

ARCHIVES  
PRINT  
04/05/50  
1993

Presenting...  
The University of Minnesota -  
Duluth.  
Board of Regents  
October 7, 1993



*Presenting...*

# The University of Minnesota, Duluth

**University of Minnesota  
Board of Regents  
October 7, 1993**

# UNIVERSITY OF MINNESOTA, DULUTH

## MISSION

The University of Minnesota, Duluth (UMD) serves northern Minnesota, the state, and the nation as a medium-sized comprehensive 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 primary commitment to quality instruction.

At UMD, a firm liberal arts foundation anchors a variety of traditional undergraduate degree programs, outreach offerings, and selected professional and graduate studies. Active learning through internships, honors programs, research, and community service promotes the development of skills, critical thinking, and maturity sought by society. Demanding standards of performance for students, faculty, and staff make UMD attractive to students with strong academic potential.

The campus contributes to meeting the cultural needs of the region and serves as a central resource for the economic development of the region through community outreach and through an emphasis on the sea-grant and land-grant components of its program.

UMD significantly contributes to enhancing the national stature of the University of Minnesota by emphasizing quality programs central to the mission of the University of Minnesota and the distinctive mission of UMD within the University system.

Providing an attractive alternative to both large research-oriented universities and small liberal arts colleges, the University of Minnesota, Duluth attracts the student looking for a program that emphasizes a personalized learning experience on a medium-sized campus of a major university.

## Guiding Principles

- A. The first and foremost commitment of the campus community is to provide its students with the knowledge, understanding, values, and critical thinking skills necessary to contribute to society, to lead satisfying and productive lives, and to attain personal goals. These objectives are met through a supportive learning environment and high quality instruction.
- B. The faculty and staff are dedicated to the highest quality effort in scholarship and all other work assignments and, in order to continue improving performance, to the assessment of the results of their efforts.
- C. UMD recognizes its special obligation to serve as a source of knowledge and as a center of cultural activities, continuing education, professional development, and technological expertise for its various constituencies.
- D. The institution is strongly committed to providing an environment of broad-based cultural, racial, and socioeconomic diversity in which such differences are affirmed as a desired characteristic of the campus community.
- E. Educational and budgetary planning are to be open and inclusive processes, sensitive to present and future needs and conditions of members of the campus community, the state, and beyond.

- F. The process by which UMD communicates and interacts with employees, students, and external constituencies is forthright and direct and creates a community of trust and mutual support.

## CAMPUS GOALS

The University of Minnesota, Duluth will:

- A. Provide high quality instruction and educational environments at all levels.
- B. Promote high quality research and creative activity.
- C. Develop, define, and promote activities that will enable UMD to participate actively in our regional community.
- D. Increase the total undergraduate student body with emphasis on attracting, retaining, and graduating high quality students.
- E. Increase the number of students in existing graduate programs, provide additional selected graduate and professional programs, and enhance graduate education overall.
- F. Encourage recognition, understanding, and respect of cultural and human diversity by the faculty, staff, and students; increase diversity on campus and in the curriculum.
- G. Develop the Library and other information resources and technology to meet the needs of the campus community.
- H. Ensure a high quality of student life through activities, services, and programs for personal growth and development, in addition to classroom activities.
- I. Provide strategic management of financial, physical, and human resources to support the educational mission of the campus.

## VISION 2000 - VCAA CAMPUS PLAN

The office of the Vice Chancellor for Academic Administration will promote the University of Minnesota-Duluth as a role model for all medium-size, comprehensive institutions of higher education. A major strength of UMD is its well-blended mix of high quality undergraduate and graduate education, first rate research and scholarship activities, and significant outreach initiatives. The critical balance between these endeavors will be maintained and the integration between them enhanced as the institution seeks to meet societal needs into the 21st century. Three themes are inherent to the VCAA Vision 2000 Campus Plan and will guide the distribution of resources over the next seven years:

- 1. Teaching and research will be subject to regular monitoring and assessment to strive for high quality and continuous improvement across campus.
- 2. Distinguished teaching and research that incorporate interdisciplinary ideas and diversity initiatives will be supported.
- 3. Programs must find an academic niche and seek prominence at a national or regional level. Relatively weak programs will assume greater service functions within the

