2012 UNIVERSITY PLAN, PERFORMANCE, AND ACCOUNTABILITY REPORT
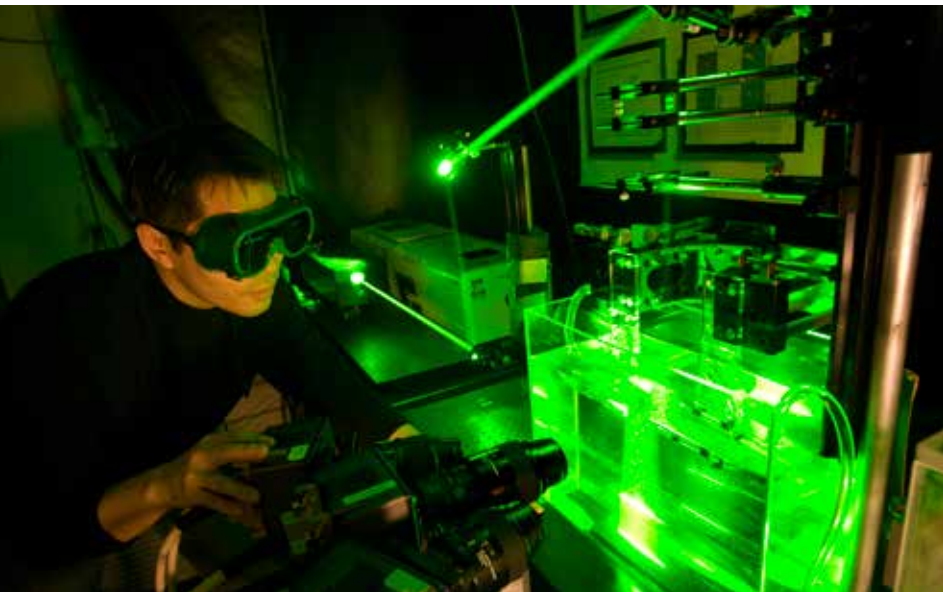
Annual Report to the Board of Regents
October 2012

UNIVERSITY OF MINNESOTA
Driven to Discover℠

CONTENTS

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 eleventh year, is a broad, governance-level discussion of the University of Minnesota's fulfillment of its mission and its progress toward its aspiration of becoming one of the premier research universities in the world. The report provides a performance baseline for the University, an assessment of progress over time, and an indication of where additional effort is warranted. The 2012 report discusses each University campus and presents initiatives and investments organized around five strategic goals. The report identifies, where available, select measures that indicate levels of success.

About the Cover

A bronze statue in the historic Knoll district of the Twin Cities campus honors John Sargent Pillsbury (1828-1901). Pillsbury, who began his business life as a hardware merchant, served five terms as a Minnesota state senator and three terms as governor. He was appointed to the University's Board of Regents in 1863 and was promptly elected Board president. He is recognized by many as "the Father of the University of Minnesota," largely for his efforts in the 1860s to rescue the University from debt and ensure its status as Minnesota's land-grant university. In 1887, Pillsbury made the first documented gift to the University, $150,000 to build a science building known today as Pillsbury Hall. Sculptor Daniel Chester French created the statue, dedicated in 1900 and the oldest piece of public art on the Twin Cities campus.

REPORT HIGHLIGHTS

The 2012 edition of the *University Plan, Performance, and Accountability Report* summarizes the University's major strategic initiatives, indicators of progress, and its performance relative to comparison institutions.

Highlighted below are key points of interest about the University and its campuses that are discussed more fully in the respective sections of the report.

Across the University

- First-year retention rates of undergraduate students have increased on each campus from the previous year and show a decade-long upward trend.

- Four- and six-year graduation rates are higher on each campus than five years ago.

- The University Promise Program, which targets need-based aid to Minnesota resident students from low-income and middle-income families, provided nearly $30 million in scholarship aid to over 13,000 Minnesota students on all campuses.

- The University continued its strong research performance in 2010-11 and remained eighth among public research universities in the United States.

- Transformations in the technology transfer operation have elevated the University to a best-in-class position.

- The University's number of faculty and staff has remained largely stable (3 percent increase) since 2001, though the University is serving more students (up 11 percent per employee), granting more degrees (up 28 percent per employee), and expending more sponsored dollars (up 41 percent per employee).

- The University's total compensation, including salary and benefits programs, remains competitive.

- Joint university-community partnerships produced important research findings on critical societal issues including health policy, energy efficiency, food safety, and sustainable building.

- Outreach units continue to provide needed public service in areas such as K-12 education, workforce and community development, transportation, and urban design.

Twin Cities Campus

- Graduation rates for undergraduate students have improved significantly. The four-year rate for the fall 2007 entering class was 54 percent, nearly double that of the class entering a decade earlier. The projected four-year rate (as of August 1, 2012) for students who entered in 2008 is 57 percent.

- In 2010-11, undergraduate students received over $147 million in gift aid from federal, state, institutional, and other sources.

- The achievement gap between undergraduate students of color and white students is narrowing. The average ACT score, high school rank, and first-year retention rates are improving at a faster pace for students of color than for other students.

- Changes to graduate education improve the balance among coursework, research training, and independent scholarly work – resulting in greater curriculum flexibility and earlier opportunities for students to engage in research and scholarship.

- A quality metrics allocation plan will allocate funding to graduate programs based on a set of nationally-recognized measures and lead to greater collegiate control.

- In 2010-11, the University won a $51-million NIH Clinical and Translational Research Award, which supports interdisciplinary activities across the health sciences.

- The campus saved over $4.6 million in annual energy costs and reduced its carbon footprint by over 50,000 tons through aggressive energy conservation efforts.

- Through decommissioning of buildings, the campus reduced annual operating costs by over $1.3 million and avoided over $48 million in building repairs.

Duluth Campus

- Many of UMD's key education measures, including the average ACT score (23.8) of entering students, first-year retention rate (82 percent) and six-year graduation rate (60 percent), are the highest in campus history.

- The campus is in its second year of a comprehensive strategic planning process, which developed six major goals that are closely aligned with the University's metrics framework. These goals provide a roadmap to focus campus efforts on key priorities.

- The campus instituted a Strategic Enrollment Management Council and spent the past year developing an enrollment management plan to achieve optimal recruitment, retention, and graduation of students.

- A comprehensive approach to assessing student learning at both institutional and program levels promotes performance, process improvement, and effective practice. This approach includes institutional outcomes supported by both academic and cocurricular programs, and the development of a detailed action plan to assess, report on, and use evidence to improve student learning.

Morris Campus

- Enrollment increased by 100 degree-seeking students each year for the past three years, along with increasing selectivity indicators (25.5 average ACT score) and diversity (27 percent first-time first-year students of color and 13 percent American Indian students).

- First-year retention (86 percent) and graduation rates (52 percent four-year rate), student participation in study abroad (37 percent), and participation in faculty-mentored undergraduate research (57 percent) have improved in recent years.

- The campus is positively ranked by *Fiske*, *Forbes*, *Kiplinger*, *Princeton Review*, *Sierra Club*, *US News and World Report*, *Washington Monthly*, *Winds of Change*, and the Environmental Protection Agency for value, academic excellence, and sustainability achievements.

- The campus is a clean energy leader, experiencing approximately 100 days a year "off the electric grid" through wind generation, photovoltaics, and electricity produced from green steam from biomass. UMM produces more energy than it consumes.

Crookston Campus

- The undergraduate, degree-seeking enrollment for fall 2011 was 1,600 students, marking a fourth consecutive year of record enrollment.

- The campus graduated over 300 students last year, the highest ever at UMC.

- These increased enrollment and graduation figures have resulted from an improved first-year retention rate and from new degree programs offered both on campus and online.

- Driven by increased enrollment, the campus has expanded its professional staff and added high-caliber faculty.

- The campus began construction on a state-of-the-art, energy efficient residence hall. This new building will help meet increased student demand for on-campus living and will allow for additional enrollment growth.

- Chancellor Charles Casey retired after seven years of leading improvements across the campus. Chancellor Fred Wood began his duties in July 2012.

Rochester Campus

- Enrollment in the biomedical informatics and computational biology graduate program has grown from 6 in fall 2008 to 45 in fall 2011. The B.S. in health sciences program has grown from 57 students in fall 2009 to 257 in fall 2011.

- UMR student retention rates for all years are increasing through the utilization of student success coaches to provide academic and developmental advising to each student.

- UMR's newest program, the B.S. in health professions, enrolled 12 students in fall 2011 and admitted 24 students for fall 2012. Newly admitted students come primarily from UMR and Minnesota State Colleges and Universities (MnSCU).

- Initial investment of $2.8 million in biomedical informatics and computational biology research and academic programming resulted in over $6.5 million in research funding, (including NSF career grants, NIH grants, non-federal funding) and 57 publications.

- UMR has provided leadership to strengthen and connect the arts and business sectors in the Rochester community and to develop an ecosystem in southern Minnesota that will promote the development of entrepreneurial talent.

1: PLANNING FOR EXCELLENCE AT THE UNIVERSITY OF MINNESOTA

Quality and performance at the University of Minnesota are driven by an ongoing strategic improvement cycle (see Figure 1-1). This cycle begins with planning to determine which new activities the University undertakes, which current activities are reshaped, and which current activities are discontinued. Planning is informed by the strategies presented in Figure 1-2, which were endorsed by the Board of Regents in 2009 and also provide a framework for this report.

The planning process drives resource allocation, which involves the distribution of personnel, funds, and space to various operations and units. Planning and resource allocation shape the operational management of programs and activities throughout the University. At this phase of the cycle, units at every level of the institution strive to design and maintain efficient, effective processes that deliver high-quality academic and support activities. Evaluation and improvement results from planned and coordinated action and constant monitoring.

President Kaler has brought new focus, called Operational Excellence, to the operational management, evaluation, and improvement phase of the process.

Operational Excellence

Operational Excellence is a University-wide, long-term commitment to reduce costs, enhance services, and increase revenues. It includes a variety of activities with the collective goals of:

- Minimizing the impact of state budget reductions and keeping tuition increases low by reducing the University's operational costs and reinvesting savings in the core academic enterprise.

- Improving operations and processes to ensure a more effective organization.

- Promoting entrepreneurship, intelligent risk taking, cooperation, and engagement across all campuses and with business and community partners.

Figure 1-1. Strategic Improvement Cycle

Culture Change and Change Management

Operational Excellence is fundamentally a culture change, requiring the University community to rethink how to collaborate, identify and solve problems, and position the University to achieve its goals. The key themes that emerged from a series of listening sessions with faculty and staff suggest the University should:
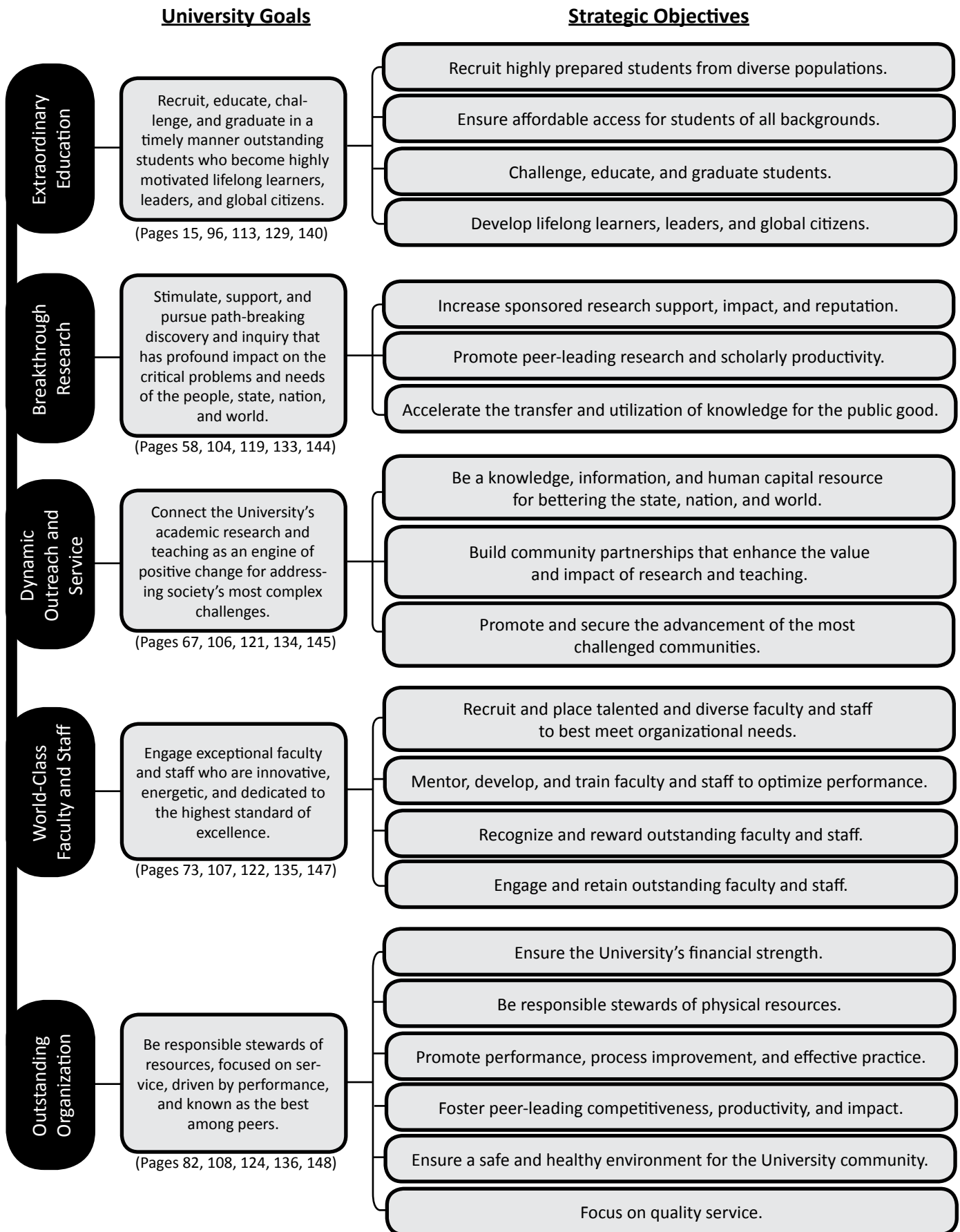
- Increase risk tolerance and become less regulatory.

- Foster entrepreneurialism to identify opportunities for efficiencies within and across units.

- Become more nimble by improving change management and problem-solving skills.

- Balance the need for faculty, staff, and student engagement with the need for efficient decision-making.

Progress to Date

Several Operational Excellence initiatives are already completed or under way, including:

- **Risk Recalibration:** The level of risk associated with policies and procedures is being assessed to ensure that the level of oversight is aligned with the level of corresponding risk. Senior leaders have identified over 200 possible projects for recalibration, intended to save money or time by eliminating unnecessary or redundant policies and procedures.

- **Business Partnerships:** The University launched Minnesota Innovation Partnerships (MN-IP) to simplify intellectual property rights resulting from industry-funded research. This important change has streamlined the interactions between the

Figure 1-2. University of Minnesota performance framework.

University Goals

Strategic Objectives

Extraordinary Education

Recruit, educate, challenge, and graduate in a timely manner outstanding students who become highly motivated lifelong learners, leaders, and global citizens.

(Pages 15, 96, 113, 129, 140)

- Recruit highly prepared students from diverse populations.
- Ensure affordable access for students of all backgrounds.
- Challenge, educate, and graduate students.
- Develop lifelong learners, leaders, and global citizens.

Breakthrough Research

Stimulate, support, and pursue path-breaking discovery and inquiry that has profound impact on the critical problems and needs of the people, state, nation, and world.

(Pages 58, 104, 119, 133, 144)

- Increase sponsored research support, impact, and reputation.
- Promote peer-leading research and scholarly productivity.
- Accelerate the transfer and utilization of knowledge for the public good.

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.

(Pages 67, 106, 121, 134, 145)

- Be a knowledge, information, and human capital resource for bettering the state, nation, and world.
- Build community partnerships that enhance the value and impact of research and teaching.
- Promote and secure the advancement of the most challenged communities.

World-Class Faculty and Staff

Engage exceptional faculty and staff who are innovative, energetic, and dedicated to the highest standard of excellence.

(Pages 73, 107, 122, 135, 147)

- 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 outstanding faculty and staff.
- Engage and retain outstanding faculty and staff.

Outstanding Organization

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

(Pages 82, 108, 124, 136, 148)

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

University and businesses with the goal of fueling increased industry-funded research.

- **Centers and Institutes Review:** The mission centrality, value, and scope of over 240 institutes and centers were reviewed in the spring of 2012. The first phase of that assessment determined that 73 percent are viable and relevant, 9 percent require further review, 9 percent were already closed or slated for closure in the near future, and the remaining 9 percent were more accurately defined as research outreach centers, internal service organizations, research infrastructure, professional development or training units, or academic departments.

- **Equipment Capitalization:** The equipment capitalization threshold will be increased from $2,500 to $5,000, which will reduce the volume of tracked capital items by approximately 30 percent.

- **External Sales:** External sales agreements have been significantly simplified. The University is centralizing more accounts receivable activity and reducing the burden on local units by maximizing central capacity.

Tradition of Accountability

In the final phase of the strategic improvement cycle, the University accounts for its activities. The 2012 *University Plan, Performance, and Accountability Report* is one of many reports documenting activities within this phase of the cycle.

Since the University's inception 160 years ago, the public has held the University accountable for fulfilling its fundamental land-grant mission of teaching, research, and service. The University's leaders take this responsibility seriously, and continue to look for ways to enable the board and the public to monitor the University's progress and impact.

Over the years, the University has demonstrated its accountability and its progress in meeting mission-related goals in a variety of ways. These include required reports and activities, such as:

- Institutional accreditation of each campus by its regional accrediting agency (Higher Learning Commission of the North Central Association of Schools and Colleges) and over 200 programs by specialized accrediting agencies, such as the American Medical Association, American Bar Association, Accredita-

tion 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, on topics such as student admissions and progress, faculty promotion and tenure, University operating and capital budgets, tuition rates, independent auditors' report, campus master plan, real estate transactions, gifts, asset management, controller's office, purchases of goods and services over $1 million, 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, University Institutional Review Board, City of Minneapolis, Hennepin County, and Minnesota Office of Higher Education.

- Testimony to local, state, and federal governments.

- Assessment and evaluation reports to philanthropic foundations.

The University produces a number of 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.*

In addition, the University voluntarily reports data such as:

- Survey findings, including citizen, alumni, student, and employer satisfaction.

- University 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.

2: HISTORY AND OVERVIEW OF THE UNIVERSITY OF MINNESOTA

University History

The University of Minnesota was founded as a preparatory school in 1851, seven years before the territory of Minnesota became a state. Financial problems forced the school to close during the Civil War, but with the help of Minneapolis entrepreneur John Sargent Pillsbury, it reopened in 1867. Known as the father of the University, Pillsbury was a University regent, state senator, and governor who 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 opened in 1971 and closed in 1992. The Rochester campus, offering programs since 1966, was designated a coordinate campus in 2006.

University Overview

The University is one of the state's most important assets and its economic and intellectual engine. With almost 70,000 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.

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. This year marks the 150th anniversary of the Morrill Act, which the University is celebrating through a series of events and activities that explore the land-grant legacy and the University's impact on the state and world.

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).

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.)

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

Importance of State Support: While state support is essential and the most flexible source of funding, it has declined steadily in recent years, with 2010 marking the first time in the University's history that tuition revenue contributed more to the University's operating budget than did state support. In the fiscal year 2012-13 approved budget, tuition is estimated to provide the largest portion (24 percent) of the University's budgeted revenue. Sponsored research grants will provide

about 18 percent of revenues, while the budgeted state appropriation will provide about 16 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 than 10 percent of the annual operating budget. Earnings from endowments provide less than 5 percent of the University's annual revenue.

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.

Accreditation: The Twin Cities campus has been accredited continuously by the North Central Association of Colleges and Schools since 1913. The Duluth campus has been accredited since 1968 while the Morris and Crookston campuses were first accredited in 1970 and 1971. The Rochester campus is presently a candidate for accreditation.

The Twin Cities campus is accredited to offer bachelor's, master's, doctoral, and first-professional degrees. In addition to its institutional accreditation, the University holds professional and specialized accreditation in over 200 programs.

Enrollment: Total enrollment at the University's campuses for fall 2011 was 69,221, making it the fourth largest public research university in the country. Sixty-four percent of registered students were undergraduates. Non-degree-seeking students represented 10 percent of total enrollment.

University Impact

The health and vitality of the state of Minnesota are inextricably linked to the health and vitality of the University of Minnesota.

State's Economic Driver: In economic terms, the University provides significant return on the state's investment. Conservatively, the University of Minnesota generates an estimated $8.6 billion per year in statewide economic impact.
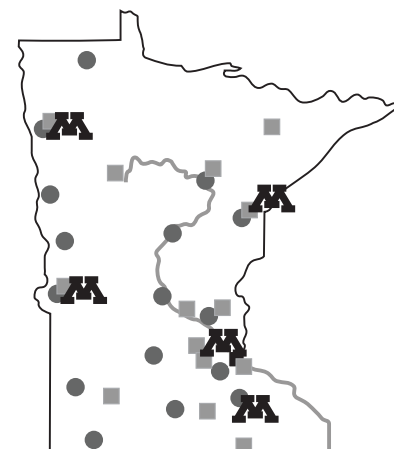
- The University directly and indirectly supports nearly 80,000 jobs and generates more than $512 million in tax revenue.
- For every $1 invested in the University, more than $13 are returned to the state.
- The University's research comprises 98.8 percent of sponsored academic research in Minnesota's higher education institutions.
- University research yields $1.5 billion in statewide economic impact and funds more than 16,000 jobs.

Degrees Granted: University graduates play a unique role in keeping Minnesota competitive and connected in a knowledge-based economy and global society. As shown in Table 2-1, the University awarded 14,836 degrees in 2010-11. Forty-two percent of the degrees awarded on the Twin Cities campus in 2010-11 were first-professional degrees (law, medicine, pharmacy, dentistry, veterinary medicine) and graduate degrees.

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

Figure 2-1. Statewide impact

Table 2-1. University degrees granted by campus, 2010-11

	Associate	Bachelor's	Master's	Doctoral	Professional	Total
Crookston	2	271	-	-	-	273
Morris	-	280	-	-	-	280
Duluth	-	1,943	225	13	-	2,181
Twin Cities	-	7,031	3,379	841	851	12,102
All Campuses	**2**	**9,525**	**3,604**	**854**	**851**	**14,836**

Source: Office of Institutional Research, University of Minnesota

the state, as shown in Figure 2-1. The University's public engagement programs (e.g., Extension; clinics in medicine, dentistry, veterinary medicine, and law; outreach to K-12 education) reach more than 1 million people annually across Minnesota.

Public Engagement

The University's goals for public engagement are to partner with communities to produce research of significance that advances disciplinary knowledge and benefits society; to deliver high quality educational experiences that advance students' academic, civic, career, social, and personal development; and to engage the University's intellectual and human capital in ways that serve the public good. The University supports the achievement of these goals through implementation of a 10-point strategic plan that strengthens the capacity of faculty, students, academic leaders, and non-academic staff to engage with various external partners.

More than 200 academic and non-academic units support students, faculty, and staff in connecting their knowledge, expertise, and interests to significant, pressing societal issues in local and broader communities. These units work in partnership with the colleges and other academic units to address a broad range of societal issues. While the majority of these initiatives are anchored at the Twin Cities campus, robust engagement agendas are present at the Crookston, Duluth, Morris and Rochester campuses. In addition, several initiatives have systemwide reach. A list of centers and units conducting publicly engaged work and additional information on the University's public engagement priorities and plans can be found at www.engagement.umn.edu.

Equity, Diversity, and Inclusion

The University has a responsibility to develop leaders and engaged participants in a world of many cultures and perspectives. The University is committed to creating a culture where every person—whether a student, faculty, or staff member—makes equity and diversity core values of their work.

The University serves, supports, and partners with people and communities facing social, cultural, economic, physical, and attitudinal barriers—particularly related to education and employment,

promotion and advancement, and the highest levels of achievement and success. The University recognizes its responsibility to address fundamental issues of bias, discrimination, and exclusion. By leveraging equity and diversity, the University advances excellence in teaching, research, and outreach for public service.

In 2008, the University developed an initial equity and diversity vision framework. Current efforts include working directly with academic units to develop and implement equity and diversity goals in support of excellence and success in their local environments.

Far from just enriching campus life or the academic experience, equity, diversity, and inclusion are critical to issues of campus culture and climate, and fundamental to everything conducted at the University.

Comprehensive Internationalization

The University of Minnesota is claiming its place as a global university by infusing international and comparative perspectives throughout the teaching, research, and service missions of higher education. Internationalization is essential to attract and prepare motivated students, recruit world-class faculty, conduct breakthrough research, and successfully compete for public and private support.

Students demand access to curricula and other opportunities to prepare them for the global marketplace, which in turn demands skilled workers with fluency in languages and comfort with cultures different from their own.

