Accountable to U

2010
University Plan, Performance, and Accountability Report

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

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UNIVERSITY
OF MINNESOTA
Driven to Discover℠

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

CONTENTS

EXECUTIVE SUMMARY

The 2010 edition of the University Plan, Performance, and Accountability Report summarizes: 1) the University's major strategic initiatives under way, 2) the indicators of progress within each of the University's five strategic goals areas, and 3) the University's performance relative to competitor institutions. Data cited are the most recent available (generally 2009). Detailed information on these measures for the Twin Cities campus is included in Section 3 of the report. Comparable measures for the University's coordinate campuses are included in Sections 4-7 of the report.

Exceptional Education: *Recruit, educate, challenge, and graduate outstanding students who become highly motivated lifelong learners, leaders, and global citizens.* (p. 11)

- Freshmen in top 10% of high school class—43 percent on the Twin Cities campus—up 14 percentage points since 2000 (p. 14)

- Average ACT score of freshmen—26.6 on the Twin Cities campus —up 2.0 points since 2001 (p. 25)

- Freshmen of color—19.1 percent on the Twin Cities campus —up 1.4 percentage points since 2000 (p. 17)

- First-year retention rate—90.4 percent on the Twin Cities campus —up 7.5 percentage points since 2000 (p. 22)

- Four-year graduation rate—46.7 percent on the Twin Cities campus —up 8.3 percentage points since 2000 (p. 23)

- Five-year graduation rate—66.2 percent on the Twin Cities campus —up 18.5 percentage points since 2000 (p. 23)

- Six-year graduation rate—68.6 percent on the Twin Cities campus —up 14.4 percentage points from 2000 (p. 23)

Breakthrough Research: *Explore new ideas and breakthrough discoveries that address the critical problems and needs of the state, nation, and world.* (p. 33)

- Technology commercialization—18 new start-up companies since 2002 (p. 37)

- Total research expenditures—$683 million in 2008—up $59 million since 2007 and ninth most among all public research universities (p. 38)

Dynamic Outreach and Service: *Connect the University's academic research and teaching as an engine of positive change for addressing society's most complex challenges.* p. 37

- Contributions to the public good—Ranked 50th among public universities—up 17 places since 2006 (p. 44)

- Percentage of community service-oriented work-study positions—32 percent—2nd highest among comparison group institutions. (p. 45)

World-Class Faculty and Staff: *Engage world-class faculty and staff who are innovative, energetic, and dedicated to the highest standards of excellence.* (p. 47)

- Faculty compensation—up 16 percent on the Twin Cities campus since 2004 (p. 48)
- Faculty salary—up 20 percent on the Twin Cities campus, since 2004 (p. 48)
- Faculty Satisfaction—78 percent on the Twin Cities campus—same as 2004 (p. 51)
- Faculty Satisfaction—79 percent on the Twin Cities campus—up 9 percentage points since 2004 (p. 51)

Outstanding Organization: Be responsible stewards of resources, focused on service, driven by performance, and known as the best among peers. (p. 55)

- Facilities Condition Needs Index— 0.39 needs-to-replacement ratio (national cohort average is 0.31) —up 0.08 since 2008. (p. 57)
- Carbon Emissions—8.0 metric tons of carbon per 1000 GSF from University generated steam—down 2.4 metric tons of carbon since 1999 (p. 59

1 INTRODUCTION

> "…[The regents shall] make a report annually, to the Legislature… exhibiting the state and progress of the University…and such other information as they may deem proper, or may from time to time be required of them."
>
> – University charter, 1851 Territorial Laws, Chapter 3, Section 16

The *University Plan, Performance, and Accountability Report,* now in its ninth year, is a broad, governance-level discussion of the University of Minnesota's fulfillment of its mission and its success toward its aspiration of becoming a top-three public research university in the world. The report provides a performance baseline for the University, an assessment of how well the University is meeting its goals, and where additional efforts are required when performance falls short of its aspirations. The 2010 report covers each University campus and presents initiatives and investments organized around five strategic goals. Where appropriate, the report identifies select measures that indicate levels of success. The initiatives and investments, as well as their related progress, discussed in this report result from the University's strategic positioning effort that began in 2004.

Strategic Positioning

The University's strategic positioning and action began with a comprehensive review of its mission, academic and administrative strengths and weaknesses, institutional culture, and core values; the state, national, and global competitive environment in which it operates; demographic trends affecting its students, faculty, and staff; and the myriad long-term financial issues affecting public research universities. Within this comprehensive strategic review, the University identified four areas upon which its efforts to achieve the vision would be based:

- Exceptional Students: Recruit, educate, challenge, and graduate outstanding students who become highly motivated lifelong learners, leaders, and global citizens.
- Exceptional Faculty and Staff: Recruit, mentor, reward, and retain world-class faculty and staff who are innovative, energetic, and dedicated to the highest standards of excellence.
- Exceptional Organization: Be responsible stewards of resources, focused on service, driven by performance, and known as the best among its comparison group.
- Exceptional Innovation: Inspire exploration of new ideas and breakthrough discoveries that address the critical problems and needs of the University, state, nation, and the world.

From this activity the University charged over 35 faculty and staff task forces with developing visions of excellence and identifying actions toward reaching those visions for specific aspects of the University. University leadership then selected which actions to pursue, many of which are documented in this report in the context of the five goal areas.

Performance Framework

The five goal areas that frame this report are consistent with the University's framework for tracking and reporting on key performance indicators, which the Board of Regents endorsed in November 2009. This framework is presented in Figure 1-1 and broadens the four strategic positioning areas discussed above to more fully incorporate the functions of the University that support the delivery of its mission. The framework identifies the strategies that the University has defined to advance the mission and indicators of performance with respect to those strategies.

Within this framework, the University continues its commitment to establish and improve measures of its progress toward its aspirational goal. In this effort measurement of progress should include these prinicples:

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

The *2010 University Plan, Performance, and Accountability Report* complements a forthcoming report, *Measuring Our Progress*, documenting the comprehensive list of framework measures that the University uses to assess performance and guide strategy. The latter report is being developed by a University metrics group, charged by President Bruininks, to further develop the University's framework. The 2010 Accountability Report does not repeat those measures but incorporates those measures that align with the selected strategic efforts discussed.

Figure 1-1. University strategic framework

Tradition of Accountability

The 2010 *University Plan, Performance, and Accountability Report* and the University's recent framework for tracking and reporting on key performance indicators are the continuation of the University's long-standing tradition of accountability. Since the University's inception 157 years ago, citizens, the state legislature, the federal government, the Board of Regents, alumni, students, parents, employers, and many others have held the University accountable for fulfilling its fundamental land-grant mission of teaching, research, and outreach and service. The University's leadership takes this responsibility seriously, and continues to look for ways to more closely align mission and goals with reliable and consistent measures that enable the Board and others to monitor the University's progress and impact.

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

- Institutional accreditation of each campus by its regional accrediting agency (Higher Learning Commission of North Central Association of Schools and Colleges) and over 200 programs by specialized accrediting agencies, such as the American Medical Association, American Bar Association, Accreditation Board of Engineering and Technology, and the National Council for Accreditation of Teacher Education.

- Monthly, quarterly, and annually mandated reports to the Board of Regents, such as student admissions and progress, faculty promotion and tenure, University operating and capital budgets, student tuition rates, independent auditors' report, campus master plan, real estate transactions, gifts report, asset management report, controller's report, purchases of goods and services over $250,000, new and changed academic programs, academic unit strategic plans, NCAA reports on student-athletes, and Presidential performance reviews.

- Compliance reports to such agencies as the U.S. Department of Education, National Science Foundation, National Institutes of Health, U.S. Department of Agriculture, HIPAA, Family Educational Rights and Privacy Act, University Institutional Review Board, City of Minneapolis, Hennepin County, and Minnesota Office of Higher Education.

- Public testimony to local, state, and federal units of government.

- Assessment and evaluation reports to philanthropic foundations.

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

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

- Biennial report to the Minnesota State Legislature [Minnesota Statutes §135A.031 Subd.7 (2007)]

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

- Annual *University Plan, Performance, and Accountability Report*.

- Regular and frequent reports to the public on survey findings, including citizen, alumni, student, and employer satisfaction.

- Regular reports to the public through the University's participation in higher education consortia, such as the Association of American Universities, Association of Public and Land-grant Universities, and American Council on Education.

In 2000, the Board of Regents approved the creation of the *University Plan, Performance, and Accountability Report*. In its resolution, the Board noted that it "holds itself accountable to the public for accomplishing the mission of the University" and that the report was to become the principal annual documentation of that accountability. The first report was published in 2001. The 2010 edition of the *University Plan, Performance, and Accountability Report* is the ninth produced for the Board of Regents.

University Rankings

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

In previous years, the University has referenced the Center for Measuring University Performance's ranking of American research universities as among the most objective. In its 2009 report, the University of Minnesota Twin Cities ranked 8th among public universities with eight of the report's nine measures among the top 25 and one among the top 50. In addition, the Shanghai Jiao Tong University survey ranks the Twin Cities campus 28th among 500 univer-

sities worldwide, 20th among all public universities, and 9th among U.S. public research universities.

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

NRC Assessment
The federally chartered, non-profit National Research Council (NRC) is expected to disseminate the results of a national report on U.S. Ph.D. programs later in September 2010. The report will offer assessments of three major aspects of doctoral education:

- Research Impact: Citations and publications per faculty member, honors and awards, etc.

- Student Support and Outcomes: Fraction of students with full support, time to degree, attrition rate, fraction with a position in a relevant field on graduation, etc.

- Diversity of Academic Environment: Fractions of students and faculty that are female and minority and international.

The new NRC assessment of doctorate programs will differ significantly from the previous rankings (1983 and 1995) in several important ways. First, a greater number of graduate fields will be evaluated. For example, the assessment will now includes agricultural sciences, biomedical fields in medical schools, and some programs in professional schools.

Second, the new assessment will emphasize the use of quantitative data in developing program rankings (relying less on reputational rankings), and unlike the 1995 rankings, the results will be presented in ranges rather than single point estimates, specifically to address the issue of false precision..

Third, greater attention will be paid to assessing the graduate student experience and diversity, broadening the emphasis on the reputation of program faculty inherent in the 1995 rankings.

As a result of these changes, it will be impossible to make direct comparisons between the 1995 rankings and the new assessment. However, the data collected for the assessment, as well as new data-sharing agreements established among institutions to continue exchanging elements measured in the NRC assessment, will provide a rich resource for continuous improvement in doctoral programs. The 2010 report's limitation will be that the data relied on are from 2005-2006, collected many years ago and at the very early stages of the University's strategic positioning efforts.

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

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

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

Organization of the 2010 Report
The 2010 report provides an Executive Summary; a description of the University's approach to accountability reporting (Introduction, Section 1); an overview of the University of Minnesota (Section 2); an accountability discussion for the Twin Cities campus (Section 3) and an accountability discussion for the University's coordinate campuses (Sections 4-7). The appendices include links to key data sources and additional information, the current Board of Regents roster, and a list of University administrative officers.

The University was founded as a preparatory school in 1851, seven years before the territory of Minnesota became a state. Financial problems forced the school to close during the Civil War, but with the help of Minneapolis entrepreneur John Sargent Pillsbury, it reopened in1867. Known as the father of the University, Pillsbury, who was a University regent, state senator, and governor, used his influence to establish the school as the official recipient of public support from the Morrill Land-Grant Act, designating it as Minnesota's land-grant university.

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

Today the University is a statewide resource that makes a significant impact on Minnesota's economy, society, and culture. With more than 67,000 students enrolled in high-quality programs in the Twin Cities, Duluth, Crookston, Morris, Rochester, and around the globe, the University is a key educational asset for the state, the region, the nation, and the world.

The University is one of the state's most important assets and its economic and intellectual engine. As a top research institution, it serves as a magnet and a means of growth for talented people, a place where ideas and innovations flourish, and where discoveries and services advance Minnesota's economy and quality of life.

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

Enrollment: Total enrollment at the University's campuses for Fall 2009 was 67,364. Sixty-three percent of registered students were undergraduates. Non-degree seeking students represented nine percent of total enrollment.

Degrees Granted: University graduates play a unique role in keeping Minnesota competitive and connected in a knowledge-based economy and global society. The University awarded 13,929 degrees in 2008-09. Forty-one percent of the degrees awarded on the Twin Cities campus in 2008-09 were graduate and first-professional degrees (law, medicine, pharmacy, dentistry, veterinary medicine).

Table 2-1. University degrees granted by campus, 2008-09

	Associate	Bachelor's	Master's	Doctoral (Professional)	Doctoral (Professional)	Total
Twin Cities		6,686	3,115	914	680	11,395
Duluth		1,783	195			2,007
Morris		303				303
Crookston	14	239				253
All Campuses	14	9,011	3,310	914	680	13,958

Source: Integrated Postsecondary Education System

State's Only Major Research Institution: The University of Minnesota is the state's only major research university. This sets Minnesota apart from the many states that have at least two major research institutions (e.g., Michigan and Michigan State; Iowa and Iowa State; Indiana and Purdue).

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

A National Public Research University: The Twin Cities campus ranks consistently within the top eight public research universities in the nation. It is also among the nation's most comprehensive institutions, one of only a few campuses nationally that have agricultural programs as well as an academic health center with a major medical school.

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

State's Economic Driver: In economic terms, the University also provides significant return on the state's investment. For every dollar of state support, the University brings in over three dollars of other revenues and generates millions of dollars in economic activity.

Importance of State Support: Tuition was estimated to provide the largest portion (23 percent) of the University's budgeted revenue in FY2010. Research grants and contracts were estimated to provide another 17 percent of revenues, while the budgeted state appropriation was to provide 22 percent.

Private fundraising is an increasingly important source of revenue within the University's diverse income mix, but on an annual spendable basis, this source represents less that 10 percent of the annual operating budget. Earnings from endowments provide less than five percent of the University's annual revenue.

While state support is essential and the best and most flexible source of funding, there has been a steady trend from public funding to a more private model. FY 2010 is the first time in the University's history in which tuition revenue contributes more to the University's operating budget than state support.

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

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

Accreditation: The University has been accredited continuously by the North Central Association of Colleges and Schools since 1913. The University is accredited to offer the bachelor's, master's, doctoral, and first-professional degrees. In addition to this institutional accreditation, the University holds professional and specialized accreditation in over 200 programs.

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

Statewide Impact: The University's flagship campus in the Twin Cities is complemented by four coordinate campuses (Duluth, Morris, Crookston, and Rochester), six agricultural experiment stations, one forestry center, 18 regional extension offices, and extension personnel in counties throughout the state. The University's public engagement programs (e.g., Extension; clinics in medicine, dentistry, veterinary medicine, and law; outreach to K-12 education) touch more than one million people annually.

3 TWIN CITIES CAMPUS

The University's flagship campus is situated on the banks of the Mississippi River near downtown Minneapolis with an additional campus in St. Paul. The Twin Cities campus has the most comprehensive academic programs of any institution in Minnesota—encompassing agricultural and professional programs as well as an academic health center built around a major medical school. It is also the nation's third largest public or private research university campus as measured by enrollment.

Twin Cities Campus At A Glance

Founded
1851

Leadership
Robert H. Bruininks, President
E. Thomas Sullivan, Senior Vice President for Academic Affairs and Provost
Frank B. Cerra, Senior Vice President for Health Sciences; Dean, Medical School
Robert J. Jones, Senior Vice President for System Academic Administration

Colleges/Schools
Allied Health Programs
Biological Sciences
Continuing Education
Dentistry
Design
Education and Human Development
Food, Agricultural and Natural Resource Sciences
Graduate School
Law
Liberal Arts
Management
Medicine
Nursing
Pharmacy
Public Affairs
Public Health
Science and Engineering (Technology)
Veterinary Medicine
Minnesota Extension

Degrees/majors Offered
159 undergraduate degree programs; 135 master's degree programs; 104 doctoral degree programs; and professional programs in law, dentistry, medicine, pharmacy, and veterinary medicine

Student Enrollment (Fall 2009)
Undergrad	29,921	58%
Graduate	14,148	27%
Professional*	3,647	6%
Non-degree	3,943	8%
Total	**51,140**	**100%**

includes students in University's School of Medicine and College of Pharmacy on the Duluth campus

Employee Size (Fall 2009)
Faculty	3,421
Professional	2,894
Administrative	2,024
Civil Service	4,526
Bargaining Unit	4,083

Degrees Awarded (2008-09)
Undergrad	6,686
Master's	3,115
Doctoral & Professional	1,594

Campus Physical Size (July 2010)**
Minneapolis
Number of Buildings	184
Assignable Square Feet	10,759,279

St. Paul
Number of Buildings	102
Assignable Square Feet	2,523,789

** Includes buildings leased by the University*

Expenditures (FY 2009)
$ 2,440,000,000

R & D Funding (FY 2008)
$683 Million

Comparison Group Institutions

The University has identified 10 public research university campuses as the primary group for comparison with the Twin Cities campus. The 10 flagship institutions are similar to the University in size and complexity. They are listed in Table 3-1. Where possible, this report discusses University data compared with data for this group.

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

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

Institution Name	TYPE: Land grant	TYPE: Degree of city urbanization (2)	SCOPE: Institution has: Hospital	SCOPE: Medical degree	SCOPE: Agriculture college	SCOPE: Law School	SIZE: Total students enrolled	SIZE: Percent undergrad	SIZE: Faculty (7)	SIZE: R&D Research Exp (8)	STUDENTS: Top 10th of High School class	STUDENTS: Percent of in-state students (9)
Ohio State U Main Campus	●	Large	●	●	●	●	53,715	75%	4,369	$703	49%	83%
Pennsylvania State U Main Campus	●	Small	●	(4)	●	(3)	44,406	86%	3,555	$701	50%	68%
U of Texas at Austin		Large		(6)		●	49,984	75%	2,983	$765	77%	91%
U of California Berkeley	● (1)	Midsize				●	35,396	71%	3,108	$592	98%	89%
U of California Los Angeles	(1)	Large	●	●		●	38,220	69%	4,590	$871	97%	90%
U of Florida Gainesville	●	Midsize	○	●	●	●	51,474	67%	5,034	$582	77%	96%
U of Illinois at Urbana-Champaign	●	Small	(5)	●	●	●	43,246	73%	3,167	$501	58%	88%
U of Michigan Ann Arbor		Midsize	●	●		●	41,028	63%	6,520	$876	99%	62%
U of Minnesota Twin Cities	●	Large	○	●	●	●	51,140	64%	5,462	$683	43%	67%
U of Washington Seattle Campus		Large	●	●		●	39,675	74%	4,554	$765	86%	81%
U of Wisconsin Madison	●	Midsize		●	●	●	41,620	73%	4,094	$882	57%	58%

● Yes ○ Affiliated   Source: Integrated Postsecondary Education System

1 The University of California System is the land-grant university for the State of California
2 Population of host city or town, US Census Bureau, 2008
3 The Penn State University Law School is located on the Dickinson campus
4 The Penn State University Medical School is located on the Hershey campus
5 The University of Illinois Medical Center is located on the Chicago campus
6 The University of Texas medical programs are located on several other campuses
7 Faculty with primary appointments as instructional research, and public service
8 National Science Foundation, 2008 data, in millions dollars
9 Percent of undergraduates students who are state residents

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

UMN GOALS

UMN STRATEGIES

Extraordinary Education
Recruit, educate, challenge, and graduate outstanding students who become highly motivated lifelong learners, leaders, and global citizens

Recruit highly prepared students from diverse populations

Challenge, educate, and graduate students

Develop lifelong learners, leaders, and global citizens

Ensure affordable access for students of all backgrounds

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

Undergraduate Education

At the undergraduate level, the University is focusing on strengthening the preparation of prospective students, ensuring that the best students are attracted to apply for admission, and ensuring affordable access for all admitted students. Once students are enrolled, the University is enhancing its efforts to ease their transition to college, providing strong academic and advising support, developing new programs to make their undergraduate experience distinctive, and specifying University-wide student learning outcomes and assessment, regardless of the student's major and academic interests.

Recruit highly prepared students from diverse populations

Undergraduate students apply to and are admitted to the colleges of the Twin Cities campus on a competitive basis using a full range of quantitative and qualitative review factors. Undergraduate admission at the University is holistic and need-blind, emphasizing the applicants' ability to excel and not considering their ability to pay. The University admits undergraduates who have demonstrated the ability to complete a course of study and who will be challenged by the rigor of instruction and research at the University and are excited about the range of opportunities available within a major metropolitan research university.

Strengthen Minnesota Student Preparation: Ensuring that every citizen earns a postsecondary credential or degree is essential to keeping Minnesota's workforce competitive. The University has developed a comprehensive strategy to help the state's elementary and secondary school students reach that goal. Two key components include The College Readiness Consortium and The Minnesota P-16 Partnership.

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

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

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

Additionally, the high school graduate pool in Minnesota is getting smaller. From 2008 to 2014, a nine percent decline is projected in the number of Minnesota high school graduates (Figure 3-1). This decrease in an already relatively small pool will make the task of continuing to improve student quality even more challenging.

To help meet this challenge, the Minnesota P-16 Partnership's priorities include: 1) developing a clear, holistic definition of postsecondary readiness, 2) integrating college and workforce expectations into Minnesota's K-12 academic standards in science, 3) strengthening instructional capacity in science, and 4) creating a longitudinal data system to track progress.

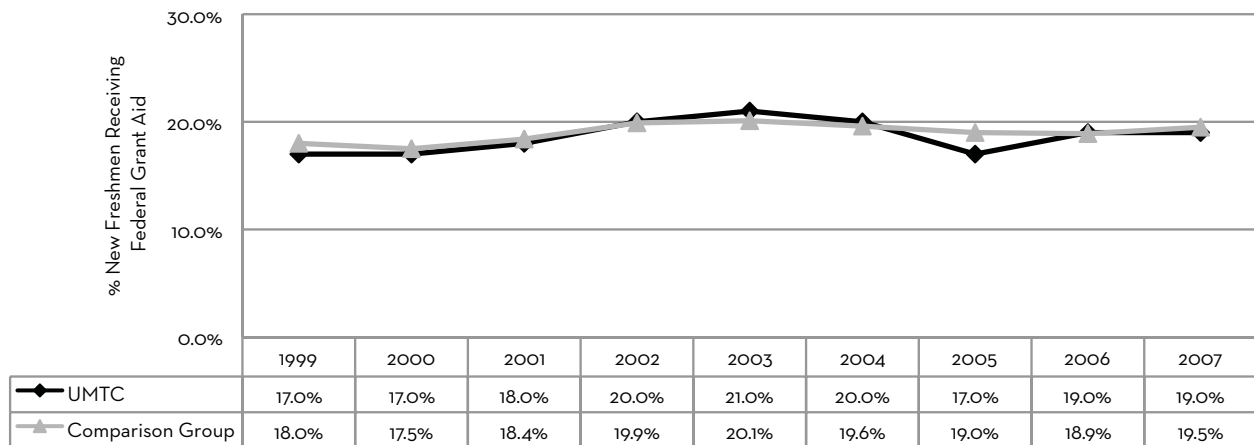Figure 3-1. Projected Minnesota high school graduates, 2008-22

	2008	2010	2012	2014	2016	2018	2020	2022
MN Grads	65,229	62,911	60,789	59,246	60,260	62,884	63,072	64,597

Source: Western Interstate Commission for Higher Education.

Attract the Best Students: Top students are attracted to the University by unique and challenging educational opportunities, scholarship support, and reputation. The University has increased the number of **National Merit Scholars** recruited into the freshman class via newly created merit-based scholarships and discipline-specific awards. National Merit Scholars have increased in the freshman class from 40 in 2003 to over 112 in Fall 2009. The University also has established special opportunities for top students, including expanded **fast-track options for early admission** of highly qualified undergraduates to University graduate or professional programs.

Ensure affordable access for students of all backgrounds

Many talented and promising students need financial assistance to realize their goals. The University is working to ensure that all students who come to the University prepared to learn and motivated to succeed will be able to manage the costs of their college education. To help students manage their costs, the University has linked its tuition strategy with its financial aid strategy. Financial aid strategies involve federal and state aid, University aid, and private support in the form of grants, scholarships, loans and work-study. Students receive need-based aid and merit-based aid, depending upon their financial circumstances, qualifications, and program of study. Figure 3-2 shows the percentage of first-time, full-time undergraduate students on the Twin Cities campus, as well as the University's coordinate campuses, who received federal grant aid between 1999-2007, the most recent years for which data are available. Eligibility for Federal Pell grant aid is based primarily on family income.

Figure 3-2. Percentage of University new entering freshmen receiving federal grant aid*, 1999-2007

	1999	2000	2001	2002	2003	2004	2005	2006	2007
◆ UMTC	17.0%	17.0%	18.0%	20.0%	21.0%	20.0%	17.0%	19.0%	19.0%
▲ Comparison Group	18.0%	17.5%	18.4%	19.9%	20.1%	19.6%	19.0%	18.9%	19.5%

Source: Integrated Postsecondary Education Data System
*Federal grant aid is defined as grants or scholarships from federal sources, which includes /academic Competitiveness Grants, SMART, Pell Grants, and Supplemental Education Opportunity Grants. Loans, tuition waivers and discounts, employer aid, etc. are not included.

Since 2005, the University's financial aid strategy focused on lowest-income students who are Minnesota residents, as defined by Pell eligibility. In 2009, the University recognized the strains on middle-income families (about $80,000 annual family income) and developed a middle-income scholarship program. Together, these two programs benefited over 13,000 students in 2009-10. In 2011-12, the University will move to one unified Promise Scholarship Program, based on Expected Family Contribution (EFC). This unified approach maintains the goal of access and supports the value of need-blind, holistic admissions.

Started in 2005, the University of Minnesota Promise Scholarships Program (previously called "Founder Program") guarantees grant and gift assistance at least equal to tuition and required fees for incoming students who are Minnesota residents and eligible for federal Pell grants. Most students in the United States who are eligible for Pell Grants are from families in the lowest 25 percent of income distribution, typically below $40,000 in annual income. The number of students at the University (all campuses) eligible for this program increased from 4,700 in 2008-09 to 6,200 in 2009-10, largely because eligibility for federal Pell grants was expanded. In 2011-12, EFC (instead of Pell eligibility) will be used to determine University of Minnesota Promise Scholarships amounts for lower-income and middle-income Minnesota resident undergraduate students from families with an income up to $100,000. This revamped program will help to ensure that the University remains affordable for Minnesota students from low- and middle-income families.

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

In addition to grants, scholarships, and loans, University employment is important to students at all income levels. In 2008-09, one-third of Twin Cities campus undergraduates were employed by the University.

To assist students and their parents, the University has increased its resources and educational programming around financial literacy. The "Live Like a Student Now, So You Don't Have to Later" messaging to students reinforces the importance of fiscal literacy. A key point is that graduating in a timely manner is one of the best ways for students to manage the costs of their education.
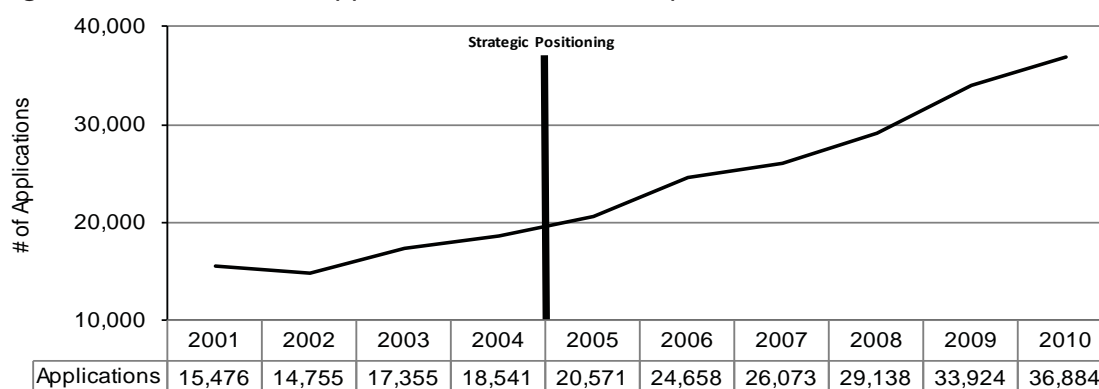
Results: Student Recruitment and Affordability

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

Student Applications

To increase student quality, an institution must be more selective in its admissions, either by reducing the number of students it accepts or by increasing the number of applicants. Figure 3-3 shows a large increase in numbers of applicants at the Twin Cities campus that can be attributed to an increased understanding by prospective students and their parents of the improvements made in undergraduate education at the University. The concerted efforts to improve the undergraduate experience, combined with outstanding customer service to potential applicants, have resulted in improved reputational rankings. The quality of entering freshmen students and the diversity of those students broadens the University undergraduate profile and enriches the classroom and social experiences for all students on campus.

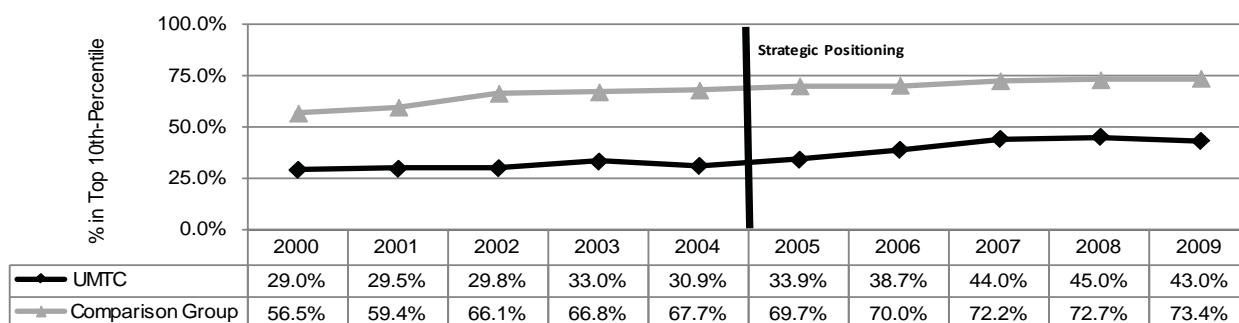Figure 3-3. New freshmen applications, Twin Cities campus, 2001-09

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Applications	15,476	14,755	17,355	18,541	20,571	24,658	26,073	29,138	33,924	36,884

Source: University of Minnesota Data Warehouse System

Student Preparation

The profile of new freshmen at the Twin Cities campus has improved significantly over the past 10 years. From 2000 to 2009 the percentage of new freshmen in the top 10 percent of their high school graduating classes increased from 29 percent to 43 percent (Figure 3-4). Despite the 45 percent gains made in student quality over the last decade, the Twin Cities campus still lags behind the high levels of student preparation at other universities in its comparison group (Table 3-2). Looking at the first-time, full-time freshmen used for national comparisons, the University's 43 percent of new freshmen from the top 10 percent of high school classes represents an increase, but is still below the average of the comparison group.

Figure 3-4. Percentage of degree-seeking, first-time freshmen in the top 10 percent of their high school graduating class, Twin Cities campus, 2000-09

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
UMTC	29.0%	29.5%	29.8%	33.0%	30.9%	33.9%	38.7%	44.0%	45.0%	43.0%
Comparison Group	56.5%	59.4%	66.1%	66.8%	67.7%	69.7%	70.0%	72.2%	72.7%	73.4%

Source: Institutional Common Data Set

Table 3-2. Comparison group ranked by percent of degree-seeking, first-time freshmen in the top 10 percent of their high school graduating class, 2001 and 2009

	2001		2009			2001		2009	
U of California - Berkeley	1	98.0%	1	98.0%	U of Illinois - Urbana-Champaign	5	56.2%	7	57.5%
U of California - Los Angeles	2	97.0%	2	97.0%	U of Wisconsin - Madison	6	43.7%	8	56.5%
U of Michigan - Ann Arbor	3	87.4%	3	92.2%	Pennsylvania State U - U Park	8	42.0%	9	49.8%
U of Washington - Seattle	11	23.6%	4	86.0%	The Ohio State U - Columbus	9	33.0%	10	49.0%
U of Florida - Gainesville	4	66.0%	5	77.0%	U of Minnesota - Twin Cities	10	29.5%	11	43.0%
U of Texas - Austin	6	50.3%	6	76.9%					

Figure 3-5 illustrates that from 2005 to 2009 the percentage of new freshmen in the top 25 percent of their high school graduating class increased from 74 percent to 83 percent on the Twin Cities campus This improvement brings the University closer to institutions in its comparison group.

Figure 3-5. Percentage of degree-seeking, first-time freshmen in the top 25 percent of their high school graduating class, Twin Cities campus, 2005-09
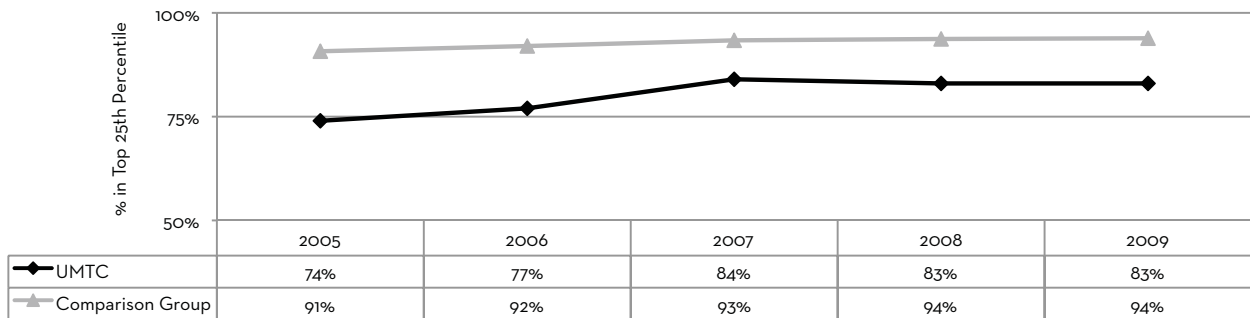

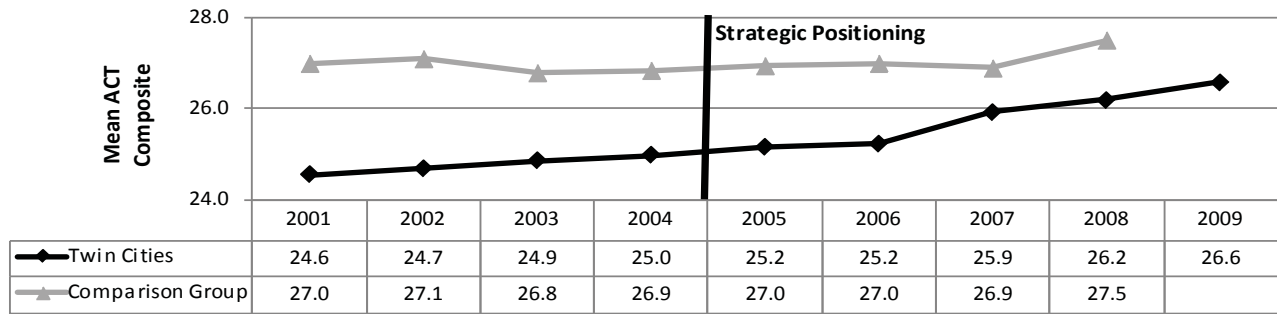|	2005	2006	2007	2008	2009
UMTC	74%	77%	84%	83%	83%
Comparison Group	91%	92%	93%	94%	94%

Source: Institutional Common Data Set

Table 3-3. Comparison group ranked by percentage of degree-seeking, first-time freshmen in the top 25 percent of their high school graduating class, 2001 and 2009

	2005		2009			2005		2009	
U of California - Berkeley	1	100.0%	1	100.0%	U of Florida - Gainesville	7	90.0%	7	93.0%
U of California - Los Angeles	1	100.0%	1	100.0%	U of Wisconsin - Madison	6	91.0%	8	91.3%
U of Michigan - Ann Arbor	3	98.0%	3	99.0%	Pennsylvania State U - U Park	9	78.0%	9	85.8%
U of Washington - Seattle	4	96.0%	4	97.0%	The Ohio State U - Columbus	10	76.0%	10	85.0%
U of Texas - Austin	5	92.5%	5	94.2%	U of Minnesota - Twin Cities	11	74.0%	11	83.0%
U of Illinois - Urbana-Champaign	8	86.0%	5	93.6%					

Over the past decade, the average ACT composite score increased from 24.6 in 2001 to 26.6 in 2009 (Figure 3-6) and the Twin Cities three-year average growth was well above that of the comparison group.

Figure 3-6. Average ACT composite scores for few entering freshmen, Twin Cities campus, 2001-08

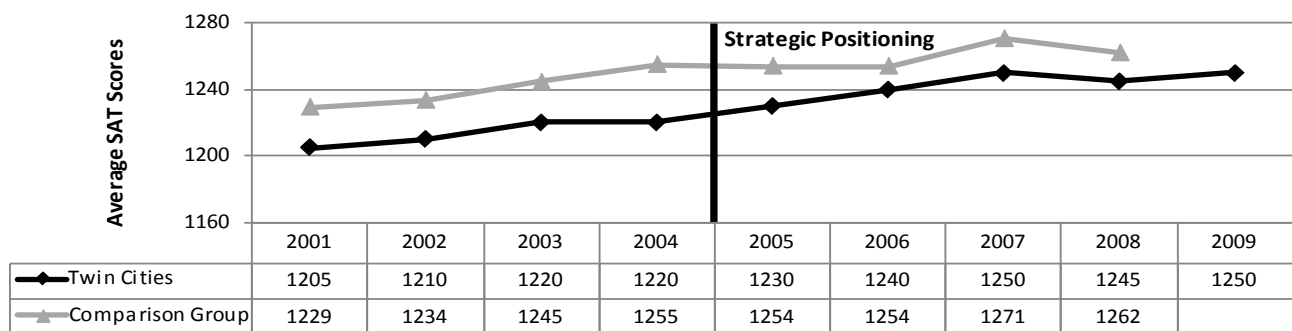|	2001	2002	2003	2004	2005	2006	2007	2008	2009
Twin Cities	24.6	24.7	24.9	25.0	25.2	25.2	25.9	26.2	26.6
Comparison Group	27.0	27.1	26.8	26.9	27.0	27.0	26.9	27.5	

Source: Integrated Postsecondary Education Data System

Table 3-4. Comparison group ranked by Average ACT composite scores for new entering freshmen, 2001 and 2008

	2001		2008			2001		2008	
U of Michigan - Ann Arbor	2	27.5	1	29.0	The Ohio State U - Main Campus	9	25.5	5	27.5
U of Illinois - Urbana-Champaign	2	27.5	2	28.5	U of Texas - Austin	5	27.0	8	27.0
U of California - Berkeley	1	29.0	3	28.0	U of Minnesota - Twin Cities	10	24.6	9	26.2
U of Wisconsin - Madison	5	27.0	3	28.0	Pennsylvania State U - U Park	8	26.0	10	26.0
U of California - Los Angeles	1	29.0	5	27.5	U of Washington - Seattle	11	24.5	10	26.0
U of Florida - Gainesville	5	27.0	5	27.5					

While nearly 80 percent of entering freshmen to the University submit ACT scores, SAT scores are also an option for students and the SAT is most readily completed by students in eastern regions of the country. Even so, the average SAT score also increased from 1,205 in 2001 to 1,250 in 2009 (Figure 3-7). Like the ACT composite three-year average growth, the Twin Cities campus SAT score average growth was above that of its comparison group.