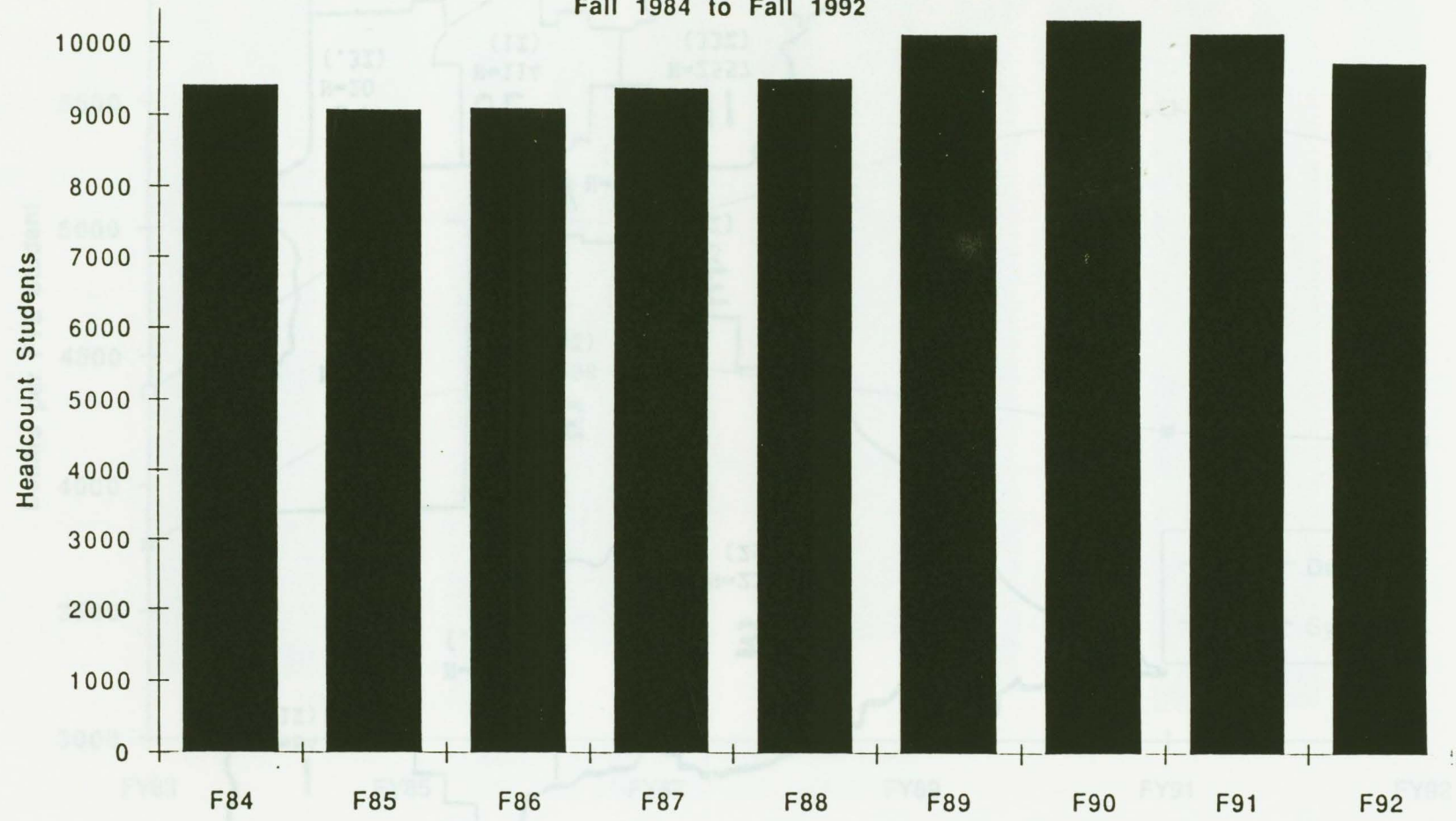
institution. This institution can no longer support all the current programs and maintain quality, consequently some majors will be down-graded to minor status.

This plan seeks to foster growth in the reputation of UMD and its community of scholars and staff as the premier comprehensive university in the state. National trends and changing needs are placing increasing pressure on the structure and delivery of higher education. UMD must respond to these. Nevertheless, whatever the new status of a particular unit, each program is valuable and important in the operation of this quality institution.

This plan emphasizes a commitment to UMD's mission in recognizing the importance of broad-based, high quality programs in serving regional, state, and local needs. The focus of attention during the next seven years will be on maintaining and improving a high quality liberal arts education, while also providing further opportunities in the applied sciences and cultural arts. Several themes will be accentuated in our research, teaching and outreach ventures: water resources and concerns with Lake Superior; American Indian issues, particularly education; and activities related to culture and the arts. Department and unit plans that demonstrate a commitment to these initiatives and exhibit a comparative advantage over other institutions will be supported by the office of the VCAA.