For decades, the University has led the way by providing high-quality study, research, and internship opportunities abroad, hosting talented international students and scholars, and developing innovative activities that internationalize the curriculum and campus.

Engaged and prepared faculty and staff are key to these efforts. The Internationalizing Teaching and Learning Cohort Program engages faculty to identify global learning outcomes for their courses, expand their teaching strategies, and develop course materials, activities, and assessments. This program will lead to an integration of more diverse perspectives into the student experience and provide further opportunities for the development of global competency.

The University continues to provide faculty with resources and support to develop partnerships and conduct international research to solve some of the world's most vexing problems. This includes support to faculty through focused research grant programs, international travel grants, and assistance to address international health, safety, and compliance issues. An inaugural international research conference in 2012 highlighted global efforts and successes by faculty, researchers, and graduate students, with a focus on building collaboration across disciplines, shared learning, and exploring the essentials of conducting research abroad.

Technology Enhanced Learning

In 2008, the University's eLearning efforts were consolidated with the launch of the Digital Campus website, providing the first systemwide listing and tracking of all University online course and program offerings. The University's strategic approach has been to position its eLearning efforts in fields where it has an excellent reputation, enjoys a comparative advantage, and where a well-defined market exists. Online growth has continued at the University with enrollment in online course sections more than doubling since 2006-07 (Table 2-2).

The University has focused on four major areas to support future growth of eLearning:

- **Faculty Development** – Programs such as the nationally recognized Quality Matters rubric for peer reviewing courses, the Learning (Mostly) Online (LMOL) team-based development workshop, and the Faculty Fellowship Program engage faculty and instructional staff to support continuous improvement and leadership development in eLearning.

- **Business Processes** – The University is streamlining the creation of new eLearning courses and programs through the Clear Path process, a step-by-step approach for developing and syndicating online courses and programs. The University initiated a major effort to coordinate compliance with federal and state regulations affecting online and blended learning for students outside of Minnesota.

- **Student eLearning Services** – The Digital Campus website provides students and potential students with a single location for program descriptions, application information, course schedules, and resources for University online and blended offerings. The University also collaborates with Minnesota State Colleges and Universities (MnSCU) and the Minnesota Department of Education to provide statewide student eLearning information and joint licensing of teaching tools and educational materials through the Minnesota Learning Commons. The University also partners with MnSCU on Graduate Minnesota, which promotes online degree completion for students who have earned credits but did not complete their degree.

- **Academic Technology Suite and myU** – The University continues to enhance the integrated set of technology tools for teaching and learning including the myU portal, Moodle course management system, personalized library resources, the One Stop Quick View, and Google Apps (Table 2-3). In 2012, the University involved 700 students and nine faculty in a major national pilot project evaluating the use of eTextbooks.

Table 2-2. Total enrollments in online course sections, by campus, 2006-12*

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012*
Crookston	1,663	2,054	2,632	3,248	4,162	5,424
Duluth	2,661	3,109	3,615	4,196	5,191	4,970
Morris	337	370	338	239	289	298
Twin Cities	8,640	11,547	12,958	16,236	18,968	20,559
Total	**13,301**	**17,080**	**19,543**	**23,919**	**28,610**	**31,251**

*Final numbers for May and Summer 2012 terms are not yet available.
Source: Office of Institutional Research, University of Minnesota

Table 2-3. myU / Learning Platform unique users, 2006-11

	Sept 2006	Sept 2007	Sept 2008	Sept 2009	Sept 2010	Sept 2011
Users	49,631	57,561	65,358	70,408	74,307	78,249

Source: Office of Distributed Education and Instructional Technology, University of Minnesota

University Rankings

Numerous nonprofit and for-profit organizations rank institutions of higher education nationally and worldwide. Many of the rankings receive significant public attention and, no doubt, influence or reinforce perceptions about individual institutions among the public and within higher education. These rankings have several limitations that make them inappropriate for strategic planning and inadequate to monitor progress, among them that the rankings adjust their methodologies frequently, making year-to-year analysis difficult.

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 the center's most recent report (2010), 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 universities worldwide, 20th among all public universities, and 9th among U.S. public research universities. Finally, the University ranks 42nd in the 2011-12 Times Higher Education World University Rankings.

NRC Assessment of Doctoral Programs

The University performed well in the federally chartered, nonprofit National Research Council's (NRC) assessment of doctoral programs, which was disseminated in 2010.

The assessment ranked 69 of the University's more than 100 doctoral programs, the second highest of any university out of the 212 that participated in the study,

which is some indication of the breadth and quality of the institution. The assessment placed over 60 percent of the University's doctoral programs in the top 25 percent nationally, across a wide range of doctoral programs in agriculture, engineering, humanities, sciences, and social sciences.

The assessment was based on data from 2005, but that year also marked the beginning of the University's strategic positioning work, which included restructuring a number of colleges and graduate education.

Programs with rankings in the top 10 include:

- Aerospace Engineering and Mechanics
- American Studies
- Animal Sciences
- Applied Economics
- Chemical Engineering
- Ecology, Evolution, and Behavior
- Entomology
- Food Science
- Geophysics
- Germanic Studies
- Hispanic and Luso-Brazilian Literatures and Linguistics
- Kinesiology
- Materials Science and Engineering
- Mechanical Engineering
- Natural Resource Science and Management
- Nursing
- Nutrition
- Psychology
- Veterinary Medicine

3: UNIVERSITY OF MINNESOTA 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 set of 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 fourth largest research university campus as measured by enrollment.

Twin Cities Campus at a Glance

Founded

1851

Leadership

Eric W. Kaler, President
Karen Hanson, Senior Vice President for Academic Affairs and Provost
Robert J. Jones, Senior Vice President for Academic Administration, University of Minnesota System

Colleges and Schools

Carlson School of Management
Center for Allied Health Programs
College of Biological Sciences
College of Continuing Education
College of Design
College of Education and Human Development
College of Food, Agricultural and Natural Resource Sciences
College of Liberal Arts
College of Pharmacy
College of Science and Engineering
College of Veterinary Medicine
Humphrey School of Public Affairs
Law School
Medical School
School of Dentistry
School of Nursing
School of Public Health
University of Minnesota Extension

Degrees/Majors Offered

150 undergraduate degree programs; 173 master's degree programs; 103 doctoral degree programs; and professional programs in law, dentistry, medicine, pharmacy, and veterinary medicine

Student Enrollment (Fall 2011)

Undergraduate	30,610	(58%)
Graduate	13,562	(26%)
Professional	3,625	(7%)
Non-degree	4,760	(9%)
Total	**52,557**	

Employees (Fall 2011)

Direct Academic Providers	5,323	(24%)
Fellows, Trainees, and Students in Academic Jobs	5,833	(26%)
Higher Education Mission Support	3,582	(16%)
Intercollegiate Athletics	94	(<1%)
Facilities-Related Jobs	1,074	(5%)
Organizational Support	5,608	(25%)
University Leadership	1,009	(4%)
Total Employees	**22,523**	

Degrees Awarded (2010-11)

Undergraduate	7,031	(58%)
Master's	3,379	(28%)
Doctoral & Professional	1,692	(14%)
Total	**12,102**	

Campus Physical Size (2011)

Minneapolis

Number of Buildings	163
Assignable Square Feet	10,415,000

St. Paul

|	
Number of Buildings	99
Assignable Square Feet	2,524,000

Budget Expenditures (2011-12)

$2.8 billion

Research Expenditures (2010)

$786 million

Because the president and vice presidents serve as senior leaders of the five-campus University as well as the executives of the Twin Cities campus, some of the material in the following Twin Cities campus sections applies to or overlaps with the Duluth, Morris, Crookston, and Rochester campuses.
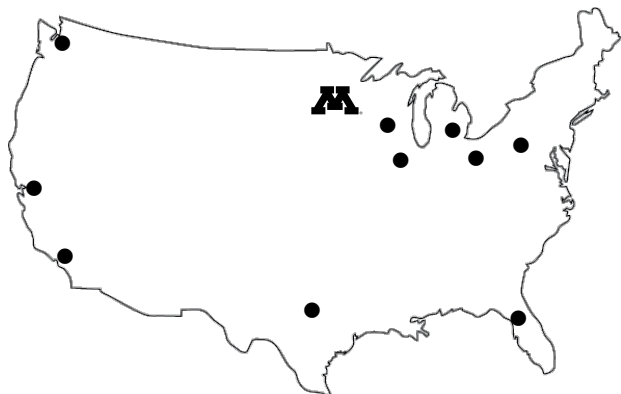
Comparison Group Institutions

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. Where possible, this report discusses University data compared with data for this group. In select instances this report uses other comparison groups, such as the Big Ten Conference, when aspects such as regional considerations call for a different comparison.

While these institutions are among the most similar to the Twin Cities campus 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.

One noteworthy factor contributing to the differences among these universities is the population of the states in which the institutions are located. For example, more populous states have a larger pool of top students from which to draw when compiling their entering classes. Other differences shown in Table 3-1, such as the percentage of in-state students, also have profound effects on many of the measures outlined in this section.

It is also important to note that this comparison group includes the very best public research universities in the United States. By choosing this peer group, the University intentionally measures itself against the highest standard in the United States.

3: Twin Cities Campus

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

	TYPE			SCOPE				SIZE			STUDENTS	
				Institution Includes:				Enrollment (9)				
Institution	Land Grant	City Size (2)	State Pop. (3)	Agricult. College	Law School	Med. School	Hospital	Under-grad. / Grad. & Prof.	Faculty (10)	R&D (11)	Top-10 HSR (12)	Percent in-state (13)
Ohio State U. Columbus	●	Large	11.5	●	●	●	●	56,692 / 41,709 13,776	2,726	$755	55%	88%
Penn. State U. University Park	●	Small	12.7	●	○(4)	○(5)	○(5)	45,628 / 38,229 6,674	1,763	$770	45%	71%
U. of California Berkeley	●(1)	Mid-size	37.3		●			36,142 / 25,885 10,257	1,373	$694	98%	90%
U. of California Los Angeles	●(1)	Large	37.3		●	●	●	40,675 / 27,199 13,476	1,776	$937	97%	95%
U. of Florida Gainesville	●	Mid-size	18.8	●	●	●	○(6)	49,589 / 31,998 16,991	2,913	$682	78%	97%
U. of Illinois Urbana-Champaign	●	Small	12.8	●	●	●	○(7)	44,407 / 31,350 12,151	1,837	$515	52%	91%
U. of Michigan Ann Arbor		Mid-size	9.9		●	●	●	42,716 / 27,226 15,309	2,808	$1,184	84%	64%
U. of Minnesota Twin Cities	**●**	**Large**	**5.3**	**●**	**●**	**●**	**○(6)**	**52,557 / 30,610 17,745**	**2,533**	**$786**	**45%**	**75%**
U. of Texas Austin		Large	25.1		●	○(8)	○(8)	51,112 / 37,725 12,675	1,956	$590	73%	95%
U. of Washington Seattle		Large	6.7		●	●	●	42,428 / 28,737 13,411	1,525	$1,023	92%	86%
U. of Wisconsin Madison	●	Mid-size	5.7	●	●	●	●	42,441 / 28,737 12,074	2,071	$1,029	58%	68%

1 The U.C. System is the land-grant university of California.
2 City size estimates, U.S. Census Bureau, 2010.
3 State population in millions, U.S. Census Bureau, 2010.
4 The Penn State U. Law School is located on the Dickinson campus.
5 The Penn State U. Medical School is located on the Hershey campus.
6 Hospital affiliated with but not owned by campus.
7 The U. of I. Medical Center is located on the Chicago campus.
8 The U. of T. medical programs are located on several other campuses.
9 Fall 2011 Enrollment. Total enrollment includes non-degree seeking students. Non-degree seeking students are excluded from undergraduate enrollment figures. Institutional Common Data Sets.

10 Faculty with tenure and tenure-track appointments, Fall 2011. Integrated Postsecondary Education Data System.
11 Research and design expenditures in millions of dollars, HERD Survey, FY 2010. National Science Foundation.
12 First-year students with high school rank (HSR) in the top 10 percent of their graduating class, Fall 2011. Institutional Common Data Sets.
13 Percentage of degree-seeking undergraduate students who are state residents, excluding international/nonresident alien students, Fall 2011. Institutional Common Data Sets.

TWIN CITIES CAMPUS: EXTRAORDINARY EDUCATION

Figure 3-1. Extraordinary education, Twin Cities campus
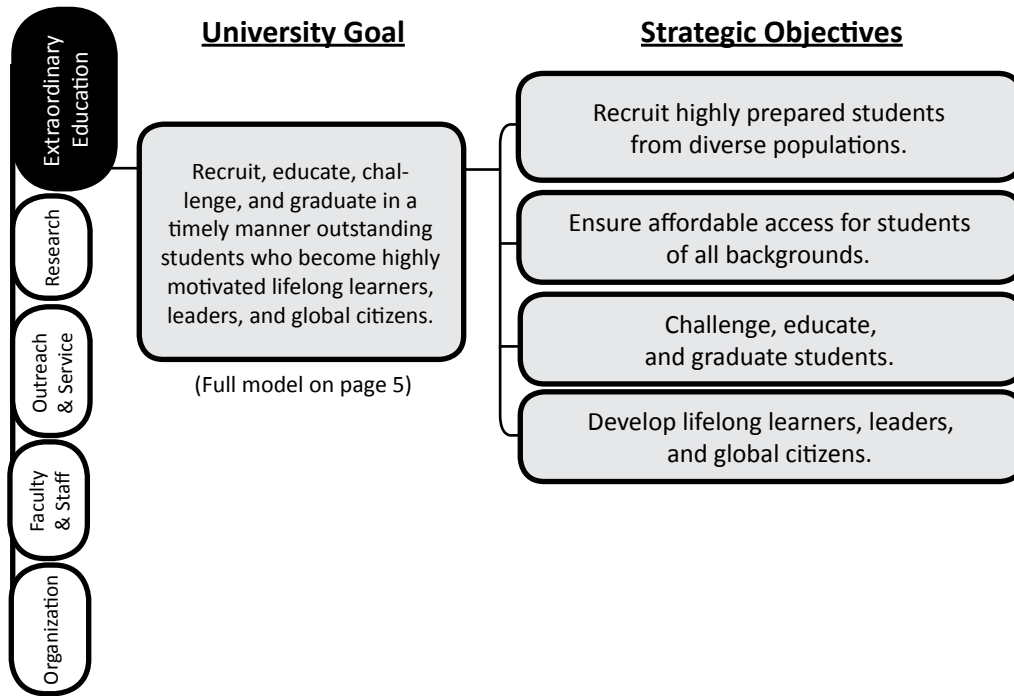
The University seeks to provide an extraordinary education to its undergraduate, graduate, and professional students. Toward this end, the University strives to make the Twin Cities campus a destination of choice for students who reflect a diverse community and world, and are sought after because of their strong 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 world.

In this section of the report, the goal of extraordinary education on the Twin Cities campus is discussed in three subsections focused on undergraduate education, graduate education, and professional education.

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UNDERGRADUATE EDUCATION

At the undergraduate level, the Twin Cities campus focuses on student success through attracting a diverse group of well-prepared students, providing them with a distinctive, world-class education, and graduating these students in a timely manner. In support of student success, the Twin Cities campus has developed strategic partnerships to strengthen the preparation of prospective students, has increased its recruitment efforts to attract the best students to its high-quality undergraduate degree programs, and has linked tuition and financial aid strategies to ensure affordable access for all admitted students. For students who enroll at the University, the Twin Cities campus is facilitating their transition to college life, providing strong academic and advising support, developing new academic and student engagement programs to make their undergraduate experience distinctive, and specifying campuswide student learning outcomes and assessment.

Strategy: Recruit Highly Prepared Students from Diverse Populations

As summarized in Table 3-2 and detailed elsewhere in this section of the report, the Twin Cities campus enrolls and supports an increasingly well-prepared and diverse group of undergraduate students. Undergraduate admission at the University is holistic and need-blind, emphasizing the applicants' potential to excel and not considering their ability to pay. Prospective 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. The University admits undergraduates who have demonstrated the ability to complete a course of study, who will be challenged by the rigor of instruction, and who can benefit from the wide range of opportunities available within a public research university in a major metropolitan area.

Attract the Best Students: Top students are attracted to the University by unique and challenging educational opportunities, scholarship support, and

Table 3-2. Overview of undergraduate student body, Twin Cities campus, 2006 and 2011
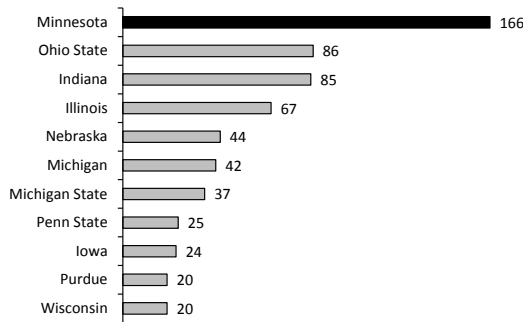
	2006	2011
TOTAL UNDERGRADUATE ENROLLMENT	**28,645**	**30,610**
Minnesota students	71.7%	69.1%
Students of color	17.3%	18.2%
International students	1.6%	7.7%
NEW FIRST-YEAR STUDENTS	**5,439**	**5,368**
Minnesota students	65.1%	63.5%
Students of color	20.2%	18.5%
International students	1.2%	5.7%
Average ACT score of first-year students	25.2	27.5
Portion of first-year students in top 10% of high school class	39%	45%
Students from low-income families*	17.2%	23.3%
First-generation students**	28.2%	27.7%
Scholarships, grants, and waivers provided to students	$84.0m	$155.1m

*Defined by Pell Grant recipients
**Defined as a student whose parent or parents have not completed a degree from a four-year college or university
Source: Office of Institutional Research, University of Minnesota

reputation. The University has increased the number of National Merit Scholars recruited into the first-year class via merit-based scholarships and discipline-specific scholarships and awards. The number of **National Merit Scholars** in the first-year class has increased from 40 in fall 2003 to 166 in fall 2011. The University led public Big Ten universities in the number of new National Merit Scholars in fall 2011, as shown in Figure 3-2.

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 and professional programs.

Figure 3-2. New National Merit Scholars, public Big Ten universities, Fall 2011

Minnesota	166
Ohio State	86
Indiana	85
Illinois	67
Nebraska	44
Michigan	42
Michigan State	37
Penn State	25
Iowa	24
Purdue	20
Wisconsin	20

Source: National Merit Scholarship Corporation, 2010-11 Annual Report

The new University Honors Program, with its enriched learning environment, honors courses, individualized advising, and a close-knit community of scholars, has led some of the highest achieving students to choose to attend the University over some of the nation's most selective institutions.

The University has made considerable progress in improving the academic profile of its incoming first-year class, although moving up relative to the comparison group is challenging. All the other institutions are the flagship public universities in states with larger populations and larger numbers of high school graduates than Minnesota and thus have larger natural pools from which to draw students.

Adding to the challenge, the pool of Minnesota high school graduates will continue to shrink until 2014 (Figure 3-3), which will make improving the academic profile of entering students 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. In addition, the University recruits heavily in Minnesota. In fall 2011, 63.5 percent of first-year students on the Twin Cities campus were from Minnesota.

Attracting top students will also be more challenging because the University draws most of its students from Midwestern states, and the number of high school graduates is projected to decline in nearly every state in the midwest over the next several years, as shown in Figure 3-4. In response to these changes, the University

will continue to enhance its recruitment efforts in targeted areas of the Midwest.

Strengthen Minnesota Student Preparation: Ensuring that every young adult in Minnesota earns a post-secondary credential or degree is essential to keeping Minnesota's workforce competitive. The University has a comprehensive strategy to help the state's elementary and secondary school students move toward that goal. Two key components include:

- 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 all students on the path to postsecondary 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 sys-

Figure 3-3. Projected Minnesota high school graduates, 2012-22
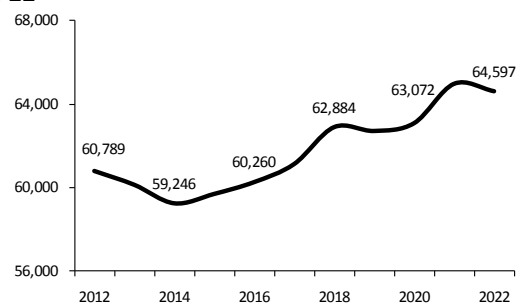
Source: Western Interstate Commission on Higher Education, 2008

Figure 3-4. High school graduate percentage change from 2012 to 2015, Midwestern states
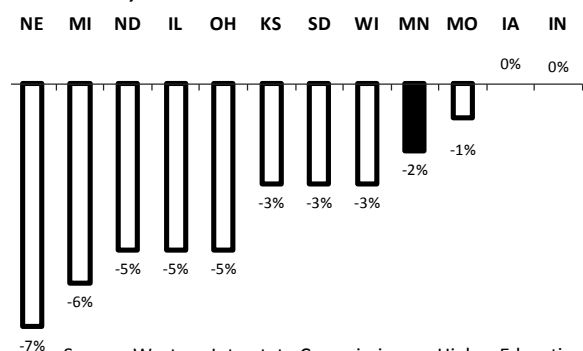
Source: Western Interstate Commission on Higher Education, 2008

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tems, governmental agencies, nonprofits, and business organizations to create a seamless educational system that begins in early childhood and extends to the completion of postsecondary education.

Strategy: Ensure Affordable Access for Students of All Backgrounds

Many talented and promising students need financial assistance to realize their educational goals. The University works 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 and make progress toward timely graduation, the University has linked closely its development of tuition rates with its financial aid strategies, to support the University's goals for undergraduate student success within the context of a major, urban, public research university.

The following foundational principles guide the University's *financial aid strategies*:

1. The University will fund and administer a comprehensive financial aid program, including merit-based aid and need-based aid programs.

2. The University's financial aid strategies will be linked to University and state goals and priorities. These strategies will be evaluated regularly, and adjusted as necessary, to improve effectiveness of spending as it relates to institutional and state goals.

3. In support of retention and timely graduation, multi-year financial aid packages (four years for first-year students, two years for transfer students) will be offered whenever possible. Financial aid will be targeted to degree-seeking students, and continuation of aid for a student will depend upon the student making satisfactory and timely academic progress toward a degree.

4. Financial aid packages will be tailored to each student's circumstances and may include a variety of forms of need-based or merit-based aid from numerous funding sources including, but not limited to, University funds, federal and state aid programs, external scholarships, and donor-directed funds.

5. The University of Minnesota financial aid package for an individual student will not exceed the federal cost of attendance for any given year.

6. The University is committed to providing constituents with accurate and clear information about college costs, financial aid, and debt burdens. The University will provide responsive service to its students and their families.

7. As a public institution, the University supports access for qualified students, and its review of applicants for undergraduate admissions is need-blind. A student's ability to pay is not a factor in determining admissibility.

These additional principles apply to *merit-based* financial aid:

8. A major focus of merit-based aid will be to attract high-achieving students to the University and support their retention and timely graduation.

9. As a public land-grant institution, the University will award the majority of first-year academic merit-based scholarships to Minnesota residents, but will also use merit aid to attract and retain excellent non-resident students.

10. Scholarship awards will be leveraged to enhance the diversity of the first-year class, broadly defined to include geographic, ethnic, socioeconomic, and special talents.

11. The University may award merit-based financial aid to support its signature strengths and increase enrollments in priority areas.

These additional principles apply to *need-based* financial aid:

12. Financial aid strategies and tuition strategies will be closely aligned.

13. Institutional need-based financial aid will be a critical component in maintaining access for many promising students who otherwise would not be able to attend the University.

14. As a public land-grant institution, the University will focus its need-based aid on Minnesota residents.

15. The largest amounts of University need-based aid will be provided to the students with the greatest need as determined by the FAFSA form, and based on the Expected Family Contribution.

16. Need-based financial aid will be provided to families with incomes up to the "middle income" level. This level will be reviewed and defined annually.

Financial aid strategies include consideration of federal and state aid, University aid, student employment and private grants, scholarships, waivers, and loans. University students receive need-based aid and merit-based aid, depending upon their financial circumstances, academic qualifications, and program of study. Each year, the University follows federal guidelines to determine a "cost of attendance" for various categories of students, based on campus of enrollment; level of enrollment as an undergraduate, professional, or graduate student; living on campus or commuting; and resident or non-resident. In 2005-06, the cost of attendance for a Minnesota resident undergraduate living on the Twin Cities campus was $18,430; in 2010-11 it was $23,058, an increase of 25 percent.

As tuition rates and the overall cost of attendance have increased, financial aid has been increased. Total financial aid to Twin Cities undergraduate students grew between 2005-06 and 2010-11, from $228.1 million to $336.9 million, an increase of 48 percent. The Twin Cities campus percentage of undergraduates with financial aid increased from 57 percent in 2005-06 to 76 percent in 2010-11.

In addition to the strategies for managing tuition rates and total financial aid to affect the net price to students, another important metric is the proportion of financial aid from various categories. For Twin Cities undergraduate students, from 2005-06 to 2010-11, the amount of gift aid (scholarships and grants that do not have to be repaid) as a proportion of total student aid has grown from 33 percent to 44 percent, while the proportion of aid in the form of loans has decreased from 61 percent to 53 percent (Table 3-3).