Figure 3-7. Average SAT scores for new entering freshmen, Twin Cities campus, 2001-08

	2001	2002	2003	2004	2005	2006	2007	2008	2009
Twin Cities	1205	1210	1220	1220	1230	1240	1250	1245	1250
Comparison Group	1229	1234	1245	1255	1254	1254	1271	1262	

Source: Integrated Postsecondary Education Data System

Table 3-5. Comparison group ranked by Average SAT scores for new entering freshmen, 2001 and 2009

	2001		2008			2001		2008	
U of California - Berkeley	1	1305	1	1330	U of Minnesota - Twin Cities	8	1205	7	1245
U of Michigan - Ann Arbor	2	1294	2	1325	The Ohio State U - Main Campus	11	1175	8	1230
U of Illinois - Urbana-Champaign	4	1240	3	1295	U of Texas - Austin	7	1210	9	1225
U of California - Los Angeles	3	1280	4	1285	Pennsylvania State U - U Park	9	1190	10	1195
U of Florida - Gainesville	5	1220	5	1270	U of Washington - Seattle	10	1160	10	1195
U of Wisconsin - Madison	5	1220	5	1270					

Student Diversity

Consistent with the University's mission and values, the University is committed to achieving excellence through a diverse student body. It also strives to foster and maintain a respectful and welcoming environment for all students. Diversity requires an examination of multiple identities, including various gender and sexual identities and expressions, and class background. The available applicant and enrollment data demonstrating noteworthy trends focus on the racial and ethnic diversity of the University's student population, as well as geographic and economic diversity.

In particular, the new entering freshmen class has increased in ethnic and racial diversity over the past decade (Figure 3-8). Further, the University is among the leading Midwest public research universities in the percentage of entering freshmen of color, (Table 3-6) along with the highest differential between its percentage of new entering freshmen of color and its state's percentage of high school graduates.

Figure 3-8. Percentage of entering freshmen of color, Twin Cities campus, 1999-2009

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
UMTC	18.7%	17.7%	17.2%	18.5%	20.7%	18.3%	18.4%	20.2%	20.0%	20.4%	19.1%
Comparison Group	30.7%	31.7%	31.8%	32.9%	32.3%	31.2%	32.6%	33.4%	35.5%	32.8%	

Source: Integrated Postsecondary Education System

Table 3-6. Percentage of entering freshmen of color at public research institutions, 2007

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

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

Table 3-7. Percentage and number of first-time, full-time freshmen students of color by comparison group institutions, 1999 and 2008

Institution Name	1999			2008			10-Year Change in Percent
	Percent Freshmen Students of Color	Num-ber of Freshmen Students of Color	Total Number of Freshmen Student Headcount	Percent Freshmen Students of Color	Number of Freshmen Students of Color	Total Number of Freshmen Student Headcount	
Ohio State U - Main Campus	18.2%	1,107	6,171	15.2%	933	6,153	3.1%
Pennsylvania State U - U Park	14.1%	714	4,097	13.9%	1,003	7,234	0.2%
U of Texas - Austin	36.3%	2,511	6,598	44.5%	2,972	6,679	-8.2%
U of California - Berkeley	58.3%	2,053	3,606	56.6%	2,398	4,239	1.7%
U of California - Los Angeles	57.3%	2,092	3,720	58.5%	2,757	4,715	-1.2%
U of Florida - Gainesville	29.0%	1,570	5,149	36.7%	2,339	6,366	-7.7%
U of Illinois - Urbana-Champaign	26.9%	1,742	6,457	28.5%	2,073	7,282	-1.5%
U of Michigan - Ann Arbor	24.7%	1,362	5,194	22.2%	1,273	5,739	2.5%
U of Minnesota - Twin Cities	18.7%	833	3,039	20.4%	1,040	5,093	-1.7%
U of Washington - Seattle	32.4%	1,339	3,987	38.5%	2,123	5,510	-6.1%
U of Wisconsin - Madison	32.4%	567	5,578	13.3%	765	5,759	19.1%
Average Comparison Group	33.0%	1,506	5,056	32.8%	1,864	5,968	0.2%

Source: Integrated Postsecondary Education Data System

Twin Cities undergraduate, graduate, and professional students of color are primarily among those who identify as Asian/Pacific Islander or African American, as shown in Table 3-8. However, note that the percentage of Chicano/Latino students is increasing, as is the percentage of international students.

Table 3-8. Percentage of undergraduate students by racial or ethnic group, Twin Cities campus, Fall 2000-09

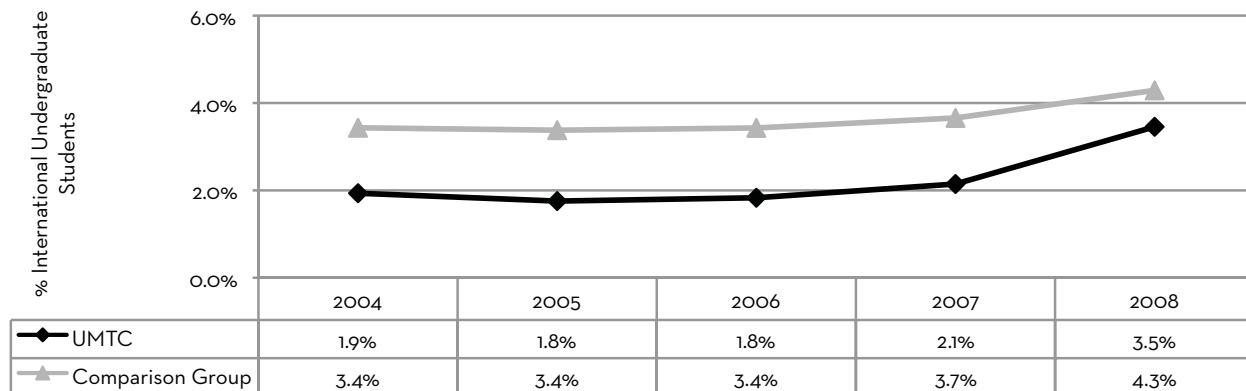|	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
African American	4.0%	4.0%	4.2%	4.4%	4.5%	4.6%	4.7%	4.8%	4.9%	5.0%
American Indian	0.6%	0.7%	0.6%	0.6%	0.7%	0.8%	0.9%	1.0%	1.0%	1.1%
Asian/Pacific Islander	8.3%	8.3%	8.3%	9.0%	9.2%	9.3%	9.6%	9.7%	9.8%	9.7%
Hispanic/Chicano/Latino	1.9%	1.9%	1.9%	2.0%	2.0%	2.1%	2.1%	2.1%	2.3%	2.3%
White/Caucasian	80.0%	80.2%	80.4%	79.4%	79.3%	79.2%	78.8%	78.0%	76.4%	75.0%
International	2.2%	2.3%	2.1%	2.0%	1.8%	1.6%	1.6%	1.9%	3.1%	4.8%
Unknown	2.9%	2.7%	2.4%	2.6%	2.5%	2.4%	2.2%	2.4%	2.6%	2.1%

Source: University of Minnesota Data Warehouse

Despite a shifting world economy, the number of total students attending U.S. colleges and universities has reached record highs. Likewise, the University's Twin Cities campus attracted a record number of international students as well.

As the percentage of entering freshmen of color has increased, the international undergraduate student population has also increased. From 2004 to 2009, the percentage of enrolled undergraduate students identified as international increased from 1.9 percent to 5.3 percent (Figure 3-9). An institutional strategic effort to increase international student enrollment has resulted in a three-year average growth of 28 percent compared to the 9 percent average growth for the comparison group. The Twin Cities campus' growth has caused the institution to move up in ranking from

10th in 2004 to 8th in 2008.

Figure 3-9. Percentage of international undergraduate students, Twin Cities campus, 2004-08

	2004	2005	2006	2007	2008
UMTC	1.9%	1.8%	1.8%	2.1%	3.5%
Comparison Group	3.4%	3.4%	3.4%	3.7%	4.3%

Source: Integrated Postsecondary Education Data System

Table 3-9. Comparison group ranked by percentage of international undergraduate students, 2004 and 2008

	2004		2008	
U of Illinois - Urbana-Champaign	2	4.3%	1	7.2%
U of Michigan - Ann Arbor	1	4.9%	2	5.3%
U of Wisconsin - Madison	3	4.0%	3	5.2%
U of California - Los Angeles	4	3.9%	4	4.5%
U of Washington - Seattle	7	3.3%	5	4.4%
U of California - Berkeley	8	3.2%	6	4.3%

	2004		2008	
U of Texas - Austin	6	3.4%	7	4.1%
U of Minnesota - Twin Cities	10	1.9%	8	3.5%
The Ohio State U - Columbus	5	3.6%	9	3.4%
Pennsylvania State U - U Park	9	2.5%	9	3.4%
U of Florida - Gainesville	11	1.1%	11	1.1%

Source: Integrated Postsecondary Education Data System

For the past three years, the University has undertaken a variety of initiatives to increase enrollments of highly qualified undergraduate international students. In order to reach the five-percent-of-undergraduates goal, the University is reassessing its efforts and focusing on retention, the diversity of its international student and faculty population, and the integration of international students into the campus community.

In addition, the University is bringing new international students onto campus through customized short-term programs for groups of international students to learn about the University and U.S. culture. It is hoped that some of these students will choose to return as degree-seeking students.

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

Economic Diversity
As discussed previously, the University is committed to ensuring that its undergraduate degree programs are financially accessible to all students who are prepared to learn and motivated to succeed. While assessing the economic diversity of the student body of a campus is difficult, most experts believe that the number of students receiving federal Pell Grants is the best statistic available to gauge the proportion of low-income undergraduates.

Table 3-10 presents the number and percentage of full-time, first-time undergraduates and all undergraduates receiving Pell Grants on the Twin Cities campus and its comparison group institutions. The state poverty rates and median household incomes for each institution's respective state are included.

Even though Minnesota has the lowest poverty rate and the fourth highest household median income relative to comparison group states, 19 percent of entering freshmen and 17 percent of undergraduates on the Twin Cities campus are Pell eligible. Median household income in 2008 was $57,318. Fifty-six percent of the University's dependent resident undergraduate students who filed a FAFSA (Free Application for Federal Student Aid) form in 2008-09 were at or below $81,000.

Table 3-10. Number and percentage of undergraduate Pell Grant recipients, Twin Cities campus and comparison institutions, 2007-08

Institution Name	Number of full-time first-time undergrad	Percent of full-time first-time undergrad	Number of undergrad students	Percent of undergrad students	State Poverty Rate	Median Household Income
Ohio State U - Main Campus	1,020	17%	7,500	19%	13.3%	$48,011
Pennsylvania State U - Main Campus	854	13%	5,791	15%	12.1%	$50,702
U of Texas - Austin	1,693	23%	7,956	21%	15.8%	$50,049
U of California - Berkeley	1,087	26%	7,353	29%	13.3%	$61,017
U of California - Los Angeles	1,137	25%	8,354	31%	13.3%	$61,017
U of Florida - Gainesville	1,371	21%	6,704	19%	13.3%	$47,802
U of Illinois - Urbana-Champaign	1,101	16%	4,885	16%	12.2%	$56,230
U of Michigan - Ann Arbor	663	11%	3,302	13%	14.4%	$48,606
U of Minnesota - Twin Cities	1,017	19%	5,625	17%	9.6%	$57,318
U of Washington - Seattle	1,009	19%	5,411	18%	11.3%	$58,081
U of Wisconsin - Madison	599	10%	3,644	12%	10.5%	$52,103

Sources: Integrated Postsecondary Education System and the U.S. Bureau of the Census

Challenge, Educate, and Graduate Students

To improve students' transition to college, foster greater success, and ensure timely graduation, the University has started a broad range of initiatives, including Welcome Week and Bridge to Academic Excellence programs.

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

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

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

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

Provide Academic and Advising Support

The University continues to invest in technologies that support better student planning, community engagement, and timely graduation. Key efforts include the online **Graduation Planner, Student Engagement Planner,** the **MyU student portal**, and the **APlus advising system**.

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

The APlus advising tool uses technology to allow undergraduate advisors to quickly monitor the academic progress of their advisees. The tool was created as a means to track student behavior likely to affect progress toward graduation, and as a means to respond quickly. The tool supports advisors' needs for information on advisees and shortens advisor response time to student issues. All Twin Cities campus undergraduate colleges have begun adopting this technology and adapting its use for their specific advising concerns.

Provide a Distinctive Experience

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

Baccalaureate degrees offered on the Twin Cities campus include a set of redefined **liberal education requirements** that went into effect for students entering the University in Fall 2010.

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

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

The **Undergraduate Research Opportunities Program** (UROP) is expanding to enrich the role research can play in undergraduate education at a major research university. UROP provides stipends of up to $1,400 and research expenses of up to $300 for undergraduate students working with a University faculty mentor. In 2009-10, over 650 undergraduate students participated in the UROP program on the Twin Cities campus.

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

In addition, the University is working to expand student participation in **freshmen seminars** from 40 percent to a goal of over 50 percent. Nearly 125 seminars were offered in the 2008-09 academic year. In 2009-10, about half of the new freshmen took a freshmen seminar.

Student Learning and Development Outcomes

The University is ensuring that graduates enter the world prepared to take their place as lifelong learners and global citizens. The development of campus-wide student learning outcomes in 2007, in tandem with the new liberal education requirements, helps faculty to develop curricula, plan courses, construct learning activities, and assess the learning that occurs in every aspect of the student experience: classes, service-learning, research opportunities, internships, and learning abroad. The learning outcomes state that at the time of receiving a bachelor's degree, students:

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

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

- Responsibility/accountability
- Independence/interdependence
- Goal orientation
- Self-awareness
- Resilience
- Appreciation of differences
- Tolerance of ambiguity

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

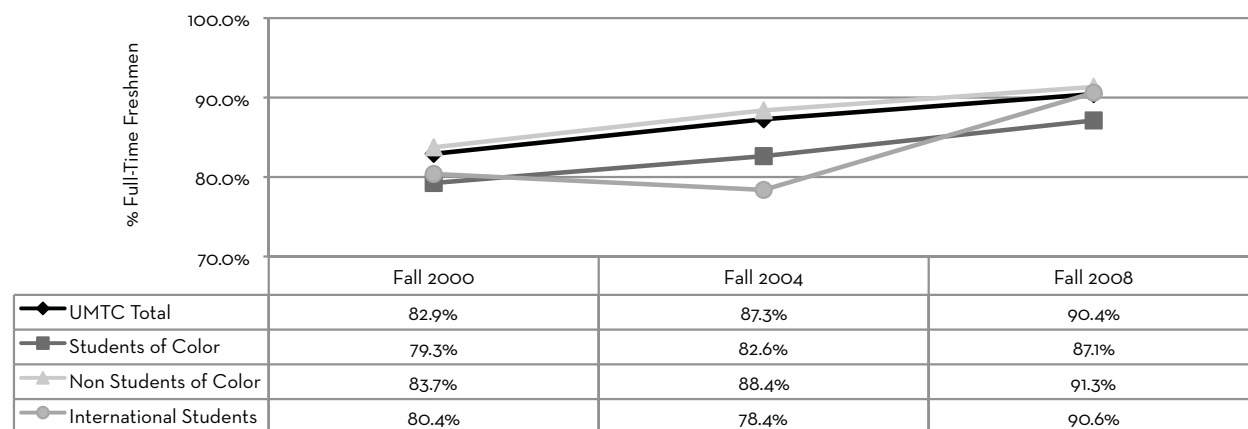## Results: Challenge, Educate, and Graduate Students

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

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

Figure 3-10 shows first-year retention rates for all students matriculating for the 2000, 2004, and 2008 cohorts. The most recent results show all rates at their highest levels in the past decade. Although significant progress has been made in improving retention rates, the University will need to increase its efforts to improve its ranking within the comparison group.

Figure 3-10. First-year retention rate for full-time undergraduate students, Twin Cities campus, 2000, 2004, and 2008 cohorts*

	Fall 2000	Fall 2004	Fall 2008
UMTC Total	82.9%	87.3%	90.4%
Students of Color	79.3%	82.6%	87.1%
Non Students of Color	83.7%	88.4%	91.3%
International Students	80.4%	78.4%	90.6%

Source: UMN Official Graduation Retention Data Warehouse
* IPEDS definition and cohort criteria were used to report retention rate. First-year retention rates available only.
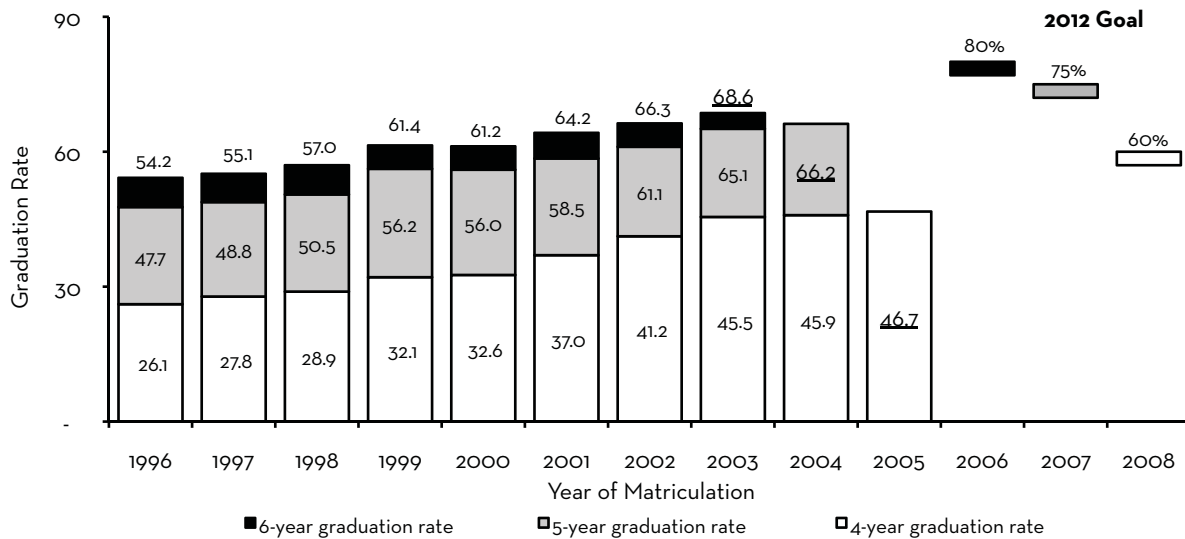
Undergraduate Graduation
As a key component of its strategic positioning efforts the Twin Cities campus set specific goals to improve undergraduate graduation rates. For 2012, the goals are:

- four-year graduation goal of 60 percent (beginning with class matriculating in 2008),
- five-year graduate goal of 75 percent (beginning with class matriculating in 2007),
- six-year graduation goal of 80 percent (beginning with class matriculating in 2006).

These goals, if achieved, will reduce the educational costs to students as well as costs to the University and also should improve the University's performance relative to its competitors. Current results (Figure 3-11) show continued improvement in graduation rates; over the past decade improvements have ranged from over 14 percent for six-year rates to nearly 21 percent for four-year graduation rates. The Twin Cities campus continues to make steady progress toward its graduation goals. In order to reach its aspirational goal, the University will need to continue to improve graduation rates. Continued investments, such as those described earlier in this section, are focused on achieving this goal.

Figure 3-11. 4-, 5-, and 6-year graduation rates, Twin Cities campus, 2010 (classes beginning in 1996-2005) and 2012 goal

Source: University of Minnesota 2009 NHS Student Graduation/Retention Report
2009 graduation rates are underlined

Note: Rates include students who transferred from one University campus to another and graduated (e.g., a student who matriculated at Duluth and graduated from the Twin Cities is counted as a Duluth graduate). The University reports graduation rates to a national database (IPEDS); it includes only students who matriculated at and graduated from the same campus. As a result of definitional differences, the rates presented in this figure are slightly higher than those reported to IPEDS.

The Twin Cities undergraduate graduation rates continue to move closer to those of its comparison group. As shown in Table 3-11, the comparison group institutions have increased their six-year graduation rates by over 22 percent for all students, students of color, non-students of color, and international students since the 1996 cohort. The Twin Cities campus has relatively similar rates for international students, though a slight 1.7 percent decrease occurred between the 1996 and 2002 cohorts.

Table 3-11. 6-year graduation rates sorted by 2002 rate, Twin Cities campus (classes beginning in 1996 and 2002)

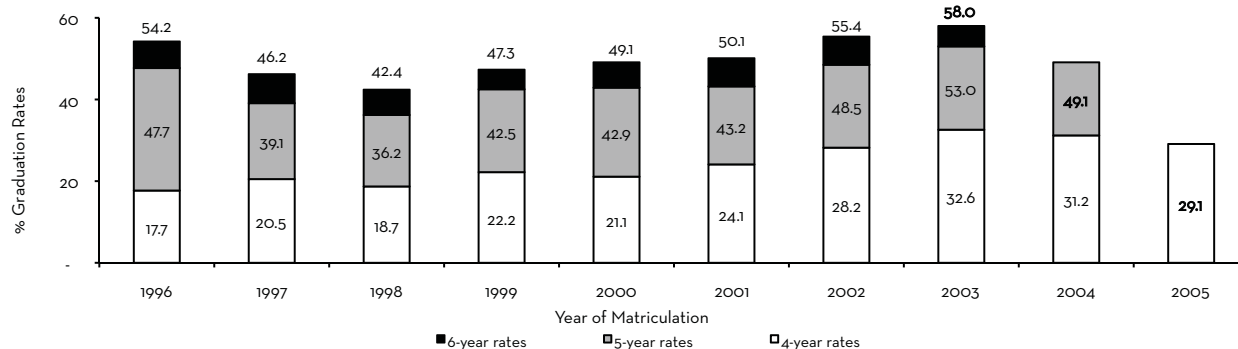| Institution Name	1996 All Student	2002 All Student	1996 SOC	2002 SOC	1996 Non-SOC	2002 Non-SOC	1996 International	2002 International
U of California - Berkeley	83.6%	89.6%	81.6%	89.9%	87.0%	89.2%	82.4%	90.0%
U of California - Los Angeles	84.6%	89.2%	83.3%	88.5%	87.0%	90.5%	78.8%	88.7%
U of Michigan - Ann Arbor	84.2%	88.0%	77.2%	81.0%	87.4%	91.0%	78.4%	84.6%
Pennsylvania State U - Main Campus	79.8%	84.6%	69.3%	76.1%	82.5%	87.1%	31.3%	59.5%
U of Illinois - Urbana-Champaign	79.9%	82.0%	72.0%	75.7%	82.7%	84.6%	94.9%	80.9%
U of Florida - Gainesville	76.7%	81.6%	71.1%	79.1%	78.7%	82.9%	47.1%	40.0%
U of Wisconsin - Madison	75.1%	81.3%	59.0%	71.6%	78.1%	82.6%	28.5%	81.3%
U of Texas - Austin	71.5%	77.8%	67.2%	74.7%	73.5%	79.5%	79.6%	80.9%
U of Washington - Seattle	70.5%	76.9%	68.4%	76.1%	71.3%	77.8%	79.6%	68.6%
Ohio State U - Main Campus	58.9%	72.7%	50.3%	66.9%	60.2%	74.0%	75.0%	78.4%
U of Minnesota - Twin Cities	53.7%	65.7%	42.6%	54.6%	55.6%	68.1%	74.4%	72.7%
Comparison Group	76.5%	82.4%	72.1%	79.6%	80.8%	85.6%	69.7%	74.6%

Source: Integrated Postsecondary Education Data System
The rates shown above represent cohort criteria and are slightly lower than rates in Figure 3-11 above.

Graduation rates for students of color (Figure 3-12) have dipped slightly after several years of improvement. First-

year retention as well as four-year graduation rates for students of color are assessed and analyzed for each college. As the diversity of the Minnesota high school graduating population continues to increase, the Twin Cities campus is monitoring its instructional programs and services to continue to provide exceptional academic programs and student services for these and all of its students.

Figure 3-12. 4-, 5-, and 6-year students of color graduation rates, Twin Cities campus, 2010 (classes beginning in 1996 and 2005)

Source: University of Minnesota 2009 NHS Student Graduation/Retention Report
2009 graduation rates are underlined and in bold

Note: Rates include students who transferred from one University campus to another and graduated (e.g., a student who matriculated at Duluth and graduated from the Twin Cities is counted as a Duluth graduate). The University reports graduation rates to a national database (IPEDS); it includes only students who matriculated at and graduated from the same campus. As a result of definitional differences, the rates presented in this figure are slightly higher than those reported to IPEDS.

Degrees Conferred

Consistent with having one of the largest enrollments of any public university campus in the nation, the Twin Cities campus also ranks highly in the production of degrees at all levels. As shown in Table 3-12, the Twin Cities campus ranks 9th in bachelor's degrees awarded in 2008-09.

Table 3-12. Degrees conferred: comparison group institutions, 2009

Institution Name	Bachelor's Degree	Rank	Master's Degree	Rank	Doctoral (Research)	Rank	Doctoral (Professional)	Rank
Ohio State U - Main Campus	8,993	3	2,679	5	738	8	879	3
Pennsylvania State U - Main Campus	9,692	1	1,312	11	632	11	71	11
Uof Texas - Austin	8,747	4	2,893	4	818	4	561	7
U of California - Berkeley	7,249	6	2,033	9	869	1	347	9
U of California - Los Angeles	7,220	7	2,634	8	760	7	622	6
U of Florida - Gainesville	9,207	2	3,544	1	841	3	1,187	1
U of Illinois - Urbana-Champaign	7,399	5	2,677	6	780	6	301	10
U of Michigan - Ann Arbor	6,473	11	3,479	2	842	2	734	7
U of Minnesota - Twin Cities	6,686	9	3,115	3	680	10	914	2
U of Washington - Seattle Campus	7,143	8	2,668	7	683	9	493	8
U of Wisconsin - Madison	6,637	10	1,811	10	786	5	644	5
Average Comparison Group	7,876		2,573		775		584	

Source: Integrated Postsecondary Education Data System.
In 2009, IPEDS data doctoral degrees and first-professional degrees were redefined.
New requirements are to be implemented by 2010 reporting period.

While it is important to track the number of degrees conferred, in terms of contributing to the state's educated work force, qualitative factors also need to be taken into account. Accordingly, the University is focusing on producing degrees that reflect a balance of external demand, capacity, and resources to ensure that quality is maintained and enhanced. In line with that approach, the University engages in regular review of its degree programs at all levels to ensure quality.

Develop lifelong learners, leaders and global citizens

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

- Campus leadership opportunities are structured experiences offered by University departments and colleges. These positions offer a direct service to the campus community and provide opportunities to work closely with other students, faculty and staff. For example, in Fall 2009 nearly 450 current students volunteered to serve as peer leaders to over 5,300 freshmen during Welcome Week.

- The **Community Engagement Scholars Program** recognizes students who integrate more than 400 hours of community volunteering into their educational experience. Students take eight credits of service-learning coursework and participate in structured reflections. Upon completing a final project based on a community-identified need, students receive official recognition at graduation and on their academic transcript. Between 2005 and 2010, enrollment in the program has grown six-fold, with more than 660 students now participating in CESP. Of these students, approximately 20-25 percent are honors students.

- Over 700 official student groups represent academic interests, culture and diversity, the arts, fraternity and sorority life, sports clubs and much more. These groups provide students an opportunity to explore their interests, develop leadership skills and be an active part of the University community. For example, in 2009, the student group **Engineers Without Borders** sent six students and two professionals to Uganda, where they designed and constructed a rain-water system and a dry composting sanitation system for the Hope Integrated Academy. The completed projects now provide daily drinking water and improved ecological toilets to over 250 students.

- **Internships** and **co-ops** provide a way for students to gain valuable career experience while learning the day-to-day functions. Employers today expect graduating college students to have real-world, practical experience in their chosen field. The University's Gold-PASS system, an online database, helps connect students and alumni with employers, volunteer organizations, and internships across the country.

- On average, over 5,800 undergraduate students are employed in campus jobs each week on the Twin Cities campus. The University strives to integrate student development outcomes within these **employment opportunities**. By providing a model for enhancing student learning and development within the context of these positions, the entire campus becomes an educational experience.

- Co-curricular leadership programs include the **First-Year Leadership Institute**, a semester-long experience designed for emerging freshmen leaders; the Tom Burnett Advanced Leadership Program, a highly selective program that teaches graduating seniors how to be active, engaged citizens committed to the broader community and their careers; and the Leadership Certification Program, which provides a customized experience through a series of workshops tailored to students' own interests.

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

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

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

In 2008, the Board of Regents revised its policy on international education to take a broader approach to international

engagement. In addition to the key areas of international experiences for students and hosting of international students, the policy adds as a priority faculty teaching and research and collaboration with international institutions. As the policy states, "through international education and engagement, a great university builds and extends its scholarly standing, its potential for research, and its contributions to the education of students and citizens of the state, the nation, and the world."

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

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

International Recognition and Leadership

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

In addition to increased study abroad participation and the number of international students on campus, the University continues to develop its international portfolio in other key areas such as faculty engagement, curricular development, and international partnerships and projects. The University is also working to identify other meaningful metrics for self-evaluation, as well as for comparison to peer institutions, in addition to tracking the traditional measures of internationalization included in this report.

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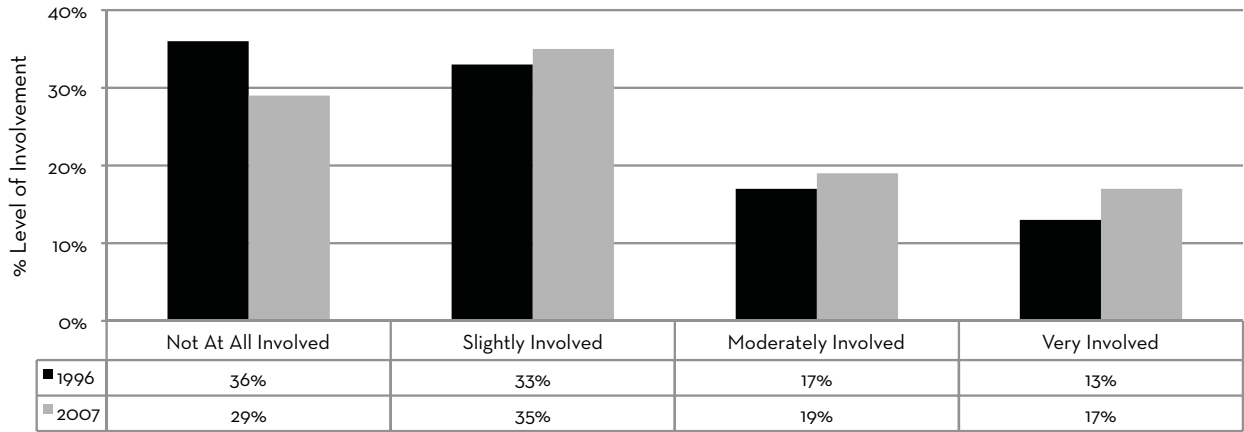
Data that indicate the extent to which the University motivates lifelong learners, leaders, and global citizens include campus engagement and international-related measures, which are detailed on the pages that follow.

Student Engagement

The University recognizes the importance that students' experience in internships, intramural and club sports, research projects, student activities, on-campus employment, volunteer and community involvement opportunities, and other campus-related activities have on the development of leadership, teamwork, problem solving, analytical and critical thinking, communication skills, writing skills, and work ethic. For this reason, the University aggressively encourages its students to participate in a variety of campus activities and programs.
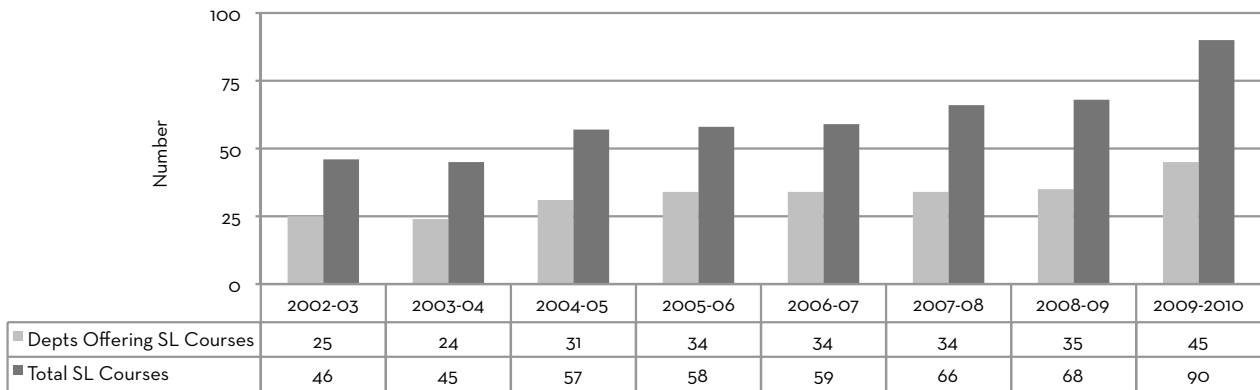
The University monitors student engagement in on-campus opportunities and has seen increased participation over the past decade. Figure 3-13 compares graduating students' responses about their level of engagement in 1996 and 2007, which suggests more engaged students in 2007. The University is working to incorporate other engagement-related questions into future student-experience surveys.

Figure 3-13. Levels of engagement in on-campus student opportunities reported by undergraduate students at the time of graduation, Twin Cities campus, 1996 and 2007

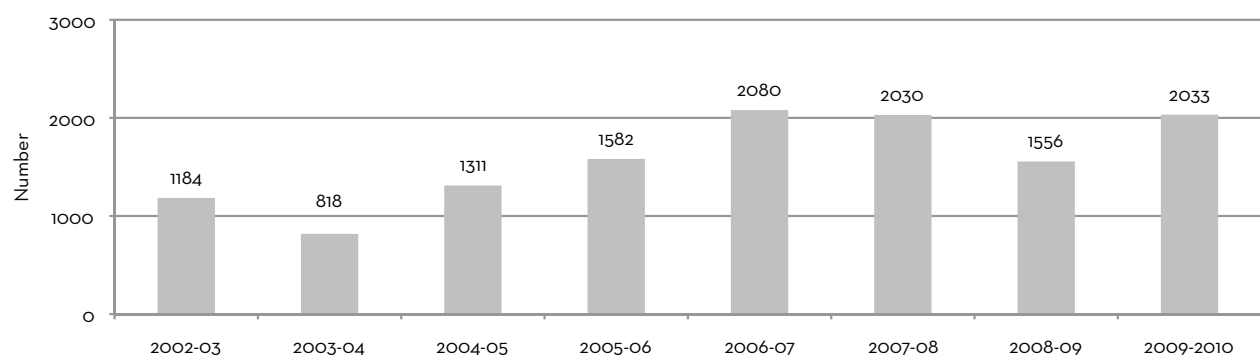|	Not At All Involved	Slightly Involved	Moderately Involved	Very Involved
1996	36%	33%	17%	13%
2007	29%	35%	19%	17%

Over the past five years, a growing number of service-learning opportunities have been offered to students across a greater number of disciplines at the Twin Cities campus (Figure 3-14).

Figure 3-14. Number of service-learning departmental offerings and total courses, Twin Cities campus

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-2010
Depts Offering SL Courses	25	24	31	34	34	34	35	45
Total SL Courses	46	45	57	58	59	66	68	90

Facilitated through the Community Service-Learning Center (formerly the Career and Community Learning Center), service-learning integrates community engagement experiences with students' academic coursework. Currently, only approximately 5 percent of the student body at the Twin Cities campus enrolls in courses that contain a service-learning component (Figure 3-15).

Figure 3-15. Number of students enrolled in service-learning courses, Twin Cities campus
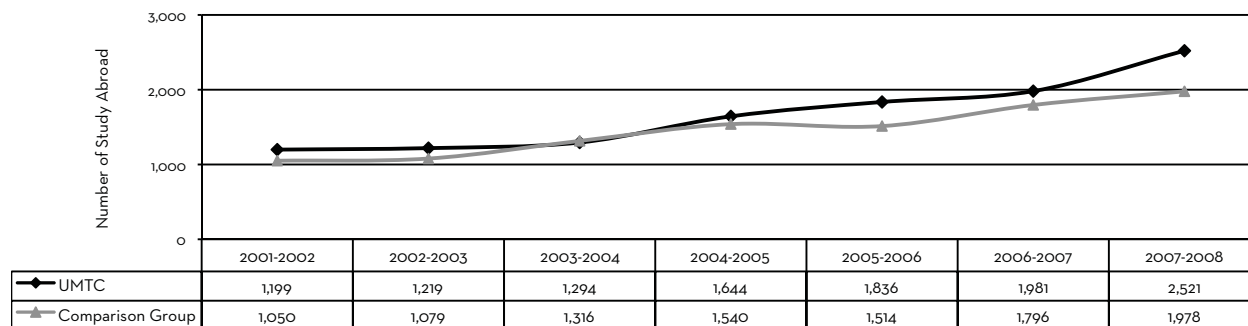
In 2010, 94 community partner organizations that worked with service-learning students during the 2009-10 academic year responded to a survey asking for their feedback on the experience.

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

Study Abroad

Figure 3-16 shows that student participation in study abroad has increased from 1,199 students in 2001 to 2,521 students in 2008, the most among comparison group institutions. As a percentage of undergraduate degrees granted, the Twin Cities campus has improved in student study abroad involvement from 19 percent in 1999 to 38 percent in 2007-2008, moving closer to its stated goal of 50 percent.

Figure 3-16. Involvement in study abroad, Twin Cities campus, 2001-08

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
UMTC	1,199	1,219	1,294	1,644	1,836	1,981	2,521
Comparison Group	1,050	1,079	1,316	1,540	1,514	1,796	1,978

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

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

The University may be able to lessen the impact of the economy on study abroad participation because of its pioneering efforts to integrate study abroad into the curriculum. Students do not see experiences abroad as an "extra" to be passed over in tough economic times. Also, the University emphasizes semester and year-long experiences over short-term programs, which have been shown as increasingly sensitive to economic forces.

As the curriculum integration initiative matures, the University will work with students who potentially have more barriers to studying abroad. Addressing these needs will be a challenge as the University moves beyond its current 30 percent participation to its goal of 50 percent.

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

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

Graduate Education

Graduate education at the University of Minnesota is among the best in the nation, with top programs in many fields and a strong commitment to excellence, diversity, interdisciplinarity, and innovation. Graduate students are a critical component of a high-quality research university. Top faculty talent is attracted and maintained in tandem with top graduate student talent because these students are at the forefront of identifying research problems and discovery. Investment in graduate education is also worthwhile because the 21st century economy is producing more jobs that require master's and doctoral education.

For FY 2010, the University distributes nearly $21 million through fellowships and grants to support graduate programs and students. Yet, despite high overall satisfaction rates among graduate students, challenges and barriers to success persist. The University's completion rate among doctoral students is no higher than the national average with time to degree stretching to 10 years in some fields. Funding packages to attract and support graduate students have proven difficult to build and sustain despite unprecedented University investments. As production of knowledge and information increases at unprecedented rates, along with the flow of students across national boundaries, institutions and nations around the world are restructuring their higher education systems and building new ones to successfully compete with U.S. universities for talent. This competion is especially intense at the graduate level, which is the key to research and innovation. In a global economy undergoing the greatest stress and restructuring in more than half a century, the stakes are high.