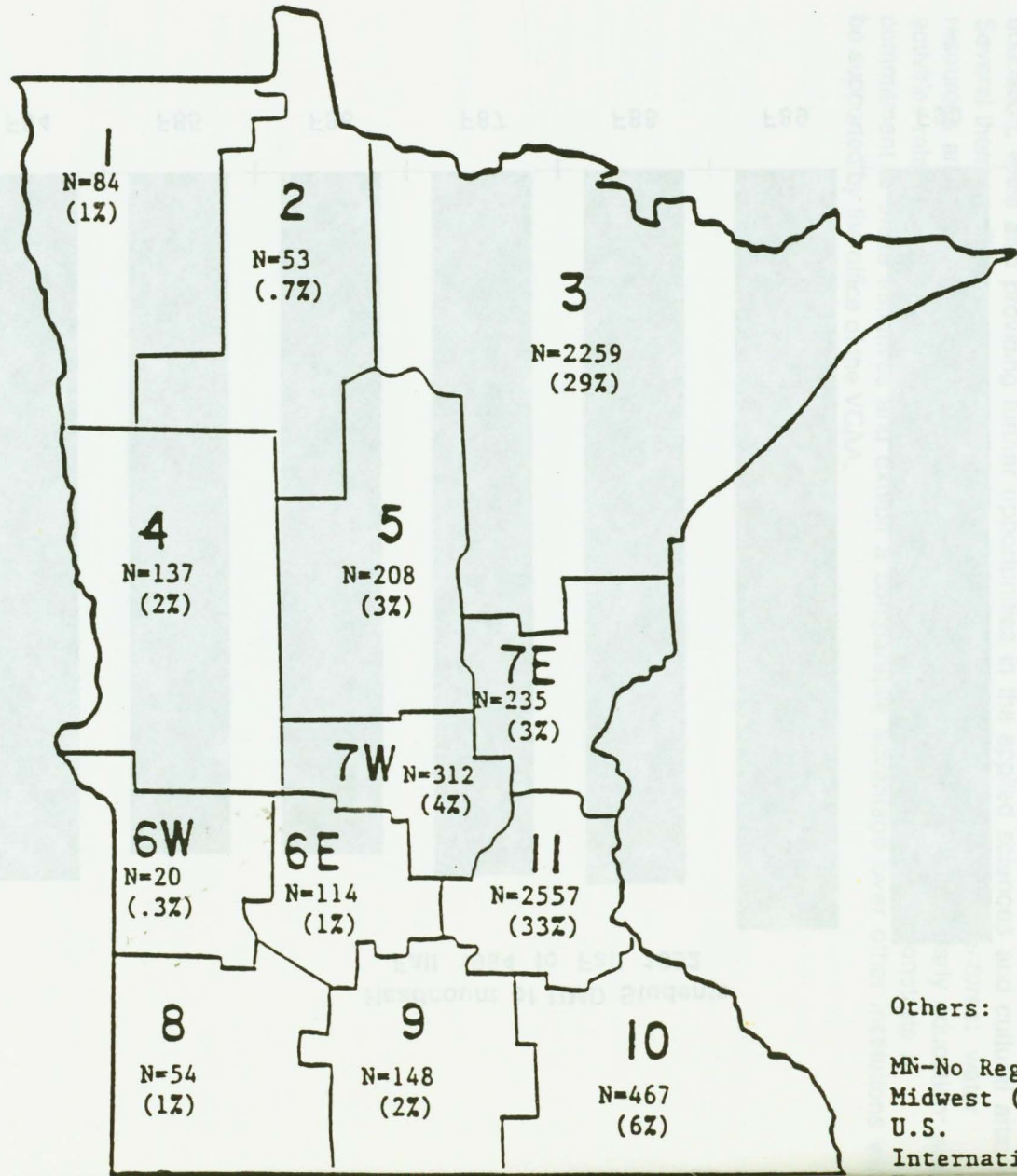
21  
15

Headcount of UMD Students  
Fall 1984 to Fall 1992



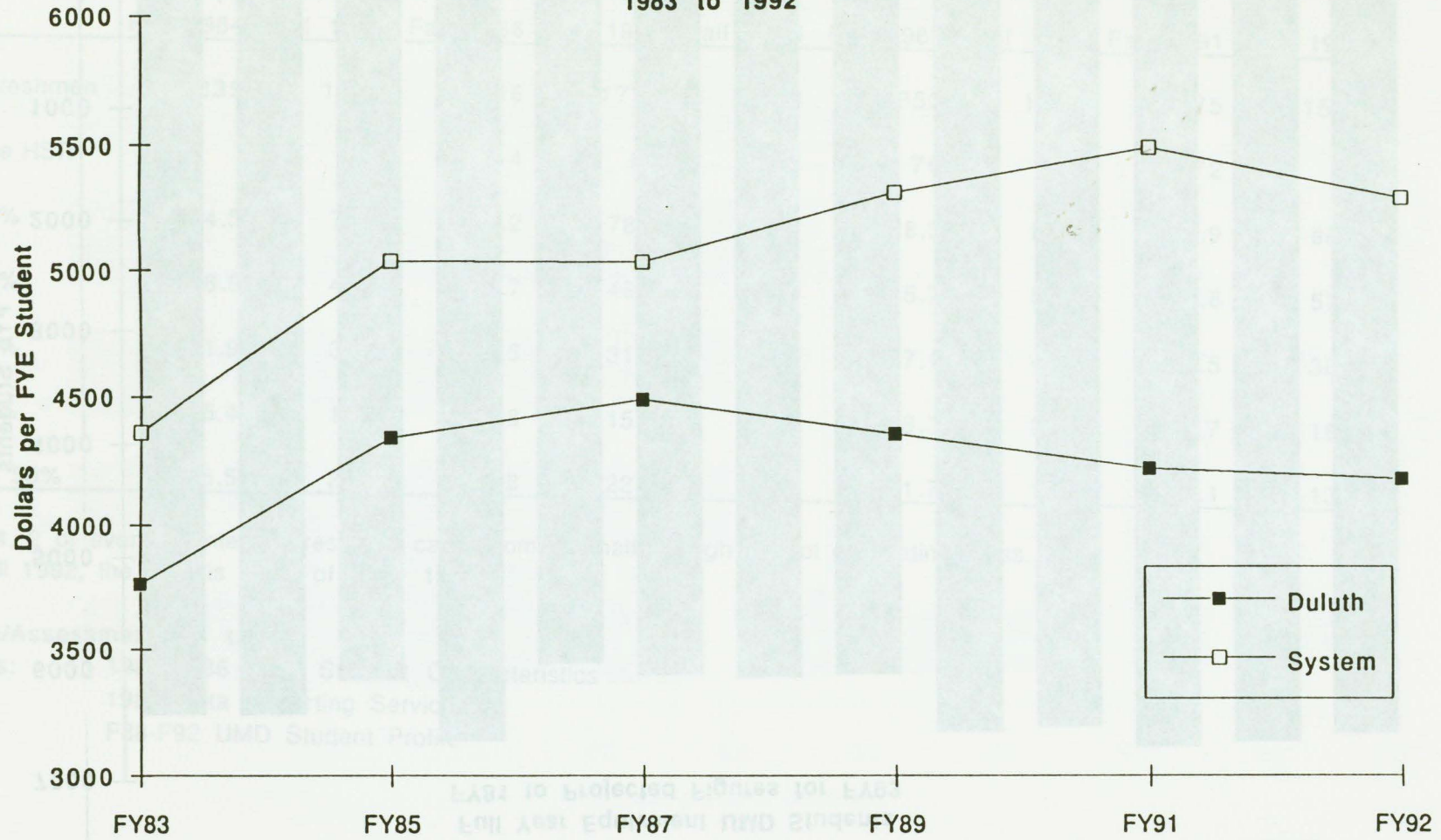