An important component of the University's current financial aid strategy focuses on need-based aid to undergraduate students who are Minnesota residents and whose families are in the lower-income and middle-income categories:

- The lower-income category is generally defined as students who are eligible for federal Pell Grant aid, typically from families in the lowest 25 percent of income distribution, usually below $40,000 in ad-

Table 3-3. Undergraduate student aid trends, Twin Cities campus, 2005-06 and 2010-11

	2005-06	2010-11
Gift Aid	$75.8m	$147.3m
Work Study	$4.6m	$4.8m
Loans	$139.6m	$177.0m
Waivers	$8.2m	$7.8m
Total Student Aid	**$228.1m**	**$336.9m**
Gift as % of Total Aid	**33%**	**44%**
Loans as % of Total Aid	**61%**	**53%**

Source: Office of Institutional Research, University of Minnesota

justed gross income. Of the full-time, degree-seeking, Minnesota resident undergraduate students enrolled on the Twin Cities campus who reported income in 2011-12, 28 percent were Pell-eligible.

- The middle-income category includes students whose income is above Pell eligibility, but below $100,000 in adjusted gross income. In 2011-12, about 39 percent of the full-time, degree-seeking, Minnesota resident undergraduate students enrolled on the Twin Cities campus who reported income were from families that would be considered middle-income.

Over the past six years, the need-based aid strategy for Minnesota students has developed as follows:

- In 2007-08, the University of Minnesota Founders program provided need-based scholarship assistance to the lowest-income students who were Minnesota residents and Pell Grant recipients. In 2009-10 this Program was renamed the University of Minnesota Promise Scholarship Program (U Promise).

- In 2009-10 the University, recognizing the financial strains on middle-income families, implemented a middle-income scholarship program for Minnesota students from families with incomes above Pell eligibility but below $100,000.

- In 2010-11 these two scholarship programs together provided grants to over 13,500 Minnesota undergraduate students.

- In 2011-12, the University implemented one unified U Promise Scholarship Program, to assist both

lower-income and middle-income Minnesota resident undergraduate students, serving over 13,500 students across all University campuses. The award amounts for new incoming students are based upon expected family contribution (EFC) to ensure that the neediest students receive the highest amounts; award amounts are multi-year, guaranteeing a defined cohort of recipients and allowing for better support and advising of U Promise recipients. The U Promise scholarships will help to ensure that the University continues to be affordable for Minnesota students from low- and middle-income families.

Financial support for students was also the centerpiece of the **Promise of Tomorrow** Scholarship Drive, the largest scholarship fundraising drive in the University's 160-year history. In the seven-year campaign, which ended in December 2010, more than $341 million was raised for scholarships and fellowships. Privately funded scholarships and fellowships assisted more than 13,000 students at the University in 2010, a 56 percent increase from 2004. As part of the scholarship drive, the President's Scholarship Matching program received $103.8 million in gifts for 648 new endowed scholarships, while the 21st Century Fellowship program received $104.9 million for 531 new endowed graduate and professional fellowships.

In addition to grants, scholarships, and loans, **University employment** is important to undergraduate students at all income levels, on all campuses. In 2010-11, over 12,000 undergraduate students were employed on the Twin Cities campus, earning a total of over $25 million. Student employment is important not just for financial support, but also for improving student success. Students who work on campus typically complete a higher number of credits and have higher retention and satisfaction rates than do other students.

To assist students and their parents, the University has increased its resources and educational programming on financial literacy. Students receive messages to "Live Like a Student Now, So You Don't Have to Later." Welcome Week includes a workshop on money management, and the One Stop Student Services website includes money management resources. A key point of the financial literacy messaging 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 Enrollment

The University's enrollment management principles guide its strategies for setting enrollment targets for both first-year and transfer students to the undergraduate programs on the Twin Cities campus. These strategies are integrated with financial aid strategies and with the development of tuition rates.

Among the important principles underlying enrollment management for undergraduate students are the following:

- Remain affordable to a broad cross-section of students.
- Admit students who will benefit from the curriculum and who have a strong probability of graduating in a timely manner.
- Provide a high-quality education and student experience.
- Coordinate and allocate University resources to support student success, to help ensure that students admitted to degree programs are adequately supported to complete the programs and graduate in a timely way.
- Incorporate ethnic, social, economic, and geographic diversity. As a land-grant university, the University is committed to enrolling and graduating a broad, diverse spectrum of students, especially from Minnesota.
- Give highest priority to degree-seeking students. While the university serves many different types of students, those pursuing a degree are the highest priority. Enrollment of other students is an important, but secondary, priority.
- Be attentive to state, national, and global workforce needs of the future.
- Enroll an appropriate balance of new high school students and transfer students who can benefit from completing a degree program at the University.
- Partner with other Minnesota higher education systems to advance the state's common agenda, but maintain the University's distinctive mission within the state to provide its students with the opportunities and benefits of attending a world-class research institution.

Data that indicate the extent to which the University recruits high-ability and diverse students include new student applications, high school rank, ACT scores, and demographics. Data on the overall undergraduate student body, including new first-year students and transfer students, are detailed on the pages that follow.

Student Applications

To increase the academic qualifications of its incoming students, an institution must be more selective in its admissions. Figure 3-5 shows a large increase in numbers of applicants at the Twin Cities campus, which can be attributed to a growing awareness 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 service to potential applicants, have resulted in improved reputational rankings. The academic preparedness and ability of first-year students and the diversity among those students broadens the University undergraduate profile and enriches the classroom and social experiences for all students on campus. Enhanced national-level recruitment is helping to offset the declining numbers of Minnesota high school graduates, increase the geographic diversity of the student body, and bring increased workforce talent into the state of Minnesota.

Student Preparation

The profile of first-year students at the Twin Cities campus has improved significantly over the past 10 years. From fall 2001 to fall 2011 the percentage of first-year students in the top 10 percent of their high school graduating classes increased from 29 percent to 45 percent (Figure 3-6). This percentage trails the rate of many of the universities within the Twin Cities campus's comparison group (Table 3-4), though this difference is influenced, at least in part, by the significantly larger state and regional populations where most of these schools are located.

First-year students from the top 25 percent of their high school graduating classes increased from 63 percent in 2001 to 83 percent in 2010 (Figure 3-7). While the Twin Cities campus's proportion of first-year students from the top 25 percent of their classes still trails that of comparison group institutions (Table 3-5), that gap has narrowed significantly since 2001. However, many high schools have been phasing out the usage of rank, as have universities.

Figure 3-5. New first-year applications, offers, and enrollment; Twin Cities campus, 2002-12

*Estimated

Source: Office of Undergraduate Education

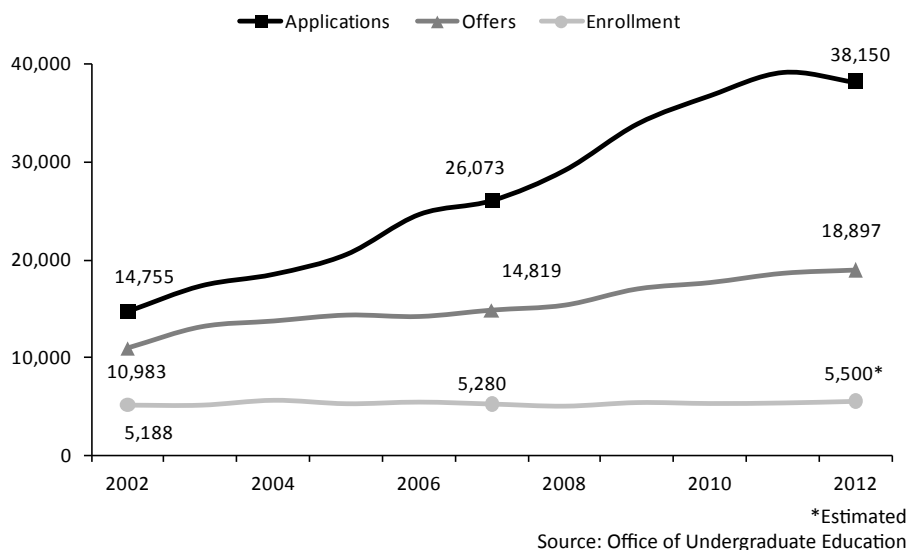3.1: Twin Cities Campus
Extraordinary Education

Figure 3-6. Percentage of degree-seeking, first-year students in the top 10 percent of their high school graduating classes, Twin Cities campus, 2001-11

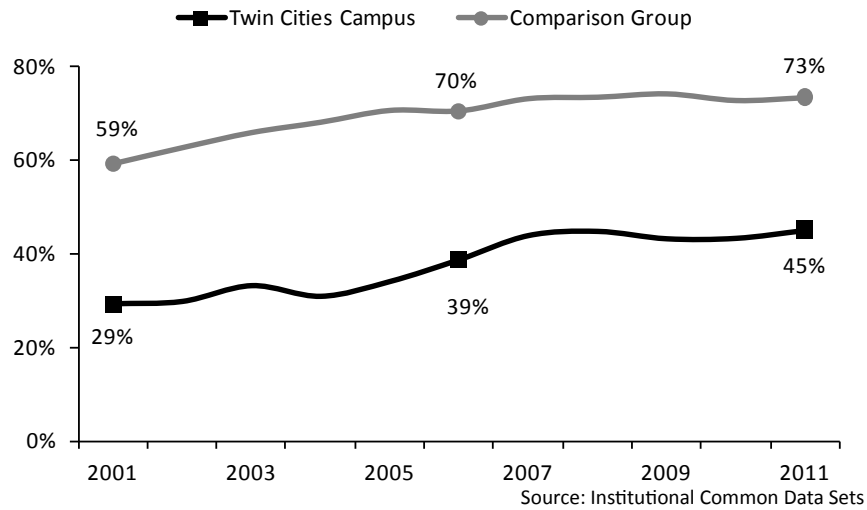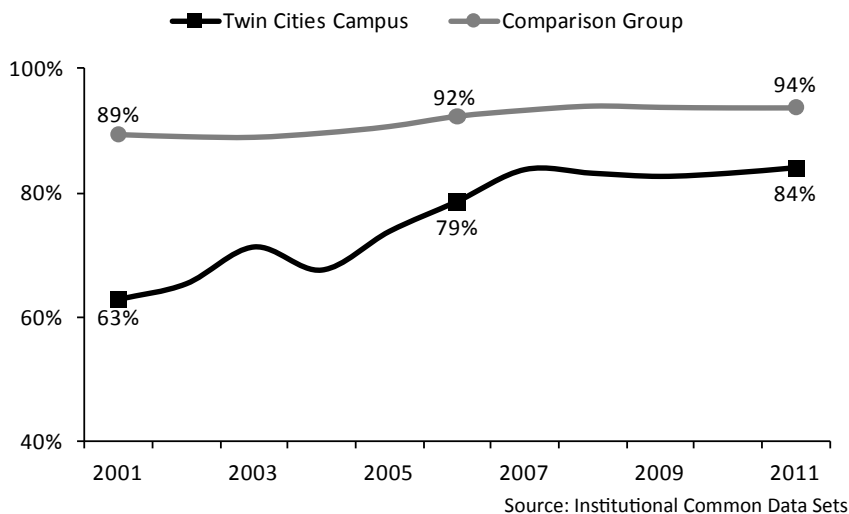Source: Institutional Common Data Sets

Table 3-4. Percent of degree-seeking, first-year students in the top 10 percent of high school graduating classes sorted by 2011 Rank, Twin Cities campus and comparison group institutions, 2001, 2006, and 2011

	2001		2006		2011		Percent Change	
	Percent	Rank	Percent	Rank	Percent	Rank	5-year	10-year
U. of California – Berkeley	99%	1	98%	1	98%	1	0%	-1%
U. of California – Los Angeles	97%	2	97%	2	97%	2	0%	0%
U. of Washington – Seattle	24%	11	84%	4	92%	3	+8%	+68%
U. of Michigan – Ann Arbor	87%	3	90%	3	84%*	4	-6%	-3%
U. of Florida – Gainesville	66%	4	72%	5	78%	5	+6%	+12%
U. of Texas – Austin	50%	6	70%	6	73%	6	+3%	+23%
U. of Wisconsin – Madison	50%	6	58%	7	58%	7	0%	+8%
Ohio State U. – Columbus	33%	8	43%	9	55%	8	+12%	+22%
U. of Illinois – Urbana-Champaign	56%	5	55%	8	52%	9	-3%	-4%
U. of Minnesota – Twin Cities	**29%**	**10**	**39%**	**10**	**45%**	**10**	**+6%**	**+16%**
Pennsylvania State U. – Univ. Park	30%	9	37%	11	45%	10	+8%	+15%

*2010 figure; University phasing out use of H.S. Rank   Source: Institutional Common Data Sets

Figure 3-7. Percentage of degree-seeking, first-year students in the top 25 percent of their high school graduating classes, Twin Cities campus, 2001-2011

Source: Institutional Common Data Sets

Table 3-5. Percent of degree-seeking, first-year students in the top 25 percent of high school graduating classes sorted by 2011 Rank, Twin Cities campus and comparison group institutions, 2001, 2006, and 2011

	2001		2006		2011		Percent Change	
	Percent	Rank	Percent	Rank	Percent	Rank	5-year	10-year
U. of California – Berkeley	100%	1	100%	1	100%	1	0%	0%
U. of California – Los Angeles	100%	1	100%	1	100%	1	0%	0%
U. of Washington – Seattle	96%	3	96%	4	98%	3	+2%	+2%
U. of Michigan – Ann Arbor	93%	4	98%	3	97%*	4	-1%	+4%
U. of Florida	89%	7	91%	8	97%	4	+6%	+8%
U. of Wisconsin – Madison	93%	4	93%	6	94%	6	+1%	+1%
U. of Texas – Austin	93%	4	93%	6	91%	7	-2%	-2%
U. of Illinois – Urbana-Champaign	86%	8	96%	4	90%	8	-6%	+4%
Ohio State U. – Columbus	66%	10	80%	9	89%	9	+9%	+23%
Pennsylvania State U. – Univ. Park	78%	9	77%	11	87%	10	+10%	+9%
U. of Minnesota – Twin Cities	**63%**	**11**	**79%**	**10**	**84%**	**11**	**+5%**	**+21%**

*2010 figure; University phasing out use of H.S. Rank   Source: Institutional Common Data Sets

Other measures are also used to compare the improvement of student preparedness for college, such as the ACT composite score. Over the past decade, the average ACT composite score for students on the Twin Cities campus increased from 24.6 in 2001 to 27.5 in 2011 (Figure 3-8). The rate of growth in ACT scores for first-year students to the Twin Cities campus from 2006 to 2011 was above that of comparison group institutions (Table 3-6). The average score for 2011

Minnesota high school graduates who took the ACT was 22.9.

While nearly 80 percent of first-year students 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 and by many international students. The average SAT score increased for new Twin Cities campus students from 1204 in 2001 to 1281 in 2011 (Figure 3-8).

Figure 3-8. Average ACT and SAT composite scores for first-year students, Twin Cities campus, 2001-11

The ACT© ACT-SAT Concordance
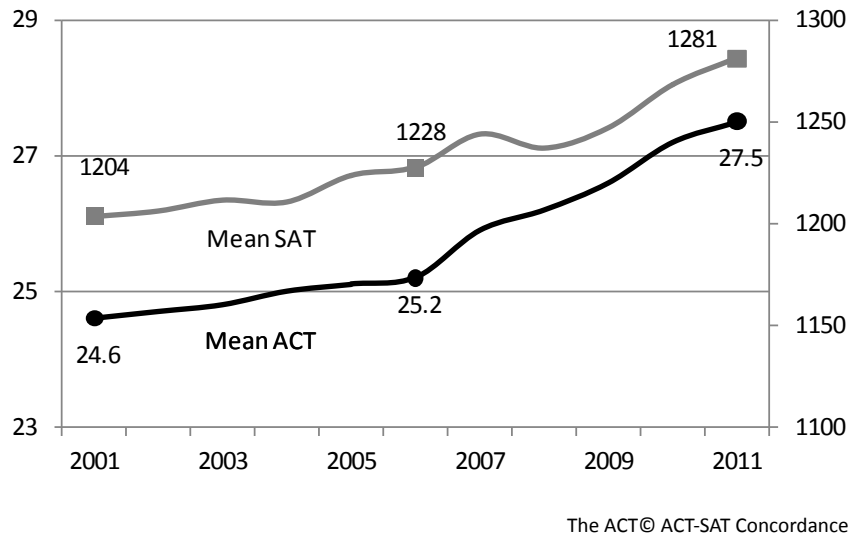
Table 3-6. Twin Cities campus and comparison group institutions ranked by ACT composite scores* for first-year students, 2006 and 2011

	2006		2011		Percent Change 2006-11
	Score	Rank	Score	Rank	
U. of Michigan – Ann Arbor	29	1	31	1	+ 6.9%
U. of California – Berkeley	27.5	4	29.5	2	+ 7.3%
U. of Illinois – Urbana-Champaign	28.5	2	28.5	3	0.0%
Ohio State U. – Columbus	26.5	6	28	4	+ 5.7%
U. of Texas – Austin	27	5	28	4	+ 3.7%
U. of California – Los Angeles	26	8	28	4	+ 7.7%
U. of Wisconsin – Madison	28	3	28	4	0.0%
U. of Minnesota – Twin Cities	**25.5**	**9**	**27.5**	**8**	**+ 7.8%**
Pennsylvania State U. – Univ. Park	25.5	9	27	9	+ 5.9%
U. of Florida – Gainesville	26.5	6	27	9	+ 1.9%
U. of Washington – Seattle	25.5	9	27	9	+ 5.9%

Source: Integrated Postsecondary Education Data System
*Average of 25th and 75th percentile values

Student Diversity

Consistent with the University's mission and values, the University is committed to achieving excellence with a diverse student body and a respectful, welcoming environment for all students. This commitment encompasses diversity in many forms, including racial-ethnic background, geographic origin, gender, sexual identity, culture, disability, veteran status and socio-economic background.

Racial/Ethnic Diversity: Over the past five years, the University has increased the number and proportion of undergraduates of color, improved their preparation level, increased their retention rates, and most importantly, increased the number who graduate.

From 2006 to 2011 the number of undergraduates of color on the Twin Cities campus increased by 12.3 percent, while the number of white undergraduates declined by 1.3 percent. The 6.9 percent increase in the total number of undergraduates was entirely accounted for by increases in students of color and international students. Table 3-7 shows the trends by ethnic group.

Table 3-7. Fall-term Twin Cities campus undergraduate enrollments by ethnicity, 2006, 2010, and 2011

	2006	2010	2011	Change 2006-11	
				Number	Percent
American Indian	261	369	372	+ 111	+ 42.5%
Asian/Pacific/ Hawaiian	2,760	2,959	2,969	+ 209	+ 7.6%
Black/African American	1,357	1,524	1,458	+ 101	+ 7.4%
Chicano/ Latino	589	760	780	+ 191	+ 32.4%
International	455	1,868	2,357	+ 1,401	+ 418.0%
White	22,581	22,497	22,279	- 425	- 1.3%
Unknown	642	542	395	- 247	- 38.5%
Total	**28,645**	**30,519**	**30,610**	**+ 1,965**	**+ 6.9%**
All Students of Color	4,967	5,612	5,579	+ 612	+ 12.3%
Percent Students of Color	17.3%	18.4%	18.2%	--	--

Source: Office of Institutional Research, University of Minnesota

Figure 3-9. Student of color percentages among Twin Cities campus first-year students and transfers, 2006-11*
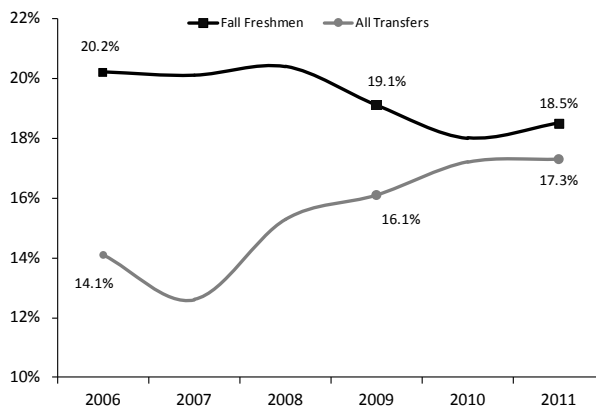
Source: Office of Institutional Research, University of Minnesota
* Fall semester first-year enrollment, new transfer students fall and spring semesters.

Further understanding of the ethnic enrollment trends can be gained by looking at all new students coming into the University, including not only fall first-year students, but also transfer students, who enroll in substantial numbers in the spring as well as the fall semesters. Figure 3-9 shows the student of color percentage among first-year students ranged between 20.2 percent in 2006 and 18.5 percent in 2011; meanwhile, the percentage of transfer students of color rose from 14.1 percent in 2006 to 17.3 percent in 2011.

Over the past several years the University has become more selective in first-year student admissions, while at the same time increasing access for transfers. Instead of accepting underprepared first-year students and doing remedial work with them, the University relies on the state's community and technical colleges to perform that role and then considers these students for transfer admission once remedial work is completed. As a result, the achievement gap between students of color and white students is closing.

As seen in Figure 3-10 and Table 3-8, from 2006 to 2011 the average high school rank for first-year students of color increased by 4.6 points, compared with 1.6 points for white students. The average ACT composite score for students of color rose by 3.3 points compared with 2 points for white students (Table 3-9).

The recent small decline in the percentage of students of color among first-year students raises the question of whether the University is doing enough to recruit first-year students of color, especially in the state of

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Figure 3-10. Average high school rank percentiles of white first-year students and first-year student of color, 2006-11

Source: Office of Undergraduate Education, University of Minnesota
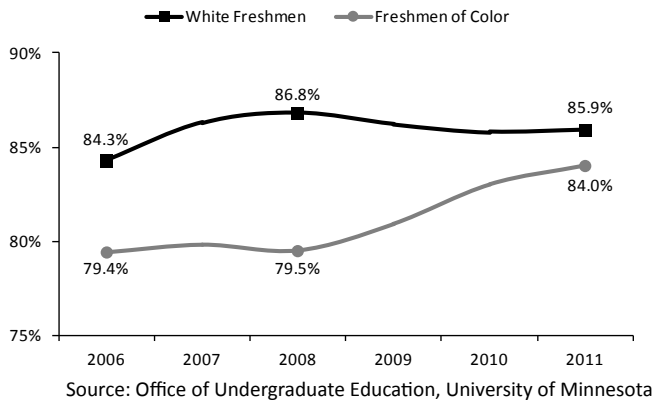
Minnesota. A partial answer to that question can be gained by comparing the percentage of students of color in the Twin Cities campus first-year class with the percentage in the pool of potential Minnesota students. There are different ways to define the pool of potential students, as seen in Figure 3-11. One could say that the 2011 pool was all high school graduates in Minnesota, of which 16 percent were students of color. But not every Minnesota high school graduate aspires to attend a four-year college, so a better definition of the pool might be those who take the ACT test, which nearly every Minnesota student interested in a four-year college does. Among 2011 Minnesota high school graduates taking the ACT exam, 14 percent were students of color.

As a top research university, the University of Minnesota has classes that are rigorous and assume a high level of secondary school preparation. One important predictor of success at the University is high school performance. Among students of color who graduated from high school in 2011, 11 percent took the ACT and were in the top half of their graduating classes; 9 percent took the ACT and were in the top quarter of their graduating classes.

Among 2011 first-year students from Minnesota, 23 percent were students of color. This percentage considerably exceeds the student of color percentage in any definition of the available pools, indicating that the University has gone well beyond the minimum expectation for recruiting students of color in Minnesota.

Table 3-8. Average first-year student high school rank percentiles by race/ethnicity, Twin Cities campus, 2006, 2010, and 2011

	2006	2010	2011	Change 2006 -11
American Indian	78.5	79.8	85.1	+ 6.6
Asian/Pacific/Hawaiian	81.3	85.3	85.6	+ 4.3
Black/African American	76.0	78.1	78.0	+ 2.0
Chicano/Latino	75.4	82.5	86.3	+ 10.9
International	82.5	79.3	87.5	+ 5.0
White	84.3	85.8	85.9	+ 1.6
Total	**83.2**	**85.2**	**85.5**	**+ 2.0**
All Students of Color	79.4	83.0	84.0	+ 4.6

Source: Office of Institutional Research, University of Minnesota

Table 3-9. Average ACT composite scores of first-year students by race/ethnicity, Twin Cities campus, 2006, 2010, and 2011

	2006	2010	2011	Change 2006 -11
American Indian	23.9	25.3	26.4	+ 2.5
Asian/Pacific/Hawaiian	22.6	25.2	25.9	+ 3.3
Black/African American	19.7	22	23.2	+ 3.5
Chicano/Latino	23.0	25.6	25.8	+ 2.8
International	24.4	26.4	26.7	+ 2.3
White	26.0	27.8	28.0	+ 2.0
Total	**25.2**	**27.2**	**27.5**	**+ 2.3**
All Students of Color	22.0	24.5	25.3	+ 3.3

Source: Office of Institutional Research, University of Minnesota

With the narrowing of the achievement gap at the point of admission has come a narrowing of the achievement gap in student retention. As shown in Figure 3-12, from 2006 to 2010 the first-year retention rate for students of color increased by 5 percent, from 84 percent to 89 percent. The rate for white students increased by 2 percent, from 89 percent to 91 percent.