In 2009, after five years of dramatic improvements implemented in undergraduate education, the University embarked on an ambitious plan to further advance graduate and professional education. After a year of intense discussions and analysis, the implementation of a set of recommendations began in Summer 2010. It is too early to show the impact of this reform effort on the quality of graduate education; however, savings totaling $1 million in administrative costs already have been identified.

Results: Graduate Education

With the significant amount of resources invested in each student, the overall success of graduate education at an institution is measured at least partially by completion rate, time to degree, and job placement of graduates. At the same time, new metrics must be developed to provide a thorough and relevant gauge of strengths and weaknesses. These metrics should not focus only on "usefulness" but must safeguard students' ability to pursue curiosity and academic success in a broad spectrum of disciplines. In addition, diversity and inclusiveness of views and demographics must be valued in order to enrich the talent pool and enhance the quality of education.

Completion rates for master's and doctoral students have been increasing since the Fall 1999 cohort began. Rates are up for both genders and among international students and students of color. Rates for students of color are lower than the average for all students, while completion rates for international students tend to be higher than average.

Table 3-13. Completion rate for graduate students (master's and doctoral) based on year of entry, Twin Cities campus, 1999-2004

Year	1999 - 2000	2000 - 2001	2001 - 2002	2002 - 2003	2003 – 2004
After 6 Years	39%	42%	44%	45%	43%
After 7 Years	50%	53%	56%	54%	N/A

Source: Graduate School Student Data System

Table 3-14. 4-year completion rate for master's degree students in the graduate school based on year of entry, Twin Cities campus, 1999-2006

Master's Students	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Male	62%	63%	60%	63%	64%	63%	68%
Female	65%	66%	67%	68%	71%	74%	73%
International	70%	70%	76%	75%	73%	75%	76%
Students of Color	56%	66%	57%	58%	63%	58%	66%
All Graduate Students	64%	65%	64%	66%	68%	69%	70%

Source: Graduate School Student Data System

Table 3-15. 6-year completion rate for doctoral students in the Graduate School based on year of entry, Twin Cities campus, 1999-2004

Doctoral Students	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Male	42%	43%	45%	48%	43%
Female	37%	41%	43%	42%	44%
International	49%	47%	51%	50%	56%
Students of Color	31%	31%	29%	41%	34%
All Graduate Students	39%	42%	44%	45%	43%

Source: Graduate School Student Data System

For the past four academic years, the University has participated in the Ph.D. Completion Project, a national in-depth study of doctoral education. Fourteen Ph.D. programs at the University are participating in this project.

Health Professional Education

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

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

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

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

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

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

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

Concurrent with these efforts, the University is:

- Supporting curricular innovation in the health sciences schools and colleges, such as the curriculum change in the Medical School and College of Pharmacy, the establishment of the Doctorate of Nursing Practice in the School of Nursing and the baccalaureate in Dental Therapy in the School of Dentistry, and the establishment of the Center for Allied Health Programs.

- Creating world-class simulation education centers: Students and professionals learn new skills and are assessed in simulation centers—Sim Clinic in the School of Dentistry, the AHC Simulations Center, and SimPortal in the Medical School.

- Continuing to engage in workforce planning with the University's many community partners, with particular focus on rural and underserved populations in Minnesota.

- Promoting greater understanding of global health in the curriculum and through international student experiences.

- Seeking a stable, long-term financial framework that supports sustainable growth in health professional programs, acknowledging that they are expensive, that they currently rely on a fragile web of funding sources, and that demand for health professionals continues to grow.

- Creating awareness of health careers, acting creatively to populate the pipeline of students interested in the health sciences, reaching far back among K-12 students to stimulate and nurture interest in the health sciences, and making targeted efforts to work with the state's diverse populations to develop strategies leading to a more diverse health professional workforce.

- Establishing the Academic Health Center's Academic Council, comprised of health science faculty, to review and provide counsel on new health professional academic programs and contribute to strategic oversight of academic program development.

3 TWIN CITIES CAMPUS:
BREAKTHROUGH RESEARCH

UMN GOALS

Breakthrough Research
Explore new ideas and breakthrough discoveries that address the critical problems and needs of the state, nation, and world.

UMN STRATEGIES

Foster an environment of creativity that encourages evolution of dynamic fields of inquiry

Develop innovative ways to accelerate the efficient and effective transfer of knowledge for the public good

Breakthrough research conducted at the University is having a profound impact on the lives of people around the globe. Research impact is the true legacy of research and scholarship at the University and the best benchmark of its stature. The University has forged effective partnerships between research administrators and colleges and centers across the system that will prove invaluable as it copes with an uncertain economic future. These partnerships are predicated on University strengths and aligned with strategic directions recommended by the faculty, approved by University leadership, and endorsed by the Board of Regents. The University has been, and must continue to be, smarter and more strategic in its resource allocations in the interest of increasing the capacity and quality of the research environment throughout the University.

Increase sponsored research support, impact and reputation

Working closely with faculty and researchers, the University has developed a comprehensive, rolling master plan **to** identify and support research infrastructure needs critical to its continued competitiveness and progress towards strategic objectives. Research infrastructure includes major research services, capacities, or equipment as well as the technical support staff to meet the needs of research and scholarly efforts that are valuable to the University as a whole, and that cannot be provided solely by local, regional or collegiate efforts. The master plan is guiding the $20 million Infrastructure Investment Initiative (I3) announced by President Bruininks in July 2010 (see below).

ARRA Funding
In response to the American Recovery and Reinvestment Act (ARRA) of 2009, the University created a central source of information about ARRA funding opportunities for the University research community. A website and three email listservs provided timely information from the University about who participated in various national higher educa-tion association meetings or conference calls where representatives from federal agencies offered information about their plans for ARRA research funding. The website also included useful links and up-to-date information about ARRA funding from various agencies. These resources were instrumental in helping University researchers receive over 300 ARRA awards totaling more than $164.1 million to date.

Laboratory Renovation Funding
Used to support the renovation of research laboratories, state funds are part of the University's biennial capital request and are contingent upon the total amount awarded by the state legislature. In 2009 a total of 10 research proj-ects were funded from 37 proposals received, with awards ranging from $200,000 to $600,000.

Minnesota Futures
Modeled after the highly successful National Academies "Keck Futures Initiative," Minnesota Futures aims to help propel research and scholarship beyond the ordinary by nurturing interdisciplinary ideas or methodologies to a point where they are ready for and attractive to external funding. Two funding mechanisms are provided: *research grants* support interdisciplinary research and scholarship proposals that originate from new interdisciplinary groups,

while *symposium grants* fund interdisciplinary symposia around research questions of current significance and interest to multiple disciplines.

Grant-in-Aid of Research, Artistry & Scholarship
Grant-in-Aid of Research, Artistry & Scholarship Program represents an important means by which the University is able to promote the scholarly and artistic activities of the faculty and their graduate students, and to foster academic excellence within the University. In FY 2010, 131 grants were awarded collectively totaling more than $3.4 million. Guidelines have been established to ensure that the available funds are distributed fairly, are effective in sustaining the vitality and quality of research at the University and, as seed money, help to stimulate the development of funding from external sources. In most cases grants are not meant to provide sole support for research activities, but instead act as seed money for developing projects to the point of attracting more complete, external funding.

Grant Match
Some externally funded research awards require an institution to match funds to a specific grant activity. The University works in partnership with colleges when a funding agency has a mandatory grant match and coordinates the University's total commitment in matching funds as part of the grant proposal process. The demand for institutional matching funds continues to increase as the grant process becomes more competitive and federal funds diminish resulting in the need for higher levels of required institutional investment. On average, the institutional match commitments amount to about $2.5 million annually.

Infrastructure Investment Initiative (I^3)
Funded through royalties earned from the commercialization of University technology, the Infrastructure Investment Initiative (I^3) will provide more than $20 million for significant investments in shared resources that support high-end research needs, including major equipment purchases and support for highly trained technical personnel. This initiative will also provide funding for infrastructure needed to support scholarship in the arts and humanities (e.g., community art production, performance areas, and technical equipment).

Scholarly Impact
Bibliometric indicators, based on the frequency with which individual publications are cited in the scholarly works of others, have emerged as indicators of quality, impact, and significance. The more frequently an individual work is referenced in the publications of others, the greater the presumed scholarly impact. Hence, rankings based on the number of citations for scholarly works associated with individual universities has come to serve as an indicator of the relative quality of the research for the university as a whole, or for individual areas of research or scholarly works, and indicates the degree to which an institution's research enterprise aligns with current areas of research focus.

In a comparison with other public universities for 19 fields of study, the University has three fields of research ranked among the top five programs at public universities: mathematics (2), chemistry (3), and environment/ecology (4). Another 12 programs rank in the top 10 (clinical medicine, neuroscience, agricultural sciences, plant and animal sciences, immunology, pharmacology, material sciences, engineering, computer sciences, psychiatry/psychology, economics/business, social sciences general), giving the University a total of 15 top-10 programs at public universities in the 19 general fields included in the citation database.

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

Provost's Interdisciplinary Initiative
The Provost's Interdisciplinary Team aims to foster interdisciplinary research and teaching initiatives throughout the university. Among other responsibilities, the team oversees planning, development, and implementation of major interdisciplinary initiatives; conducts reviews of existing major interdisciplinary initiatives; encourages affiliations to foster new interdisciplinary programs; monitors interdisciplinary activities system-wide; and develops institutional policies and procedures.

Promote peer leading research and scholarly productivity

Institute on the Environment
The Institute on the Environment reaches across traditional disciplines to develop bold strategies that address global sustainability. Specifically, the Institute focuses its research and development around five grand challenges of energy; food, land, and ecosystems; freshwater; population and development; and engagement. In recent years, the Institute has contributed numerous studies to Science, Nature and many other prestigious journals. While its work is rooted in the scientific community, it engages decision makers from business, industry, government and other sectors throughout the process.

Institute for Advanced Study
The Institute for Advanced Study seeks to ignite creative, innovative, and profound research and discovery in the sciences, humanities, and the arts. It is a site, concept, and a community dedicated to public and intellectual exchanges across the fields of human endeavor. In 2009-10, the Institute brought together scholars from diverse disciplines—including architecture, sociology, political science, art, anthropology, American Indian studies, African American studies, theater, literature, art history, American studies, educational linguistics, and psychology—to work on a wide variety of collaborative and interdisciplinary projects.

Minnesota Population Center
The Minnesota Population Center is a University-wide interdisciplinary cooperative for demographic research. The Center fosters connections among population researchers across disciplines and opens new opportunities for large-scale, collaborative research projects. Its central mission is to provide tools for the study of economic and social change and to encourage a historical approach to social policy analysis. To that end, the Center has created new historical census samples for the United States, developed innovative tools for the electronic dissemination of demographic data, and improved the comparability and documentation of census microdata across time and space.

Breakthrough Research in Health Sciences Corridors
Health sciences faculty have developed a shared understanding that collaborating across disciplines within focused areas of research may be an effective strategy when funding sources are limited. Based on a heritage of excellence and growing clusters of expertise, the concept of **Corridors of Research and Discovery** was developed.

Corridors are virtual research pathways that lead from imagination to practical application, asking the core questions of basic science with an eye towards the potential application of that science to care of patients, improved health of populations, or new products and businesses. The University is poised to make discoveries in today's corridors that include a focus on diabetes, infectious diseases and immunology, neurosciences, cancer, and cardiovascular diseases.

Within the **Diabetes Corridor**, University researchers continue to refine treatments in an attempt to reverse or better control this devastating disease. The University, one of a handful of institutions worldwide to offer islet transplantation, participated in groundbreaking studies of diabetes' link to heart disease. From basic science research on new sources of sugar-regulating cells to large-scale studies of who gets diabetes and why, the University is searching for better approaches to prevent, treat, and cure type 1 and 2 diabetes, with research taking place in the Schulze Diabetes Institute and the Center for Diabetes Research.

The depth and breadth of research strength in the University's schools and centers come together in the **Infectious Disease and Immunology Corridor** research corridor where faculty are developing plans to fight threats to human and animal health and researching vaccines and preventive medicines to stop disease before it starts. Through the work of infectious disease researchers in the Center for Global Health and Social Responsibility, Center for Infectious Disease Research and Policy, and Center for Infectious Diseases and Microbiology Translational Research, University faculty are pursuing more discoveries that fight and prevent emerging disease here and across the globe.

Brain diseases and disorders have devastating effects on patients, their families, and the community, and the University has the expertise in high-tech imaging, mental health, genetics, and movement disorders to make major advancements through brain science research. The Institute for Translational Neuroscience is at the core of the **Neuroscience, or Brain Science, Corridor** where research involving stem cell therapies to help stroke and Parkinson's disease patients, study how DNA affects susceptibility to brain diseases, and use some of the most powerful brain imaging techniques in the world.

Within the **Cancer Corrdor** and anchored by the National Cancer Institute-designated Masonic Cancer Center, the Twin Cities' only comprehensive cancer center, the University has the research strength that is reducing the toll of this deadly disease. Studies in genetics, cell and vaccine therapies, immunology, and blood and marrow transplantation combine with the University's specialized cell processing facilities to provide innovative treatments.

The Cardiovascular Corridor, born with the legacy represented by the Lillehei Heart Institute, has given life to an entire industry sector in Minnesota. Today, University cardiology and stem cell researchers are part of a multimillion-dollar project to develop the high-potential field of stem cell therapy for heart disease. University physicians have transformed countless lives with major advancements in transplants, biomedical devices, and other techniques for the treatment of cardiovascular defects and disease.

AAALAC Reaccreditation

The Association for the Assessment and Accreditation of Laboratory Animal Care, Intl. (AAALAC) is a non-profit, voluntary organization that reviews animal care and use programs for adherence to published standards. The AAALAC accreditation program evaluates academic institutions, hospitals, government agencies, pharmaceutical and biotechnology companies, and other types of research organizations that use animals in research, teaching, or testing. Those that exhibit excellence in animal care and use are awarded accreditation, which is widely considered as a "gold standard" for animal care programs. The University has been accredited since 1984.

AAHRPP Reaccreditation

The Association for the Accreditation of Human Research Protection Programs, Inc. (AAHRPP) is an independent, non-profit accrediting body that uses a voluntary, peer-driven educational model to ensure that HRPPs meet rigorous standards for quality and protection. To earn accreditation, organizations must provide tangible evidence—through policies, procedures, and practices—of their commitment to scientifically and ethically sound research and to continuous improvement. As the "gold seal" for HRPPs, AAHRPP accreditation offers assurances—to research participants, researchers, sponsors, government regulators, and the general public—that an HRPP is focused first and foremost on excellence.

Solutions for Integrated Research Complieance (SIRC)

Solutions for Integrated Research Compliance (SIRC) will facilitate research compliance at the University by establishing a centralized, streamlined process for researchers and compliance administrators. SIRC will allow the University to better manage its research compliance processes. In addition, the system will also be flexible enough to include additional compliance elements in the future.

Proposal Routing "Smart" Form and Process Flow Improvement

The research proposal and approval proce**ss** is the front end of the University's research revenue stream and its efficiency is vital. The Proposal Routing Form, a required process/compliance tool for all externally funded projects, was redesigned. This improved accountability and eliminated redundancy, and in the process implemented business process improvements suggested by University customers. Once the research proposal and approval system was implemented, the amount of time to route proposals for approvals decreased by approximately 33 percent.

Accelerate the transfer and utilization of knowledge for the public good

The University implemented significant changes over the past four years in the management, organization, and operation of technology transfer, resulting in the **reorganization of the technology commercialization function**. These changes have received praise from the Minnesota business community and beyond, as well as recognition by the Association of University Technology Managers (AUTM). The changes are clearly bearing fruit: in FY 2009 gross revenues from patent and licensing activity increased to $95 million (nearly 10 percent higher than the previous year), the number of invention disclosures from faculty and staff increased by 12 percent in FY 2009, and the number of innovations selected for patent filings increased by 25 percent.

An **Ignition Investment** is an early-stage loan made to a University start-up company to help enable a successful launch out of the University. These investments are used to address the critical early-stage needs in forming and launching a start-up company based on University technology. Funding can be used to contract for a professional prototype to show potential partners, engage a regulatory consultant to finalize the regulatory pathway of the business plan, hire expert guidance on applying for Small Business Innovative Research grants, or travel to secure follow-on funding. Because the first six months are a very risky time in the lifecycle of a start-up company, an Ignition Investment helps increase the value of the start-up and likelihood of success.

Results: Breakthrough Research

The effectiveness of these initiatives, which have already had a positive impact on research competitiveness, will continue to be monitored and refinements made as appropriate. Additional strategies will also be developed to augment these efforts.

The University's status among the elite public research universities is also confirmed by multiple comparative ranking systems, all of which easily place the University among the top 10 of its comparison group, the best in the nation. Through its strategic positioning initiatives the University has taken and will continue to take bold, assertive steps to enhance its research enterprise. If the University remains attentive and committed to this transformation process, steady progress towards satisfaction of its strategic objective—signs of which are evident in the most recent performance metrics below—can be achieved.

FY 2009 University Research Performance Summary

- Technology commercialization efforts show strong improvements (Table 3-16)
- The University ranked 9th overall among public research universities based on 2008 National Science Foundation Research and Development expenditures data totaling $683 million (Table 3-17)
- The 2008 total represents a 9.5 percent increase over 2007, the largest percentage increase of any of the top 20 research universities for 2008
- Since 2004 the University's growth in NSF R&D expenditures has been the 3rd largest among the top public universities, 4th largest overall
- The University ranked among the top 10 in citation index in 15 of 19 fields, top five in three fields, and improved rank in four of seven fields reported in 2007
- Sponsored expenditures in FY 2009 grew only 0.4 percent over FY2008
- FY 2009 awards were down nearly 10 percent from FY 2008 (16.5 percent if ARRA awards are excluded). A combination of administrative factors and competitiveness contributed
- First quarter FY 2010 data suggest a possible recovery in research awards for FY 2010
- University faculty have been awarded $130.6 million in ARRA research funds

Table 3-16. University technology commercialization, 2002-09

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Disclosure	219	224	251	230	193	217	244
New US Patent Filings	73	82	104	84	51	52	65
New Licenses	58	101	86	85	77	63	44
Start-ups	3	4	1	3	4	2	1
Current Revenue Generating Agreements	n/a	n/a	n/a	n/a	n/a	281	306
Gross Revenues *	$39.5	$48.4	$48.7	$57.8	$65.2	$86.9	$95.2
Non-Glaxo Revnues	n/a	n/a	$5.6	$6.8	$8.5	$7.9	$8.7
Outgoing mateiral Transfer Agreements	n/a	n/a	n/a	n/a	n/a	67	106

Source: Trends and Levels, Office of Vice President for Research, University of Minnesota
*Dollars in millions.

Table 3-17. NSF rankings, top 20 institutions reporting largest R&D expenditures, 2005-08

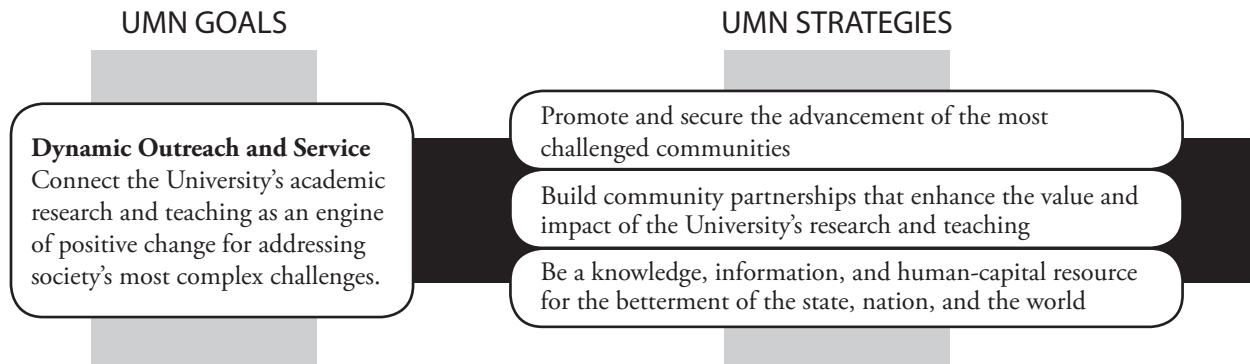| 2008 Rank(All)	Institution	2005		2006			2007			2008		
		Total $	Rank Publics	Total $	% Change	Rank Publics	Total $	% Change	Rank Publics	Total $	% Change	Rank Publics
	All R & D expenditures	45,793		47,743	4.3%		49,431	3.5%		51,908	5.0%	
	Leading 20 Institutions	13,628		14,132	3.7%		14,645	3.6%		15,361	4.9%	
1	Johns Hopkins U, Thea	1,444		1,500	3.9%		1,554	3.6%		1,680	8.1%	
2	U CA, San Francisco	754	4	796	5.6%	4	843	5.9%	1	885	5.0%	1
3	U WI Madison	798	2	832	4.3%	1	841	1.1%	2	882	4.9%	2
4	U MI all campuses	809	1	800	-1.1%	3	809	1.1%	4	876	8.3%	3
5	UCLA	786	3	811	3.2%	2	823	1.5%	3	871	5.8%	4
6	U CA, San Diego	721	5	755	4.7%	6	799	5.8%	5	842	5.4%	5
7	Duke U	631		657	4.1%		782	19.0%		767	-1.9%	
8	U WA	708	6	778	9.9%	5	757	-2.7%	6	765	1.1%	6
9	U PA	655		676	3.2%		648	-4.1%		708	9.3%	
10	OH State U all campuses	609	8	652	7.1%	7	720	10.4%	7	703	-2.4%	7
11	PA State U all campuses	626	7	644	2.9%	8	652	1.2%	8	701	7.5%	8
12	Stanford U	715		679	-5.0%		688	1.3%		688	0.0%	
13	U MN all campuses	549	10	595	8.4%	9	624	4.9%	9	683	9.5%	9
14	MA Institute of Technology	581		601	3.4%		614	2.2%		660	7.5%	
15	Cornell U all campuses	607		649	6.9%		642	-1.1%		654	1.9%	
16	U CA, Davis	547	11	573	4.8%	10	601	4.9%	10	642	6.8%	10
17	U Pittsburgh all campuses	522	15	530	1.5%	14	559	5.5%	12	596	6.6%	11
18	U CA, Berkeley	555	9	546	-1.6%	12	552	1.1%	13	592	7.2%	12
19	U FL	531	12	565	6.4%	11	593	5.0%	11	584	-1.5%	13
20	TX A&M U	480	17	493	2.7%	16	544	10.3%	14	582	7.0%	14
	All other surveyed institutions	32,165		33,611	4.5%		34,786	3.5%		36,547	5.1%	

Source: R&D expenditures at universities and colleges, ranked by FY 2007 R&D expenditures: FY 2001–08.

The current economic situation for higher education, characterized by the decline of federal support for research, the reduced availability of state support for higher education, and the plummeting availability of institutional funds, poses a serious new threat to successful completion of the University's already ambitious research aspirations – and unfortunately arises at a critical juncture in the implementation of plans designed to achieve them. Now more than ever it is imperative that University leaders work together to identify areas of synergy and to leverage mutually beneficial approaches and partnerships that can sustain the momentum the University has built since initiating its strategic initiatives nearly five years ago.

Strategic initiatives must be sustained and prioritized commitments honored if the University is to avoid the significant backslide that has occurred in the wake of each of the past state budget cutbacks. Success on the research front will require a greater degree of planning, coordination, leverage, and partnership than in the past.

3 TWIN CITIES CAMPUS:
DYNAMIC OUTREACH AND SERVICE

UMN GOALS

Dynamic Outreach and Service
Connect the University's academic research and teaching as an engine of positive change for addressing society's most complex challenges.

UMN STRATEGIES

Promote and secure the advancement of the most challenged communities

Build community partnerships that enhance the value and impact of the University's research and teaching

Be a knowledge, information, and human-capital resource for the betterment of the state, nation, and the world

The focus of the University's current public service and outreach initiatives build on and reflect substantial work conducted over the last decade that has sought to strengthen the University's commitment to its public purposes and land-grant mission.

In 2004, the University adopted the following definition for public engagement (outreach and service): "Engagement is the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good." It is this definition that guides the current strategic initiatives to advance public engagement at the University.

As is implied in this definition, public engagement efforts cut across all aspects of the University's mission and are an important strategy for accomplishing University-wide goals. Public engagement is intended to facilitate the delivery of extraordinary education, the production of breakthrough research, and provision of dynamic outreach and service. The University's efforts over the last five years have sought to strengthen the achievement of these goals through partnerships with community agencies, governmental organizations, and businesses at the local, state, national, and international levels.

University Capacity for Public Engagement

Several efforts are under way to further strengthen the capacity of faculty, students, departments, and non-academic units to conduct high-quality community engagement initiatives. Among these system-wide efforts are the following:

Established in 2008, the 18-month **Engaged Department Grants** program focuses on supporting department teams (led by the department chair) to develop and implement an action plan that advances the integration of public engagement into the department's research and/or teaching activities. Department teams conduct pre-post self-assessments to measure over time the level of public engagement in institutionalization within their department. Two rounds of grants have been offered. Overall, 31 departments have applied for grants and 13 grants have been awarded.

New faculty members are introduced to the definition of public engagement through **new faculty orientation programs** and are provided a list of resources, opportunities, and contact information that faculty members can access to support their community engagement efforts. Similarly, presentations are conducted with new staff as part of new employee orientations. In addition, new staff members are engaged in discussions about ways that they can promote the public good through their professional work and through personal engagement in community service. Upon arriving at the University, students are introduced to opportunities for community engagement during Welcome

Week, during which entering students engage in a half-day service project in the community. These early introductions to public engagement send the message that the University takes seriously its missions and that engagement is an important and valued part of the University's culture.

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

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

Societal issues often require expertise from across a broad range of disciplines. The **Community-Campus Health Liaison** works to foster collaborations between faculty and community organizations and works to increase the capacity of students, staff, and faculty to partner with community entities. The liaison serves as an important broker for building trust and healing relationships between community organizations and the University. The liaison also helps identify possible funding and other resources for community-engaged work. In the past four years, the liaison has provided sustained support for 13 community-campus teams leading to new research studies that partnered researchers with community members, community-engaged learning opportunities for students, and the development of community health education materials and programs.

Strengthening Capacity of Challenged Communities

Over the last few years, the University has worked to move from individual, shorter-term project-focused community engagement activities to more sustained, coordinated, and multi-faceted efforts. One approach has been the implementation of place-based initiatives in which larger program investments are made within a specific neighborhood or region to address specific issues important to the specified communities. In addition to the activities within the Engagement Zones mentioned previously, some other notable accomplishments include the following:

As one of the very few land-grant research universities located in an urban setting, the University is discovering solutions to the many complex issues facing urban communities. Modeled after University Extension's community-based outreach centers throughout the state, the **Urban Research and Outreach/Engagement Center** (UROC) is housed in a renovated building in North Minneapolis in the heart of a highly diverse community. Opening its doors in Spring 2010, UROC is currently home to 10 University programs that have committed to pursuing research and outreach in authentic and fully engaged partnership with individuals and organizations in the Northside communities.

The **Cedar Humphrey Action for Neighborhood Collaborative Engagement** (CHANCE) initiative is a student-led, place-based, collaborative initiative that began in 2006 with a commitment to build capacity within the Cedar-Riverside neighborhood of Minneapolis through community-based research and civic engagement. Through the student-created year-long course "Engaging the Public in Policy and Planning" students in business, law and public affairs address community safety issues coinciding with a decrease in crime, neighborhood arts collaboration creating a neighborhood arts identity, advocacy for a neighborhood park that was previously being considered for development, and a more central neighborhood location for a proposed lightrail transit station.

The **Center for Public Health Preparedness** (UMCPHP) has trained state and local public health workers and others to prepare for and respond to terrorism incidents, infectious disease outbreaks, and other emergent public health threats. Over the past year, UMCPHP served over 11,100 participants through 81 academic credit and continuing education training events, conferences, online courses, CDs, skill guides, and exercises.

University Extension delivers creative, engaging **nutrition education to low-income Minnesotans** where it is convenient for them: schools, workforce centers, public housing, food shelves, and Community Action Program sites.

University Extension helps farm families and agricultural businesses succeed for the long term through **business management education programs** that increase production and manage risk. Extension educates producers about

financial management, marketing and crop insurance, estate planning, farm transfers, and farmland and machinery acquisition. Nearly 200 locations in Minnesota use Extension-developed software, which helps farmers and lenders make better credit decisions and develop effective management strategies. Minnesota producers have improved their marketing skills through Extension financial management workshops.

Enhancing Value and Impact of University Research and Teaching

Combining University research with local expertise, the University engages individuals, organizations, and communities across Minnesota to build capacity, create opportunities, and solve problems. These community networks also enable citizens and stakeholders to provide feedback to campus faculty, which leads to new research opportunities. And, as citizens enhance their leadership skills, they not only engage in their own communities, but also give back through volunteer leadership roles with the University.

Extension 4-H's major initiative in Science, Technology, Engineering and Math (STEM) helps youth become the next generation of scientists, engineers and technology experts. Program areas include aerospace, robotics, biofuels, wind power and wildlife biology. Extension 4-H offers learn-by-doing programs statewide that help youth develop essential, transferrable, lifelong skills, such as leadership, problem solving, decision making, and communicating.

Research shows that 4-H youth: are 25 percent more civically active and make more community contributions, are 47 percent less likely to have risky/problem behavior than youth who participated in other out-of-school programs, perform better in subjects related to STEM compared to their classmates, plan to pursue careers in STEM, and have higher levels of female involvement in STEM programs.

Working with communities with populations under 5,000 and poverty rates higher than 10 percent, Extension delivers a placed-based program, Horizons, that **helps rural communities build social capital, define their purpose, and pursue prosperity**. The program is funded through the Northwest Area Foundation (NWAF) and delivered in partnership with NWAF and six other state Extensions units.

The University works to **ensure that Minnesota's food is safe to eat, from farm to table**. It advances food safety processes and practices with research that focuses on designing new techniques for detecting contaminants and pathogens in foods during production, processing, and storage; evaluation of the farm-to-table movement to determine where contamination may occur; and educational programs that focus on food safety certification for food services, training for food handlers and education for consumers.

Knowledge and Information Resource

Individuals, families, communities, organizations and governments throughout Minnesota and the United States turn to the University for the latest research and information they can use to make better decisions. In addition, the University reaches even larger numbers of people by training staff from state agencies and organizations to deliver programs directly to end-users, as supported by the following:

- 707,000 Minnesotans participate annually in Extension educational programs.
- Extension users in all 50 states and several foreign countries purchased 190,000 printed curriculums and educational materials.
- 19.5 million visits annually by people accessing useful research and information on the Extension website.
- Extension's Farm Information Line and AnswerLine are major phone resources that link people with Extension resources.
- Extension personnel in 87 counties, 16 regional offices and presence at all major events targeting agriculture, families, youth, and communities keep resources close to all Minnesotans.

In addition, the University is a national leader in developing joint research and outreach programs with other states. For example, over 80 percent of Extension's federally funded programs are conducted in collaboration with the bordering states of Iowa, Wisconsin, North Dakota and South Dakota.

Other examples include the following:

The University created the **College Readiness Consortium** in 2006 to develop a comprehensive strategy for increasing the number and diversity of students who graduate from high school with the knowledge, skills and habits for success

in higher education. Through four ongoing initiatives (Ramp-Up to Readiness, the Minnesota Principals Academy, state-level policies and practices, and university-community engagement), the Consortium has helped expand College-in-the-Schools courses to reach more students.

Established in 2000, key goals of the **Centers for Public Health Education and Outreach** (CPHEO) are to advance the University's mission of research, education, and outreach by coordinating and disseminating research to academic and professional audiences; providing high-quality courses for students, working professionals, and the community at large; and working with internal and external partners to bridge the academic and public health practice communities. CPHEO administers several federal training grants aimed at developing the public health workforce. School of Public Health experts and professionals in the field have been responding to emerging public health issues, including emergency preparedness, the spread of zoonotic diseases, food safety in a global system, pandemic influenza, and the growing role of genomics.

Faculty in the School of Public Health and the School of Nursing lead a series of community-engaged research efforts to advance **health policy issues**. More than 120 performance improvement agreements have been negotiated through the "Developing Performance Incentives for Nursing Homes" project through which faculty members collaborate with the Minnesota Department of Human Services to create a nursing home report card and performance incentive program for nursing homes.

The University's Midwest Center for Life-Long-Learning in Public Health (MCLPH) has worked to strengthen the technical, scientific, managerial, and leadership competence of the current and future **public health workforce**. In 2009-10, MCLPH served over 24,500 participants through a total of 72 academic credit and continuing education programs.

The University's Midwest Center for **Occupational Safety and Health** - Continuing Education (MCOHS-CE) offers professional continuing education for practitioners in topics such as industrial hygiene (including hazardous substances), occupational and environmental health nursing, injury epidemiology and control, occupational medicine, and occupational health services research and policy. In 2009-10, MCOHS-CE held 74 courses serving over 3,900 participants.

The University's Midwest Consortium for Hazardous Worker Training provides **training for safety professionals**, industrial hygienists, emergency management professionals, police officers, firefighters, paramedics, and other health and safety professionals. The Consortium also schedules and conducts free public awareness workshops. In the past year, the Consortium hosted 31 courses and workshops serving 656 participants.

Co-sponsored by the School of Public Health, the School of Nursing, and the College of Veterinary Medicine, the University's Public Health Institute is an intensive, three-week experience held each summer, bringing together a cross-disciplinary faculty to deliver courses on a wide variety of public health topics and emerging issues. Participants include degree-seeking graduate students earning academic credit and working professionals earning continuing education credits. The Institute expands its reach in the community by collaborating with community partners in the planning process, offering tuition waivers to individuals working in public health or other health careers, and collaborating with community venues, such as the Urban Research Outreach/Engagement Center (UROC) in Minneapolis, on delivery and logistics. The most recent institute featured 41 courses with a total of 283 participants.

Co-hosted in 2010 by Makerere University in Uganda and the University of Minnesota in collaboration with the USAID-funded RESPOND project for a One-Health perspective, the annual **Global Health Institute** is an intensive, one-to two-week inter-professional experience held at a collaborating international university to address the educational needs of a global health workforce. In previous years, institutes were held in Iceland and India.

The University's Simulations and Exercises for Educational Effectiveness (U-SEEE) is funded by the CDC as a Preparedness and Emergency Response Research Center (PERRC). The PERRCs conduct extramural research to investigate the structure, capabilities, and performance of **public health systems for preparedness and emergency response** activities. Operating under the administrative leadership of the University's Centers for Public Health Education and Outreach, U-SEEE is the only PERRC funded to address the priority area "Enhance the Usefulness of Training." U-SEEE has established a research program to assess participants' experiences and perceptions related to two training delivery methods and the impact on performance during set-up of a mass dispensing site.

Minnesota Health Access Survey (MNHA) is a statewide survey of Minnesotans that monitors access to health insurance and health services, examines characteristics of those with and without health insurance coverage, and documents the impact of economic and health care reform trends and legislation on the rate of uninsurance in the state.

Since 2001 the Minnesota Department of Health, Health Economics Program (HEP) and the State Health Access Data Assistance Center (SHADAC) have collaborated on the MNHA to ensure that high-quality data are available and effectively used to inform policy in the state. Over the years, these data have been instrumental in state level health reform efforts and will continue to be critical to understanding the impact of new federal reform legislation.

Funded by the Minnesota Department of Human Services, **Disparities and Barriers to Health Care Utilization** is a community-based participatory research project engaging community advocates from the African American, American Indian, Hispanic, Hmong and Somali communities in a research team that explores prevailing health disparities and barriers to health care utilization. The research findings have influenced the formulation, implementation, or continuation of policies and programs affecting health and well-being. The research was enhanced by the community members' participation, which involved them in analyzing and interpreting results, organizing and facilitating community engagement events to write recommendations, working on the final report, and disseminating the study results to appropriate audiences.

The University, through the Masonic Cancer Center, is an active participant in the Minnesota Cancer Alliance (MCA), a coalition of health organizations committed to implementing the state's first comprehensive **cancer control plan**. Founded in 2005, the Alliance has worked to reduce the burden of cancer in Minnesota. The Alliance, which now engages more than 100 individual and organizational members, works to increase colorectal cancer screening, promotes policies to reduce the harmful effects of tobacco, reduces disparities in cancer screening and treatment, and enhances quality of life for cancer survivors and their caregivers.

The Center for **Sustainable Building Research** (CSBR) has led the development of new standards and ideas for energy-saving building and development in Minnesota. CSBR works with the Minnesota Legislature to craft new legislation that will help cut carbon emissions by half by the year 2030. The goal is to establish cost-effective, energy-efficiency performance standards for new and substantially reconstructed commercial, industrial, and institutional buildings that can significantly reduce carbon dioxide emissions by lowering energy use.

Located in Worthington, Minnesota, the Viking Terrace Apartments project is rehabilitating a 1974 three-building apartment complex of 60 units. The rehabilitation includes adding fresh air ventilation to units, mold abatement, low-VOC materials, integrated pest management, improved moisture management, increased insulation and air sealing of the envelope including new energy-efficient windows and roof structure, and installation of a geothermal heating and cooling system with individual unit control. The **Viking Terrace Health Outcome Study** has combined a residential health outcome study, post-construction building evaluation, ecological impact assessment, and a cost analysis. This broad view has rendered a clear image of the potential and challenges of sustainable building and has brought together researchers from public health, design, and construction.

Funded by the National Institute of Diabetes and Digestive and Kidney Diseases (National Institutes of Health), **New Moves** is an all-girls class focusing on healthy eating, physical activity, and social support designed to meet the needs of sedentary adolescent girls who are overweight or may be at risk for becoming overweight. This community-engaged research and teaching initiative aims to increase physical activity, decrease sedentary behavior, improve eating behaviors, and decrease body dissatisfaction and the use of unhealthy weight control behaviors. To date, the initiative has served 356 girls from 12 metro-area high schools. Data from the initiative reveal that the participating girls showed increased body satisfaction and self worth, decreased their sedentary behaviors (like watching TV), decreased their use of unhealthy weight control behaviors, and reported increased support from friends, family and teachers for healthy eating and physical activity.

Since 1987, four institutions, including the University's Division of Epidemiology in the School of Public Health have conducted a community-based epidemiological study of **atherosclerotic disease occurrence and trends**. Cohort findings include the identification of new lifestyle factors and genetic determinants of cardiovascular disease.

Multi-Ethnic Study of Atherosclerosis (MESA) is a six-center study (including the University of Minnesota) to describe factors contributing to early atherosclerosis and its progression to overt cardiovascular disease. It is one of the first and largest community studies involving ethnic diversity. MESA has published over 300 papers since it began. The findings from this research have led to a greater understanding of how to prevent cardiovascular disease.

In 2007, the Minnesota Department of Health (MDH) contracted with ethicists from the University's Center for Bioethics and the Minnesota Center for Health Care Ethics (MCHCE) to develop and lead the **Minnesota Pandemic Ethics Project**. Funded by the Centers for Disease Control and Prevention (CDC), this effort helped develop guidance regarding how scarce health resources should be rationed in Minnesota during a severe influenza pandemic. The project explored the development of ethical frameworks for rationing and the identification and analysis of issues relating to the implementation of those ethical frameworks.