# Fall 1992 Headcount by Geographic Region

9/1/92



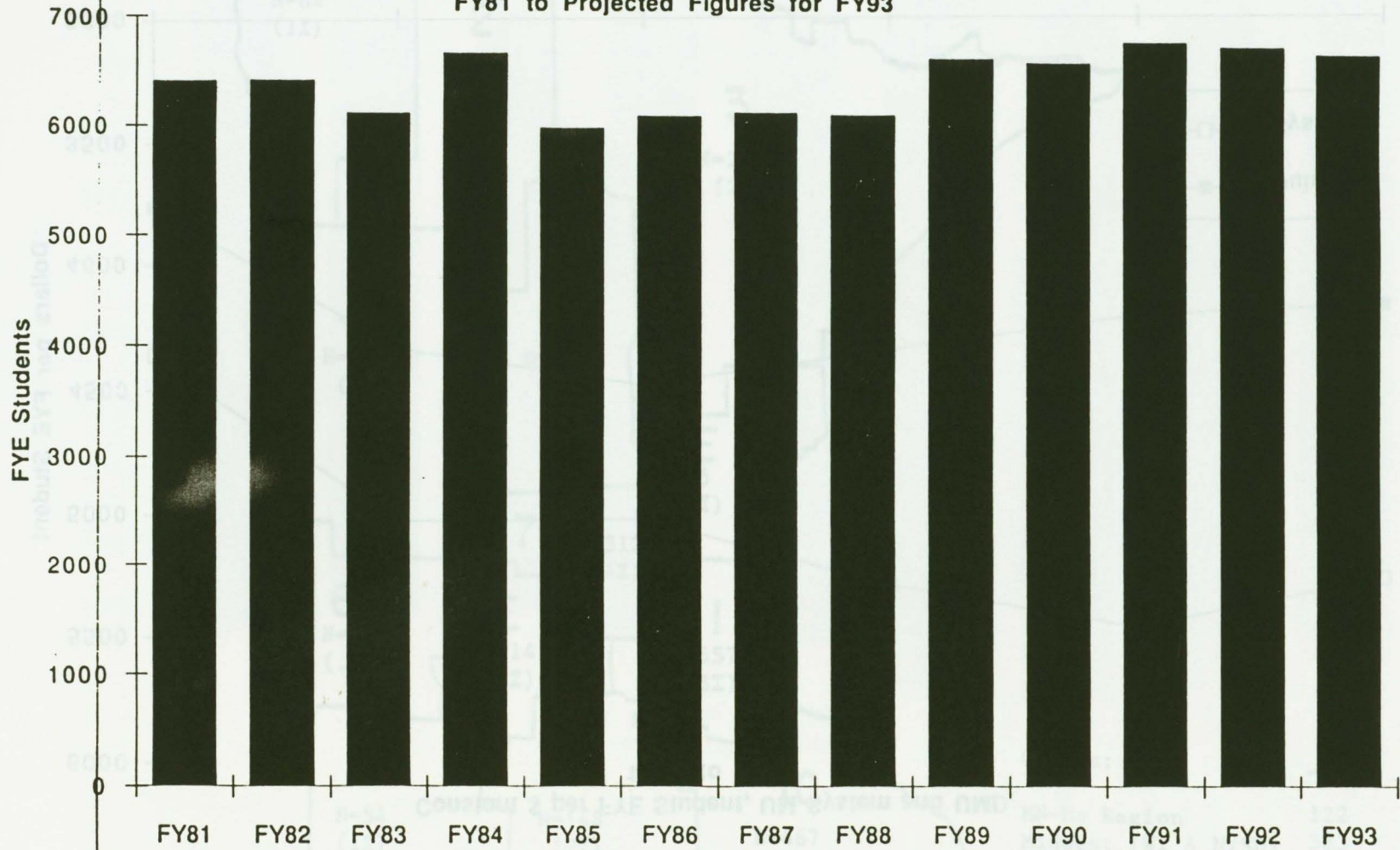
Others:	N	Z
MN-No Region	122	2%
Midwest (WI & N/SD)	583	8%
U.S.	88	1%
International	147	2%