Figure 3-11. Minnesota high school graduates of color among all Minnesota high school graduates, those taking the ACT exam, high school rank (HSR), and those enrolling as first-year students on the Twin Cities campus, 2011
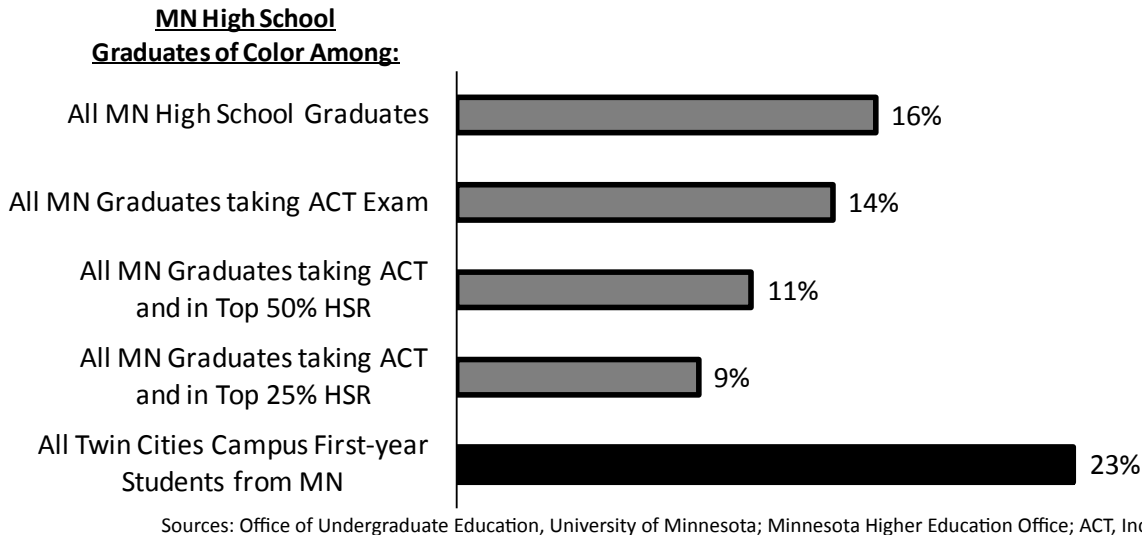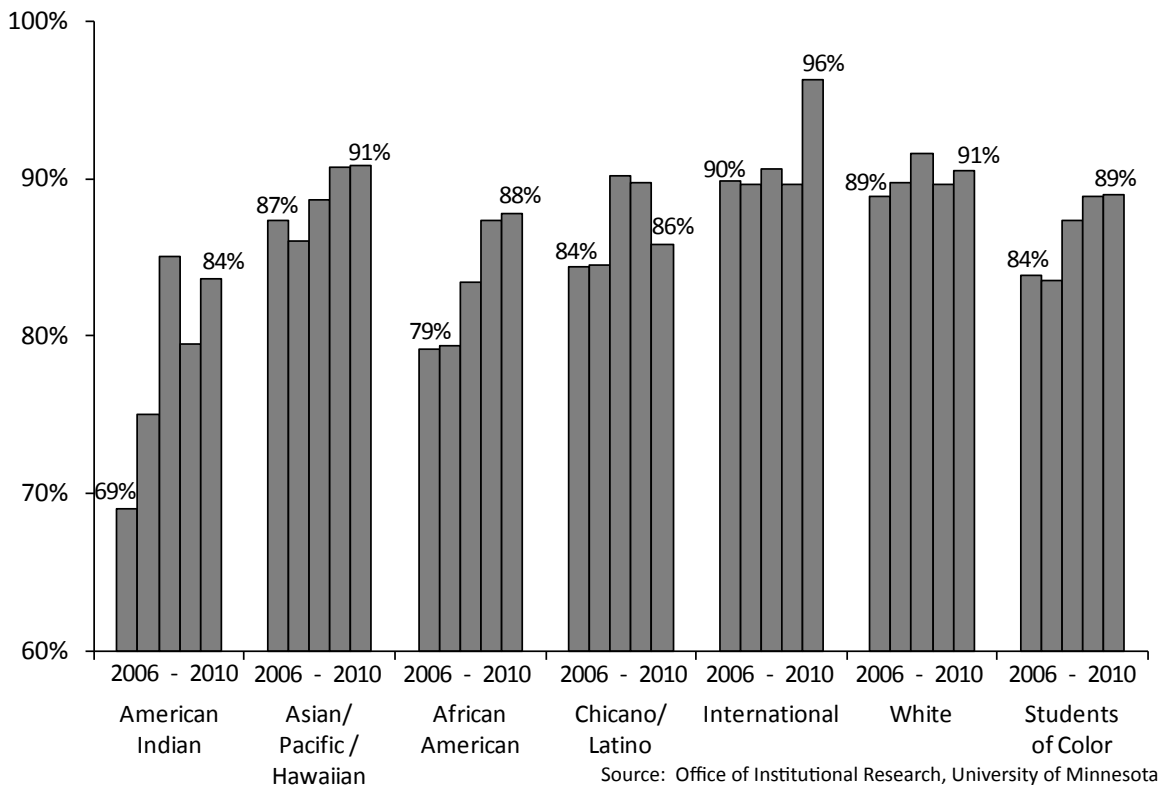
MN High School
Graduates of Color Among:

All MN High School Graduates — 16%

All MN Graduates taking ACT Exam — 14%

All MN Graduates taking ACT and in Top 50% HSR — 11%

All MN Graduates taking ACT and in Top 25% HSR — 9%

All Twin Cities Campus First-year Students from MN — 23%

Sources: Office of Undergraduate Education, University of Minnesota; Minnesota Higher Education Office; ACT, Inc.

Figure 3-12. First-year retention by ethnicity, Twin Cities campus, classes matriculating in Fall 2006-10

American Indian: 69% ... 84%
Asian/Pacific/Hawaiian: 87% ... 91%
African American: 79% ... 88%
Chicano/Latino: 84% ... 86%
International: 90% ... 96%
White: 89% ... 91%
Students of Color: 84% ... 89%

Source: Office of Institutional Research, University of Minnesota

The increased enrollments of students of color, their increased preparation, and their increased retention have produced more graduates of color on the Twin Cities campus.

Since 2006, the number of bachelor's degrees conferred to students of color increased by 38 percent, compared with an increase of 5 percent among white students.

Bachelor's degrees awarded to students of color made up 16.5 percent of the total number of bachelor's degrees in 2011. The number of bachelor's degrees awarded to American Indian students increased by 104 percent and bachelor's degrees awarded to African American students increased by 46 percent (Table 3-10).

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Table 3-10. Number of students earning bachelor's degrees by ethnicity, Twin Cities campus, 2006, 2010, and 2011

	2006	2010	2011	Change 2006-11	
				Number	Percent
American Indian	28	55	57	+ 29	+ 104%
Asian/Pacific/ Hawaiian	467	568	621	+ 154	+ 33%
Black/African American	201	293	294	+ 93	+ 46%
Chicano/ Latino	119	134	152	+ 33	+ 28%
International	124	151	246	+ 122	+ 98%
White/ Other	5,247	5,741	5,502	+ 255	+ 5%
Total	**6,186**	**6,942**	**6,872**	**+ 686**	**+ 11%**
Students of Color	**815**	**1,050**	**1,124**	**+ 309**	**+ 38%**

Source: Office of Institutional Research, University of Minnesota

Geographic Diversity: While the percentage of Minnesota students has been relatively consistent, there have been shifts in the geographic distribution of other students.

The percentage of students from the reciprocity states (Wisconsin, North Dakota, South Dakota) has gone down, while the percentage from other states and outside the U.S. has increased (Figure 3-13). The increase in the international undergraduate student population reflects the University's commitment to enhancing the community through the inclusion of young people from different countries, backgrounds, religions, and experiences. As a result, the international student enrollments consistently make up at least five percent of the incoming, first-year classes and herald from more than 90 countries.

The University continues to focus efforts on student retention, the diversity of its international student and faculty population (particularly involving regions beyond China and Korea), and the integration of international students into the campus community.

Despite its recent success, as evident in Figure 3-13 and Table 3-11, the University continues to face strong competition, particularly from institutions in the United States, Australia, and Great Britain, for qualified undergraduate international students.

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. In assessing the economic diversity of the student body of a campus, 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 3-11. Twin Cities campus and comparison group institutions ranked by percentage of international undergraduate students, fall 2005 and 2010

	2005		2010	
U. of Illinois – Urbana-Champaign	2	4.1%	1	10.4%
U. of California – Berkeley	7	3.1%	2	7.2%
Penn. State U. – University Park	9	2.2%	3	6.2%
U. of Minnesota – Twin Cities	**10**	**1.6%**	**4**	**6.1% (7.7%)***
U. of Michigan – Ann Arbor	1	4.7%	5	5.9%
U. of California – Los Angeles	3	3.6%	6	5.8%
U. of Wisconsin – Madison	6	3.2%	6	5.8%
U. of Washington – Seattle	4	3.5%	8	5.7%
Ohio State U. – Columbus	8	2.8%	9	5.2%
U. of Texas – Austin	4	3.5%	10	4.5%
U. of Florida – Gainesville	11	0.8%	11	0.8%

Source: Integrated Postsecondary Education Data System
*2011 Twin Cities campus percentage of international undergraduate students

Figure 3-13. Home locations of undergraduate students, Twin Cities campus, fall 2006-11
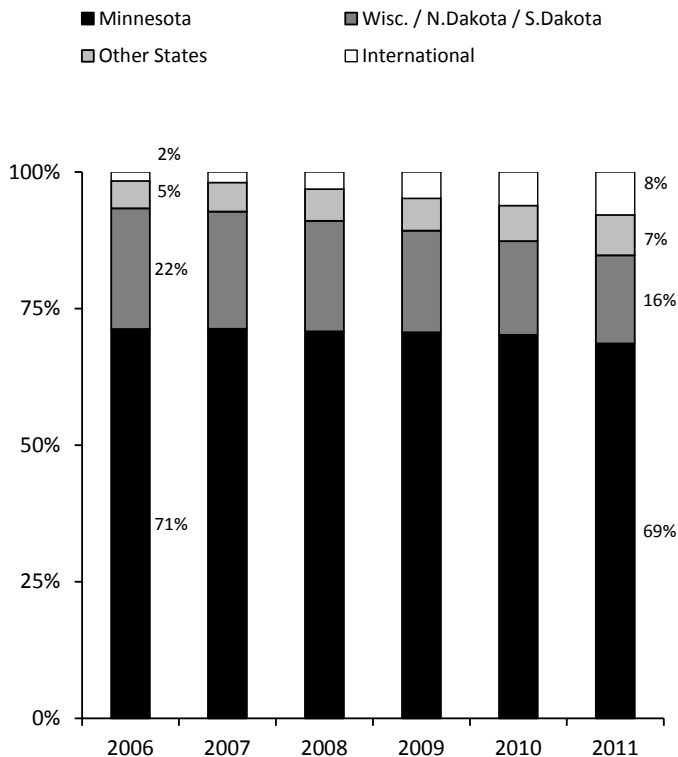
Source: Office of Institutional Research, University of Minnesota

Table 3-12 presents the number and percentage of undergraduates receiving Pell Grants on the Twin Cities campus and its comparison group institutions in 2009, the most recent year available for comparison. The 2009 state poverty rates and median household incomes for each institution's respective state also are included.

Even though Minnesota had the lowest poverty rate and the second highest household median income relative to comparison group states in 2009, 21 percent of all undergraduates on the Twin Cities campus were Pell recipients (23 percent in 2011). Although the overall poverty rate for the entire state of Minnesota was 10.9 percent in 2009, the percentage of first-year students enrolled at the University who were from low-income families as measured by receiving Pell Grants was 20 percent. This is one indication of the University's commitment to ensuring access to low-income students.

Table 3-12. Number and percentage of undergraduate Pell Grant recipients, Twin Cities campus and comparison group institutions, fall 2009

	Number of Undergraduate Pell Recipients	Percent of Undergraduate Enrollment	State Poverty Rate	Median Household Income
U. of California – Los Angeles	8,970	34%	14.2%	$56,100
U. of California – Berkeley	8,283	32%	14.2%	$56,100
U. of Florida – Gainesville	9,436	28%	15.0%	$45,600
U. of Texas – Austin	9,003	24%	17.1%	$47,500
Ohio State U. – Columbus	8,662	21%	15.1%	$45,900
U. of Minnesota – Twin Cities	**6,911**	**21%**	**10.9%**	**$56,100**
U. of Washington – Seattle	6,695	20%	12.3%	$60,400
U. of Illinois – Urbana-Champaign	5,594	18%	13.3%	$52,900
Pennsylvania State U. – Univ. Park	6,686	17%	12.5%	$48,200
U. of Wisconsin – Madison	4,361	15%	12.4%	$51,200
U. of Michigan – Ann Arbor	3,932	15%	16.1%	$46,000

Source: Integrated Postsecondary Education System; U.S. Census Bureau 2009 data

Strategy: Challenge, Educate, and Graduate Students

Academic support is designed to assist students from recruitment, orientation, and first-year transitions, to choosing a major, career exploration, and timely completion of their undergraduate degree program. To improve students' transition to college, foster greater academic success, and ensure timely graduation, the University has undertaken a broad range of initiatives, including an intensive Welcome Week experience.

The Welcome Week Program, started in 2008, complements the University's award-winning two-day orientation program. The five-day Welcome Week experience is required for all Twin Cities campus first-year students, and takes place 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:

- Meet with college representatives to learn what to expect in their classes and how to succeed academically.
- 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 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 and have the tools needed for a successful academic and personal experience.

Provide Academic and Advising Support

The University continues to invest in technologies, facilities, and programs that better support student planning, community engagement, and timely graduation.

Key technological 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.

Graduation Planner is an interactive tool that students can use to explore the requirements for majors and minors, discover what courses they will need to take and when, and make a plan that will help them stay on track for graduation in four years. Graduation Planner is part of the University's effort to improve retention and graduation rates. The number of students using this tool has increased in recent years, as shown by the number of preferred plans in Figure 3-14.

The **APLUS** advising tool uses technology to allow undergraduate advisors to 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 enable advisors to respond quickly. The tool addresses advisors' needs for information on advisees and has dramatically shortened advisor response time to student issues. It ensures that pertinent information about a student follows the student and is available to academic advisors across the campus. All Twin Cities campus undergraduate colleges have begun adopting this technology and adapting its use for their specific student populations and advising concerns. APLUS supports better advising service for all undergraduate students.

The new **Center for Academic Planning and Exploration (CAPE)** is designed to provide support for students who are undecided in their major or are seeking acceptance into a highly competitive major. CAPE advisors offer a customized course that guides

Figure 3-14. Number of last updated plans in Graduation Planner, Twin Cities campus, 2007-2012*
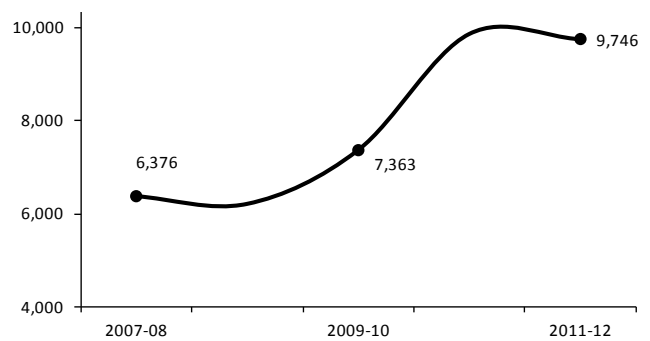
*Information for 2011-12 preliminary
Source: Academic Support Resources, University of Minnesota

students through specific action steps toward declaring their major, as well as in-person consultations with advisors to help students explore and choose their career and academic paths.

The **Health Careers Center** serves many levels of students interested in careers in health care – high school students and their families, University undergraduates and alumni, and individuals transitioning from a different career into a health career. The center provides in-person and online career exploration courses and consults with academic units to assist with recruitment and retention.

Programs to enhance student success include the **Access to Success (ATS)** Program, which enrolls 450 first-year students each fall on the Twin Cities campus. ATS is designed to assist students whose experiences and high school records indicate potential for success, but whose high school rank and test scores alone may not. Opportunities for ATS students include curriculum integration, intensive advising, peer mentoring, and networking opportunities. The results of the ATS program are encouraging: from fall 2010 to 2011, 86.6 percent of ATS students were retained for a second year, compared with 90.5 percent of first-year students overall. The second-year retention rate for ATS students who entered the University in 2009 was 72.2 percent, compared with 83.9 of all undergraduate students who entered in 2009.

In the spring of 2012, across the University of Minnesota system, the student population included 935 student veterans, with 717 enrolled on the Twin Cities campus. The **University Veterans Services** office was developed in 2007 as a comprehensive resource to assist students with admissions processes; transitioning from military life to the role of a student; certifying, applying, and qualifying for veterans benefits; pursuing scholarships and grants; processing military leaves for those called to active duty; and connecting with other campus opportunities and resources. The *Veterans Connection* electronic newsletter, which began publication in 2006, provides important updates to student veterans. Also in 2006, the University began an informational program to give faculty and staff a better understanding of the challenges soldiers have faced, how reintegration affects the veteran and the family, and how faculty and staff can assist student veterans during the transition.

The University coordinates space and facilities with services and programs to support student success. The new **Science Teaching and Student Services** building on the east bank of the Twin Cities campus integrates One Stop Student Services (including registration, financial aid, transcripts, Veterans Services, and Student Accounts Assistance) in the same building with high-tech classrooms, student study space, a career services center, academic advising offices, CAPE, and the Office for Student Engagement.

In addition to required orientations for all new international undergraduate students, the **New International Student Seminar (NISS)**, held several weeks after arrival, provides in-depth discussion of cultural, academic, and social differences that the students may encounter and the campus resources available to support them. This program is now in its third year and is a collaboration of 18 organizations and units across the University.

Provide a Distinctive Experience

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

The **Department of Writing Studies**, started in 2007, offers a comprehensive, integrated first-year writing program, houses an expanded writing center, and is pioneering the Writing-Enriched Curriculum in over 20 different academic programs.

The **University Honors Program** integrates collegiate-based honors programs on the Twin Cites campus into an exciting, unified program that welcomed its first 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 (Table 3-13). In each of its first four years, the University Honors Program has enrolled more than 600 outstanding students with median ACT scores above or equal to that of the nation's most elite programs (Table 3-14).

The University Honors Program is essentially an elite college housed in a major public university, with enrollment larger than that of most liberal

arts institutions. Honors advising expertise spans disciplines and colleges, and these high-ability students with varied interests benefit from this collaboration and diversity of knowledge.

Table 3-13. Twin Cities campus Honors Program student profile, fall 2011

Enrollment	587
Median ACT Composite	33.0
Average High School Rank	96.9
Percent Students of Color	15.5%

Source: University of Minnesota - Twin Cities Honors Program

The **Undergraduate Research Opportunities Program (UROP)** is expanding to enrich the role research can play in undergraduate education at a major research university. In 2011-12, over 680 undergraduate students participated in the UROP program. These students worked one-on-one on specific research projects with a University faculty mentor and received a stipend of up to $1,700.

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. This expansion includes the opportunity to integrate the UROP project with a study abroad experience.

In addition, the University is working to expand student participation in **freshman seminars**. In 2011-12, nearly half of the first-year students on the Twin Cities campus enrolled in at least one of the 121 freshman seminars offered. Students who have taken a freshman seminar have higher retention and graduation rates than students who have not taken a freshman seminar course.

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 requirements include one course in each of the seven core areas of physical sciences, biological sciences, social sciences, historical perspectives, literature, arts and humanities, and mathematical thinking. The theme requirements are diversity and social justice in the U.S., global perspectives, environment, civic life and ethics, and technology and society; students are required to complete any four of these five themes.

Liberal education is an essential part of undergraduate education at the University. Liberal education courses help students learn to investigate the world from new perspectives, learn ways of thinking that will be useful in many areas of their lives, and grow as active citizens and lifelong learners.

Student Learning and Development Outcomes

The 2007 development of campuswide student learning outcomes, in tandem with the new liberal education requirements, helps faculty 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 are embedded within the liberal education courses, as well as the courses students take in their major and minor fields.

Table 3-14. Twin Cities Campus honors program median ACT composite comparisons of first-year students, fall 2011

Comparison with top Liberal Arts Colleges		Comparison with top STEM Universities		Comparison with top Ranked Universities	
Twin Cities Campus Honors Program	**33.0**	**TC Campus Honors Program (STEM Students)**	**33.0**	**Twin Cities Campus Honors Program**	**33.0**
Amherst Col.	32.0	California Inst. of Tech.	33.0	U. of Chicago	33.0
Williams Col.	32.0	Massachusetts Inst. of Tech.	33.0	Duke U.	33.0
Carleton Col.	31.0	Carnegie Mellon U. (CIT)	32.0	Northwestern U.	33.0
Vassar Col.	31.0	Georgia Inst. of Tech.	30.0	Stanford U.	33.0
Grinnell Col.	30.0			Georgetown U.	31.0

Source: Integrated Postsecondary Education Data System

The student learning outcomes (SLOs) 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 (SDOs), also approved in 2007, help students to function as University and community citizens. These outcomes include:

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

The explicit articulation of these outcomes reinforces the fact that learning takes place throughout a student's 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 cocurricular activities. Taken together, the student learning and development outcomes underscore the important partnership of students, faculty, and staff in supporting learning.

University faculty are trained, through workshops and individual counseling, to incorporate the SLOs into their teaching plans, apply class experiences and assignments that best connect to the SLOs, and use techniques for measuring and evaluating the SLOs. By incorporating the SLOs, faculty receive important feedback about student learning that leads to improvement of their teaching.

Average Class Size

While many outside the University may associate the undergraduate experience on the Twin Cities campus with large lecture halls holding hundreds of students, in reality 38 percent of undergraduate classes have fewer than 20 students. Furthermore, only 19 percent of undergraduate classes have more than 50 students, and fewer than 8 percent have more than 100 students. Table 3-15 shows that class sizes on the Twin Cities campus compare favorably with comparison group institutions.

Table 3-15. Class size percentages, Twin Cities campus and comparison group institutions ranked by percentage of classes with 50 or more students, fall 2010

		Percent of classes with 20 or fewer students	Percent of classes with 50 or more students
1	U. of California – Berkeley	62%	15%
1	Pennsylvania State U. – Univ. Park	39%	15%
3	U. of Florida – Gainesville	41%	16%
3	U. of Michigan – Ann Arbor	48%	16%
5	**U. of Minnesota – Twin Cities**	**38%**	**19%**
5	U. of Wisconsin – Madison	45%	19%
7	Ohio State U. – Columbus	32%	20%
8	U. of Washington – Seattle	33%	21%
8	U. of Illinois – Urbana-Champaign	34%	21%
10	U. of California – Los Angeles	52%	22%
11	U. of Texas – Austin	34%	25%

Source: Institutional Common Data Sets, 2010-11

Results: Challenge, Educate, and Graduate Students

Undergraduate student retention rates, graduation rates, and the number of degrees conferred are among the measures that the University uses to assess the extent to which the University is challenging, educating, and graduating students.

Undergraduate Retention Rates

The Twin Cities campus has made significant progress over the last decade in improving undergraduate retention and graduation rates. These improvements

were the result of initiatives such 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.

Figure 3-15 shows first-, second-, and third-year retention rates for all students matriculating for the 2000 through 2010 cohorts. The most recent results show rates at their highest levels in the past decade with the exception of the second-year retention rate, which dipped slightly from the previous year.

Undergraduate Graduation Rates

As a key component of its strategic positioning efforts the Twin Cities campus set specific goals to improve undergraduate graduation rates. For 2012, 2013, and 2014, the goals are:

- Four-year graduation goal of 60 percent (Class matriculating in 2008 and graduating in 2012),
- Five-year graduation goal of 75 percent (Class matriculating in 2008 and graduating in 2013),
- Six-year graduation goal of 80 percent (Class matriculating in 2008 and graduating in 2014).

These goals, if achieved, will reduce the costs to students as well as costs to the University and should improve the University's ranks on these measures relative to its competitors. Current results (Figure 3-16) show continued significant improvement in graduation rates and steady progress toward these goals.

The Twin Cities campus undergraduate graduation rates continue to move closer to those of its comparison group. Table 3-16 ranks the four-year and six-year graduation rates for classes matriculating in 2005, the most recent data available for comparison. As a result of coordinated initiatives and strategies targeting student success, the Twin Cities campus' four-year rate is competitive with many institutions within the University's comparison group, as well as other public Big Ten universities (Table 3-17).