The Center for Changing Landscapes in the College of Design links innovative landscape planning and design with technical expertise in natural resource management and geospatial analysis and modeling to address issues of social, economic, and ecological sustainability in changing rural, urban, and urbanizing landscapes. The Center facilitates **Minnesota's Network of Parks and Trails** (MNPAT), which works to create a framework and inventory of all of Minnesota's natural resource-based parks and trails; to date, 87 counties have been inventoried. This inventory will be used by the Department of Natural Resources to create a 10-year strategic plan and a 25-year long-range plan for natural resource-based parks and trails throughout Minnesota. MNPAT will also be used by the Minnesota Legislature and local governments to make park and trail funding decisions, and citizens to advocate for parks and trails. The work is expected to impact $11 billion of investment over the next 25 years.

Results: National Status as an Engaged University

With growing external pressure on higher education to become more community engaged, a number of rankings have been published in recent years of college and university contributions to the public good. The most widely cited of these rankings is the *Washington Monthly* college rankings, which seeks to respond to the questions: "Are our colleges making good use of our tax dollars? Are they producing graduates who can keep our nation competitive in a changing world? Are they doing well by doing good?" As with all such rankings, there is much skepticism about whether the *Washington Monthly* rankings can fully and accurately assess the true contributions that colleges and universities make to the public good. Nonetheless, these rankings offer a glimpse into how external entities perceive the societal contributions of national universities, and they allow universities to compare the perceived contributions of their institution with the perceived contributions of their comparison group.

Although the reputation of the Twin Cities campus' engagement with and contributions to the public have improved since the inception of the rankings, the University ranks last among its comparison group public universities (Table 3-18). In the latest rankings (2009), the University ranked 50th among 258 national universities that were included in the assessment; this has been the University's highest showing to date on this assessment.

Table 3-18. Washington Monthly Social Good national university rankings, 2005-09

	2005*	2006	2007	2009
Ohio State U - Main Campus	29	27	12	20
Pennsylvania State U - Main Campus	6	3	5	7
U of Texas - Austin	23	17	19	9
U of California - Berkeley	3	2	3	1
U of California - Los Angeles	2	4	2	3
U of Florida - Gainesville	30	37	26	45
U of Illinois - Urbana-Champaign	13	16	11	24
U of Michigan - Ann Arbor	10	18	6	18
U of Minnesota - Twin Cities	n/a	67	51	50
U of Washington - Seattle	14	15	14	14
U of Wisconsin - Madison	12	11	18	30

Source: Washington Monthly Annual Survey
The Research University Civic Engagement Network
*In 2005, only the top 30 institutions were ranked. Rankings for 2008 are not available

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

These data suggest that although the University has in place a robust array of public engagement efforts that address a broad range of societal issues, and that some good progress has been realized, more intentional efforts are needed to

communicate to the broader public the scale and scope of the University's community-engaged research and teaching efforts. Through the soon-to-be-launched new public engagement web portal, a one-stop website that will contain YouTube-like videos that highlight engagement efforts, and through the incorporation of public engagement information in admissions, new faculty orientation, and other communication venues, the University's status as an engaged university will continue to improve.

Along with data from the *Washington Monthly* rankings, several other indicators point to increases in the University's national (and international) reputation as an engaged university:

- The University was one of only six research universities to receive the Community Engagement designation in 2006, as part of the new Carnegie Classification system (Table 3-19). The University's application was singled out as an exemplar and was used as a model for other university applicants.

- In 2007, the University was invited to participate as one of 25 founding members of The Research Universities Network for Civic Engagement (TRUCEN), a national consortium of leading research universities focused on advancing the public engagement agenda in higher education (Table 3-19).

- In 2008, the University was invited to join and became a member of the Talloires Network, an international consortium of colleges and universities devoted to advancing social responsibility in higher education through research and teaching initiatives.

- Among comparison group institutions, the University ranks fifth among its comparison group (55th overall) in the number of students who go on to serve in the Peace Corps, according to the 2009 *Washington Monthly* rankings report (Table 3-19).

- Among comparison group institutions, the University ranks second (after the University of Texas at Austin) and 11th overall in the percentage of work-study positions that are community service-oriented. According to the 2009 *Washington Monthly* rankings report, 32 percent of the University's work-study positions are community service-oriented (Table 3-19).

- In 2010, *U.S. News and World Report* listed the Twin Cities campus among 31 institutions (unranked) with the best service-learning programs. Among comparison group institutions, only The Ohio State University-Columbus and the University of Michigan-Ann Arbor made the list (Table 3-19).

- In 2010, the University was invited by researchers at University of California-Berkeley to help develop civic and community engagement components of the Student Engagement at Research Universities (SERU) survey.

Table 3-19. Comparison group institution comparison on various public engagement measures
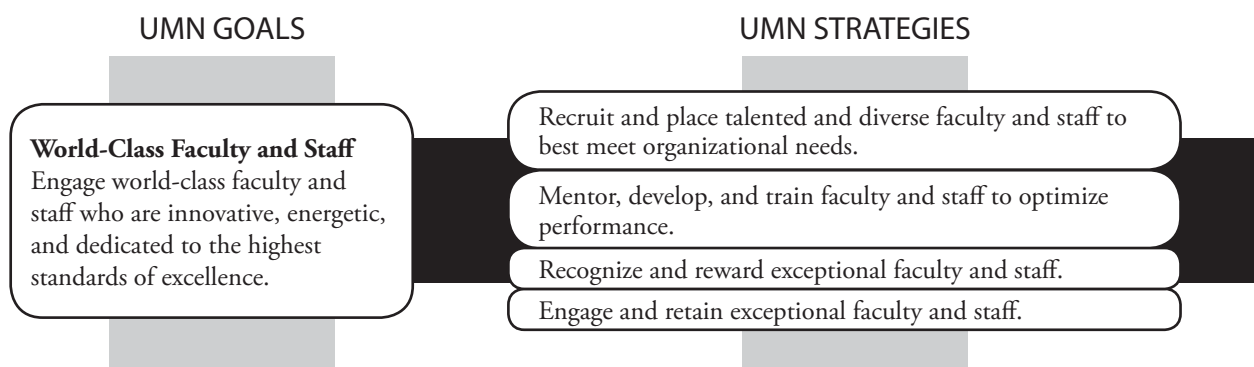
	Received Community Engagement Carnegie Classification	Member of TRUCEN*	Listed in 2010: U.S. News & World Report; Top Service-Learning Programs	Peace Corps Rank	Percent of Community Service Work-Study
Ohio State U - Main Campus	2008	Yes	X	88	29%
Pennsylvania State U - Main Campus	2008	No		79	27%
U of Texas - Austin	Yet to apply	Yes		60	35%
U of California - Berkeley	Yet to apply	Yes		20	27%
U of California - Los Angeles	2006	Yes		57	17%
U of Florida - Gainesville	Yet to apply	No		83	10%
U of Illinois - Urbana-Champaign	2008	No		91	25%
U of Michigan - Ann Arbor	2008	No	X	24	16%
U of Minnesota - Twin Cities	2006	Yes	X	55	32%
U of Washington - Seattle	Yet to apply	Yes		17	10%
U of Wisconsin - Madison	2008	No		35	20%

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

Today, the University is an active member of several key national and international peer networks devoted to strengthening the role of public engagement in higher education. These networks include Campus Compact, Imagining America, APLU Council on Engagement and Outreach, Communities-Campuses Partnerships for Health (CCPH), National Engagement Academy, International Association for Research on Service-Learning and Community Engagement (IARSLCE), Coalition for Urban and Metropolitan Universities, the National Review Board for the Scholarship of Engagement, and several others.

3 TWIN CITIES CAMPUS:
WORLD-CLASS FACULTY AND STAFF

UMN GOALS

World-Class Faculty and Staff
Engage world-class faculty and staff who are innovative, energetic, and dedicated to the highest standards of excellence.

UMN STRATEGIES

Recruit and place talented and diverse faculty and staff to best meet organizational needs.

Mentor, develop, and train faculty and staff to optimize performance.

Recognize and reward exceptional faculty and staff.

Engage and retain exceptional faculty and staff.

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

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

Employee Engagement

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

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

Ensuring a Strong Start to University Employment

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

The NEO program introduces new employees to the University's culture through a year-long series of three main sessions and several training modules. Nearly 2,500 new employees have participated in this program since its start in January 2008. The three main sessions include discovering the University, discovering community, and discovering you. They are complemented by training and event modules focused on job-specific training, informative sessions on various University resources and services, and social experiences ranging from cultural to athletic activities. Since its inception in 2006, the New Faculty Orientation program has served over 420 new faculty members (see additional information below).

Maintaining Competitive Total Compensation

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

Commitment to maintaining competitive total compensation for employees remains strong despite the current economic climate. Table 3-20 shows that the University's average faculty compensation ranked fourth at the full professor level, fourth at the associate professor level, and fourth at the assistant professor level. Table 3-21 shows the University's average faculty salary ranks eighth for each of the three levels.

Table 3-20. Fall 2009 average faculty compensation, Twin Cities campus and comparison group

Institution Name	Full Professor	Associate Professor	Assistant Professor	Three Ranks Combined
U of Minnesota - Twin Cities	$165,300	$119,100	$108,300	$136,300
U of California - Berkeley	$192,400	$132,700	$115,800	$165,600
U of California - Los Angeles	$195,200	$128,900	$112,000	$166,800
U of Michigan - Ann Arbor	$175,600	$119,700	$106,600	$142,500
U of Wisconsin - Madison	$145,400	$115,700	$101,300	$128,700
U of Florida	$147,600	$99,700	$85,900	$114,400
U of Illinois - Urbana-Champaign	$159,100	$106,700	$99,500	$128,000
Ohio State U - Main Campus	$158,500	$107,500	$98,200	$128,100
Pennsylvania State U - Main Campus	$159,900	$109,500	$90,700	$128,100
U of Texas - Austin	$158,900	$104,900	$100,600	$130,500
U of Washington - Seattle	$151,000	$111,100	$96,400	$128,200
Comparison Group (all) Mean - weighted	$165,900	$111,700	$99,800	$135,600
Difference from University Mean	-$600	$7,400	$8,500	$700
Difference (%)	-0.4%	6.2%	7.8%	0.5%
Ranking	4th	4th	3rd	4th

Source: American Association of University Professors

Table 3-21. Fall 2009 average faculty salary, Twin Cities campus and comparison group

Institution Name	Full Professor	Associate Professor	Assistant Professor	Three Ranks Combined
U of Minnesota - Twin Cities	$124,800	$85,400	$76,500	$100,100
U of California - Berkeley	$145,800	$98,200	$84,800	$124,500
U of California - Los Angeles	$148,000	$95,200	$81,700	$125,400
U of Michigan - Ann Arbor	$144,000	$94,300	$83,100	$114,600
U of Wisconsin - Madison	$111,100	$85,800	$73,600	$96,900
U of Florida	$117,000	$75,500	$63,900	$88,400
U of Illinois - Urbana-Champaign	$130,000	$83,200	$76,800	$102,200
Ohio State U - Main Campus	$129,500	$85,800	$78,000	$103,500
Pennsylvania State U - Main Campus	$130,400	$86,700	$72,000	$103,200
U of Texas - Austin	$133,300	$85,300	$82,200	$108,300
U of Washington - Seattle	$121,900	$88,100	$77,200	$102,900
Comparison Group (all) Mean - weighted	$132,300	$86,900	$77,000	$107,000
Difference from University Mean	-$7,500	-$1,500	-$500	-$6,900
Difference (%)	-6.0%	-1.8%	-0.7%	-6.9%
Ranking	8th	8th	8th	9th

Source: American Association of University Professors

Improving Manager Quality

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

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

For staff managers, supervisory training courses focus on the importance of building relationships and trust with employees to keep them engaged. Supervisors are taught how to connect the work of their employees to the mission of their campus, college or administrative units and to the University's mission. In the last three fiscal years, 1,752 staff members have attended at least one session of supervisory training.

Ensuring Feedback

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

For University faculty, the University has employed several measures that stem directly from recommendations made by the 2005 strategic positioning taskforce on faculty culture. In response to an identified need for better University-wide promotion and tenure criteria, the University produced, and the Board of Regents approved in 2007, a new policy and related criteria. To better align unit-level criteria for promotion and tenure and for post-tenure review with the more rigorous University-wide standards, over 65 units have received approval for revised criteria while

another 40 units have submitted revised criteria that are under review. Finally, in response to the taskforce's call for a new system to evaluate the teaching of instructors, the University developed in 2008 a new system of teaching evaluation called the Student Rating of Teaching based on current research and wide consultation. Subsequently, a committee of distinguished faculty formulated a set of best practices for the peer review of teaching.

Providing Learning and Development Opportunities

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

Faculty Mentoring for Assistant and Associate Professors

Based on recommendations from a 2005 strategic positioning taskforce, the University launched a three-day new faculty orientation in Fall 2006. The orientation now provides a comprehensive view of the University, including its mission, policies and procedures, student body, faculty and staff composition, research, teaching and learning, diversity, and leadership, as well as networking opportunities for faculty across the University. In addition, the University hosts six luncheons during the academic year for new faculty and a series of workshops that focus on promotion and tenure practices and issues.

The **Women's Leadership Institute** (WLI), offered in partnership with the Women's Center since 1998, is designed to help female staff and faculty develop leadership skills, engagement, and networks across the University. The year-long program for a 25-member cohort fills an important role in connecting emerging and experienced women leaders. Twice a year, programs are available to provide continuing development opportunities for past participants, and many individuals continue to participate after their initial year is completed. These connections mean that members learn more about the larger University, understand how their work connects to others, and are able to work collaboratively in new ways.

The **Women's Faculty Cabinet**, which was launched by the Provost, provides leadership to improve and enrich the academic and professional environments for women faculty on the Twin Cities campus. The cabinet recommends and responds to University policies affecting women faculty and promotes the University's efforts in recruiting, mentoring, and retaining women faculty. In addition, the cabinet consults with women faculty across the University regarding their issues, concerns, and visions; identifies workplace and professional challenges for women faculty; and facilitates opportunities for mentoring and networking by, for, and among women faculty.

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

The **Regents Scholarship Program** supports benefits-eligible employees in furthering their formal education by covering 90 percent of tuition for first-time matriculation in a baccalaureate degree program and 75 percent coverage for all other courses. Despite cutbacks, the program continues to provide a valuable benefit to many employees. For fall and spring semesters of the 2009-10 academic year, 2,156 employees participated in the program.

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

The **Employee Career Services** program was originally begun in the early 1990s as staff requested opportunities to further develop their careers and engage their talents in new ways at the University. Services provided range from workshops on career development to individual counseling on topics such as changing careers, finding ways to gain new skills, and identifying options for gaining career satisfaction. In the last three years, 812 staff members have attended at least one workshop. In the last two years, the program has sponsored a Professional Development Fair, featuring a keynote speaker on career development, breakout sessions on related topics, and tables with information on University programs that provide training and development. More than 250 staff members attended this year's fair.

The **Personal and Professional Development Program** provides opportunities for University staff to enhance skills that add value to their personal and professional lives. Topics range from conflict fluency and understanding change

to enhancing creativity and setting effective goals. In the last three years, nearly 2,000 staff members have attended at least one session.

The University provides a broad range of **organizational development consulting** services to help leaders and managers develop a strong, positive working environment. Common areas of service include change management strategies, team formation/development, dealing with conflict, communication issues, leadership coaching, and organization design. Between 120 and 150 units are provided these sources each year.

Recognizing Outstanding Performance

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

Faculty Awards
In response to a 2005 strategic positioning taskforce, the University has taken specific actions to identify and facilitate distinguished faculty for national and international research and teaching awards. The University created a coordinator of faculty awards position charged with maintaining a database of all awards available to faculty and tracking the progress of awards to faculty. Along with a subcommittee of distinguished award-winning faculty the coordinator discusses strategies for increasing the number of these nominations. The coordinator also meets with staff and associate deans in colleges to discuss the collegiate processes for nominating faculty for awards.

Distinguished faculty—Regents Professors, National Academy members, and McKnight Distinguished Professors—are invited to four luncheons per year, each with a distinguished speaker. This allows these faculty to meet regularly, network, and learn about important work that they are doing. New Regents Professors are also honored each year with a special lecture that is available to the University community.

To further publicize the recipients of the President's Award for Outstanding Service, the Josie Johnson Award, and the Community Service Award, a Wall of Honor was created at the Campus Club. In 2005, enhancements were initiated for the Regents Professorship. The number of Regents Professors increased from 20 to 30, the stipend increased from $25,000 to $50,000, an annual recognition event was created at which each recipient gives a talk about his/her work and is recognized by members of the Board of Regents, colleagues, family and friends, and a Regents Professor session open to the public and widely publicized has been created.

Other Awards
Other awards include:

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

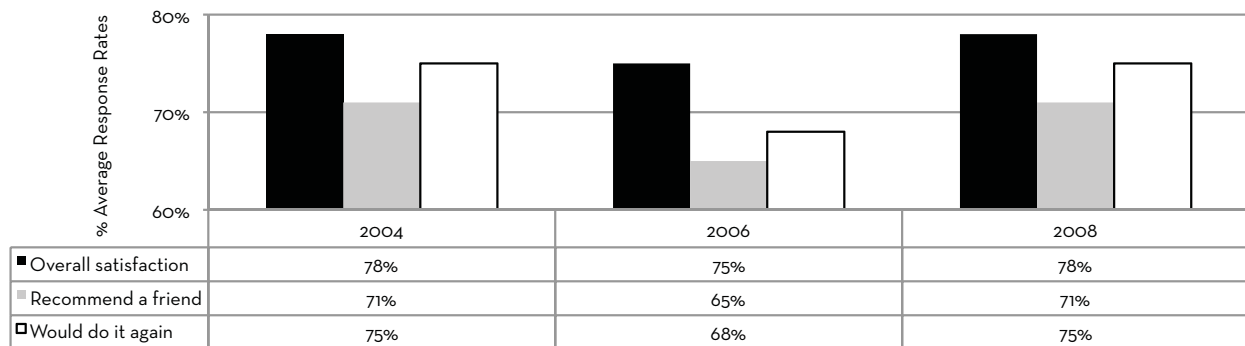# Results: Measuring and Benchmarking Engagement

The Pulse Survey, established in 2004, is a biannual online survey of faculty and staff to gauge satisfaction with their jobs, pay, benefits, coworkers, supervisors/responsible administrators, departments, and other important work elements. It provides management with an opportunity to fully assess employee engagement levels and to inform planning and decision-making. The survey continues to be refined so that meaningful comparisons can be made with comparison institutions. Increased response rates from faculty and staff also are leading to more meaningful results.

While results are not yet available for the May 2010 Pulse Survey, the increased response rates reflect that many employees understand that voicing their views through this survey is important and valued.

Over the three prior administrations of the Pulse Survey, responses to three key questions demonstrate faculty's steady and staff's increased satisfaction with and commitment to employment at the University (Figures 3-18 and 3-19): (1)
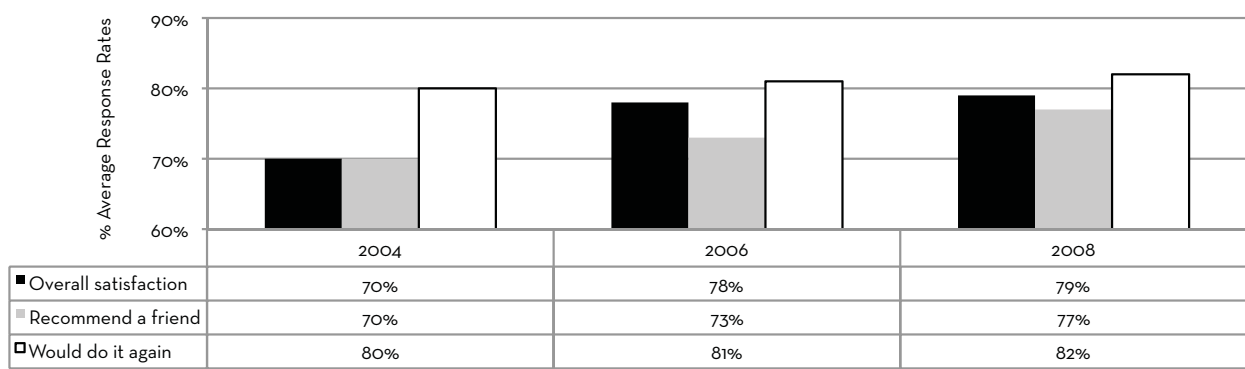
"Overall, I am satisfied with my employment at the University"; (2) "Would you recommend employment at the University to a friend?"; and (3) "If I were doing it again, I would accept a position at the University."

Figure 3-18. Average Pulse Survey indicators for faculty, 2004-2008

	2004	2006	2008
■ Overall satisfaction	78%	75%	78%
▪ Recommend a friend	71%	65%	71%
▫ Would do it again	75%	68%	75%

Source: University of Minnesota Pulse Survey

Figure 3-19. Average Pulse Survey indicators for staff, 2004-2008

	2004	2006	2008
■ Overall satisfaction	70%	78%	79%
▪ Recommend a friend	70%	73%	77%
▫ Would do it again	80%	81%	82%

Source: University of Minnesota Pulse Survey

Taken as a whole, the 2008 Pulse Survey results suggested that faculty were satisfied with a variety of features regarding their employment and the University, particularly:

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

When considered in the context of the overall positive results in the 2008 Pulse Survey, faculty members were more moderately favorable or neutral in these areas:

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

On the staff side, the 2008 Pulse Survey results similarly suggested that employees were satisfied with a variety of features regarding their employment and the University, especially:

- Overall job satisfaction and satisfaction with the University as an employer
- Satisfaction with coworkers
- Satisfaction with supervisors
- Satisfaction with benefits
- Intentions to remain at the University
- General well-being outside of work

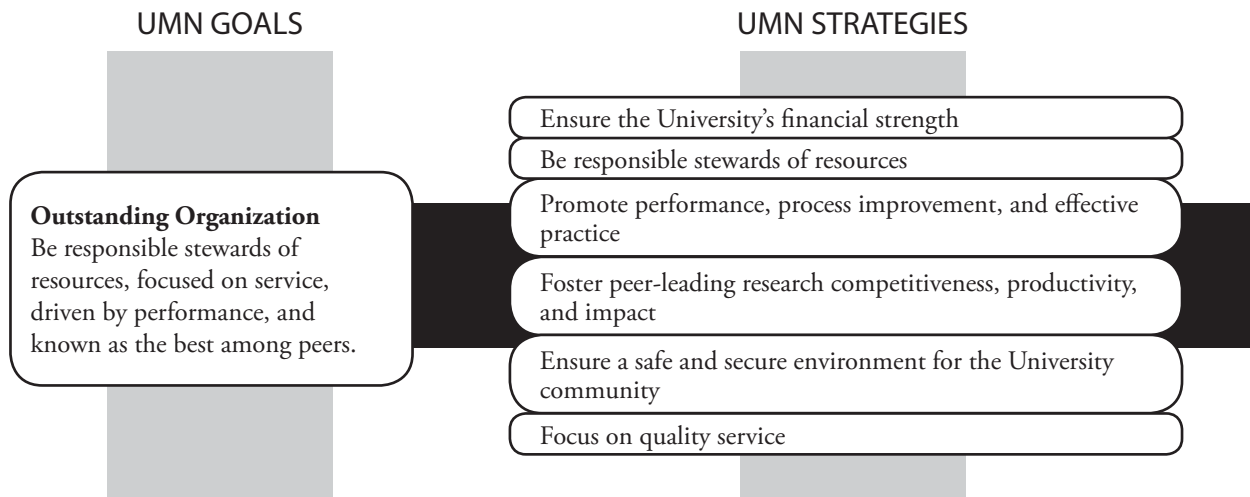Staff in the 2008 survey expressed more moderate degrees of favorability in these areas:

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

Expanding upon these data, a February-March 2010 system-wide internal communications survey revealed several data points relevant to engagement at the University, including:

- While faculty and staff feel a strong sense of loyalty to the University, staff feels more so than do faculty.

- Respondents said they value community but overall their sense of community at the University was lukewarm. In a significant-difference finding, staff more than faculty described sense of community on their campus as warm.

- While some respondents noted the culture is warm and accepting, many others indicated potential problems; e.g., "Generally friendly and helpful. Willing to help you, but seeing a lot of people being stretched further and further."

- Others felt the culture was isolating, distant, and full of silos; e.g., "Lots of different worlds that don't necessarily communicate or have anything to do with each other."

- "There seems to be a deep division between faculty and staff." "Not feeling like part of the process makes me feel less connected to the community." "So busy at work just trying to keep my head above water that I often don't feel I have the time to spend ('waste') on 'building community' with friends or the greater good." Many staff also commented that they feel overlooked and underappreciated for their work and talents.

UMN GOALS

UMN STRATEGIES

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

- Ensure the University's financial strength
- Be responsible stewards of resources
- Promote performance, process improvement, and effective practice
- Foster peer-leading research competitiveness, productivity, and impact
- Ensure a safe and secure environment for the University community
- Focus on quality service

In his inaugural address, President Bruininks stated his aspiration that the University be known as much for its service and business innovation as for its high-quality research, education, and outreach. Achieving this goal requires working across a large, complex university which has different needs for each of its academic units, operating in different competitive environments, and responding to different external forces. The University is creating a new model of administrative support that clearly defines the roles, responsibilities, and accountability of academic and administrative units; maximizes value and improves quality and efficiency; and responds more quickly to changing needs and dynamic external factors. Instilling a system-wide commitment to excellence requires moving beyond continuous improvement into an era of transformative change throughout the organization.

The new administrative model must reflect this reality. At the same time, however, many education, research and service programs are becoming more integrated, interdisciplinary, and interdependent. These linkages are the result of advances in knowledge, the breaking down of traditional disciplinary boundaries, and increased funding for multi-disciplinary and multi-institutional research.

As administrative units have restructured and reconfigured their operations towards a shared services model, they have been guided by the following principles. As a result, administrative units are able to respond more quickly to changing needs and to dynamic external factors such as changes in state funding, sponsored research, and the market place (education, health care, etc.).

Guiding Principles
- The University is a single enterprise.
- Administrative services are provided and delivered in partnership with academic leaders and faculty in support of the University's academic missions of education, research, and outreach.
- Administrative services must be integrated from central administration to colleges to departments using clearly defined responsibilities and authorities at each level. Services must be seamless to users.
- Administrative services must be transparent and understandable.
- Administrative services must be nimble, dynamic, and robust enough to be able to respond to changing needs of academic programs and external factors.
- Administrative services must be efficient, of high quality, and provide the best value to support the education, research, and service missions.

Ensure the University's financial strength

The University faces sobering fiscal realities as a result of the global economic downturn and the state's significant budget shortfall through the next biennium. The University's state-appropriated budget has been cut $191 million in the last two fiscal years, including $36 million of cuts to central support units as recently as February 2010. In response to the extraordinary reductions in state support, the University has cut expenses, solicited increased donations, and raised tuition. Since June 2008, the University has cut or reallocated $36 million from central administration's past and projected budgets. In that same period of time, central administrative units have eliminated more than 140 staff positions. The savings from these staff positions total more than $10 million.

The University's ongoing plan to address the state budgetary shortfall includes current and future cost savings in the following areas:

Employee benefits and reduced employees	$5-6 million
Decommissioned buildings and lease reductions	$10 million
Energy efficiency	$2 million
Information technology	$20 million
Purchasing and procurement	$25 million
Graduate education restructuring	$1 million
Academic Health Center restructuring	$7-8 million

The cost savings will total nearly $110 million. In addition, another $200 million will be saved through cost avoidance by reducing planned capital projects.

Space Utilization

The Twin Cities campus contains over 23 million gross square feet of space. Because the cost of energy, building maintenance, and custodial services for University facilities represents a significant portion of the University's operating budget, the University's ability to ensure its financial strength is directly impacted by its ability to efficiently utilize its facilities. More prudent use of the University's space inventory will save money and move toward a more sustainable facilities model. The current budget challenges provide an opportunity to make operational and cultural changes necessary to achieve that goal.

The University has established a goal to improve the utilization of University space to decrease operating and lease costs on the Twin Cities campus by $10 million and to reduce the University's space inventory and demand for leased space. To that end, a cross-functional team is at work developing and prioritizing strategies for improving space utilization, including: reducing the amount of space required for programmatic activities and offices, incenting units to use space more efficiently, increasing the flexibility and efficiency of space use, capitalizing on space benefits from use of technology, and mothballing or decommissioning obsolete buildings and demolishing where appropriate. The team is guided by the following principles:

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

Table 3-22. 2010 decommissioned Twin Cities campus facilities

	Gross Square Feet	Annual Operating Costs	10 year Facilities Condition Assessment Need	Complete or in Process
Eddy Annex	4,000	$24,574	$1,933,648	Complete
Music Education Building	7,238	$10,017	$1,061,151	Complete
Tandem Accelerator	33,376	$80,415	$3,033,547	Complete
Norris	64,508	$213,067	$14,660,711	In Process

Source: Office of University Services, University of Minnesota.

Be responsible stewards of resources

Facilities Condition

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

Results: Facilities Condition Needs Index (FCNI)

The Facilities Condition Needs Index (FCNI) is a ratio of the cost to maintain reliable operations over the next 10 years to the cost of replacing all facilities. The index is used to monitor the condition of buildings; a small index value indicates better conditions than does a large index value.

The Twin Cities campus has a higher FCNI (10-year needs to replacement ratio) of its facilities than that of comparable institutions during the past four years. Table 3-23 shows the estimated replacement value, projected 10-year needs, and FCNI value of the Twin Cities campus.

The required capital to maintain the University's current FCNI Ratio is $160 million per year. The actual funding average over the past four years has been $83 million per year. The FCNI has improved slightly from 2008 to 2009 due to the demolition of the former Science Teaching Classroom Building, the renovation of existing buildings such as Kolthoff Hall, and new buildings such as the TCF Bank Stadium and Hanson Hall.

Table 3-23. Twin Cities campus condition assessment, 2006-09

	2006	2008	2007	2008	2009
Building Gross Square Feet	23,077,992	23,022,446	22,954,460	23,022,446	23,855,250
Estimated Replacement Value	$4,783,922,712	$5,354,613,848	$4,922,656,473	$5,354,613,848	$5,964,028,639
Projected 10-year Needs	$1,949,121,867	$2,213,081,118	$2,022,472,280	$2,213,081,118	$2,295,338,042
10-year Needs/Replacement Value (FCNI)	0.41	0.41	0.41	0.41	0.39
ISES Client Average	n/a	n/a	0.32	0.31	0.31

Source: Office of University Services, University of Minnesota.

Energy Conservation

In 2009, the University launched the Twin Cities campus "It All Adds Up" conservation program, which established an energy reduction goal of 5 percent for FY 2010. This goal translates to a savings of more than $2.25 million annually and results in 25,000 fewer tons of CO_2 being released into the atmosphere. That goal was reached at the end of March, 2010—three months early. Much of the goal was met through building recommissioning and energy efficiency projects. In addition, energy conservation at the individual and unit level contributed to this goal. Over 10,000 individual members of the University community and 400 units pledged to take actions to reduce energy consumption. New goals for FY 2011 are being established.

Several student groups organized to form an Energy Efficiency Student Alliance to work with staff to measure office energy use for each employee and raise awareness about energy conservation efforts. A staff-led Energy Conservation Operations Team was formed and is reducing energy use through various initiatives: green computing, lab hood standards, etc. In addition, in 2010 the University was one of seven Minnesota businesses recognized by Xcel Energy for outstanding efforts to save.

Promote performance, process improvement, and effective practice

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

Capital Planning Process

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

- Six-year Capital Plan: Traditionally, the University's six-year capital plan identified individual capital projects to be planned and constructed in upcoming years. In 2009, the volatile nature of the economic climate led the University to conclude that a full re-evaluation of future capital projects was in order. As a result, the University established the following capital planning metrics that align capital planning with strategic academic and financial planning. Projects are evaluated against these metrics in order to determine their priority to the University:
    - Ensure student success
    - Ensure research productivity and impact
    - Fulfill University statewide mission
    - Protect public assets and investment
    - Recognize current extraordinary financial realities

- Best Value (PIPS) Program: The University joined Arizona State University to launch a program that evaluates vendors not only on their price, but on other factors such as quality of work to determine overall value. The new process has resulted in significant cost savings and yielded better project results.

    In the four years since its inception, PIPS has progressed from being used only with sub-contractors, to then general contractors and now is being used with all contractors. The next phase will add professional services providers to the program. A total of 89 projects have gone through the process for a combined volume of $25.5 million. Many of the projects have been completed for less than budget, yielding a 6.7 percent savings of $1.7 million.

- CM At Risk: A new project delivery process was created to improve the adherence of projects to their original scope, schedule, and budget. The results have been dramatic with average recurring cost savings of $5.8 million while significantly increasing schedule compliance and meeting defined scope requirements.

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

Sustainability

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

- The Institute on the Environment annually provides over $9 million for interdisciplinary research related to renewable energy, global land use, freshwater and more. Since 2003, the Initiative for Renewable Energy and the Environment (IREE), a signature program of the Institute on the Environment, has provided nearly $28 million for renewable energy research at the University. These funds have been used to leverage an additional $59 million from a variety of sources including federal granting agencies, state government, and business and industry.

- The University System-wide Sustainability: Goals, Outcomes, Measures, Process Report was presented to the Board of Regents in 2009. A result of a University-wide effort engaging students, faculty and staff from across the system, it presents goals and proposed measures to incorporate sustainability across the University.

- In 2010, the University System-wide Strategic Sustainability Committee was formed. This committee provides guidance to each campus to implement sustainability goals and to meet commitments, such as the American College and University Presidents' Climate Commitment (ACUPCC). Key system-wide metrics are still in development—such as energy reduction—that will be reported regularly through the committee and to the President and the Board of Regents. The University will establish the baseline measurements using Association for Advancement of Sustainability in Higher Education Sustainability Tracking and Reporting System (AASHE STARS) as a framework.

- The Twin Cities campus was named a Campus Sustainability Leader and received the highest grade awarded for sustainability by the 2010 College Sustainability Report Card. In 2009, the Clean Energy Resource Teams of the Regional Sustainable Development Partnerships received the Champions of Sustainability in Communities award.

- A new purchasing services sustainability policy leverages buyer power and supplier relationships across the University to encourage and increase purchasing that reflects its commitment to sustainability and promote environmental factors.
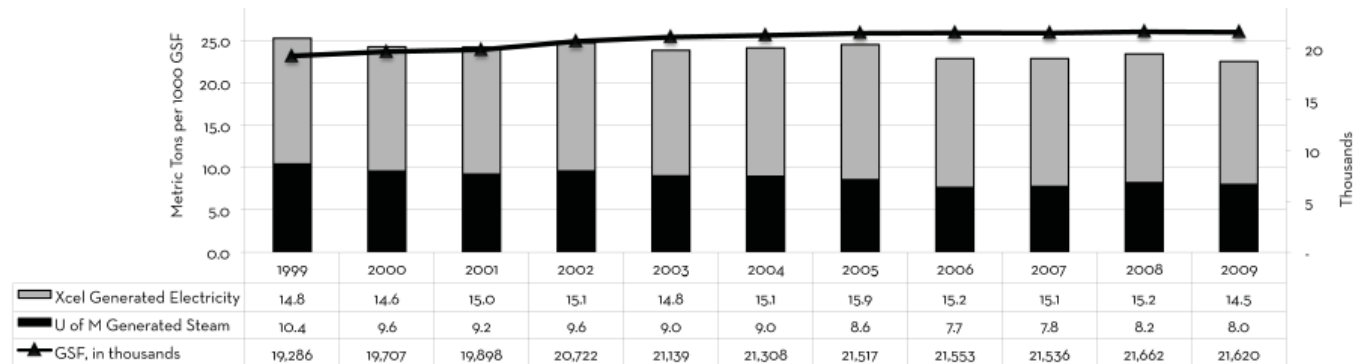
- First-year programs are working with University Services and Sustainability staff to focus on communicating key sustainability initiatives during Welcome Week—not only through workshops, but also by integrating into events, e.g. zero waste lunch, getting students on bus and connector, and working with corporate sponsors for more "sustainable" giveaways. In 2009 students and staff presented on the following areas: energy and energy conservation, bike safety/bike courtesy, living green on campus, alternative transportation (Zip Car, ZimRide, U-Pass) dining services composting and recycling. They also engaged in tabling to make connections with student groups as part of the Institute on the Environment Open House.

- Increased use of locally purchased foods, recycling, and composting (including biodegradable packaging), in University Dining Services. Twenty percent of total food purchases are local; 12 out of 35 dining facilities participate in composting.

- Implementation of sustainability initiatives in Housing and Residential Life such as in-room recycling, energy and water conservation, and recycling/reuse during move-in and move out.

- Increased transit ridership by 200 percent since 2000 by offering students, faculty, and staff a low-cost, unlimited ride transit pass that is good on every bus and rail route in the Twin Cities. The program has been a tremendous success with more than 21,000 students using the U-Pass program every semester and 2,000 faculty and staff using the MetroPass, reducing more than 50,000 vehicle miles and saving more than 2,000 gallons of gasoline daily. The reduced driving also eliminates more than 400 tons of carbon monoxide and 4,500 tons of carbon dioxide emissions annually.

Results: Carbon Emissions per Gross Square Foot (GSF)

The scopes describe how emissions are produced by the University. Scope 1 refers to emissions from sources directly owned or operated by the University. Scope 2 refers to emissions purchased or consumed by the University.

Scope 2 emissions are the greatest contributor to University emissions. Scope 2 emissions are particularly hard to change because the University cannot reduce these emissions on its own. The University works with the energy provider to facilitate a change. Scope 1 emissions are the second greatest contributor to greenhouse gases. The University currently has many active programs designed to reduce Scope 1 emissions.

Figure 3-20. CO_2 (metric ton equivalent) emissions per 1000 GSF, Twin Cities campus

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Xcel Generated Electricity	14.8	14.6	15.0	15.1	14.8	15.1	15.9	15.2	15.1	15.2	14.5
U of M Generated Steam	10.4	9.6	9.2	9.6	9.0	9.0	8.6	7.7	7.8	8.2	8.0
GSF, in thousands	19,286	19,707	19,898	20,722	21,139	21,308	21,517	21,553	21,536	21,662	21,620

Ensure a safe and secure environment for the University community

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

Investments in Public Safety Personnel

The University has increased financial and personnel support for public safety:
- UMPD has an officer strength of 50, up from 45 in 2006.
- The University employs 140-180 uniformed student monitors who support public safety efforts through bike and foot patrols, providing a direct radio contact to UMPD and providing a 24/7 escort service.

Investments in Security Infrastructure

Throughout campus, significant improvements have been made in enhancing surveillance and security:

- The University has invested nearly $10 million from 2004-10 for the reduction of physical vulnerabilities to its campuses. This includes everything from video surveillance to secure access points to buildings. These system-wide investments have allowed the Department of Central Security to provide services to the coordinate campuses and research and outreach centers, thereby improving security system-wide in a cost-effective manner.

- The video surveillance system has now expanded to include almost 2,000 cameras, including 195 cameras for Housing and Residential Life which were added to the 24-hour monitoring center in 2009.

- More than 200 campus phones are available for emergency, medical and service-related calls. The campus also features 20 easily recognized 911 phones.