Constant \$ per FYE Student, UM System and UMD  
1983 to 1992



17

Full Year Equivalent UMD Students  
FY81 to Projected Figures for FY93



8/17/13

University of Minnesota, Duluth  
 Changes in Entering Student High School Rank  
 New from High School Freshmen  
 Fall 1984 through Fall 1992

	Fall 1984	Fall 1985	Fall 1986	Fall 1987	Fall 1988	Fall 1989	Fall 1990	Fall 1991	Fall 1992
New Freshmen	1839	1926	1796	1776	1849	1853	1756	1675	1568
Average HSR			64	66	67	70	72	72	71
Top 50%	64.5	73.7	76.2	78.0	82.6	88.3	88.7	88.9	86.7
Top 30%	46.5	49.9	48.7	48.5	48.9	55.7	59.3	58.8	57.9
Top 20%	31.9	34.9	30.5	31.7	31.4	37.1	41.1	39.5	38.8
Top 10%	15.4	17.4	15.8	15.5	13.9	18.3	20.2	19.7	18.8
Bottom 50%	35.5	26.3	23.8	22.0	17.4	11.7	11.3	11.1	13.3

In 1984, 2 of every 3 entering freshmen came from top half of high school graduating class.  
 For Fall 1992, the ratio is 9 out of every 10.