First-year retention, as well as four-, five- and six-year graduation rates are monitored for all students, as well as for each sub-group by ethnicity and 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 all of its students. Retention and graduation rates for students of color have improved over the past eight years.

The first-year retention rate for students of color has increased from 79.5 percent for students who entered as first-year students in fall 2000 to 89 percent for those who entered in fall 2010, compared to 84.1 percent and 90.5 percent, respectively, for white students. For Chicano/Latino students, the first-year retention rate increased by 14.2 percent, from 71.6 percent to 85.8 percent. American Indian students also saw a large increase in first-year retention rates, from 61.3 percent in 2000 to 83.6 in 2010, an increase of over 20 percent.

The four-, five- and six-year graduation rates for students of color (Figure 3-17) have also improved, and the achievement gap has narrowed. Improvements are most evident in the four-year rate for Chicano/Latino students, which is now at 46.1 percent, up from 26.9 percent five years ago (Chicano/Latino retention data not shown in figure).

Figure 3-15. First-, second-, and third-year retention rates for full-time undergraduate students, Twin Cities campus, 2000-10 cohorts
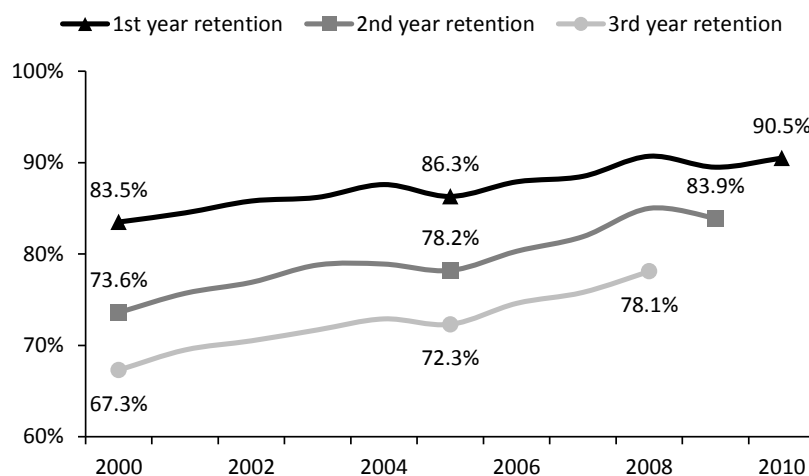
Source: Office of Institutional Research, University of Minnesota

Figure 3-16. Four-, five-, and six-year graduation rates of first-time, full-time undergraduate students, Twin Cities campus, classes matriculating in 1998-2008
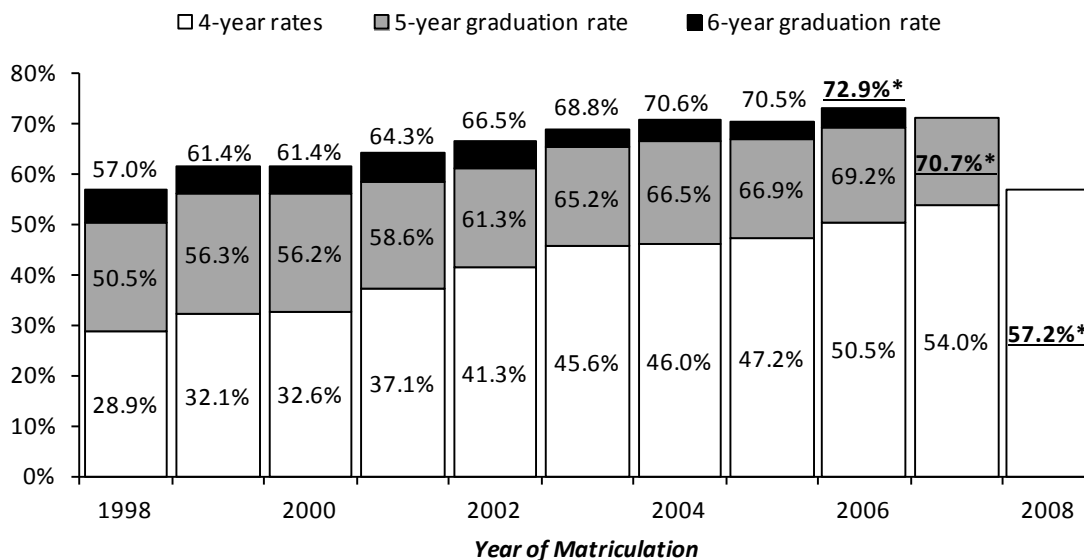
* Projected rates as of August 1, 2012

Note: Rates include graduates who transferred to another University of Minnesota campus. Graduation rates reported to the national database (IPEDS) include only students who matriculated at and graduated from the same campus.

Source: Office of Institutional Research, University of Minnesota

Table 3-16. Retention (class matriculating in 2009) and graduation (class matriculating in 2005) rates sorted by six-year graduation rate, Twin Cities campus and comparison group institutions

	1st-year Retention Rate	Graduation	
		4-year Rate	6-year Rate
U. of Michigan – Ann Arbor	96%	72%	90%
U. of California – Berkeley	97%	71%	90%
U. of California – Los Angeles	97%	68%	90%
Penn. State U. – Univ. Park	92%	63%	87%
U. of Florida – Gainesville	95%	59%	84%
U. of Wisconsin – Madison	94%	53%	83%
U. of Illinois – Urbana-Champaign	94%	66%	82%
U. of Texas – Austin	92%	53%	81%
U. of Washington – Seattle	93%	54%	80%
Ohio State U. – Columbus	93%	53%	80%
U. of Minnesota – Twin Cities	**90%**	**47% (57%)***	**71% (73)***
Comparison Group Average	94%	61%	85%

Source: Institutional Common Data Sets

*Twin Cities campus graduation rates for class matriculating in 2008, projected as of August 1, 2012

Table 3-17. Retention (class matriculating in 2009) and graduation (class matriculating in 2005) rates sorted by six-year graduation rate, Twin Cities campus and other public Big Ten universities

	1st-year Retention Rate	Graduation	
		4-year Rate	6-year Rate
Michigan State U. – East Lansing	91%	48%	77%
Indiana U. – Bloomington	89%	50%	72%
U. of Minnesota – Twin Cities	**90%**	**47% (57%)***	**71% (73%)***
U. of Iowa – Iowa City	86%	47%	71%
Purdue U. – West Lafayette	91%	38%	68%
U. of Nebraska – Lincoln	84%	32%	67%
Average	88%	43%	71%

Source: Institutional Common Data Sets

*Twin Cities campus graduation rates for class matriculating in 2008, projected as of August 1, 2012

Figure 3-17. Four-, five-, and six-year graduation rates of first-time, full-time undergraduate students of color, Twin Cities campus, classes matriculating in 1997-2007

□ 4-year graduation rate   ▧ 5-year graduation rate   ■ 6-year graduation rate
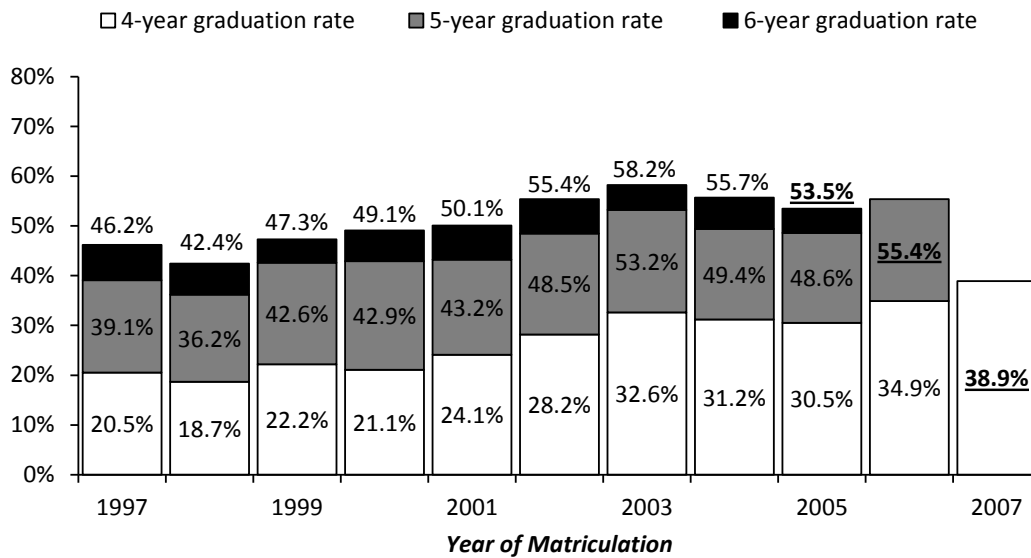
Rates above include graduates who transferred to another University of Minnesota campus. Graduation rates reported to the national database (IPEDS) include only students who matriculated at and graduated from the same campus.

Source: Office of Institutional Research, University of Minnesota

Degrees Conferred

As shown in Table 3-18, the Twin Cities campus ranks ninth in bachelor's degrees awarded in 2011 and has increased the number of degrees awarded each year by over 700 since 2006.

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.

Table 3-18. Undergraduate degrees conferred, sorted by percent change, Twin Cities campus and comparison group institutions, 2005-06 and 2010-11

|	2005-06		2010-11		Change	
	Number	Rank	Number	Rank	Number	Percent
Ohio State U. – Columbus	8,791	3	10,667	2	+ 1,876	+ 21%
Pennsylvania State U. – Univ. Park	9,649	1	11,438	1	+ 1,789	+ 19%
U. of Michigan – Ann Arbor	5,614	11	6,553	11	+ 939	+ 17%
U. of Illinois – Urbana-Champaign	6,732	7	7,667	5	+ 935	+ 14%
U. of California – Berkeley	6,686	8	7,466	8	+ 780	+ 12%
U of Minnesota – Twin Cities	**6,319**	**9**	**7,031**	**9**	**+ 712**	**+ 11%**
U. of Washington – Seattle	6,970	6	7,610	6	+ 640	+ 9%
U. of Wisconsin – Madison	6,265	10	6,650	10	+ 385	+ 6%
U. of California – Los Angeles	7,120	5	7,503	7	+ 383	+ 5%
U. of Florida	8,255	4	8,685	4	+ 430	+ 5%
U. of Texas – Austin	8,942	2	9,054	3	+ 112	+ 1%
Comparison Group	**7,502**		**8,329**		**+ 827**	**+ 11%**

Source: Institutional Common Data Sets 2006-07 and 2011-12

Strategy: Develop Lifelong Learners, Leaders, and Global Citizens

Among the University's most important goals 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 real-world leadership training and experience, on campus, within the greater Twin Cities, and internationally. 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 2011, 420 current students volunteered to serve as peer leaders to over 5,300 first-year students 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. Since its inception, enrollment in the program has grown seven-fold, with more than 760 students now participating, as shown in Figure 3-18. Of these students, approximately 25 percent are honors students.

- Over 800 Registered Student Groups represent academic interests, culture and diversity, the arts, fraternity and sorority life, sports clubs, and much more. These groups provide students opportunities to explore their interests, develop leadership skills, and be an active part of the University community. For example, in 2011, Students for Design Activism has worked on the Three Rings Garden, a major project within the community. The goal for the project has been to turn 2.5 acres of vacant lot into an urban agriculture program and community greenspace for the neighborhood and schools. This project will be the only greenspace within over half

Figure 3-18. Community Engagement Scholars Program Enrollment, Twin Cities campus, 2005-2012
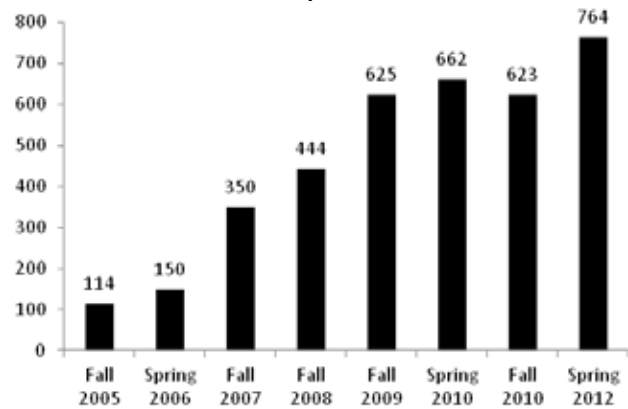
Source: Service-Learning Center, Univ. of Minnesota – Twin Cities

a mile and is unique on a national level, as it will be the only public-private ownership model that incorporates open space, public transit, food systems, and education.

- **Internships and co-ops** provide a way for students to gain valuable career experience while gaining practical experience. 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. In addition, students increasingly seek internship and volunteer experience around the globe as a way to develop language skills or work experience. The University's Learning Abroad Center helps students plan quality experiences.

- On average, over 12,000 undergraduate students are employed in campus jobs each year 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.

- Cocurricular leadership programs include the **First-Year Leadership Institute**, a semester-long experience designed for emerging first-year 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

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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)** offers four study abroad programs with semester and full-year options, in Ecuador, India, Kenya, and Senegal. Students 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. Since the program's inception in 1982, over 1,000 University students have participated.

Results: Develop Lifelong Learners, Leaders and Global Citizens

Levels of student engagement, participation in service-learning, and completion of international experiences are among the measures the University uses to assess the extent to which the University motivates lifelong learners, leaders, and global citizens.

Student Engagement and Service-Learning

The University recognizes the importance that students' experience in internships, intramural and club sports, research projects, student activities, on-campus employment, and volunteer and community activities can 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 strongly 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 last few years. Figure 3-19 shows the time spent on community service. During the 2011-12 academic year, 56% of graduating seniors reported performing community service or volunteer activities at least one hour per week. In 2009-2010, 53% of seniors indicated doing so, showing a 3% increase over the last three years.

Figure 3-19. Number of community service hours performed each week by percent of graduating undergraduate students, Twin Cities campus, 2009-10 and 2011-12
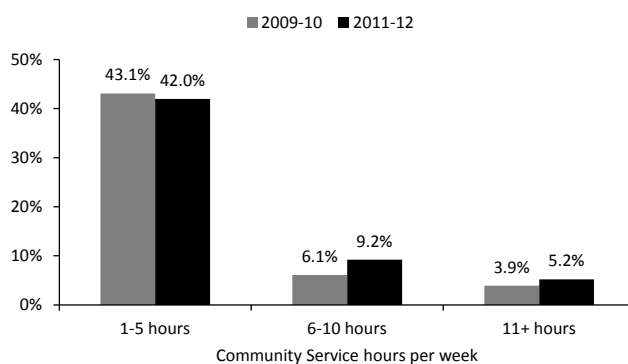
Source: Student Experience in the Research University Survey, Univ. of Minnesota - Twin Cities

The University places a high priority on supporting opportunities for students to engage in community-based experiences connected to their academic goals and personal interests. This agenda, supported through the Public Engagement Ten-Point Plan, seeks to maximize academically-based community-grounded learning experiences that will help recruit students from diverse populations, challenge undergraduate and graduate students, and develop life-long learners, leaders, and global citizens.

Through the Engaged Department Grant Program, 22 departments have explored the expansion of community-based learning experiences within their curricula. In addition, a growing number of academic majors and minors are incorporating community-engaged work that is linked to learning goals and objectives.

Data from the 2010 Student Experience in the Research University (SERU) survey indicated that 86 percent of the undergraduate students surveyed considered

opportunities to connect their academic work with community-based experiences important to them.

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 3-20).

**Figure 3-20. Number of departments offering service-learning offerings, Twin Cities campus, 2007-12**
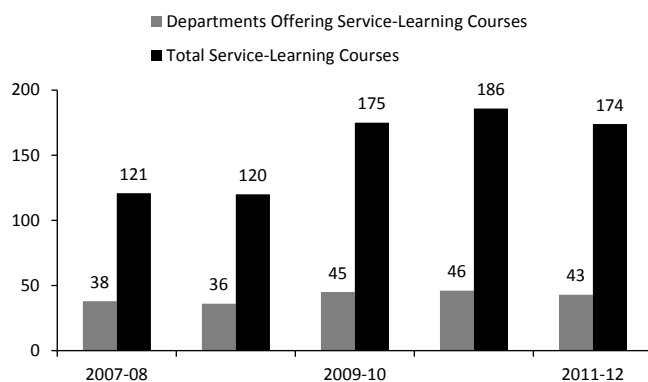
Source: Community Service-Learning Center, Univ. of Minnesota - Twin Cities

Facilitated predominantly through the Community Service-Learning Center, service-learning integrates community engagement experiences with students' academic coursework. During 2011-12, 3,385 undergraduates at the Twin Cities campus enrolled in service-learning activities offered through 174 academic courses mounted by 43 departments; this is the largest number of students participating in service-learning since service-learning participation was first tracked in 2002 (Figure 3-21). Through service-learning activities, students contributed more than 45,000 hours of volunteer service to Twin Cities-area nonprofit and public agencies as part of their academic coursework.

In 2011, 64 community partner organizations that worked with service-learning students during the 2010-11 academic year responded to a survey asking for their feedback on the experience.

- 89 percent of community partner respondents agreed or strongly agreed that the service-learning students they worked with brought new or in-creased energy and enthusiasm to their organiza-tions.
- 93 percent agreed or strongly agreed that service-learning students increased their capacity to fulfill their organizations' goals and mission.

Figure 3-21. Number of students enrolled in service-learning courses, Twin Cities campus, 2007-12
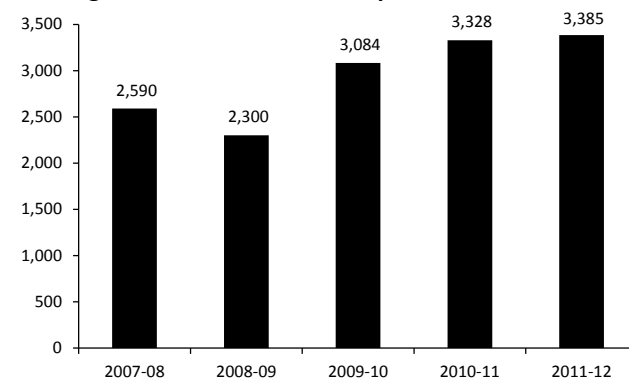
Source: Community Service-Learning Center, Univ. of Minnesota - Twin Cities

- 93 percent were satisfied or very satisfied with the quality of students' work at their organizations.
- 93 percent were satisfied or very satisfied with the outcomes of the service-learning partnership.

Along with facilitating opportunities for students to engage in academic service-learning experiences, the University also supports students' involvement in internships, clinical practica, and other community-based learning experiences conducted in partnership with businesses, health organizations, and governmental agencies locally as well as across the state, nation, and globe.
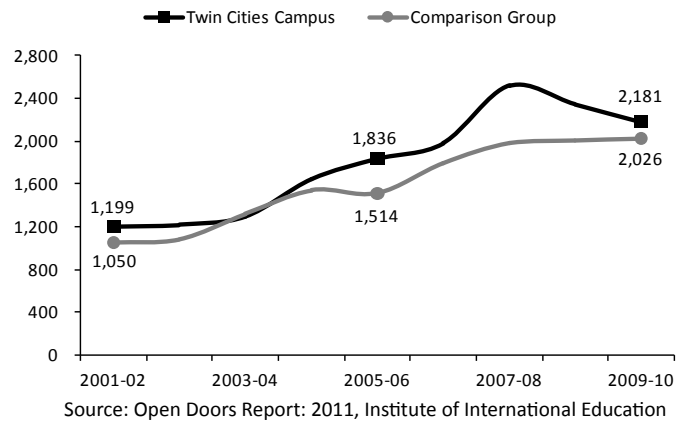
Study Abroad

Figure 3-22 shows that student participation in study abroad has increased from 1,199 students in 2001 to 2,181 students in 2010, more than the average of the comparison group institutions. As a percentage of undergraduate degrees granted, the Twin Cities campus has improved its student study abroad involvement from 19 percent in 1999 to approximately 30 percent in 2011, moving closer to its stated 50 percent participation goal. While many institutions have experienced declines in study abroad participation, 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 are more

sensitive to economic forces. The University remains committed to and has maintained high participation rates in programs of a semester or longer.

It should be noted that the current national 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. The University is working with other CIC institutions to develop CIC-wide guidelines for what constitutes an international experience and will be implementing the new tracking mechanisms over the next year.

Figure 3-22. Involvement in study abroad, Twin Cities campus, 2001-10

Twin Cities Campus — Comparison Group

1,199
1,050
1,836
1,514
2,181
2,026

2001-02   2003-04   2005-06   2007-08   2009-10

Source: Open Doors Report: 2011, Institute of International Education

GRADUATE EDUCATION

Graduate education is an integral part of the University's mission, and plays a crucial role in the reputation of the University as a major research institution. To remain competitive, graduate programs at the University need to respond to a changing and increasingly globalized environment. A new governance system for graduate education allows for more decision making at the collegiate level and timely implementation of program changes. This has been accompanied by the development of new policies for graduate education that clarify the requirements for students as well as the roles and responsibilities of graduate programs and colleges. The emphasis is on providing greater curricular flexibility and early opportunities for students to engage in research and scholarly activities.

The University has also developed a set of principles and program quality metrics (including time to degree, completion rate, and placement record) that are used to make decisions on funding allocations. The digitization of existing paper-based processes related to admissions, student services, and progress-to-degree helps save substantial time and contributes to cost reductions. Grant writing workshops for students and faculty, part of an initiative to increase external fellowship funding of graduate students, led to double the number of National Science Foundation fellows within two years.

Strategy: Recruit Highly Prepared Students from Diverse Populations

Connect, a recruitment tool that has the potential to increase the University's ability to attract high-quality students and those from previously underrepresented populations, has been integrated with the online application system. Prospective students enter their contact information and are linked directly to their requested program and sent automated follow-up emails.

Admissions

Figure 3-23 summarizes admissions trends since 2006. Overall, the number of applications has increased,

especially in the health and physical sciences. International student applications, mostly from China and India, are a key driver contributing to the upward trend. For the 2011-12 academic year, the number of international student applications surpassed that of domestic students for the first time. In fact, domestic applications decreased three percent over last year while international applications increased by 17 percent.

As a measure of the competitiveness and quality of graduate students, the number of National Science Foundation (NSF) Fellows will reach another record level in 2012-13 as shown in Table 3-19. The majority of NSF fellowships were awarded to currently enrolled students, demonstrating the ability of University of Minnesota students to attract external funding.

The University's graduate students continue to have success in the Fulbright Scholarship competition (Table 3-20). For three of the past four years, the University has made the *Chronicle of Higher Education's* list of top U.S. producers of Fulbright students among research institutions. The Fulbright Scholarship has enabled students to study and pursue research around the world.

Several units within the University have been collaborating to improve the success rate of recruiting non-U.S. Fulbright Scholars. As a result, there has

Table 3-19. National Science Foundation Fellows recipients, Twin Cities campus, 2005-12

	NSF Fellowships
2005-06	40
2006-07	36
2007-08	34
2008-09	28
2009-10	33
2010-11	48
2011-12	67
2012-13	86

Source: Graduate School, University of Minnesota

Figure 3-23. Graduate education admissions, Twin Cities campus, 2005-06, 2008-09, 2011-12
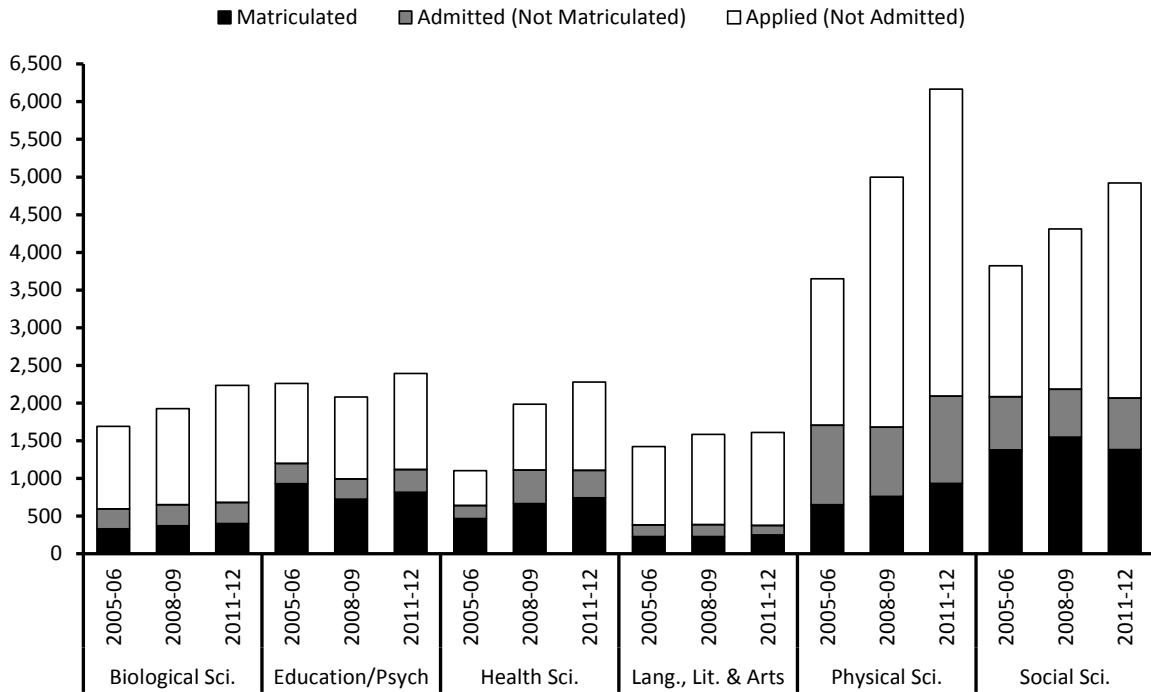
Source: Graduate School, University of Minnesota

Table 3-20. Number of University of Minnesota graduate students receiving Fulbright Scholarships to study abroad, Twin Cities campus, 2005-13

	Fulbright Scholarships
2005-06	8
2006-07	4
2007-08	7
2008-09	8
2009-10	5
2010-11	9
2011-12	4
2012-13	6*

*Still await final decision for one alternate.
Source: Graduate School, University of Minnesota

Table 3-21. Number of international students receiving Fulbright Scholarships who chose graduate studies at the University of Minnesota, Twin Cities campus, 2008-12

	Fulbright Scholarships
2008-09	17
2009-10	20
2010-11	26
2011-12	18

Source: Graduate School, University of Minnesota

been a strong committment to increasing the number of these scholars coming to the University from a variety of countries, including Azerbaijan, Burma, Cameroon, and Chile (Table 3-21). These students enrich the intellectual community with diverse views and backgrounds.