Enhanced Partnerships

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

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

Much of the public safety concern around the University stems from the transformation of nearby neighborhood housing from single families to rental property. The University has taken a number of steps to address this situation:
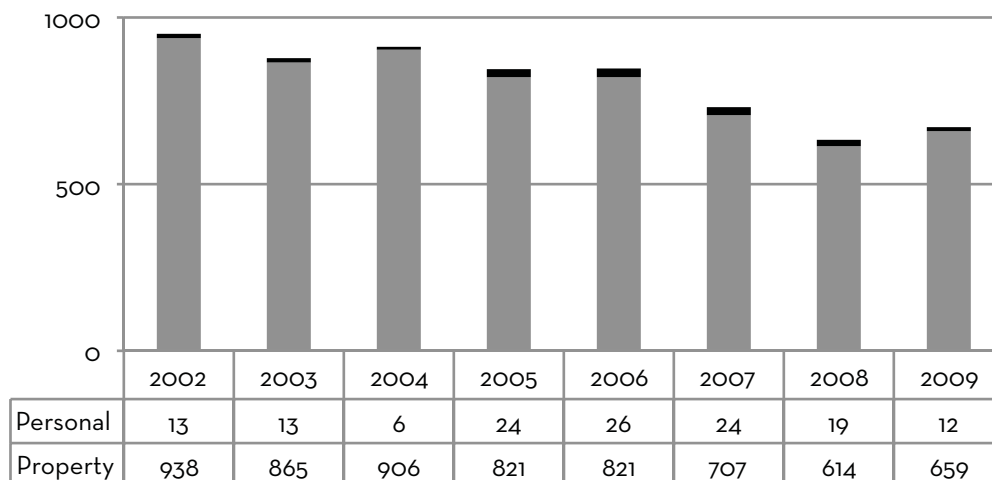
- The University has formed a Neighborhood Revitalization Task Force to identify ways to partner with the community and take a more active role in housing development and other neighborhood issues.
- Interaction with neighborhood organizations and local elected officials has been significantly increased to identify new ways to partner on public safety and community development issues.

Results: Personal and Property Crime

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

On-campus serious crime against a person declined for the third year in a row. The 12 offenses in 2009 represent a 37 percent drop over 2008 (12 vs. 19) and a 66 percent decline over three years. As a result of the significant investments and partnerships discussed above, the long-term direction of campus crime has been very positive. The 566 thefts on campus in 2009 were a great improvement over 1,263 in 1995.

Figure 3-21. Crime trends, Twin Cities campus, 2002-09

	2002	2003	2004	2005	2006	2007	2008	2009
Personal	13	13	6	24	26	24	19	12
Property	938	865	906	821	821	707	614	659

Focus on quality service

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

Science Teaching and Student Services Building
This new building, opened in August 2010, demonstrates the University's goal to become the nation's premier public institution for the teaching of science and its commitment to the student experience. The new building showcases the latest pedagogical methods of science teaching and streamlines student access to the full range of student services in one prominent location.

The flexible classrooms support team-oriented, lecture-based or other learning models with varying levels of technology. Each room features large round tables that seat nine students each, switchable laptop based technology, multiple fixed flat-panel display/projection systems, a centered teaching station which allows the instructor to select and display table specific information, and a 360-degree glass-surface marker board around the circumference of the classroom. The classrooms are designed to foster an interactive, student-centered learning experience.

The University has long sought to consolidate its academic functions that serve students such as advising for undecided/pre-major students, general career counseling, and student engagement planning with student transactional services such as registration, financial aid, and fee payment in a highly visible, easily accessible, one-stop location. The student services center is not only student-oriented rather than office-oriented, but provides a functional complement to Coffman Union and its student activities focus.

Facilities Management Transformation
Over the past four years Facilities Management has transformed itself from a traditional facilities management organization and adopted a property services model. This has included focusing on a new culture that enhances productivity, demands accountability, and places a premium on clear communication. Recently, the department has responded to the FY 2010 budget reductions by implementing efficiency and cost savings projects in the areas of custodial, maintenance, energy conservation, and inventory management. These projects were achieved over a 12-month period and resulted in a recurring annual savings of $10 million. The projects were geared to minimize impact on customer service and reduce impact to employees as much as possible. For example, the $3.2 million reduction in custodial services resulted in a minimal 1 percent drop in customer satisfaction (from 83 to 82 percent) while no employees were involuntarily laid off. This was accomplished through the use of federal stimulus funds and managing attrition over an 18-month period.

Strong relationships are built with students, faculty, and staff to anticipate their needs and customize services to meet them. Focusing on service represents a shift away from taking care of the University's buildings and towards caring for the needs of the people and programs in them.

Comprehensive Food and Beverage Request for Proposals (RFP)
In 2006, the University had a number of separate campus agreements for the delivery and management of food and beverage services. The RFP was a single-enterprise approach allowing the University to maximize financial and programmatic benefits across several campuses and departments and align contract revenue decisions with University strategic and operational goals. The RFP resulted in four contracts that were effective July 2008. The four new contracts also support the University's commitment to sustainability, health and wellness, corporate responsibility, business and economic development and the use of locally grown and produced products and services.

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

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

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

Specifically, the coordinate campuses are:

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

- Addressing enrollment issues and associated financial considerations.

- Identifying ways to partner with the other campuses and with Twin Cities campus colleges and units to leverage complementary strengths and identify efficiencies.

- Establishing a financial and academic accountability framework under which the campus will operate.

- Developing operating assumptions that lead to successful implementation of goals.

- Developing measures by which progress toward goals will be assessed.

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

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

4 UNIVERSITY OF MINNESOTA DULUTH

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

Providing an alternative to large research universities and small liberal arts colleges, the Duluth campus attracts students looking for a personalized learning experience on a medium-sized campus of a major university.

Duluth Campus at a Glance

Founded
1947   Became a campus

Leadership
Lendley (Lynn) Black, Chancellor of the Duluth Campus
Robert H. Bruininks, University President

Colleges and Schools
Education and Human Service Professions
Liberal Arts
Pharmacy
Continuing Education
Graduate School
Labovitz School of Business and Economics
Medical School Duluth
School of Fine Arts
Swenson College of Science and Engineering

Degrees/Majors Offered
13 bachelor's degrees in 74 majors; 2-year program at the School of Medicine and College of Pharmacy; 21 graduate programs; participates in three all-university doctoral programs

Fall 2009 Enrollment
Undergrad	9,422	81%
Graduate	769	7%
Professional *	343	3%
Non-Degree	1,130	10%
Total	11,664	100%

Does not include the University's School of Medicine and College of Pharmacy at Duluth

Fall 2009 Employee Size
Faculty	531
Professional	108
Administrative	115
Civil Service	352
Bargaining Unit	453
Total Employees	1,559

Colleges/Schools
Education and Human Service Professions
Liberal Arts
Pharmacy
Continuing Education
Graduate School
Labovitz School of Business and Economics
Medical School
School of Fine Arts
Swenson College of Science and Engineering

Degrees Awarded (2008-09)
Bachelor's	1,783
Master's	195

Campus Physical Size (July 2010)*
Number of Buildings	76
Assignable Square Feet	1,938,611

Includes buildings leased by the University

Expenditures (FY2009)
$195,465,000

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

These institutions are listed in Table 4-1 and their variance among the 14 institutions is shown. These institutions are among the most similar to Duluth and data information are available for comparison. The institutions, however, have significant differences in undergraduate size, degree of urbanization, and other factors that need to be considered while reviewing the data. This report includes University data compared with data from the Duluth comparison group where possible.

Table 4-1. Duluth campus comparison group institutions

Institution Name	Control of institution	Degree of urbanization	Highest degree offered	Total students	Percent undergrad students	Percent full-time students	Percent of students in cohort who are in-state	Percent staff
Cleveland State U	Public	City	Doctoral & 1st Prof	15,139	63%	59%	94%	47%
Florida Atlantic U	Public	City	Doctoral	26,839	82%	53%	90%	43%
Marquette U	Private	City	Doctoral	11,633	69%	83%	n/a	48%
Oakland U	Public	Suburb	Doctoral	18,175	79%	66%	98%	45%
Old Dominion U	Public	City	Doctoral	23,086	75%	62%	89%	53%
U of Central Florida	Public	Suburb	Doctoral	50,121	86%	70%	95%	45%
U of Colorado - Denver	Public	City	Doctoral	21,903	55%	47%	90%	28%
U of Massachusetts Dartmouth	Public	Suburb	Doctoral	9,155	87%	81%	96%	46%
U of Michigan Dearborn	Public	City	Master's	8,311	79%	56%	97%	47%
U of Minnesota - Duluth	Public	City	Master's	11,366	90%	85%	87%	55%
U of Nevada - Las Vegas	Public	City	Doctoral	28,600	77%	65%	81%	50%
U of North Carolina Charlotte	Public	City	Doctoral	23,300	79%	74%	88%	54%
U of Wisconsin Milwaukee	Public	City	Doctoral	29,215	83%	77%	94%	42%
Villanova U	Private	Suburb	Doctoral & 1st Prof	10,274	70%	77%	n/a	56%
Wright State U Main Campus	Public	Suburb	Doctoral & 1st Prof	16,672	77%	79%	97%	54%

Source: Integrated Postsecondary Education Data System*

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

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

Undergraduate students can choose from 13 bachelor's degrees in 80 majors within Duluth's five collegiate units: the Labovitz School of Business and Economics, the College of Education and Human Service Professions, the School of Fine Arts, the College of Liberal Arts and the Swenson College of Science and Engineering. In addition to a two-year program at the University's School of Medicine and a four-year College of Pharmacy program, Duluth offers graduate programs in 19 fields and six cooperative programs offered through the Twin Cities campus.

Central to Duluth's mission is high-quality teaching nurtured by the research and artistic efforts of its faculty. The Duluth campus values and provides an inclusive and diverse community, with special emphasis on American Indian education. Further, Duluth honors its sea grant and land grant designations, acknowledging its responsibility to its surrounding environment and its history. The educational experience is characterized and defined by a belief that the Duluth campus must maintain quality without compromising access, and a continuing focus on exemplary under-graduate and graduate education.

Extraordinary Education

Duluth has made significant investments in the quality of the undergraduate experience. A few key initiatives are highlighted below.

Academic Programming

Duluth continually seeks opportunities to meet the needs of its constituencies through new programming. Recently added majors include Ojibwe elementary/middle school education, financial markets, civil engineering, environmental science, and jazz studies, along with new minors in health care management, deaf studies, geographic information science, and African/African American studies, among others.

Duluth is well positioned to increase its contribution to graduate education in Minnesota. To help meet market demand and strengthen relationships with regional and community colleges, Duluth has recently developed a Master of Engineering program, offered in the Iron Range and on the Duluth campus. Duluth has also developed the successful Master of Advocacy and Political Leadership (MAPL) program, which includes courses across a wide spectrum including political science, economics, history, public relations, media studies, leadership, non-profit advocacy, labor, and sociology. Duluth began offering its first doctoral program, an Ed.D. in Education, in Fall 2007. Also, Duluth faculty in biology and medicine were the primary developers of the new Integrated Biosciences (IBS) program, a multi-campus M.S. and Ph.D. program designed to provide opportunities to train graduate students in new and exciting interdisciplinary approaches to solving biological problems. The program admitted its first students in Fall 2008.

Liberal Education

The Duluth campus has been engaged in a multi-year process of revising its liberal education program. Through an inclusive, collaborative process with faculty, staff, and students across the campus, the Duluth Liberal Education Task Force drafted a liberal education mission statement as a foundation for a renewed commitment to the importance and value of a liberal education, in terms of pedagogy and advising. The new liberal education program structure was designed with an increased focus on written and oral communication skills, traditional knowledge domains, and key contemporary issues. The expected outcome of this new liberal education program is to help prepare students to become lifelong learners, leaders, and global citizens. The new program was approved by the Duluth Educational Policy Committee and by the Duluth Campus Assembly in 2009. Faculty are currently preparing new courses or revising existing courses with the implementation of the new program targeted for Fall 2012.
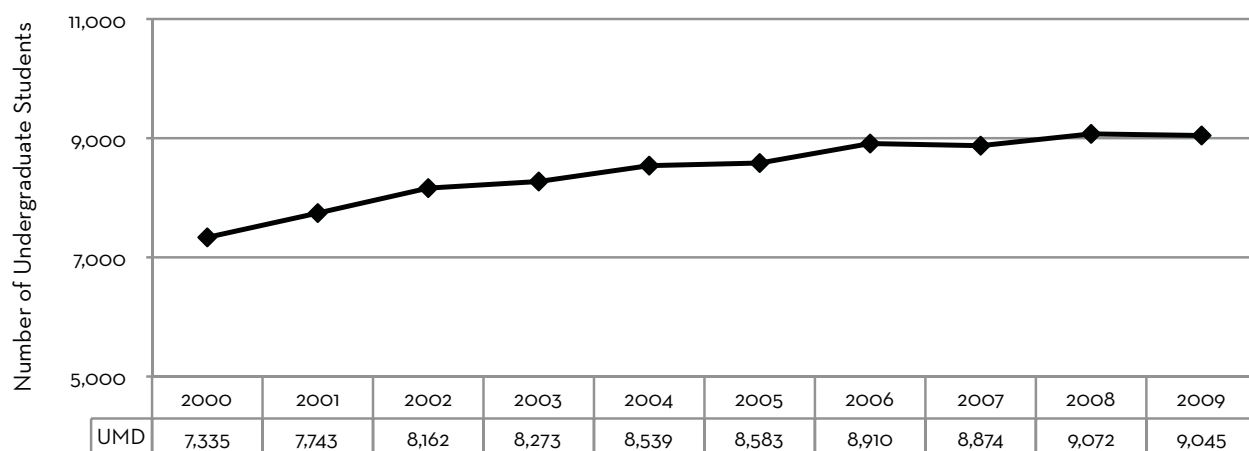
Enrollment Management

The Duluth campus continues to strive to maintain a balance between providing access in accordance with its public institution mission and improving the entry profile of its students. Enrollments continue to increase for undergraduate, graduate, professional, and non-degree students (Table 4-2). The number of Duluth undergraduates has increased significantly during the past decade (Figure 4-1). A campus-wide Enrollment Council was established in 2009 to monitor and project enrollment, identify shifts in recruitment and retention strategies, and recommend policy changes related to these areas. The Enrollment Council has established new high school and new advanced standing enrollment goals for the five undergraduate collegiate units and for subpopulations, i.e. underrepresented and international students, within each unit. As shown in Figure 4-1, full-time undergraduate enrollment continues to increase between 2000 and 2009. A 0.5 percent average increase occurred in the recent three years.

Table 4-2. Student headcount enrollment by student level, Duluth campus, 2000-09

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	3-Year Average Growth
Undergrad	7,809	8,181	8,575	8,662	8,850	8,931	9,172	9,184	9,324	9,422	1.1%
Graduate	477	463	537	586	661	696	736	739	735	769	4.6%
Professional	107	110	112	165	212	262	314	323	335	343	2.4%
Non-degree	694	626	591	701	643	607	968	938	972	1,130	16.3%
Total	9,087	9,380	9,815	10,114	10,366	10,496	11,190	11,184	11,366	11,664	2.6%

Source: University of Minnesota Data Warehouse

Figure 4-1. Number of full-time undergraduate students, Duluth campus, 2000-09

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
UMD	7,335	7,743	8,162	8,273	8,539	8,583	8,910	8,874	9,072	9,045

Source: Integrated Postsecondary Education Data System

A key factor in enrollment initiatives is to increase the quality of incoming students. The average ACT composite score of new freshmen continued its upward climb from 23.0 in 2004 to 23.5 in 2008. Noteworthy, the Duluth campus ACT composite increased .5 points in 2009 (Results from the comparison group are not yet available).

Figure 4-2. Average ACT composite score for new, entering freshmen, Duluth campus, 2004-08

	2004	2005	2006	2007	2008
UMD	23.0	23.0	23.0	23.0	23.5
Comparison Group	22.8	22.8	22.6	22.7	22.8

Source: Integrated Postsecondary Education Data System

Table 4-3. Comparison group ranked by average ACT composite score for new, entering freshmen, 2004 and 2008

	2004		2008			2004		2008	
Villanova U	1	28.5	1	29.0	Florida Atlantic U	10	21.0	9	21.5
Marquette U	2	26.0	2	26.5	U of Nevada-Las Vegas	10	21.0	9	21.5
U of Central Florida	3	24.5	3	25.0	U of North Carolina - Charlotte	8	21.5	9	21.5
U of Michigan - Dearborn	4	23.0	4	23.5	U of Wisconsin - Milwaukee	7	22.0	9	21.5
U of Minnesota - Duluth	4	23.0	4	23.5	Old Dominion U	13	20.5	13	20.5
Oakland U	10	21.0	6	22.0	Cleveland State U	n/a	n/a	14	20.0
U of Colorado - Denver	6	22.5	6	22.0	Wright State U - Main Campus	n/a	n/a	n/a	n/a
U of Massachusetts - Dartmouth	8	21.5	6	22.0					

Source: Integrated Postsecondary Education Data System

Diversity

The Duluth campus strives to be a respectful and welcoming environment for all students and continues its strong commitment to building a more diverse student body. In 2009, the number of entering freshmen who identified themselves as belonging to a non-white racial or ethnic group increased by nearly 2 percent over the previous year.

As the first-time, full-time freshmen of color have increased, the campus race and ethnic diversity has also grown (Table 4-4). The greatest increase occurred for the Hispanic and the American Indian populations, which each had a 7 percent average growth between 2007 and 2009. During this same time period, the White/Caucasian population decreased an average of 1 percent, while there was an average three year-growth increase of 6 percent of students who chose to not report their race and or ethnicity.
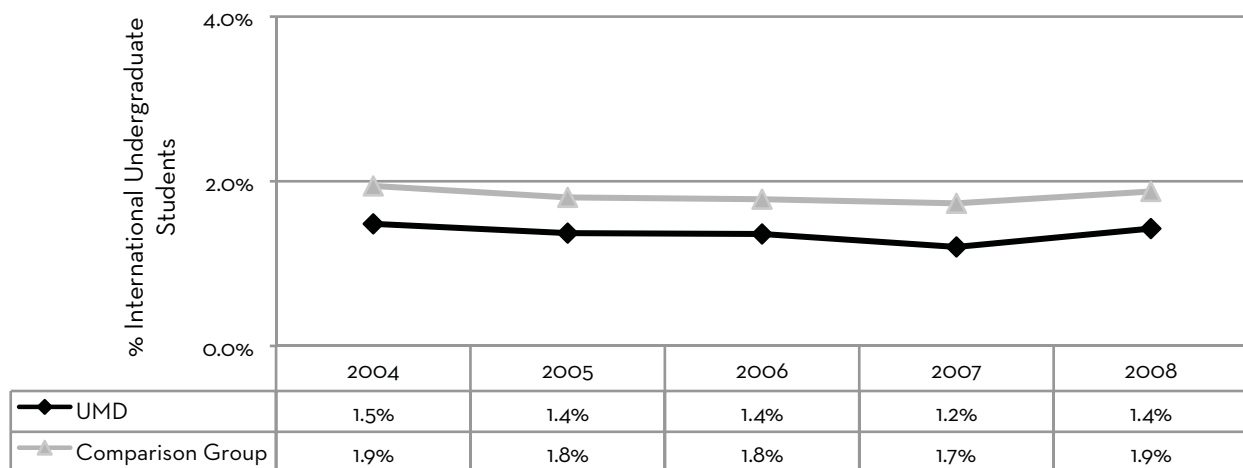
Table 4-4. Percentage of students in racial and ethnic groups, Duluth campus, 2000-09

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
African American	0.8%	1.0%	1.2%	1.3%	1.3%	1.3%	1.3%	1.2%	1.3%	1.3%
American Indian	1.1%	1.2%	1.1%	1.1%	1.2%	1.2%	1.1%	1.2%	1.3%	1.4%
Asian/Pacific Islander	1.8%	1.9%	2.2%	2.4%	2.5%	2.6%	2.6%	2.6%	2.8%	3.0%
Hispanic/Chicano/Latino	0.8%	0.9%	0.8%	0.9%	0.9%	1.0%	0.8%	1.0%	0.9%	1.0%
White/Caucasian	90.1%	90.0%	89.9%	88.7%	88.2%	88.2%	87.5%	87.6%	86.9%	85.7%
International	1.7%	2.0%	2.2%	2.3%	2.1%	1.9%	1.9%	1.9%	2.1%	2.2%
Unknown	3.7%	3.0%	2.6%	3.2%	3.8%	3.8%	4.7%	4.6%	4.7%	5.5%

Source: University of Minnesota Data Warehouse

After three years of slight decrease in the percentage of international undergraduate students for the Duluth campus and the comparison group, Both showed slight increases in 2008.

Figure 4-3. Percentage of international undergraduate students, Duluth campus, 2004-08

	2004	2005	2006	2007	2008
UMD	1.5%	1.4%	1.4%	1.2%	1.4%
Comparison Group	1.9%	1.8%	1.8%	1.7%	1.9%

Source: Integrated Postsecondary Education Data System

Table 4-5. Comparison group ranked by percentage of international undergraduate students, 2004 and 2008

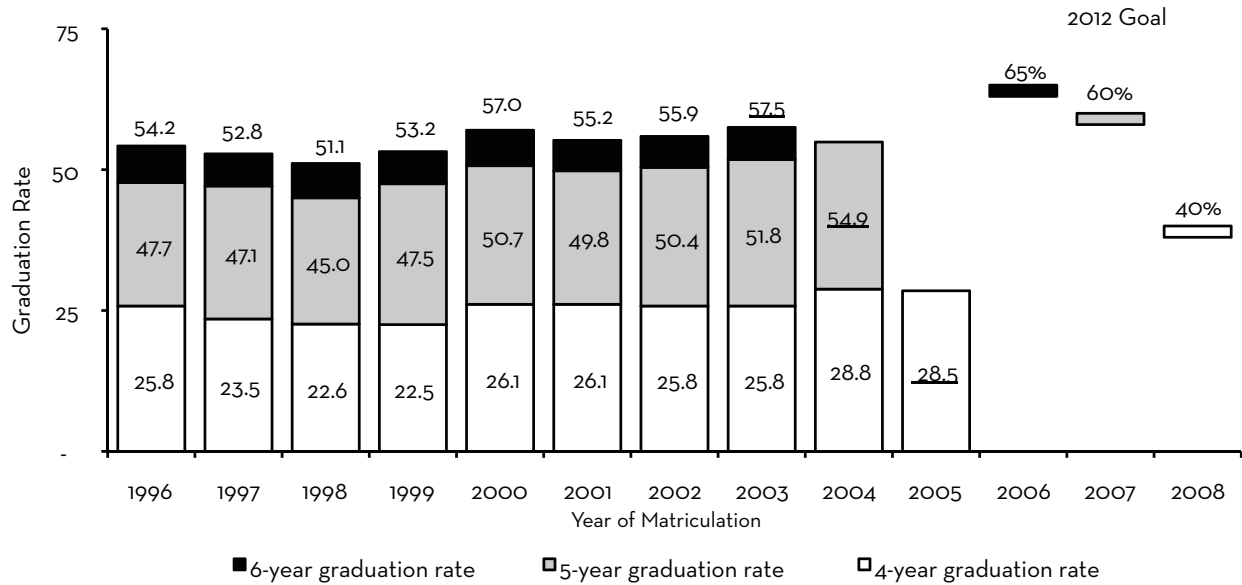|	2004		2008			2004		2008	
U of Nevada-Las Vegas	2	3.5%	1	3.7%	U of Minnesota - Duluth	10	1.5%	9	1.4%
Florida Atlantic U	1	4.1%	2	3.1%	Wright State U - Main Campus	11	1.4%	9	1.4%
U of Colorado - Denver	3	2.6%	3	2.9%	U of Central Florida	12	1.3%	11	1.3%
Villanova U	5	2.2%	3	2.9%	U of Michigan - Dearborn	8	1.8%	12	1.0%
Cleveland State U	7	1.9%	5	2.1%	U of Wisconsin - Milwaukee	14	0.7%	12	1.0%
U of North Carolina - Charlotte	9	1.7%	6	2.0%	Oakland U	13	0.8%	14	0.9%
Marquette U	4	2.4%	7	1.8%	U of Massachusetts - Dartmouth	14	0.7%	15	0.4%
Old Dominion U	13	0.8%	8	1.7%					

Source: Integrated Postsecondary Education Data System

Duluth is working to improve the overall campus climate for diversity. The Duluth campus' diversity efforts have been strengthened through the organization of the Multicultural Center and, more recently, the formation of a student-focused cultural diversity leadership group. These efforts provide forums for communication, discussion and understanding of educational, political, social and cultural issues of concern to students, as well as support programs and activities that promote appreciation and awareness of a multicultural and inclusive community.
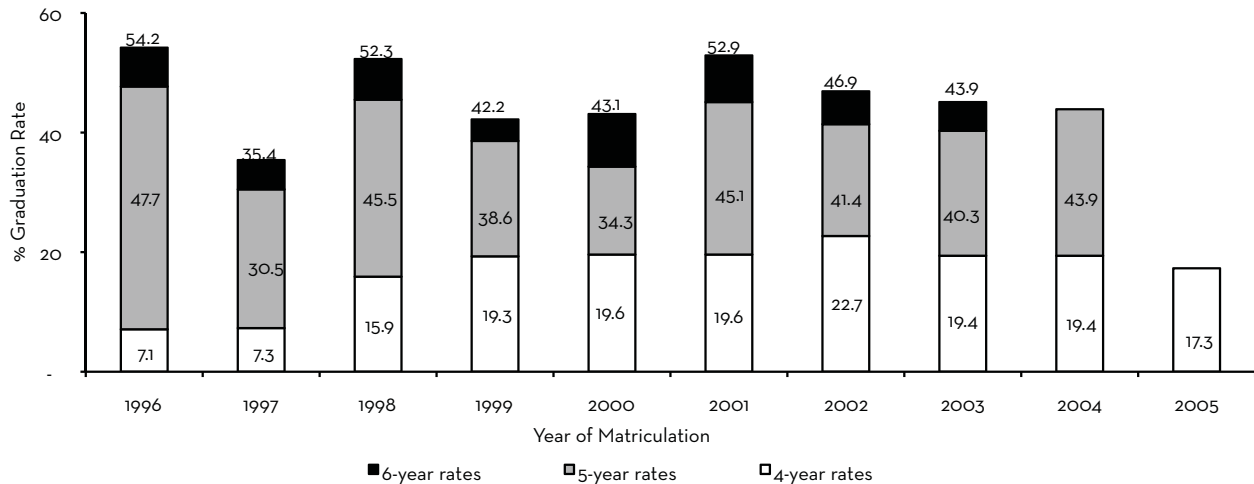
Retention and Graduation
Duluth has established ambitious four-, five-, and six-year graduation rate goals for 2012 of 40 percent, 60 percent, and 65 percent, respectively. Modest improvements have been realized since these goals were established in 2006.

Figure 4-4. 4-, 5-, and 6-year graduation rates, Duluth campus, matriculating during 1996-2005

Source: University of Minnesota 2009 NHS Student Graduation/Retention Report
2009 graduation rates are underlined and in bold

Figure 4-5. 4-,5-, and 6-year graduation rates for students of color, Duluth campus, matriculating during 1996-2005

Source: University of Minnesota 2009 NHS Student Graduation/Retention Report

Note: Rates include students who transferred from one University campus to another and graduated (e.g., a student who matriculated at Duluth and graduated from the Twin Cities campus is counted as a Duluth graduate). The University reports graduation rates to a national database (IPEDS); it includes only students who matriculated at and graduated from the same campus. As a result of definitional differences, the rates presented in this Figure are slightly higher than those reported to IPEDS.

Table 4-6. First-time, full-time-degree-seeking undergraduate student 6-year graduation rates, Duluth campus, matriculaing in 1996 and 2002

	All Student		SOC		Non-SOC		International	
	1996	2002	1996	2002	1996	2002	1996	2002
Villanova U	85.3%	88.7%	77.5%	88.9%	86.2%	88.8%	71.4%	85.3%
Marquette U	76.1%	76.5%	68.2%	63.8%	77.7%	78.6%	67.6%	72.0%
U of Central Florida	49.7%	62.8%	49.1%	58.7%	50.3%	64.2%	20.0%	62.5%
U of Michigan - Dearborn	46.1%	53.5%	40.4%	45.9%	47.4%	55.0%	0.0%	66.7%
U of N Carolina - Charlotte	45.5%	50.6%	40.5%	53.8%	46.7%	50.2%	75.0%	21.7%
U of Minnesota - Duluth	43.9%	50.1%	16.3%	41.7%	45.5%	50.5%	62.5%	75.0%
Old Dominion U	41.3%	48.5%	41.8%	53.3%	41.0%	45.5%	42.9%	54.5%
U of Massachusetts - Dartmouth	53.0%	45.9%	47.4%	39.1%	54.5%	46.8%	31.6%	18.2%
Oakland U	41.1%	43.7%	26.1%	31.1%	42.5%	46.1%	63.9%	25.0%
Wright State U - Main Campus	37.4%	42.6%	26.1%	29.8%	39.4%	44.9%	50.0%	33.3%
U of Wisconsin - Milwaukee	39.6%	41.8%	22.1%	21.9%	43.1%	45.8%	29.4%	53.3%
U of Nevada - Las Vegas	37.3%	40.8%	34.8%	38.5%	38.0%	41.7%	50.0%	62.2%
Florida Atlantic U	38.3%	39.4%	42.8%	39.9%	35.9%	37.8%	48.7%	63.8%
U of Colorado - Denver	44.0%	36.7%	50.4%	31.8%	41.1%	39.8%	20.0%	0.0%
Cleveland State U	24.4%	26.3%	16.9%	14.8%	27.0%	31.4%	44.4%	66.7%
Comparison Group	47.1%	49.8%	41.7%	43.7%	47.9%	51.2%	43.9%	48.9%

Source: Integrated Postsecondary Education System
The rates shown above represent cohort criteria and are slightly lower than rates in the University of Minnesota NHS Student Graduation/Retention Report

Duluth's approach to improving retention and graduation rates began with development of a broad strategy for supporting student success, was further refined through implementation of the 30-60-90 Student Success Roadmap, and continues through more intensive monitoring of student progress, renewed focus on student learning, strengthened commitment to the first-year and academic advising, and increased use of Graduation Planner. A full-time retention coordinator was hired in 2009.

Student Learning Outcomes

In 2008, the Duluth campus established the Council for Advancement of Student Learning to identify a common set of campus student learning outcomes and to guide and support the development and implementation of an ongoing, data-driven assessment process. In November 2009 the Duluth Campus Assembly approved nine student learning outcomes with specific measurable learning outcomes that align with and contribute to campus learning goals in academic and co-curricular programs. Institutional reporting of assessment results will begin in FY 2010 and will be used to enhance curriculum, pedagogy, and course and program design.

> **Duluth Student Learning Outcomes:** Students will receive instruction and practice in these areas through the liberal education core, academic majors and minors, and student development programs. Duluth undergraduate graduates will:
> 1. Demonstrate competence in a major field.
> 2. Construct, integrate, and apply knowledge from instruction and experience.
> 3. Think critically and creatively in seeking solutions to practical and theoretical problems.
> 4. Use ethical reasoning to make informed and principled choices.
> 5. Demonstrate self-knowledge across a range of developmental areas.
> 6. Communicate effectively through writing, speaking, and interpersonal and group interactions.
> 7. Apply understanding of cultural differences in diverse environments.
> 8. Contribute to communities in which they live.

Data collection for assessment of student learning is supported by ePortfolio, an electronic tool that allows students to document and share their academic and personal achievements using work samples, reflective learning practices, and synthesis of a variety of learning experiences. The Duluth campus continues to invest in the development and use of ePortfolio.

Advising

Academic advising is an essential component of the student experience and an important key to student success, which leads to increased retention and graduation rates. Duluth established a new coordinator of undeclared advising services position in 2008; this individual's primary responsibilities include coordinating advising services and programs for undeclared students and students changing majors across the Duluth campus' five undergraduate collegiate units and providing training and resources for advisors working with students designated as undeclared. In 2009 a task force on advising was formed and charged with conducting a comprehensive review of Duluth's advising structure, identifying gaps and strengths in current advising practices and recommending strategies to improve academic advising. The task force's recommendations are currently under review.

Scholarships

Duluth is committed to making quality higher education affordable to Minnesota families and has expanded merit and need-based scholarships to attract top-level students to campus. Best in Class scholarships are offered to Minnesota students who rank either first or second in their high school class. The University of Minnesota Promise Scholarship (previously named the Founders Tuition Program) guarantees tuition aid for Minnesota resident undergraduates with a family income of up to $100,000. Approximately $5 million in need-based scholarships have been awarded annually since 2007, increasing from approximately $3 million in 2005. Institutional funding for non-need based scholarships has increased significantly in the past few years. In 2007, $2.7 million in non-need based scholarships were awarded to Duluth campus students.

Facilities

Campus facilities have undergone significant development to meet a growing enrollment and enhance the student experience. The Duluth campus has added facilities for classrooms, laboratories, programs, and offices to meet the increased demand. Major new construction or renovation projects since 2005 include:

- Swenson Science Building: $33 million
- Sports and Health Center addition: $13 million
- Labovitz School of Business and Economics: $23 million
- Kirby Multicultural Center: $1 million
- Chester Park School renovation: $5 million
- Life Science Renovation: $15.2 million
- Civil Engineering building: $15 million
- Bagley outdoor classroom: $1 million
- Malosky stadium renovation: $6.5 million

First-Year Experience

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

Breakthrough Research

The Duluth campus will continue to focus on research areas in which the faculty have expertise and which satisfy regional need, while also selectively developing new areas of research, scholarship, and artistic activity. Sponsored research and creative activity expenditures at Duluth have increased approximately 40 percent over the past 10 years. In FY 2008 Duluth had sponsored research expenditures of over $20 million. Two examples of Duluth's efforts in breakthrough research are described briefly below.

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

The Duluth campus has placed a high priority on providing opportunities for students to participate in undergraduate research and/or creative activity and has an outstanding record of undergraduate student and faculty participation in the **Undergraduate Research Opportunity Program** (UROP). Duluth has contributed additional campus resources annually to the pool of University UROP funding in order to extend the opportunity for significantly more Duluth students to gain the benefits of a UROP experience. Faculty grants and donor gifts also support many undergraduate research/creative activity projects. The math and chemistry departments have large, ongoing undergraduate research programs that have received national recognition. Approximately 15 undergraduate students are funded each year by the Swenson Family Foundation to carry out summer research in chemistry and biochemistry. Reflective of the level of importance Duluth places on undergraduate research and artistic activities, the campus has held an annual Undergraduate Research/Artistic Showcase. This half-day campus event features student posters, computer demonstrations, art exhibits, and theatre productions, all providing information about projects completed by undergraduate students working in conjunction with faculty mentors. Over 1,200 Duluth students have participated in this showcase with advice and mentorship from over 529 Duluth faculty members. In addition to supporting undergraduate research and artistic endeavors, UROP also provides support each year for students to attend the National Conference on Undergraduate Research (NCUR). For the years 2001-2009, over 100 students and 40 faculty members from Duluth participated in these conferences. The University invests approximately $300,000 annually in UROP funding for the Duluth campus, plus additional funding support from individual faculty grants and contracts.

Dynamic Outreach and Service

Economic Development

The Duluth campus serves the region and state as a leader in economic development through a broad range of programs. The Natural Resource and Research Institute (NRRI) is composed of scientists, engineers, and business specialists whose activities include economic development efforts, applied research and development efforts, and active engagement in environmental studies. A state special appropriation of $3 million is leveraged into an annual operating budget of approximately $14 million. NRRI employs about 150 individuals on a full-time equivalent basis and relies primarily on grants and contracts to accomplish its program objectives. These objectives focus on three prime areas: ferrous and non-ferrous minerals, forest products, and water and the environment. During its 25 years of operation, NRRI has become a prominent research and outreach arm of Duluth, respected by industry and agency partners statewide and around the world. The Center for Economic Development (CED) is a joint program of the Labovitz School

of Business and Economics, NRRI, and the Swenson College of Science and Engineering. CED works to strengthen the viability of the region as a recognized leader in small business development and assists local entrepreneurs and businesses to grow and succeed. The Labovitz School's Bureau of Business and Economic Research (BBER) works for students, alumni, and the region to collect, analyze, and disseminate information regarding the economy of Duluth, Northeast Minnesota, and the state. BBER helps students gain the hands-on, real-world skills of conducting economic and business research, and provides data and analysis concerning the economic viability of building, expanding, or relocating businesses in the region.

American Indian Education

The Duluth campus has an exemplary record of community partnerships that enhance's the impact of research and teaching through numerous American Indian initiatives. Duluth has a longstanding commitment to American Indian education and has a number of programs and partnerships supporting this priority. The College of Liberal Arts offers an undergraduate degree in American Indian Studies. Its curriculum provides opportunities to study traditional cultural values, tribal language, tribal social structures, and social and intellectual relations. Duluth's College of Education and Human Service Professions (CEHSP) has become a leader in culturally responsive teacher education by developing alternative teacher education models to serve American Indian populations. To address a critical need for Native teachers and educators, the Duluth campus's Department of Education offers four programs designed to serve tribal populations: Gekinoo'imaagejig K-12 Teacher Training in White Earth and Fond du Lac, Maawanji'idiwag Unified Early Childhood, a Master of Education cohort at Mille Lacs Reservation, and Naadamaad-iwin Tribal Special Education cohort. An Indigenous Ed.D. cohort is also in the planning stages. The CEHSP Institute of Indigenous Knowledge offers workshops and seminars on Native educational issues. In addition, CEHSP has numerous initiatives focused on Ojibwe language revitalization. The American Indian Project in CEHSP's Department of Social Work aims to create a network of American Indian social workers who can interpret social work practice using the unique world view and knowledge of American Indian people, and to return to their American Indian community in leadership roles to more effectively serve children and families. CEHSP has partnered with tribal and community colleges to expand its initiatives, student recruitment, and off-campus degree delivery.