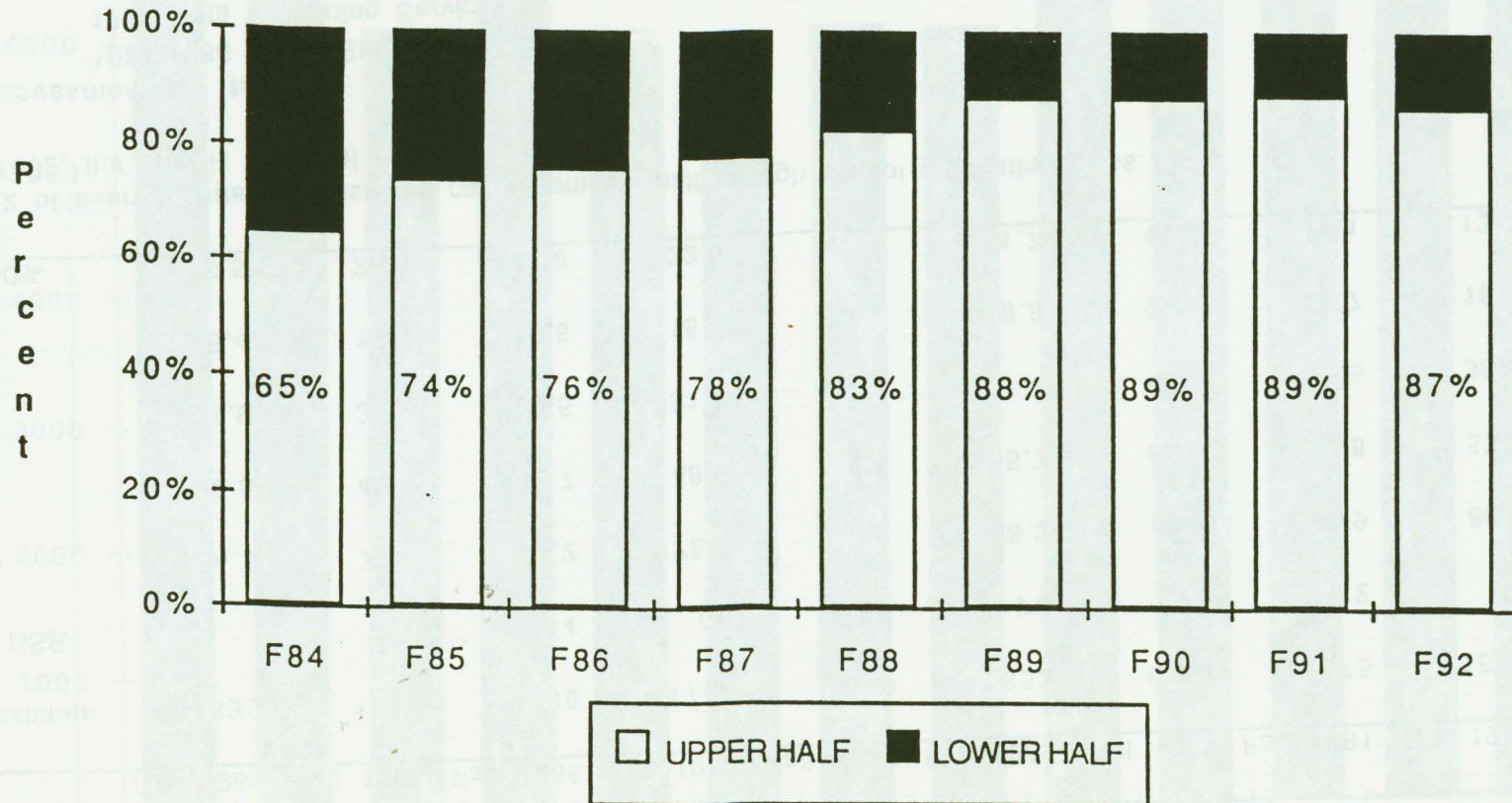
irshare/Assessment/hsr table

Sources: 1984-1986 New Student Characteristics  
 1987 Data Reporting Services  
 F88-F92 UMD Student Profile