Student Diversity

Table 3-22 shows the racial and ethnic diversity of the graduate student body at five points over the

past 10 years. The percent increase for all students of color is more than double the increase in the total student population, especially for American Indian, Asian/Pacific/Hawaiian, and Chicano/Latino groups. However, data from the past five years demonstrate a noticeable decrease in the number of Black/African American graduate students. Although progress in attracting graduate students of color is mostly encouraging, the University remains committed to recruiting more high quality students of color, including more Black/African American students.

Table 3-23 shows the list of international countries with the greatest numbers of graduate students attending the University. Although the top five countries have

remained unchanged for the past six years, there has been a noticeable increase in the number of graduate students from Iran and, to a smaller extent, Brazil. The opposite trend can be seen for Turkey. Table 3-24 shows the distribution of the international student body by world regions. Asia is the only region that has increased, while a downward trend can be observed for Europe and North America. Despite the significant increase in the number of international applications over the past few years, the total number of enrolled international graduate students remains relatively constant.

Table 3-22. Fall-term graduate student enrollments by racial or ethnic group, Twin Cities campus, 2001, 2006, 2009-11

	2001	2006	2009	2010	2011	Percent Change 2001-11	Percent Change 2006-11
American Indian	56	98	88	104	110	+ 96.4%	+ 12.2%
Asian/Pacific/Hawaiian	368	652	717	748	722	+ 96.2%	+ 10.7%
Black/African American	238	404	405	414	378	+ 58.8%	- 6.4%
Chicano/Latino	156	257	280	290	282	+ 80.8%	+ 9.7%
International	2,500	2,750	2,738	2,664	2,782	+ 11.3%	+ 1.2%
White	6,551	9,033	9,241	8,951	8,507	+ 29.9%	- 5.8%
Unknown	429	735	679	775	781	+ 82.1%	+ 6.3%
All Students of Color	818	1,411	1,490	1,556	1,492	+ 82.4%	+ 5.7%
Total	10,298	13,929	14,148	13,946	13,562	+ 31.7%	- 2.6%

Source: Office of Institutional Research, University of Minnesota

Table 3-23. Top ten countries with international graduate students attending the University of Minnesota ranked by number of students for Fall 2011, Twin Cities campus, fall 2006-11

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	Number	Rank	Number	Rank	Number	Rank	Number	Rank	Number	Rank	Number	Rank
China	750	1	756	1	742	1	784	1	824	1	892	1
India	489	2	543	2	594	2	567	2	561	2	577	2
Korea	338	3	341	3	338	3	311	3	292	3	286	3
Taiwan	149	4	140	4	143	4	145	4	139	4	129	4
Canada	84	5	78	5	78	5	81	5	77	5	80	5
Iran	27	11	28	11	28	10	36	8	43	7	59	6
Turkey	73	6	70	6	71	6	59	6	52	6	44	7
Brazil	25	13	24	12	23	11	31	10	26	10	31	8
Poland	21	16	66	7	10	31	5	52	18	14	26	9
Russia	37	9	42	9	38	8	36	8	23	11	26	9

Source: Graduate School, University of Minnesota

Table 3-24. Number of international graduate students by world region*, Twin Cities campus, fall 2006-11

	2006	2007	2008	2009	2010	2011
ASIA	2,125	2,156	2,159	2,131	2,147	2,211
Eastern Asia	1,331	1,323	1,288	1,298	1,299	1,341
Southern Asia	575	625	667	647	658	690
South-Eastern Asia	101	98	101	89	94	100
Western Asia	112	103	99	88	84	71
Central Asia	6	7	4	9	12	9
EUROPE	273	305	224	243	192	231
Eastern Europe	113	153	82	79	67	81
Western Europe	57	51	48	67	40	62
Southern Europe	65	64	57	61	45	51
Northern Europe	38	37	37	36	40	37
NORTH AMERICA	141	126	128	131	124	124
North America	84	78	78	81	78	81
Central America	44	35	33	35	32	31
Caribbean	13	13	17	15	14	12
SOUTH AMERICA	113	107	96	96	101	112
AFRICA	111	110	110	112	110	110
Eastern Africa	56	47	44	44	41	38
Western Africa	27	32	40	31	35	38
Northern Africa	16	13	13	21	21	20
Southern Africa	6	9	8	11	8	7
Middle Africa	6	9	5	5	5	7
AUSTRALIA/OCEANIA	3	4	4	6	5	4
TOTAL	**2,766**	**2,808**	**2,721**	**2,719**	**2,679**	**2,792**

*World regions defined using http://unstats.un.org/unsd/methods/m49/m49regin.htm
Source: Graduate School, University of Minnesota

Strategy: Ensure Affordable Access for Students of all Backgrounds (Fellowships and Financial Support)

Providing competitive funding is an effective tool in attracting top students and improving degree completion rates. In 2011-12, fellowship funds were redistributed to colleges so funding to high-quality graduate students could be more effectively packaged. More importantly, the University is committed to

maintaining the level of student funding support despite several rounds of budget reductions. Colleges' ability to offer multi-year competitive fellowships and the overall effect of the decentralization of fellowship funds will be monitored in the coming years and adjustments will be made as necessary.

The Doctoral Dissertation Fellowships (DDF) are awarded to advanced graduate students through a faculty-driven, campuswide competitive review and

selection process. This fellowship program encourages timely degree completion and recognizes excellent dissertation research and scholarly work. In 2005, the funding level for DDF increased to $3.5 million per year and the number of DDF awards nearly doubled from 2002-03 to 2008-09 as a result (Figure 3-24). However, as tuition and health insurance rates have increased the cost of each fellowship award, the number of DDF awards has decreased in recent years. For the next three years, an additional $2 million per year will be invested in this fellowship program. Part of this investment will be used to provide travel funding for DDF recipients to present their work at conferences and gain visibility in their field.

Block Grants were the largest single pool of centralized funding support ($4.5 million annually) administered by the Graduate School. Beginning in 2012-13, the Block Grants will be replaced by the Quality Metrics Allocation Plan, which will provide greater collegiate control. Through this plan, funds are allocated based on nationally recognized, overarching measures that are applicable to all disciplines. These measures include time to degree, completion rate, attrition pattern, and placement record. The set of metrics will continue to be developed and refined in future years.

The Diversity of Views and Experiences (DOVE) Fellowship, $900,000 annually, supports students (U.S. citizens or permanent residents) from under-represented groups. DOVE Fellows are encouraged to participate in the Community of Scholars Program, which creates an environment to support the Fellows' academic and professional successes.

The Provost's Interdisciplinary Team has invested approximately $4 million in graduate education initiatives since the team formed in 2006. Most notable is the Interdisciplinary Doctoral Fellowship program, which supports outstanding graduate students with interdisciplinary dissertation topics and connects them with faculty at one of the University's interdisciplinary research centers or institutes. Early data indicate a high return on investment, with Fellows reporting significant research advancement and high levels of conference presentation and publication during the fellowship year, allowing these students to gain visibility in their fields. Other investments have included the Network of Interdisciplinary Initiatives,

Figure 3-24. Number of Doctoral Dissertation Fellowships awarded, Twin Cities and Duluth campuses, 2002-13
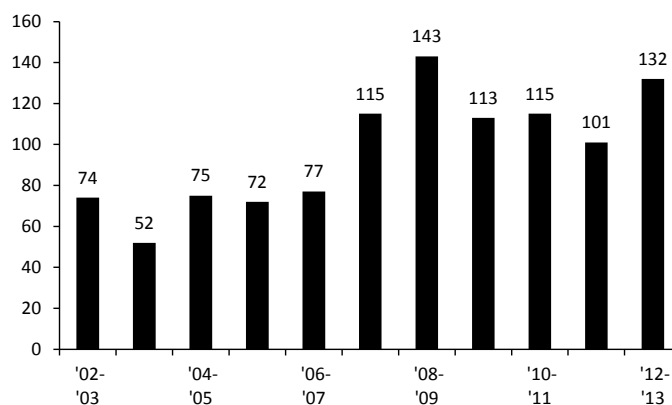
Source: Graduate School, University of Minnesota

a workshop series to develop leadership skills for University faculty engaged in interdisciplinary activities, and seed funding for interdisciplinary graduate groups and new interdisciplinary graduate programs.

Faculty consultation, along with the National Research Council's assessment of doctoral programs (released in fall 2010), revealed a need to secure more externally funded training grants. To increase the competitiveness of these grant applications, the University committed a total of $495,000 in matching support (to be spread over three to five years), which helped leverage over $12 million in external training grant funding.

In addition to centrally administered graduate student funding mechanisms, colleges and programs are investing millions more each year in teaching and research assistantships.

Strategy: Challenge, Educate, and Graduate Students

Program Innovations and Changes

The University's participation in the Ph.D. Completion Project, a national study aimed at understanding and addressing the reasons for attrition from doctoral programs, has led to improved educational outcomes for students. These innovations include an entirely new approach to the traditional preliminary written examination that makes the experience more relevant for students, and faculty-led dissertation seminars that provide a supportive peer environment for students to make significant progress on their dissertations.

Several new graduate education policies improve the balance among coursework, research training, and independent scholarly work. For example, the increasingly interdisciplinary nature of University graduate programs made a previous requirement of supporting field credits for doctoral students unnecessary in some fields. Another policy change removed the requirement that Ph.D. students pass the preliminary oral examination before being eligible to receive credit for research related to their dissertation. The new policy also limits the maximum number of required credits for a graduate degree. These changes provide greater flexibility in graduate programs' curriculum and have the potential to shorten time to degree.

A highly competitive Integrative Graduate Education and Research Traineeship, recently funded and administered by the National Science Foundation (NSF), launched a cutting-edge, interdisciplinary neuroengineering minor. Leveraging the University's strengths in brain science and engineering, the minor offers opportunities for collaboration with world-class medical device companies including Medtronic and St. Jude Medical, Inc.

A popular workshop designed to improve the quality of NSF fellowship applications led to the creation of a new graduate seminar course on preparing a research fellowship proposal. Other initiatives are focused on helping faculty and graduate students prepare more effective recommendation letters and application packages.

Educational Initiatives

The University is launching a pilot program assessment project known as the Graduate Review and Improvement Process (GRIP). GRIP is a student-centered and action-oriented model that provides a holistic program review, capturing the distinctive quality measures in different disciplines and encouraging ongoing improvement. In 2011-12, GRIP was successfully piloted in the College of Education and Human Development and will expand to several other programs in 2012-13.

The relatively new Interdisciplinary Doctoral Fellowship program and the revisions to the Doctoral Dissertation Fellowship guidelines are intended to foster early exposure to independent research and scholarly work that leads to the creation of new knowledge by the graduate students.

The University provides students with many academic and professional development opportunities to enhance graduate student experiences and contribute to timely degree completion. These include workshops on dissertation and grant writing, teaching and learning, career planning, and job search processes, as well as individual consultation on academic, professional, and personal matters. The culminating event of the year is the Career Networking Breakfast, which brings together over 400 graduate students, postdoctoral researchers, and alumni with 80 employers from industry, government, and nonprofit sectors.

The Preparing Future Faculty program provides students graduate credit while they learn pedagogical theory and strategies and develop teaching skills.

The University has recently funded participation in a web-based service called The Versatile PhD, which provides a forum, information, and other resources to support graduate students and recent graduates in exploring and pursuing nonacademic careers.

Time to Degree and Completion Rates

Time to degree and completion rates are two of the most commonly used and nationally recognized metrics for graduate education. These data are shared with other institutions through the Association of American Universities Data Exchange program, which facilitates peer comparisons. As shown in Figure 3-25 and Table 3-25, the completion rates for doctoral students have been generally trending upward since the fall 1999 cohort began. As a group, international students have significantly higher completion rates, while rates for students of color tend to be lower and more variable. In 2010, *The Path Forward* Report, issued by the Commission on the Future of Graduate Education in the United States, identified the relatively low doctoral completion rate as a national problem. According to the Council of Graduate Schools, the average doctoral completion rate after five years is less than 25 percent and after seven years, only about 45 percent across all fields. The University's doctoral completion rates exceed these national rates.

Figure 3-25. Completion rate for doctoral students based on year of entry, Twin Cities campus, students matriculating in 1999-2005
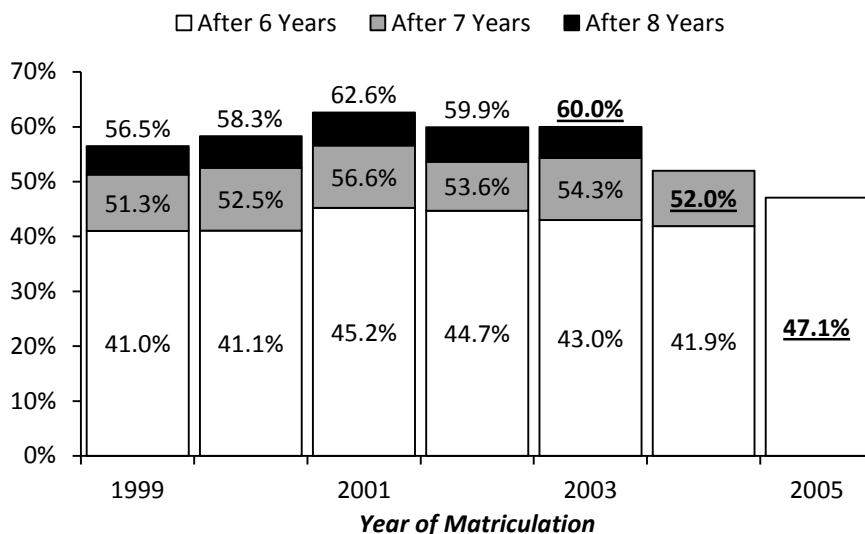
Source: Graduate School, University of Minnesota

Table 3-25. Six-year completion rate for doctoral students based on year of entry, Twin Cities campus, students matriculating in 2000-05

	2000	2001	2002	2003	2004	2005
Male	42.6%	46.4%	45.7%	43.8%	42.0%	47.5%
Female	39.7%	43.9%	43.6%	42.1%	41.9%	46.7%
International	46.8%	51.9%	50.8%	53.3%	51.3%	51.8%
Students of Color	30.2%	29.9%	40.0%	36.8%	34.3%	33.0%
All Graduate Students	41.1%	45.2%	44.7%	43.0%	41.9%	47.1%

Source: Graduate School, University of Minnesota

The Council of Graduate Schools identifies the most common reasons for not completing advanced degrees as changes in family obligations, competing job and military commitments, financial pressures, and dissatisfaction with the graduate program. They further report several key factors that have a positive impact on completion rates, such as better advising and mentoring of students throughout their studies, more comprehensive financial support, pre-enrollment summer research programs (especially for students of color), and writing initiatives to assist with dissertation preparation.

The University has already put in place several such programs, including the annual dissertation writing retreat and the Undergraduate Summer Research Program for students of color, along with initiatives to foster high-quality advising. All are intended to improve completion rates as well as the graduate student experience. The spring 2012 Graduate and

Professional Education Assembly, titled *From First Course to First Job: Developing and Rewarding Excellence in Graduate Student Advising,* attracted nearly 100 participants from the Twin Cities campus. A similar event on the Duluth campus had nearly 50 attendees.

The median time to degree of doctoral students in the six major disciplinary categories is shown in Figure 3-26. The language, literature, and arts fields show the greatest reduction in time to degree. The decrease in health sciences is due in part to the 2002 addition of the doctor of physical therapy (DPT) program, which has a significantly shorter time to degree than other health sciences graduate programs. Excluding the data from the DPT program, however, the median time to degree for this field still decreased noticeably, from 5.7 years in 2002-03 to 5.1 years in 2010-11. For master's students, time to degree has stayed relatively

constant, with the health sciences fields again showing a noticeable decrease (Figure 3-27).

A new policy changes the way time limits for doctoral degree completion are imposed. Instead of a five-year limit from successful completion of the preliminary oral examination, students will have eight years to complete the doctoral degree from the date of initial enrollment in the graduate program, including the time it takes to complete the master's degree in the same program. This revised completion time limit, along with the recently approved policy that places an upper limit on the number of credits required for graduate programs, may help shorten the time to degree.

Figure 3-28 shows the number of doctoral degrees granted per year for two-year segments over the last 10 years. A general increase can be observed across all six major disciplinary categories but especially in the health sciences. For master's degrees, the strongest growth in annual number of degrees awarded has been in the social sciences fields (Figure 3-29).

Figure 3-26. Median time to degree for doctoral* students, Twin Cities campus, 2002-03, 04-05, 06-07, 08-09, 10-11

*Excludes first-professional (M.D., D.D.S., Pharm.D., D.V.M., and J.D.) degrees
Source: Graduate School, University of Minnesota
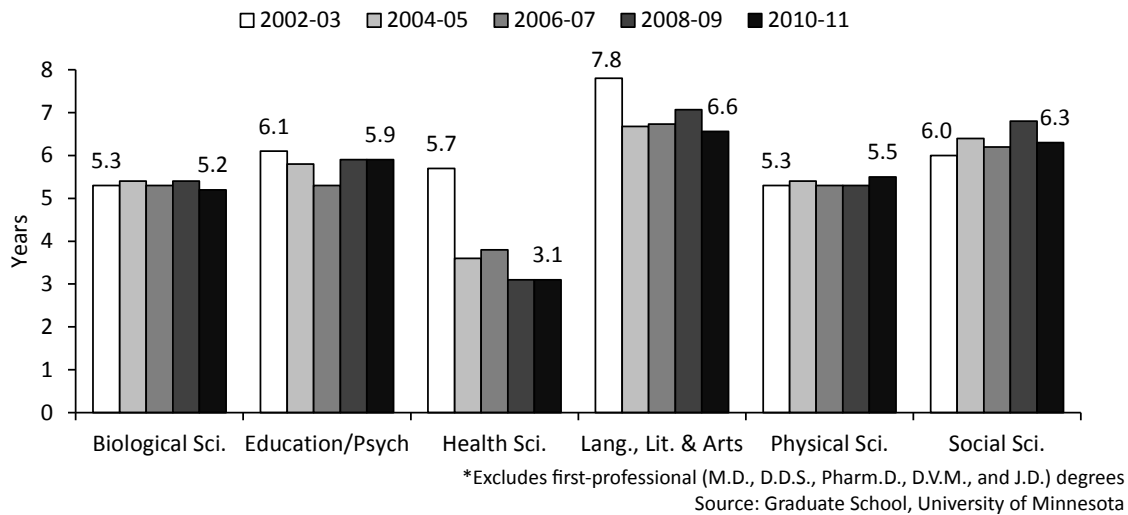
Figure 3-27. Median time to degree for master's students, Twin Cities campus, 2002-03, 04-05, 06-07, 08-09, 10-11

Source: Graduate School, University of Minnesota
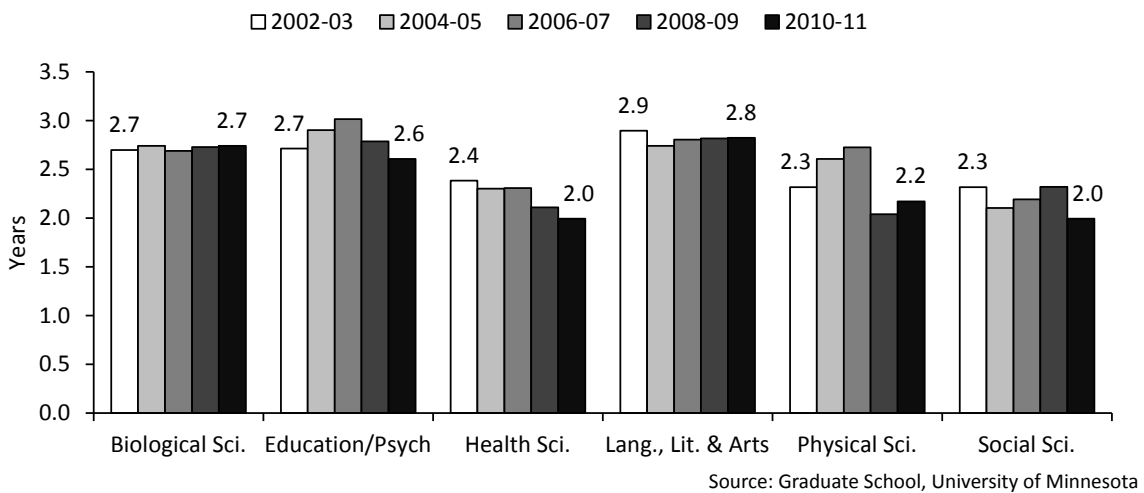
Figure 3-28. Number of doctoral* degrees granted, Twin Cities campus, 2002-03, 04-05, 06-07, 08-09, 10-11

☐ 2002-03 ☐ 2004-05 ▨ 2006-07 ■ 2008-09 ■ 2010-11

*Excludes first-professional (M.D., D.D.S., Pharm.D., D.V.M., and J.D.) degrees
Source: Graduate School, University of Minnesota
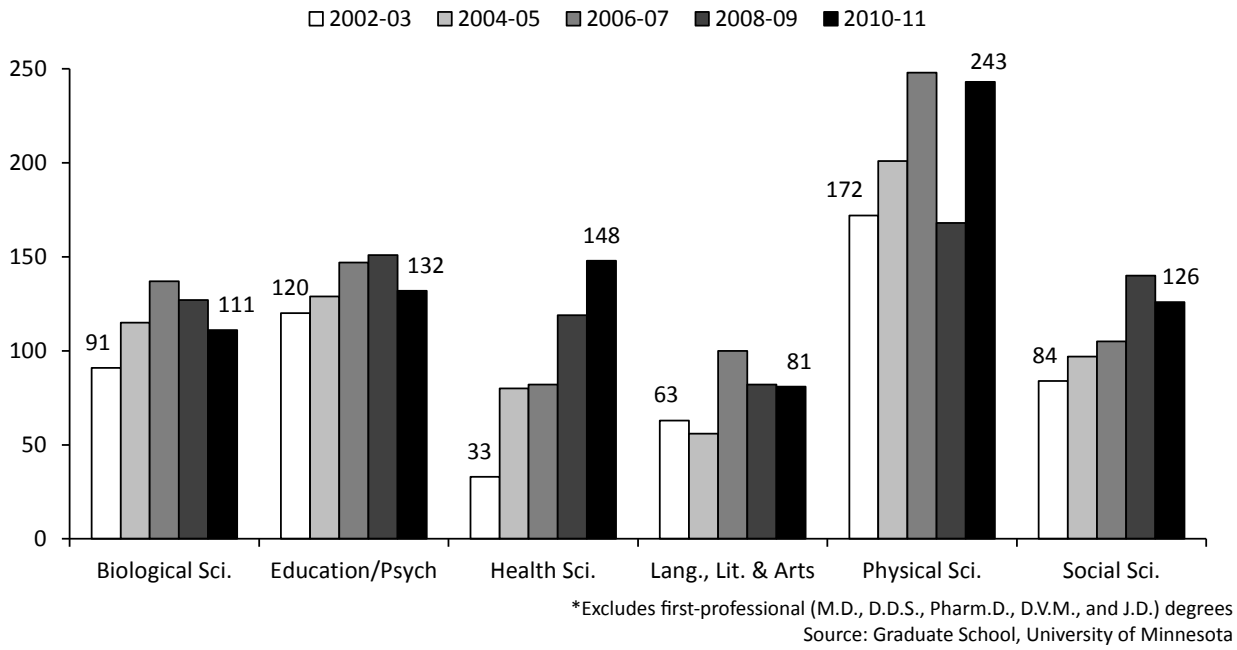
Figure 3-29. Number of master's degrees granted, Twin Cities campus, 2002-03, 04-05, 06-07, 08-09, 10-11

☐ 2002-03 ☐ 2004-05 ▨ 2006-07 ■ 2008-09 ■ 2010-11

Source: Graduate School, University of Minnesota

3.1: Twin Cities Campus
Extraordinary Education

49
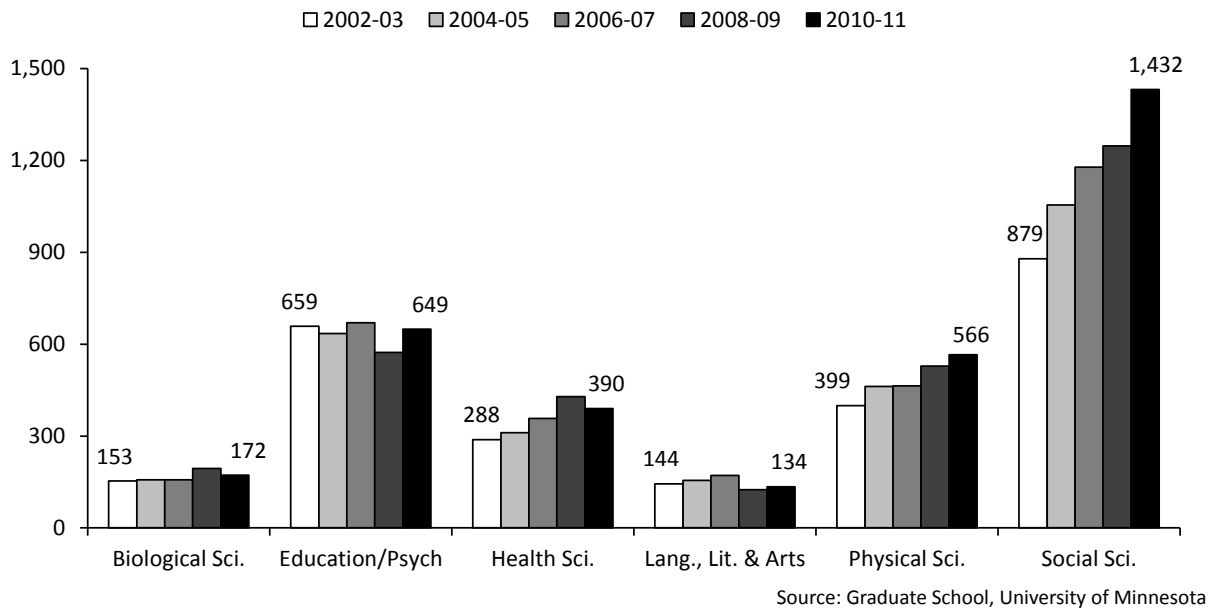
PROFESSIONAL EDUCATION

Health Education

Education and training of health professionals occurs primarily through the Academic Health Center (School of Dentistry, Medical School, School of Nursing, College of Pharmacy, School of Public Health, College of Veterinary Medicine, and Center for Allied Health Programs) and associated centers, programs, and support services. The University of Minnesota, in collaboration with its affiliated health systems, also trains over 1,200 medical, dental and pharmacy primary care and specialty residents each year. Within the AHC, there are 13 health professional degree programs enrolling students at the bachelor's, master's, and doctoral levels on the Twin Cities, Duluth, and Rochester campuses (Table 3-26).