Civic Engagement

2009-10 marks the sixth year of the Duluth campus' participation in the American Association of State Colleges and Universities' American Democracy Project. This nationwide initiative seeks to increase the number of students who are committed to engaging in meaningful lifetime civic actions. In conjunction with this program, Duluth established an Office of Civic Engagement and hired a full-time director to coordinate campus activities and to continue to build partnership with community organizations, now numbering over 60. These include the American Democracy Project Steering Committee, two civic engagement reading and discussion groups, and the development of a faculty small grant program to help promote the integration of civic engagement in curriculum across the campus. The Duluth campus has plans to continue to expand participation in civic engagement, service-learning, and leadership opportunities for students.
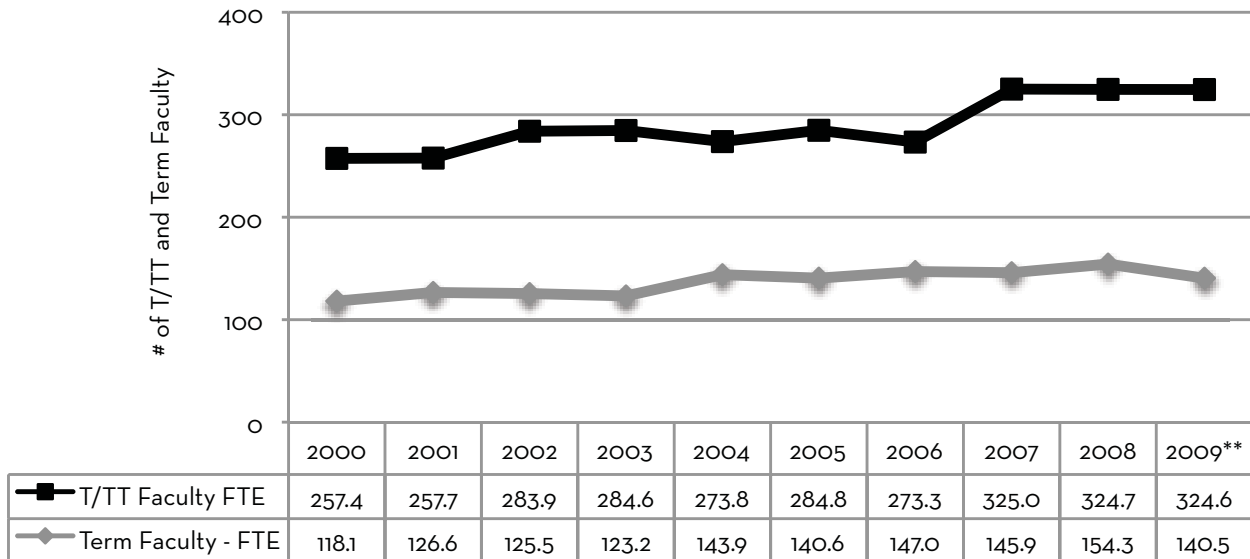
Voyageurs

The Duluth School of Fine Arts partnered with Duluth health care organizations to develop the highly successful Voyageurs program. The Duluth Voyageurs is a troupe of graduate students from the Duluth Department of Music. Duluth Voyageurs fuses the energy and drama of musical performance with current issues faced by children and youth. Through theatrical song and dance performances and interactive participation, health and personal safety information is presented to school children and adolescents. Thematic material for this show has been crafted by professional writers in consultation with doctors, nutritionists, social workers, teachers, and parents. Over the past two years the Voyageurs have performed for more than a 15,000 K-5 students in schools across Duluth, the Iron Range, and the Twin Cities metro area.

World Class Faculty and Staff

Duluth is committed to recruiting and retaining talented and diverse faculty dedicated to the highest quality teaching, research, and service. Duluth campus collegiate units recruit aggressively for faculty across the finest major terminal degree programs in the U.S. as well as internationally. Duluth invests over $600,000 annually in faculty-start up funding to attract high-quality faculty. In addition, Duluth funds $100,000 to faculty annually through the Faculty Small Grants program. This initiative provides funding to support faculty activities that contribute to improving teaching, research, or service for the institution while also contributing to the professional development of individuals. External program/department review members have noted that Duluth continues to be very successful in recruiting outstanding faculty poised to make major substantive contributions to their discipline and the mission of the University.

Duluth has made a concerted effort to hire female faculty in underrepresented areas, such as science and engineering. Ninety-six percent of the Duluth campus' tenured/tenure track faculty hold a doctorate or appropriate terminal degree in their field. One of the most exciting factors about the faculty is that approximately one-third of the total number of tenured/tenure track faculty are assistant professor tenure-track faculty. The implication of this is that the future of the Duluth campus is bright with the large number of young, talented, motivated faculty who are recent graduates from some of the nation's best graduate programs. This large number of new assistant professors is due to the fact that a number of faculty are now retiring, along with the addition of faculty recently hired due to growth in undergraduate enrollment.

Figure 4-6. Tenured/tenure-track and term faculty FTE, Duluth campus, Fall 2000-09

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009**
T/TT Faculty FTE	257.4	257.7	283.9	284.6	273.8	284.8	273.3	325.0	324.7	324.6
Term Faculty - FTE	118.1	126.6	125.5	123.2	143.9	140.6	147.0	145.9	154.3	140.5

Duluth faculty members most recently recognized for their exceptional contribution include:
- University of Minnesota Regents Professor – the highest recognition given by the University to faculty
  - Tom Johnson, Large Lakes Observatory & Geological Sciences
- McKnight Presidential Professor – recognizing outstanding full professor faculty
  - Matt Andrews, Biology
  - Vicki Hansen, Planetary Geology
  - Robert Hecky, Biological Limnology
- Horace T. Morse award – recognizing faculty members who reflect the University's emphasis on the importance of high-quality teaching
  - Steve Castleberry, Marketing
  - Carmen Latterell, Mathematics & Statistics
  - Justin Rubin, Music
- Graduate & Professional Award – recognizes excellence in teaching, research, scholarship, program development and student mentoring
  - Kang James, Mathematics & Statistics
  - Dennis Falk, Social Work

These professors are but a few examples of the high-quality faculty members that are the foundation of the high quality teaching and research at Duluth.

The campus is equally fortunate to have exceptional staff that have chosen to pursue their careers at Duluth. As one of the largest employers in our region, the Duluth campus is recognized as a premier employer and a talent magnet attracting highly qualified and committed staff, and offers highly valued employment experience. Outstanding Service Awards have been developed to recognize the contributions of exceptional staff employees. Each year Duluth awards between 15-20 Outstanding Service Awards.

High-quality teaching and learning are central to Duluth's mission. To help support and mentor excellence in teach-

ing, Duluth funds the Instructional Development Service (IDS). IDS staff foster dialogue among faculty and across disciplines about teaching and learning issues through the development of and participation in departmental and campus-wide programs and workshops. IDS activities include individual and group consultation, workshops, newsletters, committee involvement, and special projects. IDS staff also serve as consultants to numerous groups across campus and give presentations on a wide range of topics that focus on teaching and learning.

Outstanding Organization

Duluth's **Information Technology Systems and Services** (ITSS) and the UMD Library exemplify the campus' continued focus on high-quality service and performance. ITSS has a longstanding commitment to technology in support of teaching and learning and provides services for students, as well as support for faculty, to improve their technology tools and skills. Classrooms and labs are continuously being upgraded to higher technology and wireless is available everywhere on campus. ITSS partners with the Instructional Development Service (IDS) to provide training in the effective use of technology to support high-quality pedagogy. Faculty use learning management systems (WebCT and Moodle) as well as other learning tools to improve teaching and learning. ITSS offers a variety of technology training opportunities for faculty, including Tech Camp, a week-long program designed to upgrade the technology skills of faculty or help them move course materials online. The Duluth campus is well positioned to leverage technology into the future. ITSS recognizes the importance of information technology and is committed to continuous improvement. ITSS will continue to empower students, faculty, and staff to gain maximum benefits from new technologies. ITSS has made data security a high priority and instituted comprehensive measures to provide a safe and secure technology environment for the University community. The Duluth campus invests approximately $500,000 annually in staff services to support and enhance teaching and learning with technology.

The **UMD Library** prides itself on providing high-quality service to faculty, students, staff, and the broader Duluth community. The library serves as a knowledge resource for the campus and community with an impressive array of information resources, up-to-date technologies, and knowledgeable staff dedicated to effective and efficient service for its constituents. The library's four floors, with 167,570 gross square feet, house the latest in technology and digital resources. In addition to Duluth's collection of traditional print resources, students, staff, and faculty can access a huge collection of electronic resources and research databases from anywhere in the world via the UMD Library. Library staff provide high-quality service in helping faculty, students, staff, and community members to identify, evaluate, and effectively use information. Reference librarians are available through instant messaging, email, telephone, and desk reference, as well as individual consultations. Librarians specialize in subject areas and, as department liaisons, provide consultations and demonstrations for faculty on information resources to keep faculty informed of new resources and library services.

Beginning in 2008, Duluth instituted a comprehensive approach to **assessing student learning** at institutional and program levels to promote performance, process improvement, and effective practice. This approach includes:
- institutional outcomes supported by academic and co-curricular programs
- a template to guide the development of program-level assessment plans
- identification of program assessment liaisons, program ownership of outcomes
- measures and improvement strategies
- electronic mapping of annual program assessment reports to institutional learning outcomes
- workshops and other professional development opportunities to support student learning assessment processes.

To enhance this comprehensive endeavor, the Duluth campus appointed a director of assessment and is participating in the Higher Learning Commission (HLC) Assessment Academy project. The academy offers a sequence of events and interactions that are focused on student learning, targeted at accelerating and advancing efforts to assess and improve student learning, and designed to build institution-wide commitment to assessment of student learning. Duluth's assessment processes receive regular feedback from HLC academy mentors.

Duluth's goal is to make sustainability a central theme for campus operations. To help in those efforts, an **Office of Sustainability** was established in 2008 to communicate, coordinate, and assess sustainability efforts on the Duluth campus. Duluth, along with over 600 schools across the United States, has signed the American College and University President's Climate Commitment. The Duluth Sustainability Committee was formed in 2009 to facilitate continued incorporation of sustainability into Duluth campus operations, education, outreach, and research activities and to guide efforts to meet commitments for climate protection and support implementation of the University Board of Regents Sustainability and Energy Efficiency Policy. In 2009, Duluth completed its first greenhouse gas inventory to

provide a baseline measurement of campus emission sources to guide future reductions. A Climate Action Plan is being developed to outline pathways to reduce emissions from the Duluth campus.

In addition, Duluth recently completed construction of an outdoor teaching laboratory that will serve as a model of sustainability and environmental responsibility. The **Bagley Nature Area Classroom Pavilion** is located on a 55-acre nature preserve on the Duluth campus. Over 30 courses from programs across the campus including biology, ecology, ornithology, environmental studies, geography, teacher education, outdoor management, art/drawing, recreational outdoor programs, and early childhood education will be using this new space for courses. The building's flexible design will allow for a variety of uses including classes, field work, meetings, lectures, special events, and exhibits. This building will demonstrate leadership in energy efficiency, renewable energy, wastewater treatment, stormwater management, passive heating, natural ventilation, water efficiency, and local and renewable materials. The Bagley Nature Pavilion is a LEED platinum building, the highest level of environmental certification.

Future Plans

- Initiate a new comprehensive strategic planning process resulting in the articulation of a campus vision and goals for the next five years.

- Implement a revised liberal education program to include an increased focus on written and oral communication skills, traditional knowledge domains, and key contemporary issues.

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

- Continue the implementation of the assessment of student learning outcomes in curricular and co-curricular programs.

- Recruit and retain more undergraduates from underrepresented groups, with special emphasis on American Indian students, international students, and non-native English speakers.

- Provide an increased number of courses and/or programs online.

- Advance exceptional graduate education by developing program-specific recruitment activities and increasing enrollment in under-enrolled graduate programs.

- Continue to build the Duluth campus Honors program by recruiting and retaining high-quality students.

5 UNIVERSITY OF MINNESOTA
MORRIS

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

> Morris provides a rigorous undergraduate liberal arts education, preparing its students to be global citizens who value and pursue intellectual growth, civic engagement, intercultural competence, and environmental stewardship.

> As a public land-grant institution, Morris is a center for education, culture, and research for the region, nation, and world. Morris is committed to outstanding teaching, dynamic learning, innovative faculty and student scholarship and creative activity, and public outreach. Our residential academic setting fosters collaboration, diversity, and a deep

Morris Campus at a Glance

Founded
1910   U of MN established the West Central School of Agriculture
1960   Opened as a small, residential, public liberal arts college

Leadership
Jacqueline Johnson, Chancellor of the Morris Campus
Robert H. Bruininks, University President

Academic Divisions
Education
Humanities
Science and Mathematics
Social Studies

Degrees/Majors Offered
35 majors and minors; 8 pre-professional programs in Dentistry, engineering, law, medicine, nursing, pharmacy, physical therapy, and veterinary medicine

Fall 2009 Enrollment
Undergrad	1,599	94%
Non-Degree	106	6%
Total	1,705	100%

Fall 2009 Employee Size
Faculty	105
Professional	64
Administrative	45
Civil Service	40
Bargaining Unit	139
Total Employees	393

Degrees Awarded (2008-09)
Bachelor's   303

Campus Physical Size (July 2010)*
Number of Buildings   33
Assignable Square Feet   581,168
Includes buildings leased by the University

Expenditures (FY2009)
$40,261,000

Comparison Group

In the late 1990s Morris identified 13 higher educational institutions which have served as a comparative and aspirational reference point since that time. Because of its unique mission as a public liberal arts school, the Morris campus lacks an easily identifiable group of true peers. The 13 schools listed in the table below provide one such reference point. They differ dramatically from one another and from Morris on a number of points: the list includes schools like Macalester and Carlton, with proportionally larger operating budgets and endowments than Morris. The list includes schools like Concordia and Gustavus, with religious affiliations. It includes schools like Hamline and Ramapo of New Jersey, with significant graduate missions. While the report includes data from these institutions as a reference point for Morris, it also includes trend-line data for Morris and some references to Morris within the context of the University system.

Table 5-1. Comparison group institutions, Morris campus

Institution Name	Control of institution	Degree of urbanization	Highest degree offered	Total students	Percent undergrad students	Percent full-time students	Percent of students in cohort who are in-state	Percent staff
Carleton College	Private	Town	Bachelor's	1,983	100%	100%	n/a	65%
College of Saint Benedict	Private	Suburb	Bachelor's	2,110	100%	98%	n/a	63%
Concordia College at Moorhead	Private	Suburb	Master's	2,823	100%	98%	n/a	61%
Gustavus Adolphus College	Private	Town	Bachelor's	2,503	100%	99%	n/a	63%
Hamline U	Private	City	Doctoral & 1st prof	4,876	42%	67%	n/a	45%
Macalester College	Private	City	Bachelor's	1,900	100%	98%	n/a	63%
Ramapo College of New Jersey	Public	Suburb	Master's	5,847	95%	85%	95%	51%
Saint Johns U	Private	Rural	Master's	2,063	94%	94%	n/a	65%
St Mary's College of Maryland	Public	Rural	Master's	2,068	99%	96%	79%	59%
St. Olaf College	Private	Town	Bachelor's	3,073	100%	98%	n/a	62%
U of Maine at Farmington	Public	Town	Master's	2,174	98%	91%	82%	63%
U of Mary-Washington	Public	Suburb	Master's	5,084	83%	74%	76%	61%
U of Minnesota Morris	Public	Town	Bachelor's	1,607	100%	93%	87%	65%
U of North Carolina at Asheville	Public	City	Master's	3,629	99%	80%	84%	70%

Source: Integrated Postsecondary Education Data System*

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

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

Morris has successfully capitalized on its unique environment, its particular mission as a residential, public liberal arts school, its rural location, and its capacity to build collaborations to create a model educational living and learning community. Morris is committed to service and outreach, regional economic development, research, and to providing an exceptional educational experience for its 1,700 undergraduate students, 12 percent of whom are American Indian and 20 percent of whom are students of color.

Morris fulfills its educational mission by providing quality programs in traditional liberal arts majors that emphasize the tenets of liberal learning vital to success in the twenty-first century: study in depth as well as broad exposure to the sciences, humanities, art, and social sciences; and the development of writing, speaking, quantitative, analytical and critical skills provide the best preparation for jobs that haven't yet been created. Moreover, the Morris campus continues its efforts to develop as a model community, one in which students, faculty, and staff are invited to live and lead in a learning laboratory that combines facilities, curriculum, and co-curriculum in unique and distinctive ways, a community that engages its members in seeking local solutions to global problems.

Extraordinary Education

The Morris campus continues to attract an increasingly diverse and talented student body, while maintaining consistent selectivity factors. Morris has worked diligently to increase its student enrollment (see Table 5-2); degree-seeking student enrollment increased from 1,510 (Fall 2008) to 1,599 (Fall 2009) while total enrollment increased from 1,607 to 1,705.
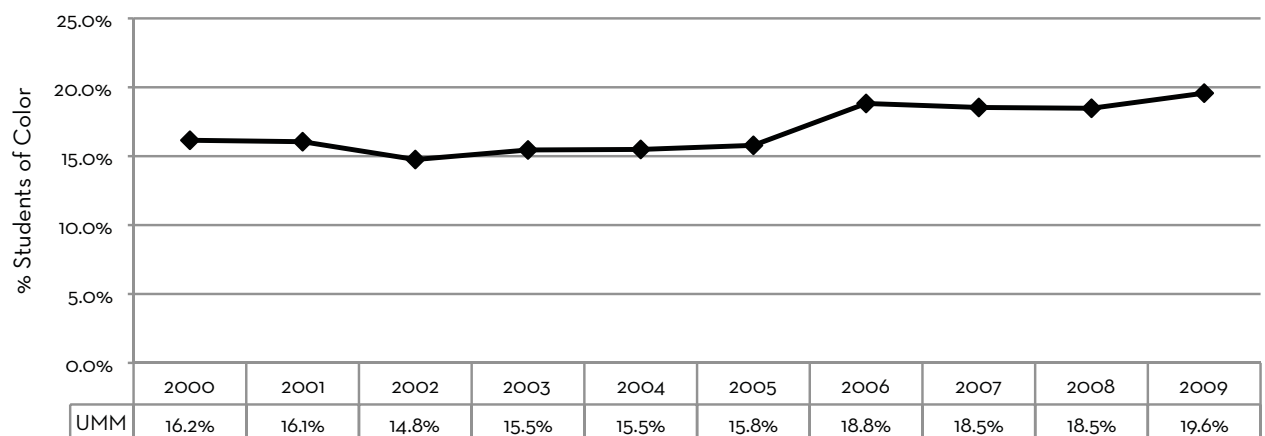
Table 5-2. Student headcounts, Morris campus, 2000-09

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	3-Year Average Growth
Undergrad	1,758	1,813	1,789	1,728	1,685	1,533	1,567	1,543	1,510	1,599	0.7%
Non-degree	84	114	121	133	154	151	180	143	97	106	-14.5%
Total	1,842	1,927	1,910	1,861	1,839	1,684	1,747	1,686	1,607	1,705	-0.7%

Source: University of Minnesota Data Warehouse

Recognizing that more students than in previous years are electing to begin their post-secondary educational experiences at community colleges, Morris has also begun the process of crafting articulation agreements with regional community colleges.

In line with its strategic plan, Morris' student of color enrollment has grown; Figure 5-1 and Table 5-3 illustrate this growth. U.S. ethnic minority students comprise 20 percent of the Morris campus' degree seeking undergraduates and the campus is on track to reach its goal of 25 percent by 2016. American Indian students comprise 12 percent of Morris' student population, compared to one percent in Minnesota and national four-year colleges and universities. Morris' Native student population has doubled in the last 10 years. Morris' commitment to educating American Indian students includes a tuition waiver rooted in the campus founding as an American Indian boarding school and mandated in federal and state laws.

Figure 5-1. Students of color enrollment as percentage of total enrollment, Morris campus, 2000-09

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
UMM	16.2%	16.1%	14.8%	15.5%	15.5%	15.8%	18.8%	18.5%	18.5%	19.6%

Source: University of Minnesota Data Warehouse

Morris' student of color population increased from 15.8 percent in Fall 2005 to 19 percent in Fall 2009, with the greatest increases in American Indian student and African American populations. Also noteworthy is the international student increase from 1.1 percent in 2005 to 4.2 percent in Fall 2009.
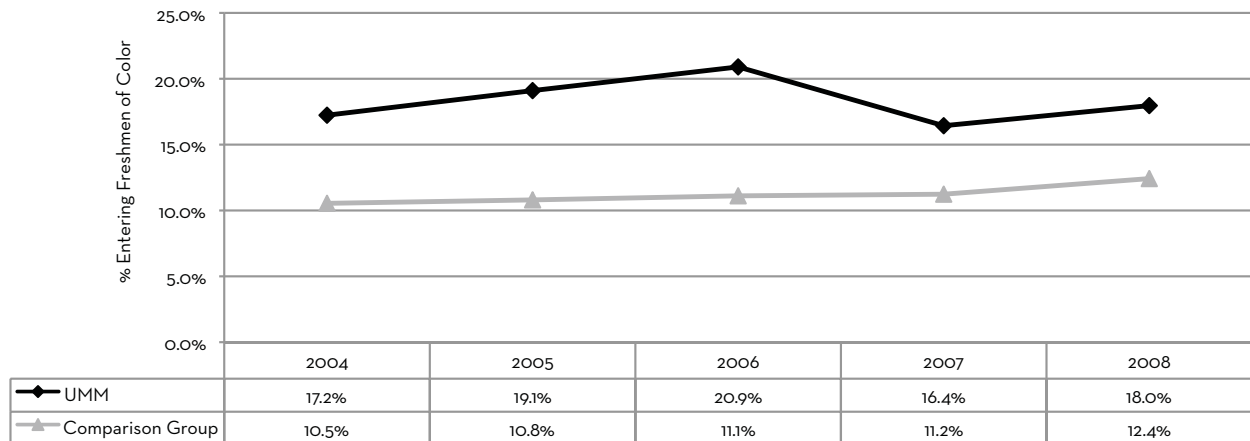
Table 5-3. Percentage of students in racial and ethnic groups, Morris campus, 2000-09

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
African American	5.6%	4.7%	3.4%	2.8%	2.2%	1.9%	2.1%	1.8%	2.6%	2.5%
American Indian	5.9%	6.4%	6.5%	7.2%	7.8%	8.8%	10.2%	10.7%	10.6%	11.9%
Asian/Pacific Islander	2.6%	2.9%	2.7%	3.1%	3.1%	2.7%	3.5%	3.1%	3.2%	3.0%
Hispanic/Chicano/Latino	1.4%	1.4%	1.6%	1.5%	1.5%	1.4%	1.5%	1.7%	1.7%	1.6%
White/Caucasian	81.5%	80.4%	80.7%	80.4%	79.3%	78.0%	74.5%	73.8%	74.2%	74.4%
International	0.3%	0.8%	1.1%	1.1%	1.2%	1.1%	1.7%	2.7%	3.6%	4.2%
Unknown	2.7%	3.4%	3.9%	3.9%	4.8%	6.1%	6.5%	6.1%	4.1%	2.4%

Source: University of Minnesota Data Warehouse

Figure 5-2 and Table 5-4 illustrate the campus is above its comparison group for entering freshmen of color. Morris maintains its rank as four out of a field of 14 institutions and is the second highest of the six public institutions on this dimension. Fall 2009 data (not depicted in Figure 5-2) show the percentage of Morris first-year students of color increasing to 19.8 percent.

Figure 5-2. Percentage of first-time, full-time, degree-seeking freshmen of color, Morris campus, 2004-08

	2004	2005	2006	2007	2008
UMM	17.2%	19.1%	20.9%	16.4%	18.0%
Comparison Group	10.5%	10.8%	11.1%	11.2%	12.4%

Source: Integrated Postsecondary Education Data System

Table 5-4. Comparison group ranked by percentage of first-time, full-time, degree-seeking freshmen, 2004 and 2008
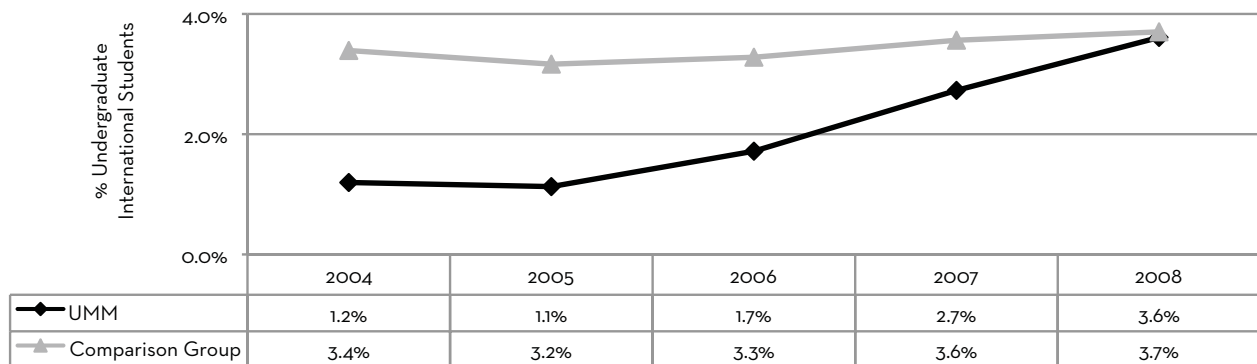
	2004		2008			2004		2008	
Ramapo College of New Jersey	3	19.0%	1	22.5%	St. Olaf College	9	7.6%	8	10.2%
Carleton College	1	22.0%	2	21.1%	Gustavus Adolphus College	8	8.2%	9	9.8%
Hamline U	5	14.8%	3	19.5%	U of Mary Washington	7	10.0%	9	9.8%
U of Minnesota - Morris	4	17.2%	4	18.0%	Saint Johns U	13	4.1%	11	7.2%
Macalester College	2	19.3%	5	17.7%	College of Saint Benedict	12	4.6%	12	6.2%
St Mary's College of Maryland	6	13.9%	6	17.3%	U of Maine at Farmington	14	2.9%	13	4.7%
U of North Carolina - Asheville	10	5.6%	7	11.1%	Concordia College - Moorhead	11	4.9%	14	4.4%

Source: Integrated Postsecondary Education Data System

Figure 5-3 illustrates Morris' percentage of international students. Student of color growth and international student increases are in line with Morris' strategic goals, which call for an increase to 25 percent students of color and 5 per-cent international students by 2013.

The percentage of undergraduate international students has increased to nearly match the comparison group (Figure 5-3 and Table 5-5). The Morris campus ranks highest of all of the public institutions in its comparison group on this dimension. Morris' international student enrollment increased to 4.2 percent in Fall 2009.

Figure 5-3. Percentage of undergraduate international students, Morris campus, 2004-08

	2004	2005	2006	2007	2008
UMM	1.2%	1.1%	1.7%	2.7%	3.6%
Comparison Group	3.4%	3.2%	3.3%	3.6%	3.7%

Source: Integrated Postsecondary Education Data System

Table 5-5. Comparison group ranked by percentage of undergraduate international students, 2004 and 2008

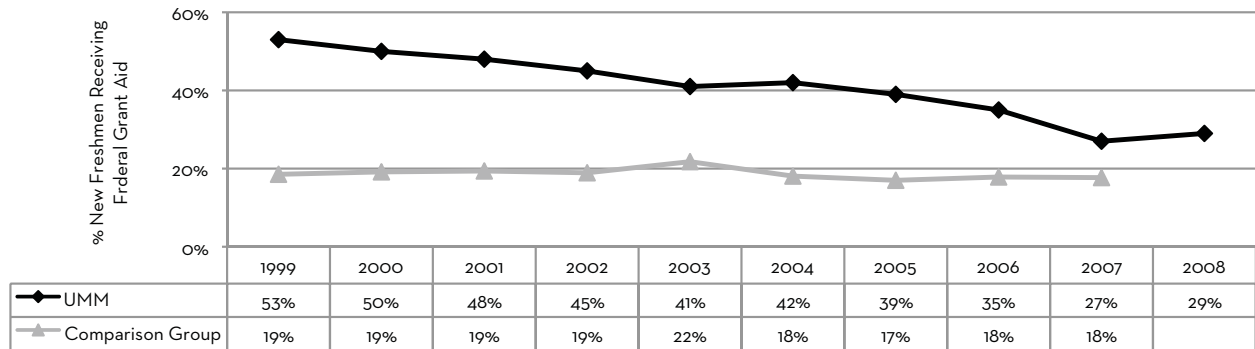|	2004		2008			2004		2008	
Macalester College	1	13.8%	1	11.2%	Ramapo College of New Jersey	4	3.8%	8	2.8%
Saint Johns U	7	3.2%	2	6.3%	St. Mary's College of Maryland	8	1.4%	9	2.2%
Carleton College	2	5.0%	3	6.1%	St. Olaf College	11	1.1%	10	2.0%
College of Saint Benedict	4	3.8%	4	5.7%	Gustavus Adolphus College	11	1.1%	11	1.2%
Concordia College - Moorhead	3	4.8%	5	4.1%	U of North Carolina - Asheville	9	1.3%	11	1.2%
Hamline U	6	3.4%	6	4.0%	U of Mary Washington	13	0.7%	13	1.1%
U of Minnesota - Morris	10	1.2%	7	3.6%	U of Maine - Farmington	14	0.6%	14	0.2%

Source: Integrated Postsecondary Education Data System

In addition, Morris predicts there will be an increase in the number of international students who are transfer students in Fall 2010. Morris has crafted an innovative agreement with Shanghai University of Finance and Economics, which will add 40 degree-seeking Chinese international students in Fall 2010. This agreement allows qualified Chinese students to complete their first year of baccalaureate study in Shanghai, pursuing a curriculum of intensive English and completing courses, developed in concert with Morris faculty, that will transfer to Morris when they arrive here in the second year of the program.

Morris serves a high proportion of first-generation students and students of high economic need. In Fall 2009, 42 percent of Morris' entering first-year students were first-generation college students, with no parent holding a four-year college degree. Students at Morris and Crookston have the highest financial need in the University system. In 2008-09, more than 33 percent of Morris degree-seeking students received federal grants offered to the neediest students, including PELL and SEOG grants, compared to 20 percent of University students overall . Further, Morris has maintained a high percentage of federal grant aid recipients over the average of it comparison group, as shown in Figure 5-4. While the percentage of entering Morris freshmen receiving federal aid declined from 1999 to 2007, it increased in 2008 and 2009. The comparison group has remained below the Morris campus since 1999, with Morris ranked 2nd among the 14 institutions in 2007.

In Fall 2009, 37 percent of Morris students had qualified for federal PELL grants during their college enrollment. While the majority of Morris' low-income students are Caucasian, students of color are disproportionately impacted by financial need. One-half (51 percent) of Morris' students of color are from low-income families compared to one-third (33 percent) of Caucasian students.

Figure 5-4. Percentage of new entering freshmen receiving federal grant aid, Morris campus, 1999-2008*

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
UMM	53%	50%	48%	45%	41%	42%	39%	35%	27%	29%
Comparison Group	19%	19%	19%	19%	22%	18%	17%	18%	18%	

Source: Integrated Postsecondary Education Data System

*Federal grant aid is defined as grants or scholarships from federal sources, which includes /academic Competitiveness Grant, SMART, Pell Grant, and Supplemental Education Opportunity Grant. Loans, tuition waivers and discounts, employer aid, etc. are not included. 2008 institutional comparison data are not available.
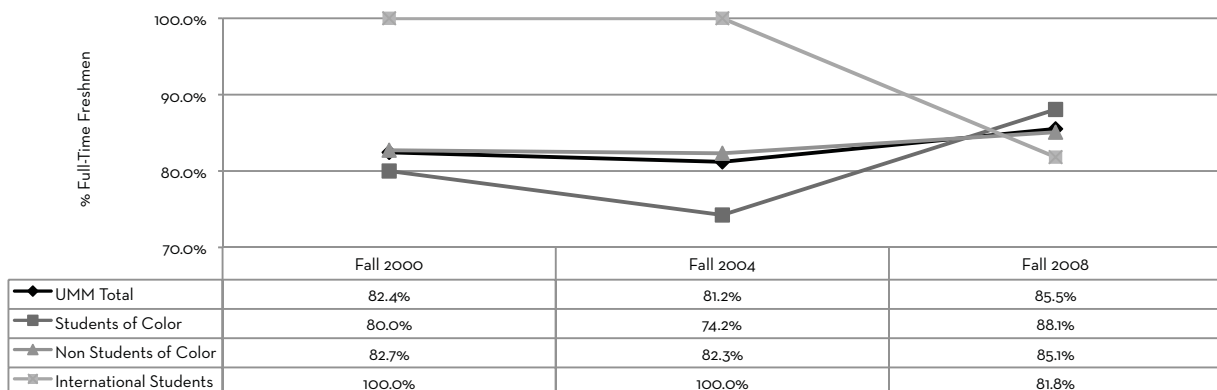
Table 5-6. Comparison group ranked percentage of new entering freshmen receiving federal grant aid, 1999 and 2007

	1999		2007			1999		2007	
U of Maine - Farmington	2	36.0%	1	39.0%	Gustavus Adolphus College	8	15.0%	8	15.0%
U of Minnesota - Morris	1	53.0%	2	27.0%	Macalester College	10	14.0%	8	15.0%
Hamline U	4	23.0%	3	25.0%	Carleton College	13	13.0%	10	14.0%
Concordia College - Moorhead	3	30.0%	4	20.0%	St Mary's College of Maryland	8	15.0%	11	13.0%
Ramapo College of New Jersey	5	22.0%	4	20.0%	Saint Johns U	10	14.0%	12	12.0%
College of Saint Benedict	6	20.0%	6	19.0%	St. Olaf College	10	14.0%	12	12.0%
U of North Carolina - Asheville	7	16.0%	7	17.0%	U of Mary Washington	14	9.0%	14	9.0%

Source: Integrated Postsecondary Education Data System

Figure 5-5 shows the Morris campus' first-year retention rates over the past decade. In Fall 2008, first-year student retention reached 85.5 percent. Between 2000 and 2008, first-year retention rates increased from 82.4 percent to 85.5 percent, a 3 percent increase. A notable change was for students of color, with an increase of 10 percent and a retention rate exceeding other student populations in Fall 2008. Retention rates for students of color, however, show more variation from year to year as the entering cohorts are typically 60 to 80 students (a variation of five students would results in a six to eight percentage point change). Similarly, with an even smaller entering international student cohort, a variation of two students yields an 18 percentage point change, as illustrated in Figure 5-5.

Figure 5-5. full-time undergraduate first-year retention rate for students, Morris campus, 2000, 2004, and 2008.

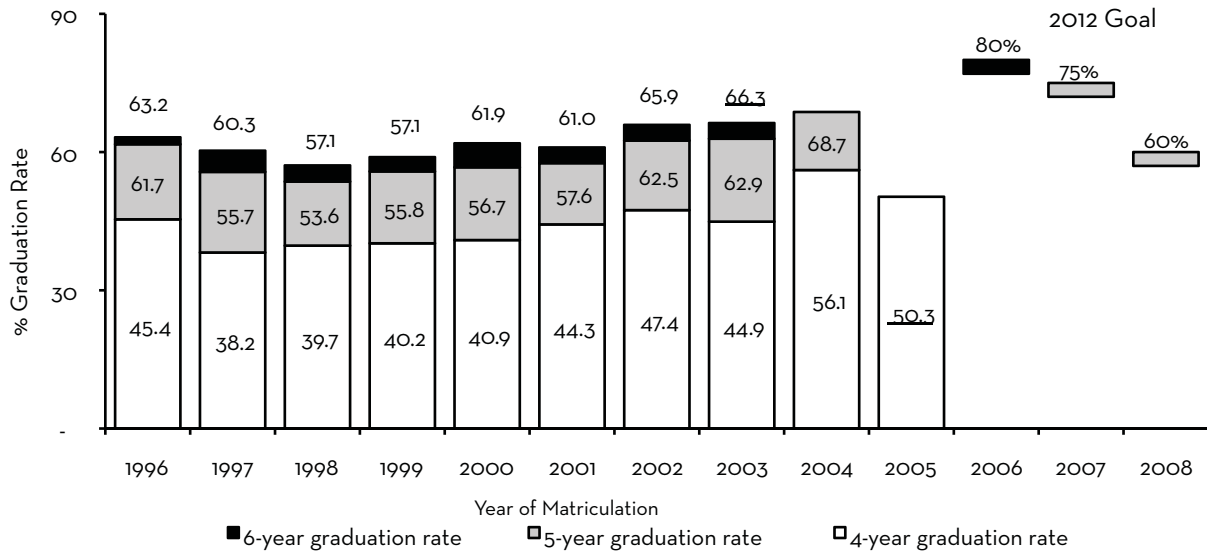|	Fall 2000	Fall 2004	Fall 2008
UMM Total	82.4%	81.2%	85.5%
Students of Color	80.0%	74.2%	88.1%
Non Students of Color	82.7%	82.3%	85.1%
International Students	100.0%	100.0%	81.8%

Source: UMN Official Graduation Retention Data Warehouse Table
IPEDS definition and cohort criteria were used to report retention rate. First-year retention rates available only.

Figures 5-6 and 5-7 and Table 5-7 provide information on graduation rates for students matriculating during 1996-2005. Four-, five-, and six-year graduation rates at Morris have traditionally been high on a national scale for public institutions. While graduation rates dipped slightly for classes entering Morris in the late 1990s, students entering Morris since 2000 are graduating at increasing rates. In the past two years graduation rates have reached an all-time high, with over 50 percent of students graduating in four years and nearly 70 percent graduating in five and six years. Graduation rates for students of color are a concern for the campus with gaps of 15 percent to 20 percent for some cohorts in this decade. Efforts to increase student of color graduation rates are beginning to show some success.
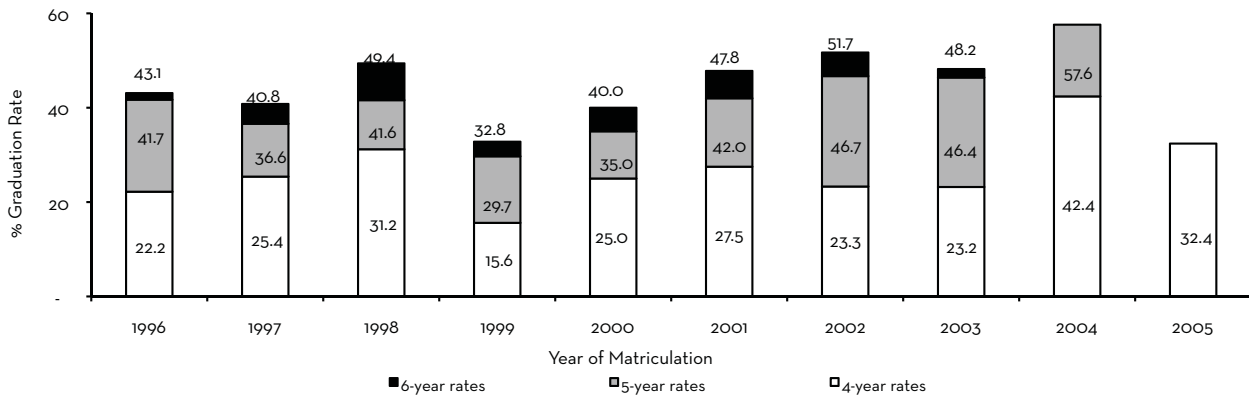
Figure 5-6. 4-, 5-, and 6-year graduation rates, Morris campus (class matriculating 1996-2005)

Source: University of Minnesota 2009 NHS Student Graduation/Retention Report

Note: Rates include students who transferred from one University campus to another and graduated (e.g., a student who matriculated at Morris and graduated from the Twin Cities campus is counted as a Morris graduate). The University reports graduation rates to a national database (IPEDS); it includes only students who matriculated at and graduated from the same campus. As a result of definitional differences, the rates presented in this figure are slightly higher than those reported to IPEDS.

Figure 5-7. 4-, 5-, and 6-year student of color graduation rates, Morris campus (class matriculating 1996-2005)

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

Morris is working to attain graduation rates comparable to its more highly resourced aspirational comparison group, while serving a student body with significantly higher financial need, more first-generation college students and many more students of color from traditionally underserved populations as illustrated earlier. Table 5-7 shows significant improvement in graduation rates for students matriculating in 1996 and 2002 at the Morris campus and most of the aspirational comparison group. The table also shows the need for Morris to provide added support for student retention and success to raise levels of success to that of the aspirational group.

