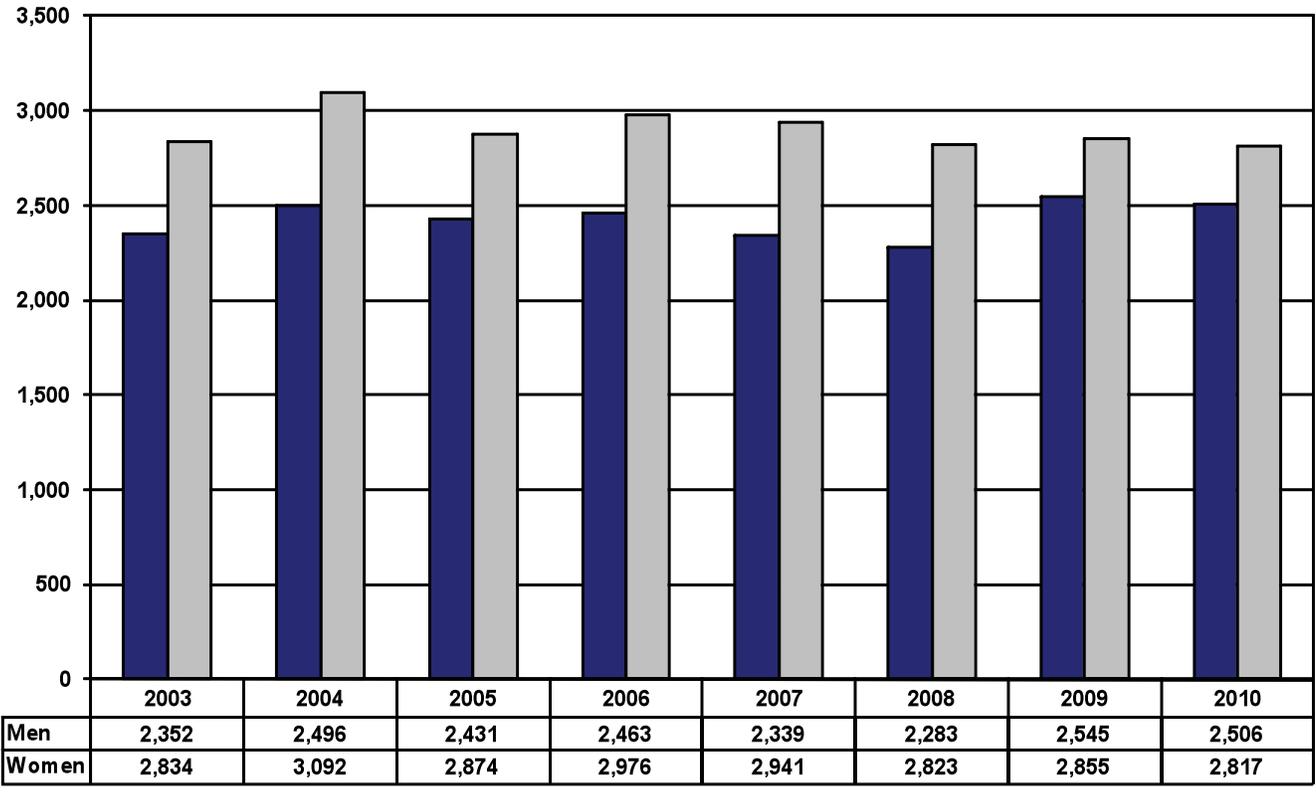
	2003	2004	2005	2006	2007	2008	2009	2010
Asian/Pac	627	604	542	644	604	593	586	546
Af Am	285	267	256	289	263	260	246	222
Chic/Lat	117	106	128	109	129	123	128	134
Am Ind	48	51	56	58	64	67	72	58
Intl	47	34	75	70	154	279	348	245

Percentage of Students of Color among Twin Cities Campus New Freshmen, F2003-2010