Student enrollments in most professional health programs have grown over the past five years (Figure 3-30). The School of Dentistry and College of Pharmacy have had stable enrollments over this time. Significant growth has occurred in the Center for Allied Health Programs and the School of Nursing, the latter fueled by strong demand for the Doctor of Nursing Practice and Master of Nursing programs. In the School of Public Health, the master of healthcare administration program has seen strong growth over this time.

Table 3-26. Fall 2011 Enrollment in Health Professional Degree Programs, all campuses

Program	UMN School	Degree Awarded	Campus	Fall 2011 Enrollment
Dental Hygiene	School of Dentistry	B.S.	Twin Cities	45
		M.D.H.	Twin Cities	12
Dental Surgery		D.D.S.	Twin Cities	411
Dental Therapy		B.S.D.T., M.D.T.	Twin Cities	9
Medicine	Medical School	M.D.	Duluth, Twin Cities	940
Mortuary Science		B.S.	Twin Cities	67
Physical Therapy		D.P.T.	Twin Cities	147
Nursing	School of Nursing	B.S.N.	Rochester, Twin Cities	377
		M.N.	Twin Cities	129
		D.N.P.	Twin Cities	353
Pharmacy	College of Pharmacy	Pharm.D.	Duluth, Twin Cities	433
Public Health	School of Public Health	M.P.H.	Twin Cities	436
Healthcare Admin		M.H.A.	Twin Cities	140
Occupational Therapy	Center for Allied Health Programs	M.O.T.	Rochester, Twin Cities	87
Clinical Lab Sciences		B.S.	Rochester, Twin Cities	108
Veterinary Medicine	College of Veterinary Medicine	D.V.M.	Twin Cities	384
Total				**4,078**

Source: Academic Health Center, University of Minnesota

Figure 3-30. Enrollment trends in health professional degree programs, all campuses, 2007-11
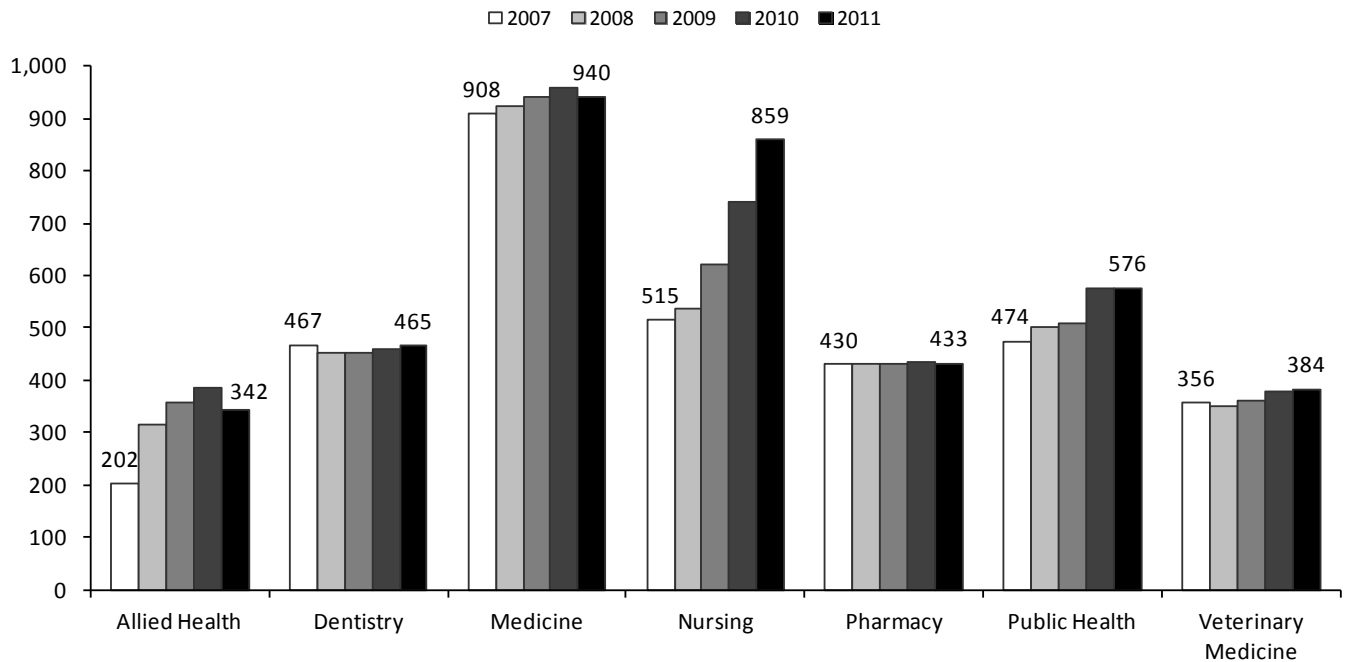
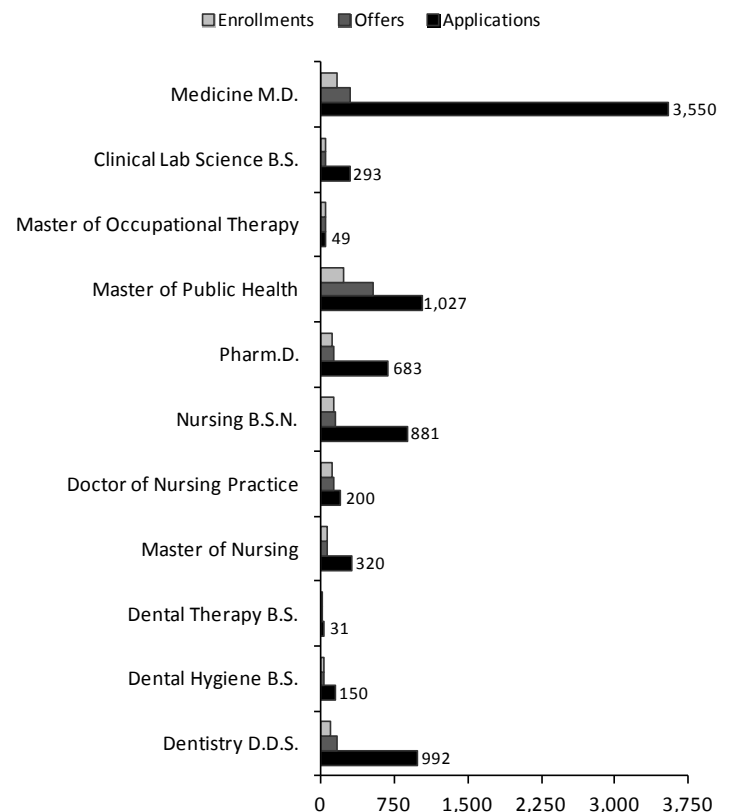Source: Academic Health Center, University of Minnesota

There is a strong demand for health professional programs, with the greatest interest in Medicine, as seen in Figure 3-31.

In 2011, the University granted 1,197 health professional degrees, up from 777 in 2005, to professionals who contribute to the quality of life in Minnesota (Table 3-27).

Graduation rates for health professional programs tend to be quite high. As Figure 3-32 shows, all of the 2007 matriculating classes across multiple health professional programs have graduation rates exceeding 90 percent.

A higher percentage of students in health professional programs take out loans than students in other types of programs. As seen in the representative sample of programs shown in Table 3-28, the majority of students in the 2011 graduating class supported their education with loans, including nearly all students at the professional doctorate level.

Figure 3-31. Applications, offers, and enrollments for selected AHC programs, 2011-12

Source: Academic Health Center, University of Minnesota

Table 3-27. Health professional degrees awarded, all campuses, 2011

Program	UMN School	Degree Awarded	Number Awarded
Dental Hygiene	School of Dentistry	B.S.	24
Dental Hygiene	School of Dentistry	M.D.H.	4
Dental Surgery	School of Dentistry	D.D.S.	104
Dental Therapy	School of Dentistry	B.S.D.T., M.D.T.	0
Medicine	Medical School	M.D.	237
Mortuary Science	Medical School	B.S.	26
Physical Therapy	Medical School	D.P.T.	53
Nursing	School of Nursing	B.S.N.	110
Nursing	School of Nursing	M.N.	47
Nursing	School of Nursing	D.N.P.	37
Pharmacy	College of Pharmacy	Pharm.D.	157
Public Health	School of Public Health	M.P.H.	176
Healthcare Admin	School of Public Health	M.H.A.	48
Occupational Therapy	Center for Allied Health Programs	M.O.T.	39
Clinical Lab Sciences	Center for Allied Health Programs	B.S.	44
Veterinary Medicine	College of Veterinary Medicine	D.V.M.	91
Total			**1,197**

Source: Academic Health Center, University of Minnesota

Figure 3-32. Graduation rates for 2007 cohort

Program	Rate
Dental Hygiene (BS)	92.6%
Dental Surgery (DDS)	98.9%
Medical Doctor (MD), Duluth	96.6%
Medical Doctor (MD), Twin Cities	95.4%
Nursing (BSN)	93.1%
Nursing Practice (DNP)	100.0%
Pharmacy (PharmD)	96.3%
Veterinary Medicine (DVM)	95.6%
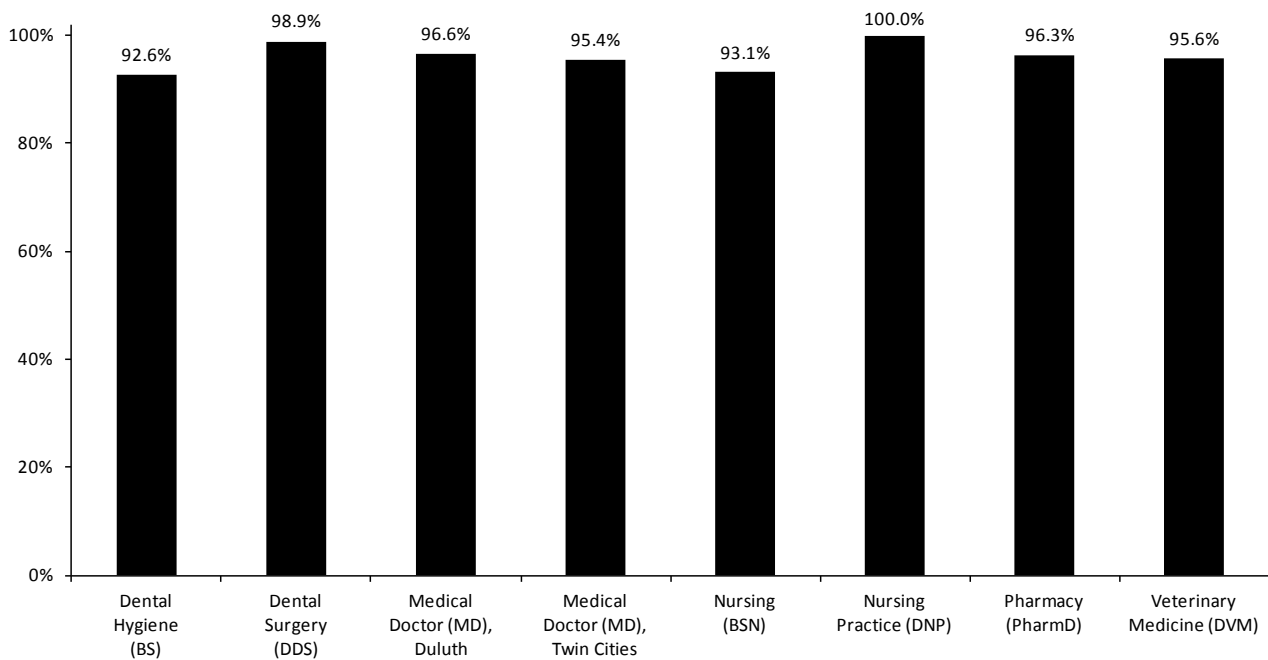
Source: Academic Health Center, University of Minnesota

Table 3-28. Health professional student loans, all campuses, 2011

	Number of Graduates	% with Loans	Average Loans
Doctor of Dental Surgery (D.D.S.)	104	96%	$195,297
Medical Doctor (M.D.)	232	94%	$152,971
Doctor of Pharmacy (Pharm.D.)	158	96%	$127,202
Master of Nursing (M.N.)	48	85%	$44,380
Bachelor of Science in Dental Hygiene (B.S.)	23	91%	$33,007
Doctor of Nursing Practice (D.N.P.)	37	49%	$30,833
Bachelor of Science in Nursing (B.S.N.)	108	76%	$30,285

Source: Academic Health Center, University of Minnesota

The health professional schools are committed to maintaining an environment where differences are valued and lead to the training of a culturally competent healthcare workforce qualified to meet the needs of the varied populations served. This requires active recruitment and retention of students, faculty, and staff from underrepresented groups as well as programs focused on increasing diversity in the healthcare workforce. For example, the NIH-funded Center for Health Equity in the Medical School provides opportunities for scholars and community members to partner and conduct research that can promote health equity. Table 3-29 and Figure 3-33 show the racial, ethnic and gender distributions, respectively, of health professional students over the past five years. Overall, these diversity statistics have remained fairly stable over this period.

Figure 3-33. Health professional students by gender, all campuses, 2007-11
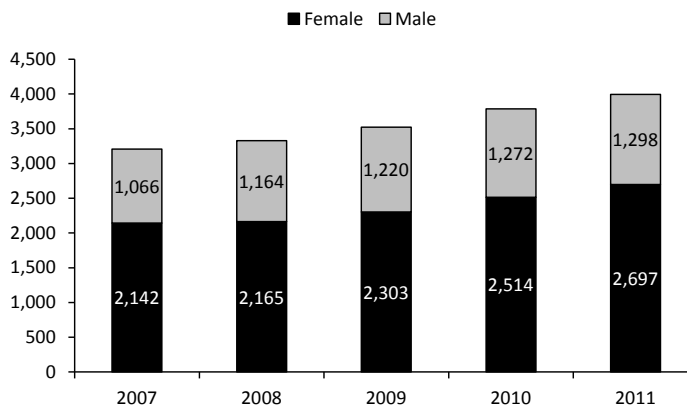
Source: Academic Health Center, University of Minnesota

Table 3-29. Racial and ethnic diversity in health professional programs, all campuses, 2007-11

	2007	2008	2009	2010	2011
American Indian	1.3%	1.4%	1.5%	1.7%	1.4%
Asian/Pacific/Hawaiian	7.4%	6.8%	6.7%	7.1%	6.8%
Black/African American	2.7%	3.8%	4.2%	3.9%	3.3%
Chicano/Latino	2.0%	2.0%	2.1%	2.1%	1.6%
International	2.1%	2.3%	2.1%	2.3%	2.4%
White	72.1%	71.2%	72.5%	70.3%	68.4%
Unknown	4.9%	5.8%	4.2%	5.5%	9.2%

Source: Academic Health Center, University of Minnesota

3.1: Twin Cities Campus
Extraordinary Education

In 2011, 42 (or 18 percent) of 230 students admitted to the Medical School were classified as multicultural. The Medical School is ranked in the top three nationally for enrolling and graduating Native American students. The 2011 class within the School of Nursing consisted of 953 total students, 129 (14 percent) of whom identified themselves as American Indian, Asian, Black, Hawaiian, Hispanic, or International. In the School of Dentistry, dental, dental hygiene, and dental therapy classes, graduating classes of 2012-15, 52 or 10.6 percent of the 490 students admitted were classified as underrepresented minorities. In the College of Pharmacy, 51 (or 31 percent) of the 167 admitted students self-identify as International, African American, American Indian, Asian, or Hispanic. In the Clinical Lab Sciences program, the entry class of 2012 consists of 52 percent Black African American, Asian, Latino and Hispanic, and Pacific Islander ethnicities.

To promote health careers and increase diversity in the health professions, the University has a number of workforce pipeline programs. For example, the Health Careers Center offers a variety of resources and events for high school students and undergraduates at the University. In 2011, about 7,000 K-12 students participated in 44 Minnesota Area Health Education Center Network's health careers exploration programs throughout Minnesota. In the Medical School, Minnesota's Future Doctors is a multiple-year program for Minnesota residents who attend college anywhere in the United States, who are economically disadvantaged and either are under-represented in medicine or from rural backgrounds, to explore the medical profession and to prepare to apply to medical school. The typical student participating in MFD is academically high potential, first generation to attend college, from an underserved community (targeted minority communities), from Minnesota, from colleges throughout the country and within Minnesota, and from economically challenged homes.

In the School of Dentistry, the Saturday Academy encourages science-based careers and an interest in dentistry among high school students from underserved communities. Now in its second year, participants are partnered with dental students and spend 20 Saturdays taking classes at the University.

The University's health professional programs are a critical underpinning of healthcare in the state of Min-

nesota, providing a vital pipeline for workforce development and biomedical research. The programs also generate significant economic impact.

- Workforce development. The University educates and trains 70 percent of the health professionals in Minnesota in cooperation with a network of major affiliates, including Hennepin County Medical Center, the Minneapolis Veterans Affairs Health Care System, Regions Hospital, Children's Hospitals and Clinics, and a major partner, Fairview Health Services.

- Health impact. Health professional students are trained in over 1,500 healthcare delivery sites throughout Minnesota. At these sites, students on clinical rotations provide over 460,000 patient visits each year.

- Economic impact. The professional schools of the Academic Health Center comprise a $1.5 billion enterprise. Half of the University's $8.6 billion economic impact is due to the University's health education, research, and clinical programs.

- Research impact. The faculty and students in the health professional schools perform over $344 million in health research, with associated intellectual property and technology commercialization.

The 2008 passage of the Minnesota healthcare reform legislation (www.health.state.mn.us/healthreform) positioned the state of Minnesota to implement many principles in the 2010 Patient Protection and Affordable Care Act, including providing patient-centered, coordinated care through healthcare homes and advanced care coordination models to ensure access to quality care for all. Today, "care delivery" is transforming into a focus on health that integrates across environments – acute care, home, ambulatory services, and community through public-private partnerships. In Minnesota, 177 practices have met the standard as state-certified health homes as of July 2012. Nurse clinicians and clinical pharmacists are being deployed to the highest and best use of their education.

As a result, the University is actively implementing an education program, called 1Health, to assure students meet the new national standards in interprofessional collaborative practice. The 1Health program provides training for students in medicine, nursing, pharmacy, veterinary medicine, allied health, public health, den-

tistry, and healthcare administration. Over the course of the program, students must develop and demonstrate competence in teamwork, communication and collaboration, roles and responsibilities, and values/ethics for interprofessional practice. These skills are in demand by employers as a prerequisite of functioning in today's interconnected healthcare system.

The University provides a variety of opportunities for practicing professionals, either graduates of University programs or other health professionals in the state, to participate in continuing education activities. Because of the licensure and certification requirements of most health professions, these programs are welcomed and needed by the University's audiences. A few examples are:

- School of Dentistry: Continuing Dental Education provides over 150 courses each year to approximately 8,000 dentists, dental hygienists, dental assistants, and dental laboratory technicians, intended to allow practitioners to maintain currency with the profession and its evolving standards and technologies. New graduates of the School of Dentistry are encouraged to maintain an ongoing relationship with the University through discounts made available to alumni and free lecture programs provided for the first 18 months after graduation.

- Medical School: Continuing Medical Education is an accredited service of the Medical School that provides customized courses and events for physicians, as well as scheduled courses, grand rounds, and case conferences. Courses are offered in the Twin Cities and Duluth, as well as online.

- School of Nursing: Continuing Professional Development is an ANCC-accredited provider of lifelong learning that meets the educational needs of registered nurses nationally and internationally. It is rooted in the excellence of the school's tri-part mission of research, education, and service. The mix includes online courses and modules, events, partnerships, and collaboration with interprofessional networks and healthcare systems.

- College of Pharmacy: Continuing Pharmacy Education provides live and online courses that allow practicing pharmacists to earn continuing education credits and advance their knowledge of the state of pharmacy and deliver better patient care. The program's survey found that a majority of par-

ticipating pharmacists improved their workplace as a result of the program.

- School of Public Health: The Centers for Public Health Education and Outreach. Part of the continuing education mission of the School of Public Health, CPHEO offers face-to-face and online short courses for working professionals and community members. The courses focus on topics such as emergency response, hospital decontamination, maternal nutrition, food safety, and chemical hazard awareness. Over the past 10 years, CPHEO has enrolled 35,000 participants in its face-to-face courses and 24,000 in online courses. Midwest Center for Lifelong Learning in Public Health belongs to a national network of training centers and cooperates with the health departments in Minnesota, North Dakota, and Wisconsin. The center offers a broad range of free online and face-to-face courses intended for public health practitioners.

Legal Education

The University of Minnesota Law School offers an outstanding comprehensive legal education that integrates legal theory, doctrine, and practice, and prepares students to be skilled, motivated, visionary, and ethical leaders in the legal profession. As the legal economy continues to shift, the Law School is transforming its curriculum to prepare students for leadership roles in the public and private sectors.

Recruit Highly Prepared Students from Diverse Populations

In recent years, the Law School has recruited an increasingly qualified, talented, and diverse student body. Last year's entering class of roughly 245 J.D. (Juris Doctor) candidates came with the strongest academic credentials of any class in Law School history. The class of 2014 had a median LSAT at the 94th percentile nationally and a median GPA of 3.8. The class was also among the most diverse in Law School history. Twenty-four percent of the students are students of color, and another 10 percent come from other countries. The Law School also doubled its L.L.M. class from 25 to 50 students, bringing talented lawyers from around the world to Minnesota for a one-year master's program designed to introduce them to U.S. legal education and the U.S. legal system.