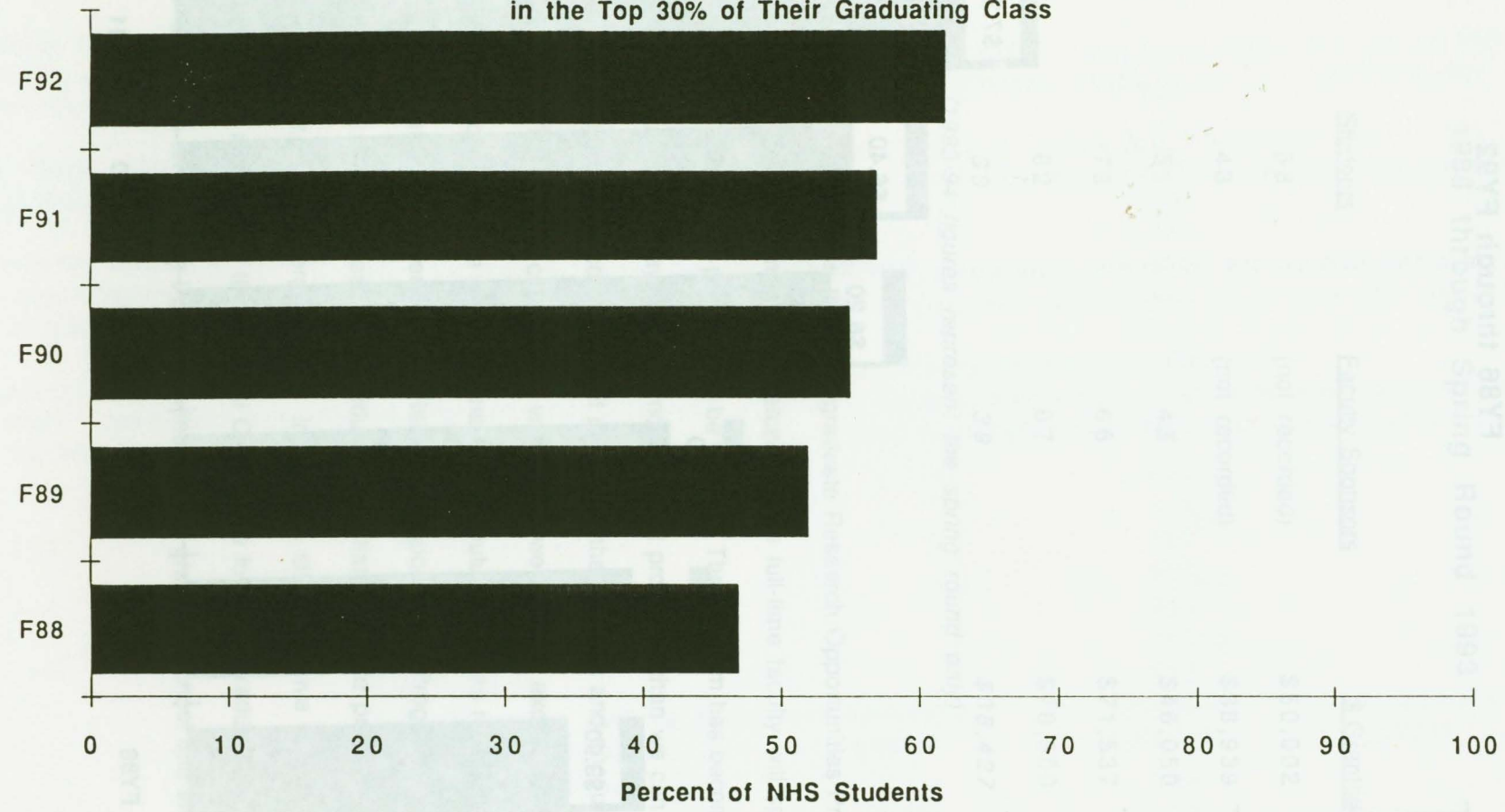
## Academic Profile of UMD Freshmen

Increase in percent of students graduating in top half of high school class

Full Year Equivalent UMD Students  
FY81 to Projected Figures for FY93

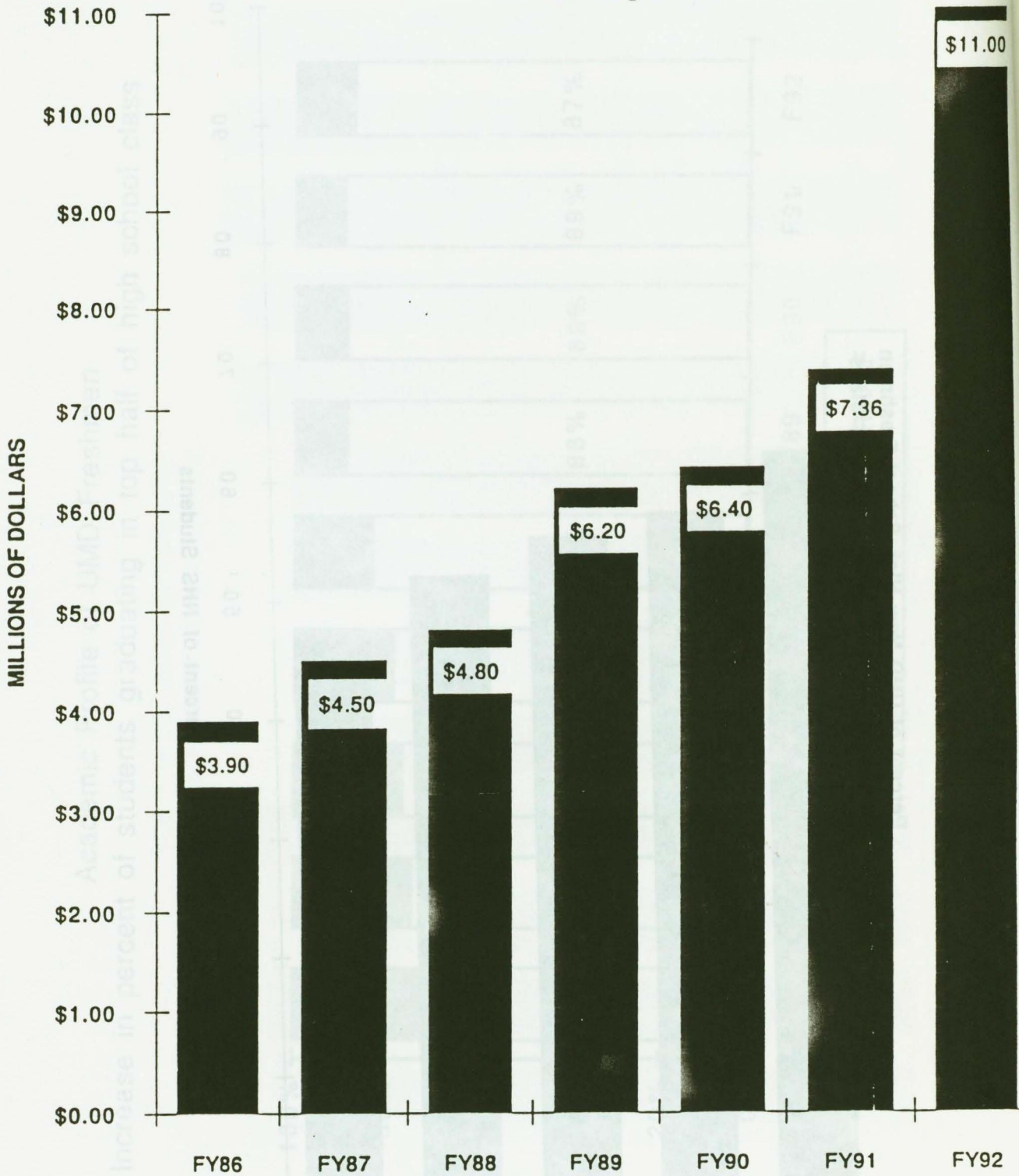


**Percent of UMD New High School Freshmen  
in the Top 30% of Their Graduating Class**



12

# UMD Sponsored Research FY86 through FY92



\* Estimate

## UROP ACTIVITY AT UMD

1988 through Spring Round 1993

<u>Year</u>	<u>Students</u>	<u>Faculty Sponsors</u>	<u>\$ Granted</u>
1988-89	53	(not recorded)	\$50,002
1989-90	43	(not recorded)	\$38,939
1990-91	51	45	\$46,050
1991-92	78	66	\$71,537
1992-93	82	67	\$78,500
1993-94	39	39	\$38,427

*(1993-94 figures represent the spring round only)*

The UMD community is very active in the Undergraduate Research Opportunities Program (UROP). In a given year, approximately 20 percent of the full-time faculty will sponsor students and more than 75 research projects will be funded. The program has become increasingly competitive and we always receive more student proposals than we can fund. This interest has been fostered by each collegiate unit promoting the program and encouraging students to apply. The Twin Cities' coordinator, with whom we have an excellent working relationship, has also recognized the interest generated at Duluth and has regularly increased our funding. Consequently, the Undergraduate Research Opportunities Program is a high priority on our campus; it links research and education initiatives while providing personal research experiences for many undergraduates. In addition, students have the opportunity to participate in the annual meetings of the National Conference for Undergraduate Research. Finally, UROP serves as an effective training mechanism for graduate school and employment.

9/22/93  
et

STUDY OF AMERICA'S BEST COLLEGES

U.S. NEWS & WORLD REPORT

UMD RANKINGS

	Rank	Academic Reputation	Student Selectivity	Faculty Resources	Financial Resources	Student Satisfaction
1990	9	43	15	5	25	74
1991	13	30	24	2	46	98
1992	23	31	9	11	63	95