Table 5-7. First-time, full-time, degree-seeking undergraduate student 6-year graduation rates, Morris campus, for students matriculating in 1996 and 2002

	All Student		SOC		Non-SOC		International	
	1996	2002	1996	2002	1996	2002	1996	2002
Carleton College	85.6%	93.2%	81.5%	87.5%	86.2%	94.9%	100.0%	90.6%
Macalester College	82.5%	87.3%	84.1%	80.3%	81.7%	88.1%	87.8%	89.9%
St. Olaf College	80.4%	86.5%	63.4%	79.3%	81.3%	87.1%	100.0%	81.8%
College of Saint Benedict	77.4%	84.1%	60.0%	81.8%	78.4%	84.4%	42.9%	78.6%
Gustavus Adolphus College	82.0%	82.9%	67.5%	89.2%	83.2%	82.4%	62.5%	100.0%
Saint Johns U	80.0%	82.7%	80.0%	66.7%	80.2%	83.7%	71.4%	75.0%
U of Mary Washington	69.7%	77.5%	53.4%	75.8%	71.6%	77.9%	0.0%	33.3%
St Mary's College of Maryland	80.8%	75.3%	74.5%	58.0%	83.0%	79.0%	25.0%	33.3%
Hamline U	67.8%	71.4%	65.7%	64.0%	68.2%	72.5%	57.1%	70.0%
Ramapo College of New Jersey	53.5%	69.7%	41.0%	59.9%	59.7%	72.6%	44.4%	65.0%
U of Minnesota - Morris	55.7%	62.9%	40.3%	46.7%	58.1%	65.2%	100.0%	75.0%
U of North Carolina - Asheville	51.1%	60.1%	48.6%	63.6%	51.2%	60.1%	57.1%	33.3%
U of Maine - Farmington	50.7%	59.4%	30.0%	50.0%	51.8%	59.5%	40.0%	n/a
Concordia College - Moorhead	68.7%	n/a	38.9%	n/a	70.9%	n/a	30.8%	n/a
Comparison Group	71.6%	77.5%	60.7%	71.3%	72.9%	78.5%	55.3%	68.3%

Source: Integrated Postsecondary Education Data System

The rates shown above represent cohort criteria and are slightly lower than rates in the University of Minnesota NHS Student Graduation/Retention Report

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

Table 5-8. Student involvement in key engagement areas, Morris campus, 2002 and 2009

Percent of Morris graduates who:	2002	2009	Change 02 to 09
attended a performance, concert or exhibit on campus	94%	96%	+2%
attended a special talk, lecture, or panel discussion held on campus	n/a	96%	n/a
voted in a federal or state election	82%	92%	+10%
belonged to a university club or organization	84%	86%	+2%
took a freshman seminar	11%	77%	+66%
attended an intercollegiate sports game or match	73%	73%	+0%

Source: University of Minnesota Student Experience Survey

Initiatives to foster similarly high levels of student engagement in additional transformational student learning opportunities (e.g. service-learning, study abroad, undergraduate research, civic engagement, multicultural/intercultural opportunities, and green campus programs) are underway and showing success. Morris' overall engagement rates lead the University system and exceed public liberal arts comparison group institutions as measured through the National Survey of Student Engagement.

Table 5-9. Student engagement rates, Morris campus, 2002 and 2008

Percent of Morris graduates who:	2002 Seniors	2008 Seniors	Change 02 to 08
participated in Community Service/Volunteering	68%	77%	+9%
completed a Service Learning Course	45%	57%	+12%
worked with a faculty member on research	44%	50%	+7%
studied abroad	32%	48%	+16%

Source: National Survey of Student Engagement

Table 5-10. Student engagement rates compared to comparison group institutions, Morris campus

Engagement Areas	Morris '08 Seniors	Morris to COPLAC	Morris to Bac LA	Morris to NSSE All
Community Service and Volunteering	77%	+ 2%	+ 1%	+ 2%
Service-Learning	57%	+ 7%	+ 8%	+ 8%
Research with a faculty member	50%	+ 16%	+ 12%	+ 17%
Study abroad	48%	+ 24%	+ 9%	+ 24%

Source: National Survey of Student Engagement.

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

Through University strategic positioning, Morris faculty, staff, and students have articulated a vision for more universal participation in these experiences as part of the core Morris experience. Service-learning, undergraduate research and study abroad are recognized as best practice in undergraduate education, fostering transformational learning and student success. They directly support the Morris mission to prepare interculturally competent graduates equipped for lives of leadership and service in a diverse, global society.

Table 5-11. Student engagement, study abroad, Morris campus

Percent of Morris graduates who:	2002 Seniors	2008 Seniors	Change '02 to '08
studied abroad	32%	48%	+16%

Source: National Survey of Student Engagement

Over the past 10 years the University has placed increased emphasis on improving the student experience. A variety of programs have been launched to achieve this objective, and the Student Experiences Survey has been administered periodically since 1997 to measure results. Morris students report high levels of satisfaction (Figures 5-8 and 5-9), the highest of any within the University of Minnesota system. Student satisfaction has increased significantly from 2001 to 2009. The current level of satisfaction among students of color had a sizable increase from the previous survey. Figure 10 summarize the responses in key areas at Morris.

Figure 5-8. Undergraduate student experiences survey results: overall satisfaction with University, Morris campus
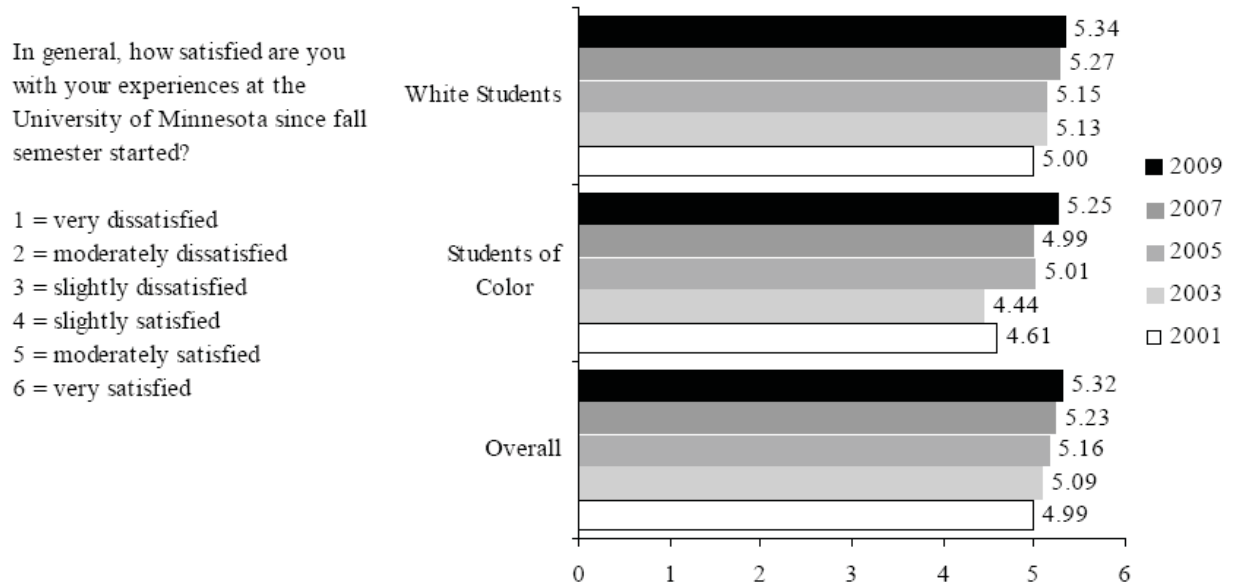
In general, how satisfied are you with your experiences at the University of Minnesota since fall semester started?

1 = very dissatisfied
2 = moderately dissatisfied
3 = slightly dissatisfied
4 = slightly satisfied
5 = moderately satisfied
6 = very satisfied

White Students
- 5.34
- 5.27
- 5.15
- 5.13
- 5.00

Students of Color
- 5.25
- 4.99
- 5.01
- 4.44
- 4.61

Overall
- 5.32
- 5.23
- 5.16
- 5.09
- 4.99

Legend: ■ 2009 ■ 2007 ■ 2005 ■ 2003 □ 2001

Figure 5-9. Undergraduate student experiences survey results, satisfaction with enrollment decision, Morris campus

If you could do it over again, would you enroll on the campus of the University of Minnesota where you are now enrolled?

1 = definitely not
2 = probably not
3 = probably yes
4 = definitely yes

2009 — 3.41
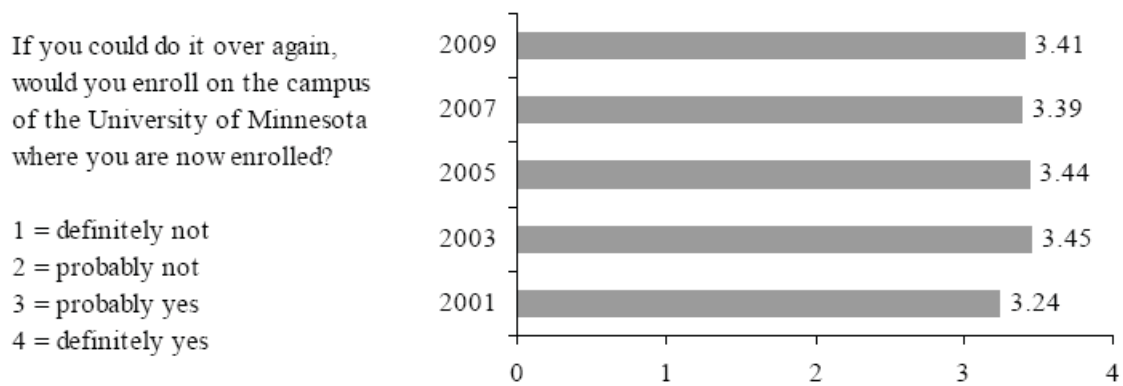2007 — 3.39
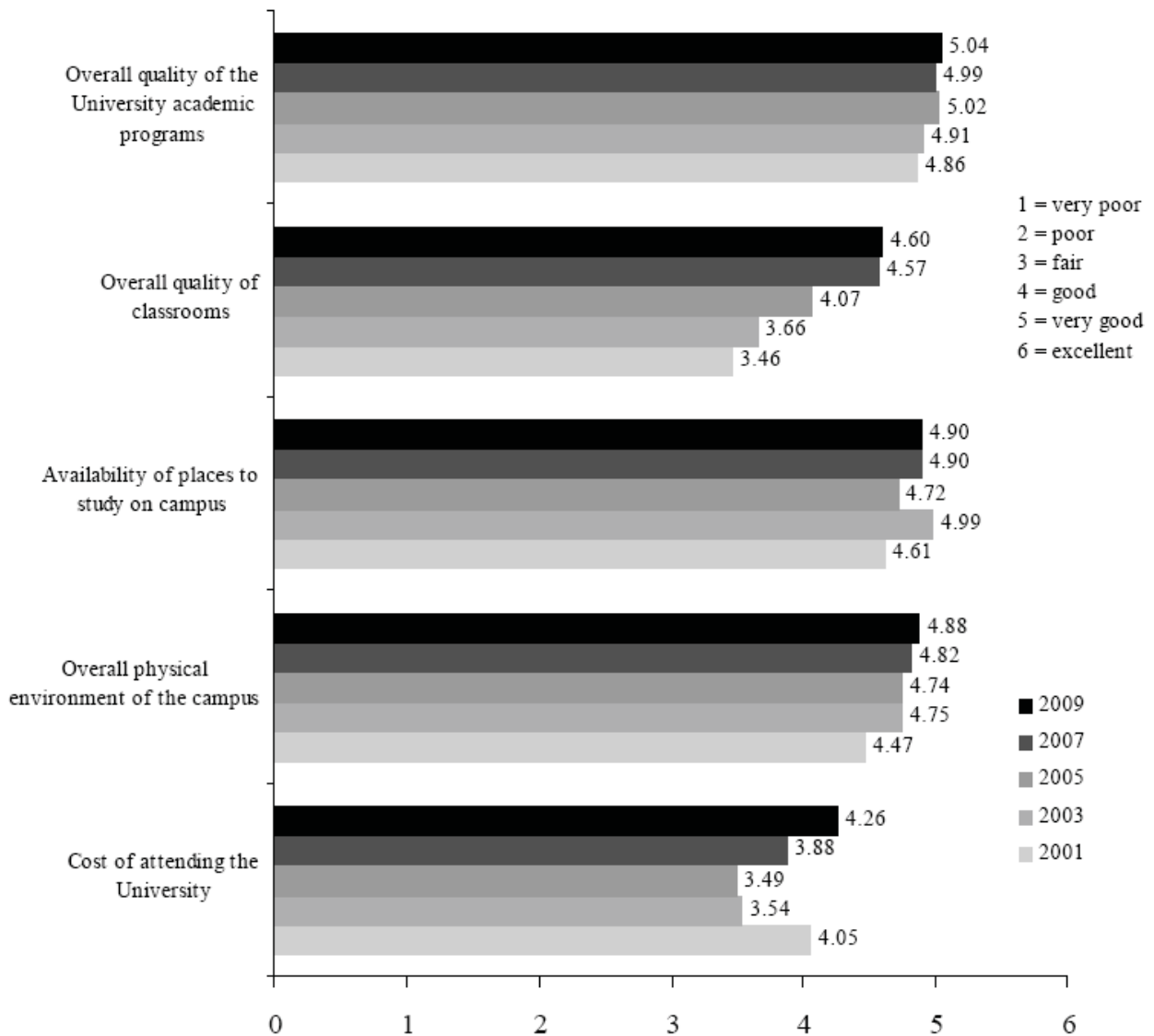2005 — 3.44
2003 — 3.45
2001 — 3.24

Figure 5-10. Undergraduate student experiences survey results, satisfaction with key areas, Morris campus

Source: Office of Institutional Research, University of Minnesota

The Morris campus is committed to investing in its students, including qualified students who benefit from financial support. **Over 90 percent of Morris students receive financial aid**. In 2006, a new merit scholarship for incoming first-year students was implemented; this scholarship provides half or full tuition for incoming students who engage in a competitive process for the awards. Numbers show a strong retention rate for the students receiving the new merit-based scholarships, with the freshman to sophomore year retention at 97 percent for the first two cohorts and 89 percent sophomore to junior year for the first cohort.

With modest financial resources and by repackaging a series of courses, the Morris campus has added **new programs to showcase its growing niches** in sustainability and the environment, and indigenous languages. These include interdisciplinary majors and minors in environmental studies and environmental science, and the addition of 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.

In 2006-07, broad consultation and a review of comparison group institutions led the campus to elevate the role of the lead campus diversity position – the director of the multi-ethnic student program within Student Affairs—to include a 25 percent appointment as assistant to the chancellor for equity and diversity. In 2009-10, offices were merged to create the **Office of Equity, Diversity and Intercultural Programs**. The program fosters intercultural learning and development for all Morris students and coordinates campus resources to meet the unique needs of students of color, students from new immigrant populations, and international students.

Enhancement of Morris student's **residential experience** has been a critical initiative and outcomes show improvements. Data showed that students who were admitted to Morris but chose to attend other colleges rated Morris' residential life facilities lower than those of their chosen college. While the physical structures of Morris' 1970s and historic halls had been well maintained, student living environments were dated and worn. The following investments have contributed to increases in the numbers of students living on campus and in those students' satisfaction with Residential Life:

- Invested $3 million in Residential Life capital improvements since FY 2005 to bring student living environments from 1970s to 2010 expectations – new furnishings, carpeting, media technology. Increased number of students living on-campus each year for the last three years.

- Developed first-year theme floors that align with Morris' core work (e.g. civic engagement, world cultures, sustainability, and healthy lifestyles) and aligned the residential life programming model with the outcomes articulated in the Morris mission – civic engagement, intercultural competence, global citizenship, and environmental stewardship.

- Created the Morris Healthy Eating Initiative, a five-year campus and community project led by Student Affairs to enhance the food environment for Morris students, faculty, staff, and the Morris and Stevens County communities. Funded in 2009 by Blue Cross and Blue Shield of Minnesota, the initiative provides more than $500,000 to increase access to and consumption of fruits, vegetables and other healthy foods. The initiative builds on Dining Services wellness planning as well as the Pride of the Prairie Local Foods initiative.

- Renovated the student dining facility, in partnership with the campus dining management provider Sodexo to enhance students' dining experience with new menu options and a focus on fresh, healthy, made to order foods.

Aligned with the Morris campus liberal arts mission, the campus is also transforming its intercollegiate athletic program from a struggling NCAA Division II program to a strong **NCAA Division III athletic program** with broad student participation by scholar athletes. Sports sponsorship was realigned to build a competitive program aligned with student interest. The transition to DIII was complete in FY 2010 with Morris teams and individual athletes eligible for NCAA post season competition—a level of success attained by the women's basketball team and a women's cross country athlete. These efforts directly support student recruitment and retention as one in five Morris students are Cougar athletes.

Breakthrough Research

The Morris campus is regionally and nationally recognized for its ability to serve as a model community, providing a research platform that emphasizes demonstration and application, and providing a rich environment for faculty scholarship, creativity, and artistic production.

One key goal in the realm of research is to seek external contracts to enhance capacity to conduct research . By actively seeking and securing external funds like those indicated in the table below, Morris ensures its future as a thriving research institution.

Table 5-12. External grants and contracts, Morris campus, FY 2000-09

Year	Proposals submitted #	Proposals submitted Amount	Awards received #	Awards received Amount	Grant expenditures Amount
FY09	23	$ 5,042,289	12	$ 563,527	
FY08	14	$ 9,959,734	9	$ 425,596	$ 704,942
FY07	16	$ 2,240,167	11	$ 503,382	$ 643,446
FY06	20	$ 2,653,643	11	$ 2,344,481	$ 666,151
FY05	27	$ 3,444,201	13	$ 646,616	$ 631,794
FY04	28	$ 4,365,965	12	$ 533,414	$ 813,921
FY03	19	$ 2,872,061	14	$ 559,174	$ 660,408
FY02	28	$ 1,185,161	18	$ 700,017	$ 693,697
FY01	30	$ 2,772,346	12	$ 125,728	$ 408,300
FY00	20	$ 4,033,099	18	$ 677,851	$ 687,310

Source: University of Minnesota, Office of Oversight, Analysis, and Reporting, 1999–2009.

In line with its undergraduate focused mission, Morris faculty members are active scholars in their fields, often engaging students with them in research endeavors, including conferences and publications.

Table 5-13. Faculty publication, presentation, and creative activity, Morris campus, 2002-07

Year	Refereed Published Articles	Conference Papers, Presentations	Creative Exhibitions, Concerts, Performances	Book Chapters	Published Books/ Monographs	FTE Faculty
2007	56	142	30	24	8	108.8
2006	54	121	23	21	2	111.9
2005	46	101	30	21	4	118.8
2004	50	98	27	18	3	116.2
2003	43	100	30	13	3	120.1
2002	46	110	25	17	2	119.3

As noted above, one of the most significant and mission-centered aspects of Morris faculty research and artistic production is the manner in which undergraduate students are engaged. Table 5-14 illustrates the growth in the Morris Academic Partners program over a six-year period.

Table 5-14. Academic partners, Morris campus, 2003-09

Academic Year	Total Students	Total Awarded
2008–09	36	$66,800
2007–08	29	$68,800
2006–07	25	$51,000
2005–06	21	$45,000
2004–05	32	$54,000
2003–04	24	$44,000

Dynamic Outreach and Service

At Morris, faculty, staff, and students engage in outreach and service as a means to connect the University's teaching and research as an engine of positive change in the region. Several examples document this point.

Along with the West Central Research and Outreach Center, the USDA Agricultural Research Station in Morris, and a number of private entities in West Central Minnesota, the Morris campus is working to **renew and revitalize the region** through its renewable energy efforts. These include putting dollars back into the local economy through the purchase of non-food fuel stocks to heat and cool the campus, a collection of research initiatives tied to renewable energy, non-credit-bearing classes related to the development of green jobs that involve interested citizens, baccalaureate students, and technical college students, and the outreach efforts of Minnesota's only campus-based Green-Corps, that engages undergraduate students in serving public schools and small towns in the region.

In addition, the **Tutoring, Reading, Enabling Children** (TREC) Program is a collaborative relationship between Morris students, area schools, and families in the surrounding communities. Through TREC Morris students tutor and mentor area children and youth in multiple academic disciplines all with goals of promoting literacy in school age children and fostering strong mentoring programs. TREC emphasizes a balanced approach to meeting learners' needs by providing assistance to both low achieving and gifted learners, while encouraging parental involvement. Currently, 50 Morris students serve as tutors each semester and reach about 300 K-12 students in the Morris area.

In 2009, the Morris campus partnered with the Minnesota West Community and Technical College to develop an **innovative curriculum in biomass gasification technology**, culminating in the offering of a hands-on biomass course. The team secured grant funding to support the course development and participant tuition scholarships. The course, offered in May 2009 and again in May 2010, served renewable energy associate degree and certificate students; environmental science and environmental studies majors on the Morris campus; students attending any college or university across the country; and adults seeking workforce training or re-training.

In addition to the campus support and opportunities for scholarly activity, the institution supports faculty interest in

the curriculum-based research through the Bremer Faculty Fellows program, funded by the Minnesota-based Bremer Foundation. This program links faculty and student expertise in response to community requests for applied research projects based upon a community or organization's special needs.

Projects have included a study of school bus travel and overlap patterns in a community served by three separate school districts. Still another explored the financial viability of day care services in a particular community. Such projects serve the needs of the broader community while supporting the research programs of the faculty and/or providing "real life" examples of research in practical settings. In short, the Faculty Fellows program links University faculty and students with the community through its research capabilities. Other community-centered partnerships include Minnesota's Green Corps program, housed on the Morris campus, and the curriculum partnerships crafted with Minnesota West Community and Technical Colleges supported by a grant from the Minnesota Renewable Energy Marketplace.

Many of these activities are supported by the campus' award-winning Center for Small Towns, which serves as an incubator for outreach ideas and which facilitates faculty and student involvement in activities that directly benefit the region, like those described above.

Exceptional Faculty and Staff

The Morris campus is committed to recruiting and retaining diverse and exceptional faculty and staff. To ensure this, Morris has made efforts to recruit more women and minority faculty, as well as working toward more competitive salaries and more comprehensive support for faculty research and professional development.

As shown in Table 5-15, the Morris faculty cohort has become more gender balanced over the past decade. While significant progress has been made in recruiting and retaining female faculty members, less success has been achieved in recruiting and retaining faculty of color. Morris continuing and expanding programs designed to recruit and retain faculty of color, but its rural location and comparatively low salaries present significant challenges to achieving a more diverse faculty in terms of race and ethnicity.

Table 5-15. Faculty Composition, Morris campus, 2000-09

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

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

Investing in Faculty
A significant challenge in recruiting diverse and successful faculty to Morris continues to be faculty salaries that trail the comparison group's (Tables 5-16 and 5-17). Morris faculty total compensation remains low (ranked 9 out of 13 in the comparison group) for full professors. When examining just salary values, all faculty ranks (full, associate, and assistant professors) fall to 12 out of 13. This has become an increasingly serious problem on the Morris campus as efforts to recruit outstanding faculty at competitive salaries is extremely difficult. Furthermore, efforts to retain faculty with competitive salary counter-offers is virtually impossible due to large gaps in salaries and, when successful, creates extensive salary inequities and compression issues.

Table 5-16. Average faculty compensation, Morris campus, Fall 2009

Institution Name	Full Professor	Associate Professor	Assistant Professor	Three Ranks Combined
U of Minnesota - Morris	$105,900	$89,300	$75,900	$90,800
Carleton College	$149,500	$107,800	$90,100	$123,800
Macalester College	$141,900	$106,900	$83,900	$108,500
Ramapo College - New Jersey	n/a	n/a	n/a	n/a
St. Olaf College	$119,500	$92,200	$75,300	$97,900
Saint John's U	$111,600	$88,600	$73,300	$91,900
St. Mary's College - Maryland	$113,200	$85,200	$72,800	$89,900
Gustavus Adolphus College	$105,400	$83,000	$70,600	$87,200
U North Carolina - Asheville	$108,100	$85,000	$75,100	$90,400
College of Saint Benedict	$104,600	$85,600	$75,400	$89,300
U of Mary-Washington	$108,000	$84,500	$71,000	$88,800
Hamline U	$111,400	$82,600	$68,000	$89,100
Concordia College - Moorhead	$91,100	$78,600	$64,700	$76,200
U of Maine - Farmington	$97,200	$77,100	$66,400	$80,300
Comparison Group Mean (weighted)	$116,100	$89,400	$74,800	$94,900
Difference from University Mean	-$10,200	-$100	$1,100	-$4,100
Difference (%)	-9.6%	-0.1%	1.4%	-4.6%
Ranking	9th	4th	3rd	5th

Table 5-17. Average faculty salary, Morris campus, Fall 2009

Institution Name	Full Professor	Associate Professor	Assistant Professor	Three Ranks Combined
U of Minnesota - Morris	$74,300	$60,500	$49,500	$61,800
Carleton College	$114,500	$80,000	$68,900	$94,200
Macalester College	$108,400	$82,600	$64,400	$83,200
Ramapo College - New Jersey	n/a	n/a	n/a	n/a
St. Olaf College	$89,500	$69,100	$56,600	$73,400
Saint John's U	$84,900	$67,700	$55,000	$69,800
St. Mary's College - Maryland	$95,100	$66,600	$53,900	$71,400
Gustavus Adolphus College	$79,000	$63,000	$54,800	$66,200
U North Carolina - Asheville	$87,900	$68,300	$59,800	$72,800
College of Saint Benedict	$82,000	$66,400	$57,600	$69,300
U of Mary-Washington	$83,800	$64,100	$53,500	$67,700
Hamline U	$88,900	$65,900	$54,900	$71,300
Concordia College - Moorhead	$74,600	$63,700	$52,600	$62,000
U of Maine - Farmington	$72,900	$55,800	$48,000	$59,000
Comparison Group Mean	$90,300	$68,600	$57,500	$73,300
Difference from University Mean	-$16,000	-$8,100	-$8,000	-$11,500
Difference (%)	-21.5%	-13.4%	-16.2%	-18.6%
Ranking	12th	12th	12th	12th

Over the past five years, support for faculty research and professional development has grown dramatically. As shown

in Table 5-18, Morris has invested nearly $100,000 in faculty development funding, compared to just over $50,000 five years ago. These funds have resulted directly or indirectly in some of the significant faculty accomplishments noted in Table 5-14 and the growth in external funding proposals and grants received.

Table 5-18. Faculty support for research and professional travel, Morris campus, 2005-08

Academic Year	Faculty Travel Funds Awarded	International Travel Support Funds Awarded	Research Enhancement Funds Awarded
2008-09	$54,733	$2,500	$42, 394
2007-08	$75,066	$1,200	$47,608
2006-07	$51,821	$1,790	$38,287
2005-06	$39,278	$1,200	$10,763

Faculty recognition

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

During the past academic year, several Morris faculty members have received recognition from the University through service and alumni awards. In the spring of 2010, two Morris faculty received University of Minnesota Outstanding Service Awards. Five faculty have been recognized in the past three years by the alumni association for outstanding teaching contributions. And Morris added another Horace T. Morse alumni award winner this spring.

In addition to this University recognition, Morris faculty have received national or regional awards and recognition in the past year, including:

>The Wilde Award for Best Director (Theater)
>Outstanding Alumnus, University of Louisiana at Lafayette, department of visual arts
>President of the Minnesota Economics Association
>President of the National Association of Collegiate Schools of Planning

Outstanding Organization

To enhance national and international recruitment, Morris has begun to implement a **campus-wide integrated marketing plan**, making investments in marketing, branding, and development areas. Using a combination of funds allocated directly to Morris through the University's compact process, reallocation internally, and stimulus dollars, Morris has "staffed up" for success in this area. Morris hired a director of communications (2005), a communications assistant in University Relations (2007), and a graphic designer and part-time writer in 2010 (using stimulus funds). In addition, Morris conducted market research and developed campus identity related to mission and history in 2007, creating a new suite of integrated materials representing admissions, alumni, development, athletics, and performance arts. The new Morris campus website prompted a spike in web traffic, bringing 24 percent more visitors between 2008 and 2009. Morris carried its web development further, creating a three-pronged campus virtual tour in 2010 that includes an historic and "green" path along with the more traditional tour. With support from its alumni association, Morris has created an historic and "green" walking tour for the campus, downloadable on an iTouch.

Morris strives to **leverage local natural resources** to offset a decline in state resources and enhance the demonstration and research application platform that exists to benefit students and faculty, while providing local solutions to global problems. 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. This platform supports a sustainable academic community and environmental curriculum which reaches beyond the campus, into the local community, and includes the efforts of the West Central Research and Outreach Center, the USDA Soils Lab, and several MNSCU institutions.   The work conducted in Morris—on the campus, at the outreach center, and in the surrounding community—contributes to the renewal of this rural region and the land-grant mission of the University.

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 (2005), biomass (2009), solar (2010), and photo-voltaic (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 opportunities for students and faculty and provide a model for others to emulate and learn from.

The Morris campus is listed as a historic district on the National Historic Register, an acknowledgement of the campus' distinctive past as an American Indian boarding school and an agricultural boarding high school. The historic buildings, most of them centered around the campus mall, represent the last intact example of an agriculture boarding school in the U.S. Committed to **investing in facilities**, the University and the Morris campus have capitalized on state bonding efforts and $4 million in HEAPR funds to restore and retain this rich heritage.

Two historic campus buildings, Imholte Hall and the Welcome Center, have recently undergone renovations. Originally called Agricultural Hall, Imholte was renovated in 2006 (a $7 million project) and currently houses social science faculty offices, laboratory spaces, and classrooms. The original "cow palace"—a bovine demonstration platform—was retained, and now serves as a lecture hall for large classes, co-curricular and community events. The former community services building—originally the site of the agricultural school's carpentry and blacksmith shops—was renovated in 2010 (a $5 million project) and now serves as a home for all the Morris campus' external-serving offices—admissions, external relations, and the Center for Small Towns. Renamed the Welcome Center, the building is on track for LEED certification.

In an effort to take full advantage of the historic significance of the campus and in recognition of the 100th anniversary of the founding of the agricultural high school and experiment station, the West Central School of Agriculture Alumni Association donated funds to place historic plaques on each of the buildings that comprise the historic district, denoting the buildings' original name and date of construction. Also, in recognition of the 50th anniversary of the Morris campus, the Morris Alumni Association donated funds to support the development of an audio walking tour of the campus, downloadable on an iTouch or iPod.

Looking Ahead

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

- Continue efforts to increase degree-seeking and revenue-generating non-degree seeking student enrollments

- Continue to improve graduation rates

- Narrow the gap between white students and students of color in retention and graduation rates and in retention rates

- Address the faculty and staff salary issue

- Align the academic and co-curricular programs with recently articulated student learning outcomes

- Increase student engagement, especially in undergraduate research, service-learning, and study abroad

- Continue to strengthen financial modeling practices

- Expand the base of philanthropic support by communicating and implementing Morris' vision for philanthropy, increasing alumni participation and annual giving, and pursuing transformational gifts

- Expand the base of partnerships and collaborations with other higher education institutions and within the University system

- Capitalize on the renewable energy infrastructure available in the west central Minnesota region by developing and offering a variety of credit- and non-credit bearing opportunities for current and prospective students, adult learners, elementary and high school age students, alumni, high school teachers, and the interested public

UNIVERSITY OF MINNESOTA
CROOKSTON

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

Crookston Campus at a Glance

Founded
1905   Northwest School of
        Agriculture founded
1966   University established Crookston
        as an institution of higher
        learning

Leadership
Charles Casey, Chancellor of the
    Crookston Campus
Robert H. Bruininks, University President

Academic Departments
Agriculture and Natural Resources
Liberal Arts and Education
Business
Math, Science & Technology

Degrees/Majors Offered
28 degrees offered; 7 online degrees; 2 academic programs offered in in China

Fall 2009 Enrollment
Undergraduate	1,310	57%
Non-Degree	969	43%
Total	2,279	100%

Fall 2009 Employee Size
Faculty	48
Professional	22
Administrative	30
Civil Service	45
Bargaining Unit	79
Total Employees	257

Degrees Awarded (2008-09)
Associate	14
Bachelor's	253

Campus Physical Size (July 2010)*
Number of Buildings	37
Assignable Square Feet	363,604

Includes buildings leased by the University

Expenditures (FY2009)
$26,082,000

Comparison Group
Crookston has identified nine higher education institutions as the primary group for comparison. The comparison institutions were identified based on the similarities in academic programs, enrollment, urbanization, and other key trends. These institutions are listed in Table 6-1 and their variance among the nine institutions is shown. These institutions are among the most similar to Crookston and data are available for comparison. The institutions, however, have significant differences in undergraduate size, degrees offered, and other factors that need to be considered while reviewing the data. This report includes University data compared with data from the Crookston comparison group where possible.

Table 6-1. Comparison group institutions, Crookston campus

Institution Name	Control of institution	Degree of urbanization	Highest degree offered	Total students	Percent undergrad students	Percent full-time students	Percent of students in cohort who are in-state	Percent Staff
Bemidji State U	Public	Town	Master's	4,571	92%	71%	89%	53%
Dakota State U	Public	Town	Doctoral	2,546	86%	44%	83%	50%
Delaware Valley College	Private	Rural	Master's	2,081	91%	81%	n/a	55%
Northern State U	Public	Town	Master's	2,578	82%	60%	75%	65%
U of Maine at Farmington	Public	Town	Master's	2,351	98%	91%	82%	63%
U of Minnesota Crookston	Public	Town	Bachelor's	2,346	100%	52%	60%	67%
U of Minnesota Morris	Public	Town	Bachelor's	1,686	100%	93%	87%	65%
U of Pittsburgh Johnstown	Public	Rural	Bachelor's	3,121	100%	95%	98%	57%
U of Wisconsin River Falls	Public	Town	Master's	6,452	92%	88%	49%	50%
U of Wisconsin Stout	Public	Town	Master's	8,477	88%	81%	64%	57%

Source: Integrated Postsecondary Education Data System*

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

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

Crookston has experienced two consecutive years of record enrollment, with 1,310 degree-seeking students representing 40 states and 27 countries enrolled for Fall 2009 (Table 6-2). As of Fall 2010, the campus provides 29 undergraduate degree programs and 40 concentrations, including recently approved programs in criminal justice, environmental sciences, and marketing. Over 90 percent of the non-degree students are part of the College in the High School Program. In 2009, a modern apartment-style living and learning residence hall, Evergreen Hall, was built, bringing the capacity for on-campus residency to 563 students in four residence halls. The facility was built for LEED silver certification and also features a state-of-the-art collaborative classroom. Over the past two years, additional upgrades to classrooms and laboratories across campus have improved the student experience and supported academic program growth.

Table 6-2. Student headcounts, Crookston campus, 2000-09

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	3-Year Average Growth
Undergrad	1,180	1,154	1,159	1,187	1,152	1,053	1,053	1,142	1,207	1,310	7.6%
Non-degree	1,595	1,375	1,228	1,133	936	1,081	1,361	1,204	992	969	-10.5%
Total	2,775	2,529	2,387	2,320	2,088	2,134	2,414	2,346	2,199	2,279	-1.8%

Source: University of Minnesota Data Warehouse

The Crookston campus continues to be an important access point for students to the University system. In 2009 the Crookston campus awarded more than $2 million in institutional aid, approximately half of which went to students from families with adjusted gross income of less than $50,000 per year. The Crookston campus uses the marketing headline "Small Campus. Big Degree." to highlight the attraction and benefits of studying in a small, friendly, close-knit campus environment while earning a degree from the University system, one of the most highly regarded brand names in public education. The Crookston campus provides access to high-quality teaching, research, and outreach

and serves as a regional hub for undergraduate education leading to a University diploma. The campus vision also includes technology applications in higher education; innovation, entrepreneurism, and regional sustainability; leadership development; and global and diverse cultural experiences. This vision was developed by the Crookston campus in 2006 and continues to guide decisions and strategic planning.
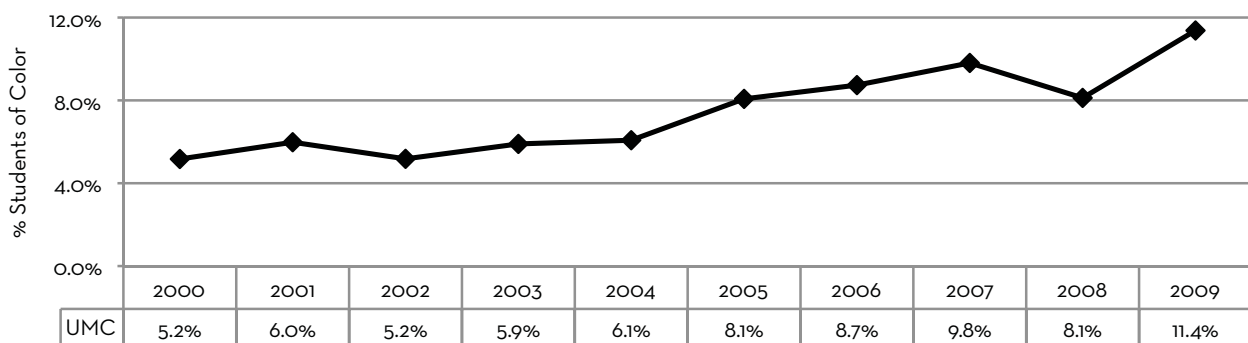
Extraordinary Education

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

The Crookston campus is widely known for producing excellent graduates in many areas of agriculture and natural resources, as well as information technology and other selected programs. Crookston's program in business management, its largest enrolled undergraduate program, continues to grow in 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.

As of Fall 2010 seven of Crookston's 29 bachelor's degree programs are now available entirely online, and interest by students in these programs continues to increase. While maintaining the University's commitment to exceptional quality, these online programs provide flexible options for students who want a University degree but who are constrained by career, family, or location. Crookston academic departments and the Center for Adult Learning (CAL) have grown online credit hours annually by roughly 30 percent since Fall 2008.