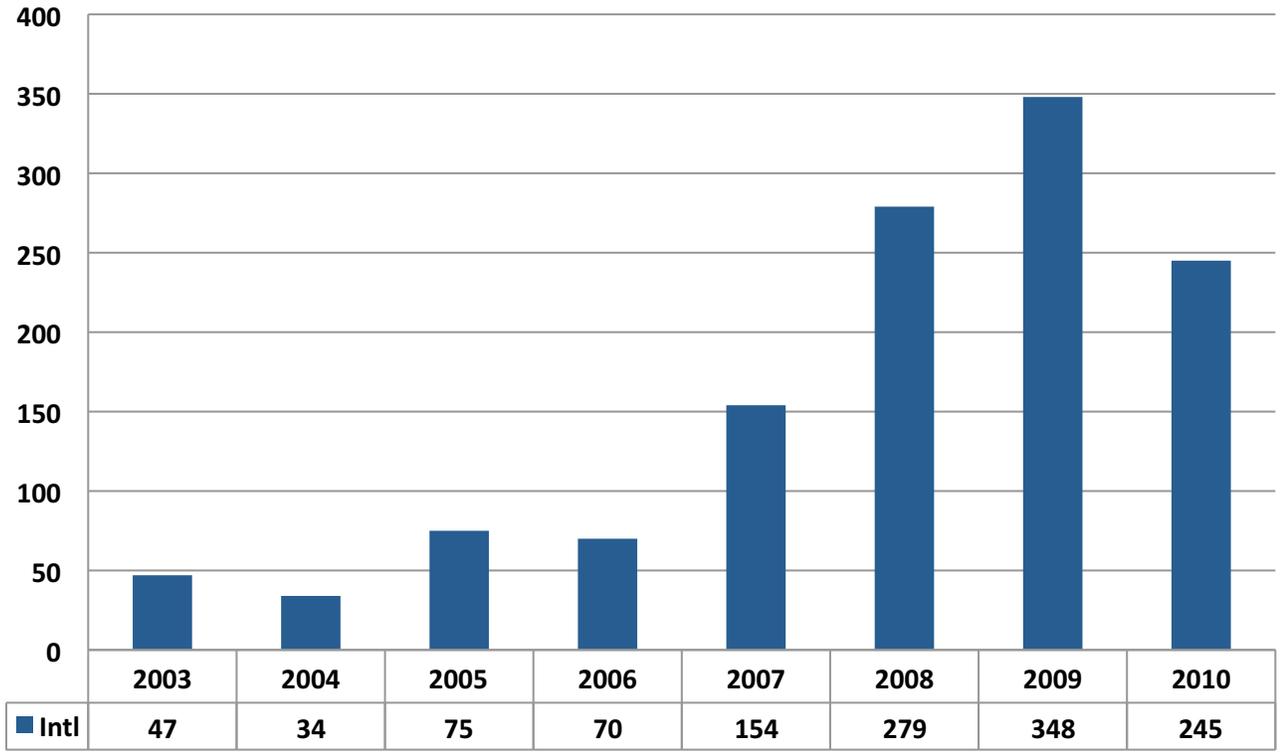


	2003	2004	2005	2006	2007	2008	2009	2010
UM %	20.8%	18.4%	18.5%	20.2%	20.1%	20.4%	19.1%	18.0%

New Twin Cities Campus Freshman by Gender, Fall 2003-2010



New International Freshmen, Twin Cities Campus 2003-2010



**University of Minnesota Board of Regents
Educational Planning and Policy Committee
November 11, 2010**

Information Report:

**National Research Council Assessment of U.S. Doctoral Programs
University of Minnesota Summary**

The National Research Council (NRC) recently released the results of its latest assessment of doctoral programs. The NRC produced the report to help research universities across the country improve the quality of their programs through benchmarking, provide potential students and the public with accessible information on doctoral programs nationwide, and enhance the nation's overall research capacity. Previous assessments were released by the NRC in 1995 and 1983.

Data from the latest NRC assessment confirm that the University offers strong doctoral programs across a wide range of disciplines, including agriculture, engineering, humanities, sciences, and the social sciences. Sixty-nine of the University's more than 100 doctoral programs were included in the assessment, which is the second highest of any university out of the 212 that participated in the study and shows the breadth and quality of the University. Over 60 percent of the University's programs included in the assessment crossed into the top 25 percent nationally on at least one of the two NRC rating systems.

Among the top assessed programs at the University were Aerospace Engineering and Mechanics; Chemical Engineering; Chemistry; Child Psychology; Civil Engineering; Ecology, Evolution and Behavior; Entomology; Food Science; Germanic Studies; Kinesiology; Materials Science and Engineering; Mechanical Engineering; Natural Resource Science and Management; and Psychology.

As with any rating system, the NRC assessment has inherent limitations including the age of the data, which date back to the 2005-06 academic year. That year marked the beginning of the University's strategic positioning effort and much has changed at the University since that time. Underlying the NRC assessment, however, are a broad range of data that will help the University examine aspects of its programs and compare them to peers as part of its ongoing effort to enhance the excellence of graduate education.