Each year U.S. News & World Report studies quality indicators from over 1300 accredited 4 year colleges and universities in the country. The population of schools is divided into 13 categories. UMD is classified as a midwestern regional university and compared with 131 similar schools. The top 15 ranked schools are highlighted annually in a fall issue of the magazine.

The 1992 rankings were recently released and for the first time in three years, UMD was ranked below 15; we were #23. Discussions with Bob Morse, Senior Economist with U.S. News revealed that although UMD's **academic reputation** and **student selectivity** have improved, student satisfaction dropped.

**Student satisfaction** as measured by graduation rates is a concern at UMD. Concern about this issue prompted the Vice Chancellor for Academic Administration to appoint a team to investigate causes and propose solutions to improve UMD's graduation rate.

**Faculty resources** have dropped somewhat and the **financial resources** have plummeted. Based on per pupil educational and general expenditures, UMD fell from 25th out of the 131 schools in 1990 to 63rd in 1992. UMD administration can halt the resource decline only with recognition and corrective action of the UM Central Administration.

# Comparison of UM Collegiate Unit Enrollments

	Fall 1992 Total
TC-Liberal Arts	15,343
TC-Technology	6,455
TC-Medical School	2,318
TC-Management	2,307
<b>UMD-Liberal Arts</b>	<b>2,253</b>
TC-Education	2,205
<b>UMD-Science and Engineering</b>	<b>2,050</b>
Morris	1,923
TC-General College	1,783
<b>UMD-Education &amp; Human Service Professions</b>	<b>1,451</b>
<b>UMD-Business &amp; Economics</b>	<b>1,399</b>
TC-Agriculture	1,352
TC-Human Ecology	1,119
TC-Law	788
TC-Natural Resources	731
TC-Biological Sciences	631
TC-Nursing	418
TC-Veterinary Medicine	407
TC-Pharmacy	399
TC-Public Health	392
TC-Dentistry	383
<b>UMD-Fine Arts</b>	<b>375</b>
TC-Architecture & Landscape Architecture	322
TC-University College	179
TC-Humphrey Institute	155
<b>UMD-Medicine</b>	<b>121</b>
TC-Occupational Therapy	72
TC-Mortuary Science	70
TC-Dental Hygiene	67
TC-Medical Technology	64
TC-Physical Therapy	59

Source: MPIS

25