A campus-wide commitment to increasing diversity has led to the most diverse student body in Crookston's history and reinforces the goal of providing all students global and multicultural experiences. In Fall 2009, 11.4 percent of the undergraduate student body was comprised of students of color (Figure 6-1). The hiring of a coordinator for diversity programs has not only increased multicultural programming, but also has resulted in the formation of new student groups including the Council on Diversity, the Native American Club, and the Latin Student Association to provide additional support for traditionally underrepresented students. Participation in learning abroad experiences at Crookston is increasing; 44 students in were involved in 2009-10, up from an average of only nine students per year prior to that time.
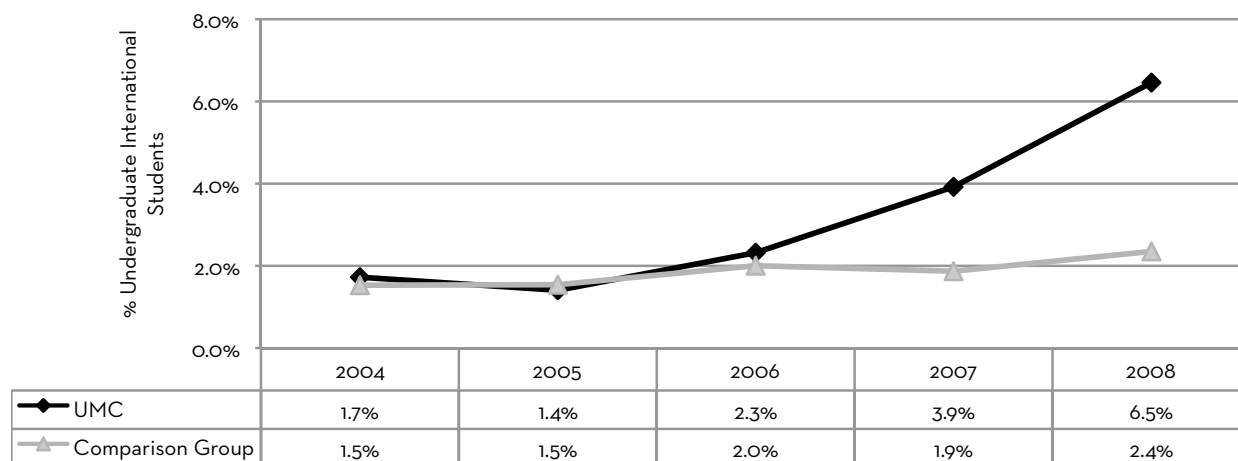
Figure 6-1. Percentage of undergraduate students of color, Crookston campus, 2000-09

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
UMC	5.2%	6.0%	5.2%	5.9%	6.1%	8.1%	8.7%	9.8%	8.1%	11.4%

Source: University of Minnesota Data Warehouse

A notable change in the Crookston campus student body is the increase in international students on campus (Figure 6-2). With the commitment to internationalize across the University system, Crookston has aggressively utilized resources, curricular offerings, and community advantages to recruit quality international students to campus. As a result of recent efforts, an average three-year growth of 26 percent occurred between 2007 and 2009, even after growth in prior years. Further, Crookston's increase in international students as a percentage of the total undergraduate population continues to be above the average of the comparison group (Figure 6-2). In all, enrolled international students represent 27 countries and provide a unique and contributing factor in the experiences on campus.

Figure 6-2. Percentage of undergraduate international students, Crookston campus, 2004-08

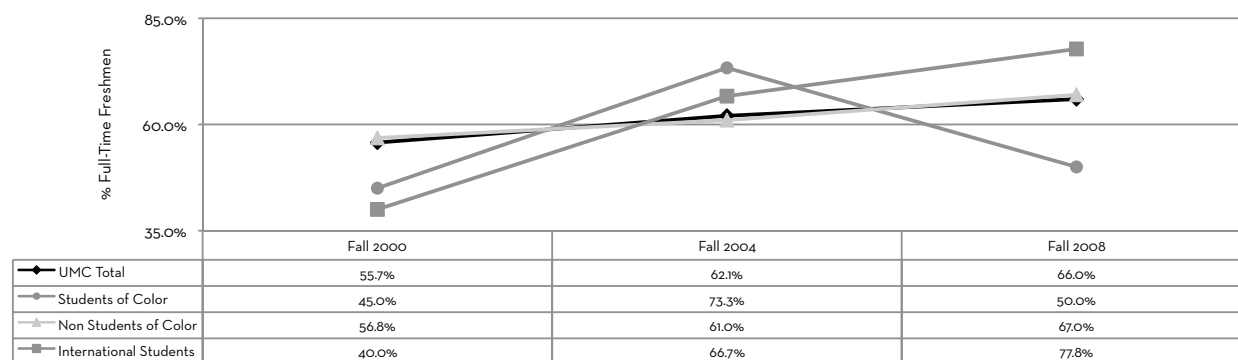|	2004	2005	2006	2007	2008
UMC	1.7%	1.4%	2.3%	3.9%	6.5%
Comparison Group	1.5%	1.5%	2.0%	1.9%	2.4%

Source: Integrated Postsecondary Education System

Table 6-3. Comparison group ranked by percentage of undergraduate international students, 2004 and 2008

	2004		2008			2004		2008	
Northern State U	2	2.2%	1	9.4%	U of Wisconsin - River Falls	6	1.1%	6	1.1%
U of Minnesota - Crookston	3	1.7%	2	6.5%	U of Wisconsin - Stout	7	0.8%	6	1.1%
Bemidji State U	1	6.1%	3	4.2%	U of Maine - Farmington	8	0.6%	8	0.2%
U of Minnesota - Morris	5	1.2%	4	3.6%	U of Pittsburgh - Johnstown	10	0.0%	8	0.2%
Dakota State U	4	1.6%	5	1.4%	Delaware Valley College	9	0.2%	10	0.1%

Source: Integrated Postsecondary Education System

With a high percentage of first-generation college students, increasing first-year retention is a continuing challenge. Strategies to increase retention rates include increasing emphasis on faculty advising, establishing a position of student experience and parent programs coordinator, hiring a director of diversity and multicultural affairs, requiring conditionally admitted students to complete a general education course in their first semester, and encouraging students to use the services of the Academic Assistance Center. Progress is being made with the exception of students of color.
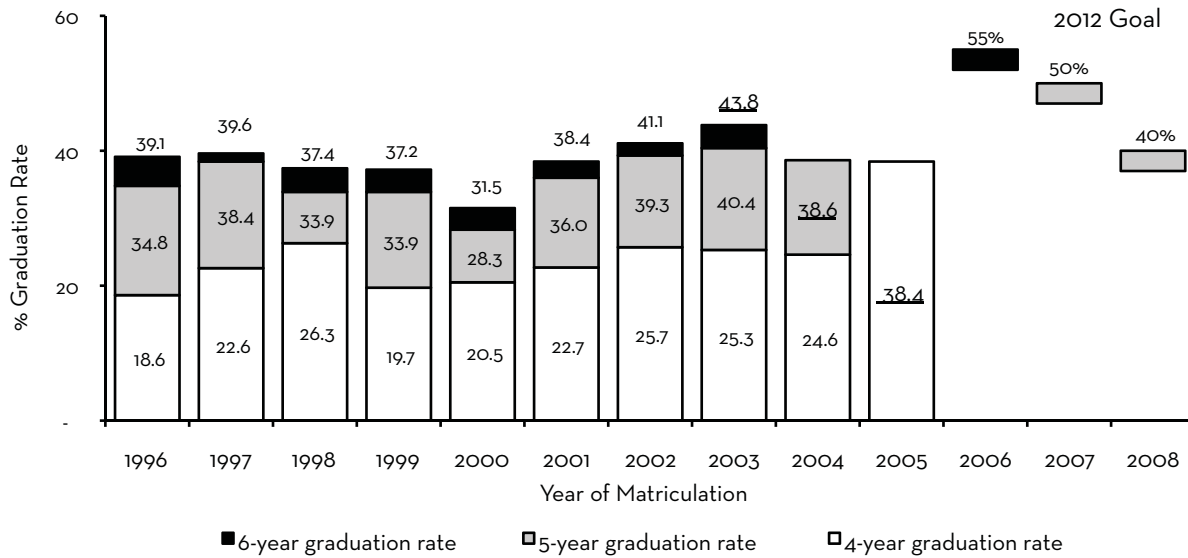
Figure 6-3. Full-time undergraduate first-year retention rate for students, Crookston campus, 2000, 2004, and 2008

	Fall 2000	Fall 2004	Fall 2008
UMC Total	55.7%	62.1%	66.0%
Students of Color	45.0%	73.3%	50.0%
Non Students of Color	56.8%	61.0%	67.0%
International Students	40.0%	66.7%	77.8%

Source: University of Minnesota Official Graduation Retention Data Warehouse Table
IPEDS definition and cohort criteria were used to report retention rate. First-year retention rates available only.

The strategies used to increase retention rates will also increase graduation rates. In addition, students are encouraged to use the Grad Planner when meeting with their advisor. Juniors and seniors are provided the opportunity to register early for classes they need to graduate in a timely way. Access to online courses when scheduling assists in degree completion. When students are admitted, the goal of graduating in four years is discussed as an expectation.

Figure 6-4. 4-, 5-, and 6-year graduation rates, Crookston campus (classes matriculating 1996-2005)

Source: University of Minnesota 2009 NHS Student Graduation/Retention Report

Note: Rates include students who transferred from one University campus to another and graduated (e.g., a student who matriculated at Crookston and graduated from the Twin Cities campus is counted as a Crookston graduate). The University reports graduation rates to a national database (IPEDS); it includes only students who matriculated at and graduated from the same campus. As a result of definitional differences, the rates presented in this figure are slightly higher than those reported to IPEDS.

Table 6-4. First-time, full-time, degree-seeking undergraduate student 6-year graduation rates, comparison Group, 1996 and 2002

	All Student		SOC		Non-SOC		International	
	1996	2002	1996	2002	1996	2002	1996	2002
U of Minnesota - Morris	55.7%	62.9%	40.3%	46.7%	58.1%	65.2%	100.0%	75.0%
U of Pittsburgh - Johnstown	59.8%	62.3%	38.1%	66.7%	60.5%	62.2%	n/a	n/a
U of Maine - Farmington	50.7%	59.4%	30.0%	50.0%	51.8%	59.5%	40.0%	n/a
U of Wisconsin - River Falls	52.7%	54.9%	39.5%	33.3%	53.3%	56.7%	n/a	0.0%
U of Wisconsin - Stout	48.5%	53.0%	17.1%	44.8%	49.4%	53.4%	62.5%	0.0%
Northern State U	41.1%	52.8%	16.7%	30.0%	42.3%	53.8%	50.0%	0.0%
Delaware Valley College	51.2%	50.6%	35.7%	34.8%	52.4%	51.7%	n/a	33.3%
Bemidji State U	42.9%	50.0%	16.7%	9.7%	43.4%	52.3%	59.1%	50.0%
Dakota State U	47.0%	49.8%	0.0%	20.0%	48.0%	50.2%	0.0%	100.0%
U of Minnesota - Crookston	42.2%	37.0%	0.0%	33.3%	43.9%	37.8%	50.0%	16.7%
Comparison Group	50.0%	55.1%	26.0%	37.3%	51.0%	56.1%	51.9%	36.9%

Source: Integrated Postsecondary Education System

Note: The rates shown above represent cohort criteria and are slightly lower than rates in the University of Minnesota NHS Student Graduation/Retention Report

Further development of leadership opportunities for students was a priority during the academic year. The Honors Program completed its second year with the induction of 22 students into Alpha Lambda Delta, a prestigious national first-year honor society. In addition to the existing student leadership opportunities afforded by roughly 40 student clubs and organizations, the campus received introductory membership to the National Society for Leadership and Success, and launched the program in February 2010 with more than 75 student members. In athletics, the NCAA selected Crookston for participation in the NCAA CHAMPS/Life Skills program, which was implemented in Fall 2009. The program supports student-athlete development initiatives of the NCAA and promotes student ownership of their academic, athletic, career, personal, and community responsibilities.

The exceptional student experience offered by the Crookston campus is further complemented by a strong, well-integrated service-learning program. Nearly one-third of all students enrolled in at least one of 31 courses containing a service-learning component and students volunteered more than 10,400 hours on campus in Crookston, in their home communities, or beyond. In June 2010, Crookston was recognized for its commitment to volunteering, service-learning, and civic engagement as one of 15 higher education institutions in Minnesota named to the President's Higher Education Community Service Honor Roll, the highest federal recognition a college or university can receive.

Student responses to the most recently conducted National Survey of Student Engagement (NSSE) indicate the Crookston campus maintains favorable measures of satisfaction. A few key indicators include post-college job skills and academic advising. Eighty percent of freshmen and 81 percent of seniors characterized Crookston as helping them to acquire job or work-related knowledge and skills as "quite a bit" or "very much" (compared to 66 percent for freshmen and 75 percent for seniors at comparison group institutions). Eighty-eight percent of freshmen and 79 percent of seniors also characterized the quality of academic advising as "good" or "excellent."

Breakthrough Research

Increased support for individual, interdisciplinary, and collaborative faculty research continues to be a campus priority, as does outreach to the community and region.

In Fall 2009, Crookston began distribution of University funds ($50,000 for 2009 and $50,000 for 2010) to support increased faculty research initiatives. From these funds three faculty were given research initiative grants in 2009 and one to date in 2010. Two Crookston campus faculty received system startup research grants in the 2009-10 academic year, and seven faculty and staff submitted proposals of over $25,000 each to various agencies.

A total of $150,000 in federal stimulus dollars was awarded to Crookston in 2009 to construct an informatics lab, which will be used by faculty, staff, and students and will support research. This informatics lab will provide scalable computing, networking, and a visualization core common and integral to all fields of informatics. Plans call for the lab to be operational by Fall 2010. Also, in April 2010, a newly formed consortium led by the University of Minnesota Institute for Health Informatics was awarded more than $5 million in federal stimulus dollars to train health professionals in the field of health informatics and infuse highly trained health information technology professionals into the nation's workforce.

Dynamic Outreach and Service

The Crookston campus' commitment to its local, regional, and statewide community is exemplified in the wide range of outreach and service initiatives it spearheads and engages in.

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 Crookston. In 2009 four research projects were completed involving Long Prairie, Minnesota; Todd County, Minnesota; Tower, Minnesota; and a Northwest Minnesota Industry Impact Analysis. The EDA Center has selected four new technical assistance projects for 2010 that will engage students, faculty, and staff and will involve three communities: Appleton, Crookston, and Grand Marais, Minnesota. The EDA Center has also launched its new Student Internship Program in Summer 2010.

In 2009, Crookston established the **Center for Sustainability** to develop and implement Crookston's Climate Neutrality Plan (in support of the ACUPCC initiative) and coordinate campus-wide sustainability initiatives. Student groups such as Crookston Students for Sustainable Development, are directly involved with the Center, and through the Center, Crookston obtained a GreenCorps position, based on campus, to work with the campus and for the community to support local and regional initiatives such as the Crookston Alternative Energy Working Group and the city of Halstad, Minnesota, to develop a grant for LED street lighting.

In addition, Crookston will receive $550,000 through the U.S. Department of Education to establish the **Center for Rural Entrepreneurial Studies**. The Center, which will launch in Fall 2010, is intended to help create jobs and stimulate economic growth regionally by having Crookston faculty and students work with entrepreneurs and small businesses on projects that will share and apply expertise in business management, marketing, and the use of technology in these areas.

World-class Faculty and Staff

The Crookston campus' greatest strength is its human capital. Newly hired faculty and staff continue to expand the credentials, expertise, and capacity for teaching and research at Crookston.

Increasingly, Crookston's faculty and staff possess or are actively working toward terminal degrees, and new hires have experience in obtaining grant funding and in conducting and publishing research. These investments strengthen academic programs and advance the overall goal of the University to become a top public research university. In 2008, six of nine newly hired faculty members possessed doctoral degrees, and two were working to complete doctoral work. In 2009, two additional Ph.D. faculty members were hired, one returning faculty member earned his Ph.D., and eight staff members completed master's degrees.

The importance of tenure-track positions is also key to Crookston's faculty. An investment in faculty positions using revenue from tuition dollars for Fall 2010 involves five tenure-track positions. Each of these positions has been filled with doctoral-level faculty with background in research and/or industry experience. Also, in 2009 and 2010, two faculty members earned tenure and the rank of associate professor.

Crookston faculty members most recently recognized for their exceptional contribution include:

- In 2009, John Loegering, Ph.D., a faculty member in natural resources, was presented with the Horace T. Morse - University of Minnesota Alumni Association Award for Outstanding Contributions to Undergraduate Education. He is the third Crookston campus faculty member in the past 10 years to earn this honor.

- In 2009, Lyle Westrom, Ph.D., a faculty member in agricultural education, was inducted into the Minnesota FFA Hall of Fame, and Terrill Bradford, M.S., a faculty member in animal science, received the Minnesota Honorary FFA Degree.

- In 2010, Dan Svedarsky, Ph.D., professor of natural resources and director of the Center for Sustainability, was one of 11 individuals from across the University to receive the 2010 President's Award for Outstanding Service.

Outstanding Organization

As an outstanding organization and a responsible steward of resources, the Crookston campus is focused on service, driven by performance, explores internal and external collaboration, and is recognized among peers. Major highlights in this arena include strategic planning, technical innovations, and regional partnerships.

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. A Strategic Positioning Committee and a Strategic Modeling Committee, both with active working groups including faculty, administration, staff, and students, were formed in early 2010.

As noted by the University auditors involved in the Fall 2009 campus-wide audit, "Crookston has a robust process for **management of computer equipment**. Crookston has one of the most complete computer inventories at the University. Assignment and collection of student computers at the beginning and end of each academic year is well managed." Crookston's computer workstation management process was cited as a "University Best Practice." Financial Aid and Technology Support Services developed an efficient online application to manage workstudy students. Presented at the University Quality Fair in February 2010, the application earned third place honors and was modified for use by the Morris campus.

A partnership between the University's College of Veterinary Medicine and the Crookston campus Agriculture and Natural Resources Department will offer the **VetFAST program** to Crookston students enrolled in pre-veterinary medicine beginning Fall 2010. Crookston is also an active partner with the Northwest Minnesota Foundation on that organization's Impact 20/20 initiative, the goal of which is a strong economic future for northwest Minnesota.

Crookston was the successful applicant for the **Otter Tail Power Company Campus Energy Challenge**, which will bring approximately $150,000 to campus in the form of campus improvements (equipment, meters, and environmental controls) to increase energy efficiency. Launched in Fall 2009, that program is working toward the goal of reducing campus electrical energy consumption by as much as 15 percent by the end of 2010 through education and behavior change of students, faculty, and staff. In addition, discussions of opportunities for collaboration have been and continue to be held with several regional organizations and institutions including the Western Alliance of Clinical Lab

Science Consortium, the University of North Dakota, Minnesota West Community and Technical College, Central Lakes College, Minnesota State Community and Technical College, and Northland Community and Technical College.

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

Plans for the Future

- Support new faculty and staff to ensure their success in teaching, research and outreach.

- Support initiatives to increase retention rates and meet 2012 graduation rate goals.

- Complete strategic positioning work for budget planning for FY 2012 and 2013.

- Support the work of the Campus Sustainability Committee including energy conservation, recycling of materials and other initiatives to strive for a more sustainable future.

- Support the Crookston application to participate in the Higher Learning Commission Academic Quality Improvement Program (AQIP).

- Support and encourage faculty research and other grant funded initiatives.

- Continue to participate in the Northwest Minnesota Foundation Education Task Force.

- Support overall University goals.

UNIVERSITY OF MINNESOTA
ROCHESTER

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

The Rochester campus serves as a conduit and catalyst for leveraging intellectual and economic resources in Rochester and southeastern Minnesota through its signature academic, research, and public engagement programs in collaboration with other campuses of the University, other higher education institutions throughout the state and nation, governmental and non-profit organizations, and private enterprise.

Rochester Campus at a Glance

Founded
2008   U of MN established as an institution of higher learning
2009   First undergraduate class

Leadership
Stephen Lehmkuhle, Chancellor of the Rochester Campus
Robert H. Bruininks, University President

Academic Areas of Interest
Adult Education/Human Resource Development
Biomedical Infromatics and Computational Biology
Biostatistics
Business and Management
Clinical Laboratory Sciences
Education
Health Sciences
Nursing
Occupational Therapy
Public Health

Academic Areas (continued)
Respiratory Care
Social Work
Technology
Noncredit Continuing Education, Professional Development and Outreach

Degrees/Majors Offered
2 baccalaureate degrees offered in 4 academic programs; 3 master's degrees offered in 15 academic programs; 2 doctoral degrees available in 5 different academic programs; post-baccalaureate certificate, licensure, and non-credit continuing education programs are offered

Fall 2009 Enrollment
Undergrad	57	100%
Total	57	100%

Fall 2009 Employee Size
Faculty	4
Administrative	24
Bargaining Unit	24
Total Employees	52

Degrees Awarded
First entering class in 2009; no graduates to date

Campus Physical Size (July 2010)*
Number of Buildings   5
Assignable Square Feet   434,209
*Includes buildings leased by the University

Expenditures (FY 2009)
$4,982,000

Below are summaries of the progress of the new Rochester campus as it grows and fulfills the mission of the University and its Rochester campus. The new campus is establishing a programmatic niche in the health and biosciences; building innovative curricula and academic models; designing new approaches for student support; and assembling the programmatic, faculty, student support, technology, and capital resources needed to implement the mission. A variety of partnerships that leverage, enrich, and diversify these resources are described in each section below.

Academics and Research

In Fall 2008, an interdisciplinary, all-University graduate program, with its administrative home at the Rochester campus, began to train the leaders of tomorrow in Biomedical Informatics and Computation Biology (BICB). The BICB program, a Rochester collaboration with the Twin Cities campus, Mayo Clinic, IBM, and the Hormel Institute, offers M.S. and Ph.D. programs in this vibrant and fast-paced field, and has currently 46 faculty members from across the participating institutions. The program serves part-time and full-time students at the Twin Cities and Rochester campuses. Since its inception, BICB has grown to about 30 graduate students, equally divided between the two locations and almost equally divided between the M.S. and Ph.D. programs.

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

As a result, new lines of research, new interactions, and new resources in the form of federal competitive grant funding have developed. Over the past three years, with funding from the state, BICB has supported three broad research areas: data mining of clinical data, machine learning to predict disease state, and computational methods for rational drug design. Rochester funded nine collaborative research projects, 15 graduate traineeships, and one post-doctoral associate. All BICB-funded research and traineeships are multi-institutional collaborations. These collaborations resulted in: six federal grants involving Twin Cities campus faculty and collaborators at other participating institutions totaling more than $3 million; one Minnesota partnership for Biotechnology and Medical Genomics grant of approximately $500,000, resulting from a collaboration among the Rochester campus, IBM, and Mayo Clinic; 20 research reports in 2009 and six research reports by the end of Spring 2010; and a prestigious IBM fellowship award for one of the BICB trainees.

The BICB program has also fostered interaction between and among the collaborating institutions' researchers and staff by organizing BICB-focused research symposia. Since 2007, the BICB program has hosted nine research symposia; the first was attended by 30 researchers from the Twin Cities campus, Rochester campus, Mayo Clinic, IBM, and the Hormel Institute, while the most recent (June 2010) was attended by approximately 120.

The BICB program in partnership with the University's Supercomputing Institute for Advanced Computational Research (MSI), established the MSI-Rochester BICB Computational Laboratory (UMBC Lab) in 2009. The lab offers high-performance computing resources that were awarded to the BICB program through IBM's Shared University Research (SUR) program. The UMBC Lab supports interdisciplinary and collaborative BICB projects between/ among IBM, Mayo Clinic, Rochester campus, Twin Cities campus, and the Hormel Institute and provides access to software and storage resources necessary to develop and support research as part of the BICB program.

Also in Fall 2009, the Rochester campus welcomed its inaugural class of the new **Bachelor of Science in Health Sciences degree** (BSHS). The BSHS provides education and training for students interested in health-professions career programs, post-baccalaureate education, professional degrees, and industry careers in the biotechnology sector. Students share a common curriculum during the first two to three years, with the remainder of the degree program targeted to the students' career aspirations and preparation for post-baccalaureate programs and professional schools in the health sciences.

The **Center for Learning Innovation** (CLI) is the organizational structure that is taking a research-based approach to learning and assessment in the development and implementation of this curriculum. CLI promotes a learner-centered, technology-enhanced, concept-based, and community-integrated learning environment in which ongoing assessment guides and monitors student achievement of measurable objectives and is the basis for data-driven research on learning. The development of the learning analytics is receiving support from various groups in the Office of Information Technology. CLI will serve as a laboratory for learning, lead the development of the integrated curriculum for baccalaureate degrees in the health sciences, and work in collaboration with regional businesses and industry to provide unique educational opportunities for students.

In the June 2010 meeting of the Board of Regents, a second undergraduate program was approved that leads to a **Bachelor of Science in Health Professions** (BSHP). The degree is awarded by the University and a certificate is awarded by Mayo School of Health Sciences (MSHS) in one of five fields: echocardiography, radiation therapy, radiography, respiratory care, and sonography. The CLI is the academic unit at Rochester that administers the BSHP. The

program is a junior-admitting program and will admit its first class of students in Fall 2011 and is expected to grow to a total enrollment of approximately 140.

The Rochester campus continues to offer programs from the Twin Cities and Duluth campuses. Approximately 350 students are enrolled in more than 30 undergraduate, graduate, certificate and licensure programs delivered by the School of Public Health, School of Nursing, Center for Allied Health Programs, College of Education and Human Development, Institute of Technology, and Labovitz School of Business and Economics. The introduction of additional programs is under consideration on an ongoing basis.

Last July, the Rochester campus began the process of gaining accreditation by requesting an Eligibility Interview with the Higher Learning Commission of the North Central Association of Colleges and Schools, which took place in September 2009.

Student Affairs

Rochester has been developing a recruitment and communication strategy using a variety of methods to reach prospective students at various points in their high school careers: high school visits, college fairs, campus visit days, paper mail, email, Facebook, and other technologies. The focus of this strategy is to identify students who have a strong interest in the health sciences and are likely to be academically successful in Rochester's Bachelor of Science in Health Sciences (BSHS) program. The recruitment area is primarily in the upper Midwest (MN, WI, IA, ND, SD), but inquiries and applications are coming from across the country. Rochester successfully recruited and matriculated a class of 57 first-year students for Fall 2009. An expected class of nearly 100 new freshmen will begin in Fall 2010; approximately 80 percent of these incoming students live more than 50 miles from Rochester.

The Rochester campus has also successfully admitted, and plans to matriculate, advanced-standing students (transfers from other institutions), international students, and Post-Secondary Enrollment Option (PSEO) students, thus broadening the profile of the BSHS student body.

Rochester continues to build educational and student services resources through collaborative agreements with organizations already providing similar services locally. Examples include a partnership with the Rochester Area Family Y to offer recreational services and facilities, and a contract with Olmsted Medical Center to provide staffing and supplies for the Rochester Student Health Services. Rochester has also made arrangements with local providers to meet current housing needs; they provide specialized access to housing for University students while maintaining property management and leasing responsibilities. Rochester will be entering into a longer-term arrangement for student housing in the 318 Commons building, providing a master lease on more than 200 beds for students in University-managed residential space beginning in Fall 2011.

The Rochester campus continues to work closely with Academic Student Resources on the Twin Cities campus (and affiliated offices such as the Office of Student Finance and OneStop) to provide front-line service in Rochester for all Rochester students, while relying on system resources for technical support and back-office functions. Rochester is also developing and expanding the student records capabilities on our campus, including admission/cancellation, matriculation, registration, course creation/approval, midterm and semester grading, satisfactory academic progress reports, probation/suspension procedures, and, eventually, graduation clearance, etc.

Faculty and Staff

Faculty and staff requirements are increasing as academic programs expand and enrollment grows. New positions are added commensurate with enrollment growth and the demand for services.

Faculty on-site and from the Twin Cities and Duluth campuses, as well as joint resident faculty appointed from collaborating organizations, will continue to provide teaching and research services for Rochester. CLI is the academic home of faculty and staff involved in the BSHS and BSHP programs. The on-site program staff is categorized into three areas: tenure/tenure-track faculty, teaching specialists and lecturers, and post-doctoral fellows. In Fall 2009, CLI housed five tenure/tenure-track faculty, three lecturers and teaching specialists, and three post-doctoral fellows to serve students in the BSHS program. In Fall 2010, the CLI will house 10 tenure/tenure-track faculty, 8.75 lecturers and teaching specialists, and three postdoctoral fellows. As enrollment in the BSHS increases and additional academic programs and research initiatives are established, the number of Rochester-based faculty will continue to grow.

Finances

The Rochester campus continues to explore short- and long-term financing strategies. The increased number of graduate students in the BICB program and the cumulative effect of each new first-year class in the BSHS program provide Rochester one measure of long-term financing generated by student enrollment. BSHS will provide additional tuition and University-fee revenue beginning in Fall 2011. During FY 2011, Rochester will receive a non-recurring allocation of $100,000 to support the hiring of new tenure-track faculty to complete the development of the sophomore-year curriculum and begin curriculum development for the junior year of the BSHS program.

Planning for an **increased enrollment in the Center for Allied Health Programs** (Master's of Occupational Therapy and the undergraduate Clinical Lab Sciences) will help provide stable enrollment in the partnership programs. As noted in previous Accountability Reports, Rochester receives 25 percent of the tuition and university fee from students enrolled in the partnership programs. These programs are, however, subject to the financial constraints of their home campuses and colleges, and may be discontinued at the Rochester campus. This is evidenced by the FY 2011 discontinuance of the Bachelor of Fine Arts program from Duluth campus and the Masters of Social Work from the Twin Cities campus.

New in FY 2011 will be a revenue stream from ICR. Faculty research grants have been and will continue to be another measure of long-term financing. ICR will be used to fund research development, faculty publication, cost-share requirements for additional research grants among its new faculty, and other needs in Rochester's research efforts.

Development, fundraising, and outreach efforts also have a direct impact on Rochester's, both short- and long- term finances. Efforts in these areas are discussed elsewhere in this report.

The **City of Rochester** continues to demonstrate its support for the growth of the Rochester campus. In 2009, the Rochester City Council approved $7.3 million in city sales tax for the final build out of Rochester's instructional space at University Square and a public/private partnership for construction of additional instructional space and student housing. Of that funding, $1.5 million has been used to build out classrooms and labs at University Square. During the summer of 2009, a chemistry lab with 12 fume hoods, a multipurpose science lab, three learning-design studios, another small group study room, and a Just Ask student assistance center were completed. Three additional learning-design studios will be completed in Summer 2010.

In May 2010, the City signed an agreement with the University to transfer the remaining $5.8 million of city sales tax to support the development of the public/private building project (318 Commons) that will contain additional instructional space (two 84-seat classrooms and a multipurpose science lab) and housing for students. The housing portion of this project will accommodate 208 Rochester students on the third through eighth floors. The Rochester campus has entered into a 10-year lease, with options for two additional three-year terms, for the academic space and the student housing. Construction on this project began in May 2010 and is scheduled for completion in the summer of 2011.

In June 2010, the Rochester campus purchased property at 701 Broadway Ave. South in Rochester. As described below, this property sits on the proposed future site of the Rochester campus, at the southern edge of downtown Rochester. Rochester and the University's Real Estate Office are negotiating with the owner of a second piece of property that is adjacent to this recent acquisition.

Facilities

Though the completion of **a permanent campus for Rochester** is decades into the future, initial steps have been taken to move the University in the appropriate direction. The first step was to identify a preferred campus site that meets all of the criteria recommended in the Campus Master Plan. That site, part of the Rochester Downtown Master Plan, positions the Rochester campus, along with the Mayo Clinic, as anchors for the research/education district. It is also at the southern end of the "Main Street" mixed-use district.

Once the site was selected, efforts were initiated to introduce the idea to the community and begin developing working relationships with the current property owners based upon accurate and substantive information, rather than potential rumors. Steps were also taken in this past year to acquire properties on the preferred site that were on the commercial market prior to Rochester's announcement. One property has been secured and negotiations continue on a second parcel. The City of Rochester continues to hold property within the preferred site for future sale to the University.

Supporting future Rochester campus growth is the collaborative Downtown Rochester Master Plan. This effort is a joint project among the Mayo Clinic, City of Rochester, Rochester Downtown Alliance, Rochester Area Foundation, and the Rochester campus. The objective of the project has been to plan downtown growth to accommodate the expansion requirements of the Rochester campus and the Mayo Clinic. The focus is on effectively planning transportation to help develop a downtown that supports housing and other services necessary for a successful campus development, services that are provided through partnerships or the private sector, not solely by the Rochester campus. The next steps in this effort are to initiate changes to building codes, review practices, and upgrade infrastructure to encourage new development.

The Rochester campus facilities now include the following leased and owned properties:

- 2007 – University Square, 111 S. Broadway; 56,786 sq. ft., office, classroom and lab space (leased)
- 2009 – Broadway Hall, 102 S. Broadway; 7,888 sq. ft., office space (leased)
- 2011 – 318 Commons, 320 First Ave. SW; 25,718 sq. ft., academic space (leased)
- 2011 – 318 Commons, 320 First Ave. SW; 84 apartment units floors 3-8, (leased)
- 2010 – 701 Broadway Avenue South; .84 acres, (owned)

Information Technology

An **innovative and dynamic information technology (IT) infrastructure** has been developed to support Rochester's development into a focused institution that will provide a distinctive educational experience and promote a research agenda to advance science and the science of education. The Rochester campus is in a unique position to leverage the significant IT resources of the University's Office of Information Technology (OIT), as well as the IT expertise found within the colleges of the Twin Cities and coordinate campuses. Email, storage, virtual servers, remote system administration, and networking are all provided to the Rochester campus from OIT.

The Rochester campus' IT unit has focused on developing the IT infrastructure that needs to be provided on campus. These services and support include: a laptop program that makes enterprise quality laptops chosen to meet the unique demands of the curriculum available to BSHS students; an ITV/classroom support group that supports all classroom technologies at Rochester; an office/academic support group that supports the growing computational needs of the Rochester campus faculty and staff; a web/software development group that develops interactive web tools, supports Rochester's web communications, and supports the development of Rochester's curriculum delivery and assessment system; and a group that interfaces with OIT in regards to networking, storage, and telecommunications.

Rochester's IT group has worked closely with the Twin Cities colleges and coordinate campuses to leverage their expertise and best practices. The Rochester campus Laptop Program draws from the experiences of the University of Minnesota Crookston and the Carlson School of Management. ITV/Classroom Support Services has worked closely with the Academic Health Center (AHC) to coordinate and improve the delivery of distance learning. The web/software development group has developed close working relationship with OIT and University Relations. Rochester was one of the first coordinate campuses to roll out University Relations' events calendar.

The Rochester campus' IT is also working closely with the Rochester campus faculty and staff to identify and pilot emerging technologies. Working in conjunction with Rochester librarian, Rochester's IT is piloting the use of Amazon's Kindle and Barnes and Noble's Nook to create a virtual library. Rochester's IT is beginning a pilot project to examine the efficacy of using iPads to control classroom technology and to emulate smartboard technologies.

To support the use of education technologies within the CLI curriculum, Rochester's IT has partnered with OIT's Digital Media Center to hire two post-doctoral instruction technologists to support the effective integration and evaluation of technology in teaching, research and engagement practices across the CLI curriculum through consultation with CLI faculty, and coordinate and facilitate access of CLI faculty and staff to OIT's resources. In addition, these post-docs will contribute to faculty development, consultation, and evaluation projects that are strategically significant for OIT. The overarching goal of these positions is to facilitate the building of ongoing and sustainable relationships between CLI faculty and the educational technology staff at the Twin Cities campus.

Service and Outreach

During this past year additional steps have been taken to engage the public in the development of the Rochester campus as an educational and community entity in southeastern Minnesota. Rochester has initiated a **community-wide effort to select a mascot** to further signify the growth of the institution. The campaign, which will be completed in September 2010, includes multiple community contact points and will culminate with a public event to unveil and celebrate the selection of the mascot. The final selection will be made by students through an online ballot. Though the mascot is purely Rochester, the institution will continue to use maroon and gold, the block M, and the Driven to Discover tagline, all of which have been integrated into many of Rochester's branding efforts.

Outreach efforts for the Rochester campus have also shifted this past year. The first major shift has been the introduction of faculty who are reaching out to the community and to their professional disciplines to share the knowledge and expertise of the institution. In the past year the new faculty have organized undergraduate curriculum and studies to include engagement with the art community on an exhibit in medical art and illustration and with the public library on a city-wide initiative on race relations. Philosophy and sociology faculty teamed with a program director in health sciences to organize and deliver a half-day ethics engagement that introduced a new format for evaluating and discussing community ethics issues to a cohort of 40 community members who had been identified by the local chamber of commerce as future leaders. In the coming year, a chemistry faculty member and his team will work with local organizations and institutions to create a program to expose high school students to new developments in the world of chemistry, an effort that coincides with the year of chemistry celebration and activities planned by the American Chemistry Society. Next spring, philosophy and writing faculty will travel to Japan and offer Rochester students an undergraduate course in philosophies of healing. Finally, a new math faculty member will spend the next year as a fellow with Program NEXT, an initiative to improve educational and research efficiency and quality in young math faculty.

There is also a shift in the direction of non-faculty efforts. In the past, the Rochester campus has focused outreach on engagement initiatives that would serve community needs and raise community awareness of the Rochester campus. For example, collaborative efforts with the region's PK-12 school districts have been, and will continue to be, a significant focus. This next year, however, as part of a greater community effort driven by a desire to become a destination medical community, resources will be shifted to a more directed activity of engaging and informing both visitors and residents. Rochester will strive to become the conduit for predictable and steadily available programs of education. The goal is to provide a venue for sharing the University's knowledge and cutting-edge research.

Development

Rochester is taking a new first step in the area of development. Working closely with the University of Minnesota Foundation, the Rochester campus is creating and implementing the cornerstone of a long-term development effort. This fall, new staff will focus on the initiation of a structured, technology-driven annual giving campaign to raise awareness among potential donors about what is happening at the Rochester campus and then expand communication and conversations with select individuals to encourage financial support of Rochester and its students. This will be the first such effort organized and implemented by Rochester and is expected to help complete the foundational work necessary to open and build relationships. The campaign will also be coordinated with non-faculty outreach efforts to take relationships established elsewhere at Rochester and further support ongoing communication efforts.

Key Data Sources

Association of American Universities	www.aau.edu
Association of Research Libraries	www.arl.org
Association of University Technology Managers	www.autm.net
Institute of International Education	www.iie.org
National Center for Education Statistics	nces.ed.gov/ipeds
National Institutes of Health	www.nih.gov
National Research Council	http://sites.nationalacademies.org/NRC
National Science Foundation	www.nsf.gov
The Center for Measuring University Performance	http://mup.asu.edu

University of Minnesota Links

Twin Cities Campus	www.umn.edu
Duluth Campus	www.d.umn.edu
Morris Campus	www.mrs.umn.edu
Crookston Campus	www.crk.umn.edu
Rochester Campus	www.r.umn.edu
University of Minnesota Extension	www.extension.umn.edu
Research and Outreach Centers	
North Central Center at Grand Rapids	http://ncroc.cfans.umn.edu
Northwest Center at Crookston	www.nwroc.umn.edu
Southern Center at Waseca	http://sroc.cfans.umn.edu
Southwest Center at Lamberton	http://swroc.cfans.umn.edu
UMore Park at Rosemount	http://umorepark.cfans.umn.edu
West Central Center at Morris	http://wcroc.cfans.umn.edu
Academic Health Center	www.ahc.umn.edu
Board of Regents	www.umn.edu/regents
Controller's Office	www.finsys.umn.edu/controller/controllerhome.html
Minnesota Medical Foundation	www.mmf.umn.edu
Office for Public Engagement	www.engagement.umn.edu

University of Minnesota Links (continued)

Office of Budget and Finance	www.budget.umn.edu
Office of Senior Vice President and Provost	www.academic.umn.edu/provost
Office of Institutional Research	www.irr.umn.edu
Office of International Programs	www.international.umn.edu
Office of Oversight, Analysis, and Reporting	www.oar.umn.edu
Office of Planning and Analysis	www.academic.umn.edu/planning
Office of the President	www.umn.edu/pres/
Office of Vice President for Research	www.research.umn.edu
University Libraries	www.lib.umn.edu
University of Minnesota Alumni Association	www.alumni.umn.edu
University of Minnesota Foundation	www.giving.umn.edu/foundation

APPENDIX B:
BOARD OF REGENTS

University Relations/Government Relations

www.umn.edu/urelate

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Ann D. Cieslak
Executive Director and Corporate Secretary
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University of Minnesota
Minneapolis, MN 55455-2020

APPENDIX C:
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