To achieve this level of success in student recruitment, the Law School has pursued multiple strategies. As a general matter, students are more inclined to apply to highly ranked schools; despite the highly competitive environment and the decline in state funding, the Law School has managed to improve its ranking in U.S. News and World Report to 19th. In addition, the Law School has expanded its efforts to recruit promising students through a combination of scholarships, fee waivers, travel by admissions officers, alumni calls to admitted students, development of web and print promotional materials, and the like. But increased scholarship support is the most vital element in recruitment efforts. Students look closely at the net cost of attendance when making decisions about where to attend law school. In recent years, the Law School has doubled its spending on student scholarships. Figure 3-34 reflects all student scholarship awards.

The Law School has taken a number of steps to improve diversity; in addition to sharply increased scholarship awards, the Law School has focused recruitment efforts on schools with substantial minority student populations, and connected prospective students with student ambassadors and diverse alumni. Last year, the Law School launched the Minnesota Law Early Admissions Program (MLEAP). Under this program, undergraduate students at any of the five University campuses may apply to the Law School without taking the LSAT. The program has helped us recruit talented and diverse University of Minnesota undergraduates. In addition, the Law School sponsors the Minnesota Pre-Law Scholars (MPLS) Program, a comprehensive law school preparation program that is targeted to

Figure 3-34. Number of Law School students receiving scholarships and the total amount of scholarships, 2007-11

Source: University of Minnesota Law School
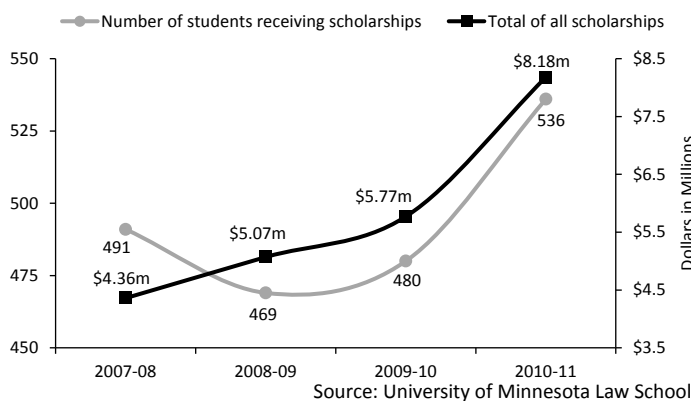
underrepresented undergraduate Minnesota residents. This summer program provides an LSAT preparation course, mentoring, discussions of law school topics, guest speakers, and assistance with law school applications, essays, and questions.

Applications to the Law School have declined roughly 20 percent in the last two years (though applications were up sharply in the two years before that). Nationally, applications are down close to 25 percent over the past two years. Nonetheless, the University is on track to recruit an entering class for next year at the same high level as last year's entering class.

Challenge, Educate and Graduate Students

The Law School offers one of the most rigorous, challenging, and comprehensive legal education programs in the country. Almost all Juris Doctor candidates graduate in three years. The Law School has already initiated major changes to its curriculum, particularly in the formative first year. These innovations place the Law School at the forefront of a small group of law schools leading the transformation of legal education nationally and internationally. These changes are designed to integrate doctrine, theory, professional values, and lawyering skills throughout the curriculum, and to educate students in a progressive arc about the full range of lawyering concepts and skills. In the first year, students learn core legal skills and key principles of professionalism; in the second and third years, students build on the first-year foundation, explore areas of particular interest, and develop enhanced practical skills. Across the three years, students experience increasing opportunities for skills development in simulated and live-client settings, beginning with basic lawyering skills and legal doctrine and proceeding through advanced theory and highly complex problem-solving strategies. Drawing on the exceptional interdisciplinary capacity of the faculty, students are also exposed to models of multidisciplinary learning and community-oriented, teamwork-based problem solving.

Recently launched initiatives to advance these goals include:

- First-year electives in international law, corporate law, and perspectives on the law, bringing interna-

tionalism, business skills, and critical thinking into the formative first year;

- New first-year module on statutory interpretation as part of the emphasis on practical skills;

- Introduction of Practice and Professionalism as a required first-year course integrating doctrine and skills;

- Capstone courses with a multidisciplinary focus to help train students to be problem-solving, innovative lawyers with the skills to work in multiple legal and professional contexts; and

- Leadership foundations program, designed to expose students to basic business concepts and core leadership skills.

Ensure Affordable Access for Students of All Backgrounds

As indicated above, the Law School has sharply increased scholarship support for its students. Roughly 78 percent of last year's entering class received scholarships, with the average scholarship amounting to approximately $20,000. In April 2011, the Law School launched the public phase of its Generations campaign, with a total goal of $70 million. The single largest sub-goal of the campaign is to raise $30 million in new scholarships and other student support.

Nonetheless, access and affordability remain important concerns. The average law student who graduates with debt owes about $90,000 for law school alone (the national average is even higher). The Law School will continue to make fundraising for student scholarships one of its highest priorities. In addition, the Law School will continue its efforts to contain costs and will seek to keep tuition increases to the lowest level feasible without sacrificing the quality of the education provided or imperiling the Law School's ability to compete for the best faculty and students.

Develop Lifelong Learners, Leaders, and Global Citizens

The Law School has always sought to graduate multi-dimensional, lifelong learners. It has designed its curriculum to equip students in unique ways to be the next generation of legal and community leaders. In a variety of ways, the Law School prepares students and graduates for fulfilling and rewarding careers.

Throughout its history, Law School graduates have played important leadership roles at the bench and bar, in the business community, in academia, and in the non-profit world. Its building is named after Vice President Walter Mondale, law class of 1956, who exemplifies the qualities of leadership and public service that a Law School education helps instill.

TWIN CITIES CAMPUS: BREAKTHROUGH RESEARCH

Figure 3-35. Breakthrough research, Twin Cities campus
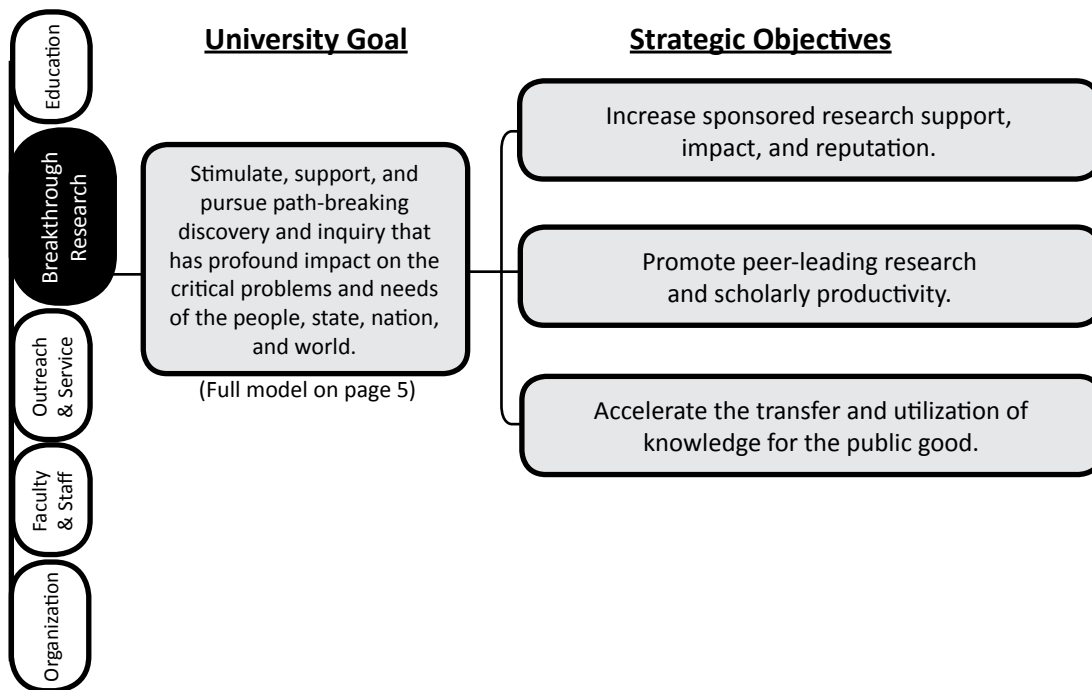
The University of Minnesota continued its robust performance in 2010-11 despite a very uncertain funding environment characterized by the expiration of the American Recovery and Reinvestment Act (ARRA) funding, declines in federal funding for research, and unprecedented cuts in state support. The University managed to maintain its competitive standing with peer institutions on a wide range of performance measures, a clear testament to the extraordinarily talented research faculty and staff in a broad range of disciplines across all five campuses. The success of University researchers in securing funding across a wide range of disciplines, along with continued effectiveness in commercializing their discoveries, demonstrates that the University of Minnesota is one of the elite public research universities in the country. While many challenges loom on the horizon, all indications are that the University will be able to continue to retain, if not improve upon, its standing among the nation's elite public research universities.

The University's research performance measures remain on target and positive. Faculty and staff competed successfully for $769 million in sponsored

research awards in 2010-11. This marks a decrease from the previous year total of $823 million, mainly due to the expiration of ARRA funding. However, if ARRA funds are excluded from the 2010 total, awards between the two years actually increase slightly. Given an economy experiencing a very slow recovery and reductions in many federal funding sources, these results represent the University's ability to maintain and grow its levels of sponsored research funding in a very challenging and competitive environment.

Strategy: Increase Sponsored Research Support, Impact, and Reputation

Risk Recalibration

Established in January 2011, the risk recalibration initiative is an essential step toward achieving operational excellence. This effort takes a more strategic approach to managing risks in all aspects of University operations.

This approach will lead to more informed decision making, with a focus on enhancing innovation, creativity, productivity, and overall performance. The

initiative will also provide relief from some of the financial, personnel, and systems costs associated with the University's regulated culture.

Strategic priorities of the risk recalibration initiative include:

- High tolerance for risks in the pursuit of innovative research, scholarship, and public engagement.
- High tolerance for strategic risk-taking that enhances instructional quality.
- High tolerance for strategic risk-taking that promotes productivity, creativity and reputation.
- Moderate tolerance for financial risk.
- Low tolerance for risks arising from inappropriate discharge of fiduciary responsibilities.
- Low tolerance for risks that undermine actual safety, or the perception of safety, on campuses.

Results to-date include:

- Incorporated the program into each unit's annual work plan.
- Completed 34 projects through December 2011 such as reduced administrative burden and frequency of laboratory inspections, reduction of unnecessary oversight over exempt protocols, and filing a greater number of provisional patent applications.
- Expanded the risk recalibration framework across the University in January 2012.

Research Infrastructure Investment Initiative

The vitality and competitiveness of the University's research enterprise are inexorably linked to the availability, condition, capacity, and competency of its research infrastructure. In order to sustain ongoing research activities and to anticipate emerging research opportunities, the University must develop and fund a University-wide research infrastructure strategic plan comparable to the six-year capital planning process. An effective research infrastructure planning strategy must include a comprehensive needs assessment process, a University-wide prioritization mechanism, and designation of a reliable annual funding budget. In recognition of the critical need to plan for research infrastructure needs and to identify a funding source, President Kaler charged University leaders with

establishing and funding such a plan. As an initial down payment, an investment pool totaling $3 million has been established for 2012.

Identification and prioritization of infrastructure investments from this pool will be guided by the prioritization process established as part of the Infrastructure Investment Initiative (I^3), a $20 million infrastructure infusion program completed in 2011-12. A year-long assessment and prioritization process leading up to the I^3 awards identified over $40 million of legitimate research infrastructure investment needs. These needs will be re-evaluated along with needs that have emerged since that time to maximize the impact of the initial $3 million allocation in the 2012-13 budget.

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 in instances where a funding agency has a mandatory 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 million annually.

RISS-Interdisciplinary Informatics

In order for the University to remain competitive and ensure the success of its research and educational missions, the University's Interdisciplinary Informatics Advisory Committee determined that the University needs to significantly enhance its research informatics support infrastructure. To address the growing support needs for informatics, the University announced the establishment of a new program called Research Informatics Support Systems (RISS). The goal of RISS is to provide high-quality, service-oriented research informatics infrastructure for researchers at the university. RISS will be implemented as a new five-year program within the Minnesota Supercomputing Institute for Advanced Computational Research.

eProtocol

The University is implementing eProtocol, a new web-based technology that will merge the functionality of numerous compliance systems into a single, integrated solution. eProtocol is a critical step toward establishing a technology infrastructure capable of addressing the research community's current and emerging needs.

eProtocol will promote and facilitate the compliance process for researchers, management staff, technical teams, committee members, and reporting units. Researchers and staff will see a number of benefits, including:

- Streamlined administrative processes (including the elimination of duplicative data entry for common compliance processes).
- Ability to modify and edit drafts, pause form completion, and continue later.
- Forms that can be completed by someone other than the form signatory.
- Reporting and email notification features.

eProtocol will be implemented in three releases. This staggered approach will allow for comprehensive technical support for researchers, compliance staff and other teams during the transition.

International Health, Safety, and Compliance Support

The University provides international health, safety, and compliance support, such as emergency planning, travel health and security insurance, and assistance with required licensing. The University's Global Operations initiative supports University faculty and staff undertaking international projects. It reduces internal infrastructure barriers by bringing experts in the areas of tax, purchasing, legal, human resources, and compliance together to assess issues.

Objective: Promote Peer Leading Research and Scholarly Productivity

Biomedical Discovery District

The Biomedical Discovery District is the key to unlocking new cures and therapies for the most challenging health conditions. It is also the key to Minnesota's continued leadership in the biosciences.

The district is a complex of research buildings on the Twin Cities campus designed to support collaboration among researchers within the Academic Health Center. As an incubator for new ideas and products, the Biomedical Discovery District will bolster Minnesota's economy, firmly positioning the state as a leader in the bioscience industry.

The state-of-the-art cancer and cardiovascular research building will be the gateway to the University's Biomedical Discovery District, the result of a $292 million funding program approved by the State of Minnesota in 2008. The projected economic impact of this district is truly impressive:

- The District is expected to attract as much as $100 million in new annual research funding, firmly positioning Minnesota as a world leader for biomedical research.
- Every million dollars of federally sponsored research generates more than 32 jobs and $2 million in new state business activity.

Clinical Trials and CTSI (Clinical and Translational Science Institute)

The university was awarded a $51 million Clinical and Translational Science Award in 2011, the largest award of its kind ever received by the University. The University joins an elite national consortium of research institutions and the award creates access for future translational programs with the National Institutes of Health. The aims of this funding are to develop teams of University investigators who will streamline the translation of discoveries into treatments, foster clinical and translational science, and integrate community into research process.

Minnesota Futures Program

Modeled after the highly successful National Academies "Keck Futures Initiative," this program aims to 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 or community outreach. This program supports interdisciplinary research and scholarship proposals that originate from new interdisciplinary groups with the goal of developing new ideas into externally competitive projects.

Grant-in-Aid Program

Grant-in-Aid Program funds are awarded in the belief that the quality of faculty research or artistic endeavors is a major determinant of the overall vitality of the institution. In most cases grants are not meant to provide sole support for research activities, but instead to act as seed money for developing projects to the point of attracting more complete, external funding. In 2012, this program provided $2.8 million of funding to 101 University recipients.

Multi-Disciplinary Research Program

This ongoing program provides funding for the preparation of interdisciplinary proposals that involve multiple principal investigators.

Investigators represent a variety of colleges or different disciplines within a college and the funding is intended to supplement administrative resources during proposal preparation. This may take the form of, for example, temporary staff or student employee's back-filling routine clerical services in order to free up time for regular staff to prepare the proposal.

The program provides a minimum of $2,500 in matching funds in support of each proposal preparation effort.

Objective: Accelerate the Transfer and Utilization of Knowledge for the Public Good

The University's public engagement institutionalization agenda is designed to advance the University's capacity to produce research of significance that benefits society by encouraging partnership and collaboration between the University's investigators and members from business, industry, governmental agencies, and the community. By combining University research with external expertise, the research directly addresses some of society's most pressing and challenging problems. These University-community partnerships also enable citizens and stakeholders to provide feedback to campus faculty, which leads to new research opportunities.

In 2011-12, the University developed a universal metrics framework that is designed to track more fully the community-engaged research collaborations. When fully implemented, this framework will help provide

more complete assessments of the extent to which the University is increasing sponsored project research support, promoting peer-learning research and scholarly productivity, and accelerating the transfer and utilization of knowledge for the public good.

Economic Development: A New Set of Drivers

Due to increasing pressures from the federal government, funding agencies, and state governments to demonstrate return on investment and drive economic development, the University has been working with partners in the public and private sector to encourage the development of a cohesive, statewide strategy for the nurturing and development of science- and technology-based industries in Minnesota.

Figure 3-36 provides a simple graphical depiction of the many facets of an effective economic ecosystem and portrays the contribution of government, industry, and the University to each (with the relative size of the "M" proportional to the University's role). Of these three key players, the relationship between the University and business and industry is vital and is the primary driver of regional innovation. For this relationship to be fully realized, the benefit to both sides must be understood, managed, and encouraged by the ecosystem to ensure optimal job growth and economic impact.

The value proposition between the University and industry is high. Nationally, these advantages have

Figure 3-36. University of Minnesota contributions to the economic ecosystem
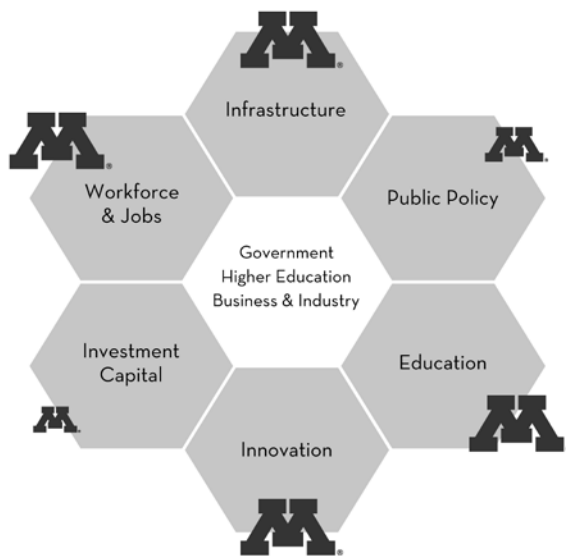
been demonstrated from these strategic partnerships in the following areas:

- Improved approaches to complex research
- Intellectual cross-fertilization
- Practical experiences for students
- Shared resources and expertise
- Enhanced national competitiveness
- Active legislative support of mission
- Philanthropy

With a concerted effort involving government, business and industry, and higher education, an economic ecosystem can be created that will allow Minnesota to effectively address the challenges of the 21st century.

Technology Commercialization: Minnesota Innovation Partnerships

The University recently announced a new, unique approach to the way it handles intellectual property arising from research projects funded by business and industry partners. The approach eliminates the need for protracted negotiations over rights to intellectual property that may result from industry-funded research.

Dubbed "Minnesota Innovation Partnerships," or MN-IP, the approach is part of the University's ongoing efforts to work more effectively with the business community. With MN-IP, a company sponsoring research at the University will be able to prepay a fee and receive an exclusive worldwide license with royalties taking effect only in cases of significant commercial success. MN-IP offers the added advantage of removing the uncertainty and financial concerns that often surround industry-funded research projects.

At the University and other higher education institutions, industry-funded research often involves complicated research contracts and protracted negotiations over terms related to any intellectual property that might result from the research. Both sides frequently find the experience frustrating, time-consuming, and counter-productive to effective partnerships.

MN-IP is the result of an initiative launched in 2010, where staff evaluated the University's approach,

reviewed peer institution best practices, and consulted with researchers and members of the business community before formulating this innovative strategy. The resulting MN-IP proposal was vetted with internal and external partners and received an enthusiastic response.

Small Business Innovation Research (SBIR) or Small Business Technology Transfer (STTR) Grants

A new conflict of interest program at the University addresses concerns that arise when Small Business Innovation Research (SBIR) or Small Business Technology Transfer (STTR) grants could be used to fund a startup company based on University technology.

SBIR and STTR grants are widely used by various federal agencies to aid the translation of university research to a small business. These competitively awarded funds encourage domestic small businesses to engage in research and development that has the potential for commercialization. Each year, nearly $2 billion in funding is available under the programs.

The University's new program helps facilitate the creation of startups by enabling faculty members to have a more active role than they had previously in helping propel small business innovation forward. It also gives the startup the ability to contract for use of University facilities while undertaking phases of an SBIR/STTR grant.

Research in the Public Interest

In addition, from among the 50 units that provided data on their community-engagement activities, 66 percent report that they conduct research in the public interest. The units that support community-engaged research initiatives work with faculty, departments, and colleges to leverage funding, provide technical assistance, and develop quality partnerships with community-based constituents. A sample of units that facilitated research initiatives in the public interest is provided below.

- **Center for Urban and Regional Affairs**: Awarded 160 grants to support faculty and community part-nerships that connected the work of 28 academic departments with a broad range of societal issues

within eight Minnesota counties, 13 cities, and 30 Twin Cities neighborhoods. Through this constellation of research investigations, participating faculty members and community partners jointly addressed challenges in the areas of economic development, employment, education, environment and energy, geographic information systems, government and public policy, health and human services, housing, land use, population shifts, sustainability, transportation, and underserved populations.

- **Clinical Translational Science Institute**: Supported nine community-engaged research projects involving faculty and other investigators to address issues concerning elder care, parental care, obesity prevention, parenting, domestic abuse, substance abuse prevention, mental health, and child health.

- **Healthy Foods-Healthy Lives**: Organized six community-engaged research initiatives that engaged faculty and other investigators from biology, engineering, Extension health and nutrition, food science and nutrition, medicine, public health, and political science in collaborative research with community partners to explore ways to increase access to healthy foods, address tribal food sovereignty, and promote healthy eating.

- **Hennepin-University Partnership**: Facilitated 30 community-engaged research projects involving faculty and other investigators across the University and a host of countywide agencies within Hennepin County. The findings from the research conducted through these efforts have focused on improving services for the homeless, enhancing public works road maintenance, providing health coaching services, addressing elder financial exploitation, and assisting agencies with their website usability testing.

- **Program in Health Disparities Research**: Facilitated three initiatives to support faculty partnerships with Latino immigrants to conduct community-based research projects that address health issues such as smoking cessation, cancer screening, and recent increases in hepatitis B among Latino immigrants.

- **Regional Development Sustainable Partnerships**: Organized, facilitated, and cultivated 109 initiatives in 2011-12 to engage faculty and other investigators from a broad range of disciplines to apply their

research in ways that can address critical issues throughout the state, including community-based leadership development, rural/regional community vitality, regional/local food systems, sustainable agriculture, healthy foods, public health, natural resource restoration, tourism, environmental education, youth engagement, sustainable management and utilization of natural resources, tourism, high tunnel production, horticulture production, viticulture and winemaking, nature-based recreation, farmers markets, farm-to-school, local food production, and food procurement and policies.

Other societal issues that were addressed through community-engaged research initiatives in 2011-12 include the following:

- **Public Health Workforce**: Established in 2000, the Center for Public Health Education and Outreach coordinates and disseminates research to academic and professional audiences by forging partnerships among university investigators, working professionals, and the community at large. During the 2011-12 program year, the center led several federal training grants to develop and implement evidence-based practices that addressed 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.

- **Health Policy**: University faculty led a series of community-engaged research efforts to advance health policy issues. More than 100 performance improvement agreements were negotiated through the "Developing Performance Incentives for Nursing Homes" project. University faculty members collaborated with the Minnesota Department of Human Services to create a nursing home report card and performance incentive program.

- **Energy Efficiency**: Researchers at the Center for Sustainable Building Research (CSBR) led the development of new standards and ideas for energy-saving building and development in Minnesota. The center works with the Minnesota Legislature to craft new legislation that will help cut carbon emissions by half by the year 2030.

- **Sustainable Building**: The Viking Terrace Health Outcome Study has combined a residential health

outcome study, post-construction building evaluation, ecological impact assessment, and a cost analysis to render an image of the potential and challenges of sustainable building.

- **Food Safety**: The Extension Services Program works to ensure that Minnesota's food is safe to eat, from farm to table. This research-based initiative seeks to secure food safety processes and practices by designing new techniques for detecting contaminants and pathogens in foods during production, processing, and storage.

- **Atherosclerotic Disease**: Since 1987, faculty from four institutions, including the University's Division of Epidemiology, have conducted a community-based epidemiological study of atherosclerotic disease occurrence and trends. In 2011-12, this work advanced the identification of new lifestyle factors and genetic determinants of cardiovascular disease.

- **Arts and Culture**: The Institute for Advanced Study funded research collaborations that connected two local dance companies with scholarly research at the University and contributed to artistic output and local community engagement projects led by the dance companies. Through this work, a series of undergraduate and graduate courses were developed and taught by distinguished visiting artists.

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

- **Parks and Trails**: The Center for Changing Landscapes links planning, natural resource management, and geospatial experts to address issues of social, economic, and ecological sustainability in changing rural, urban, and urbanizing landscapes. During the 2011-12 program year, the center's faculty created a framework and inventory of all of Minnesota's natural resource-based parks and trails. This inventory will be used by the Department of Natural Resources to develop long-term plans for Minnesota's natural resource-based parks.

Results: Breakthrough Research

University Research Performance Summary

The University reported $786 million in research and development expenditures for 2010, the period covered in the latest annual survey conducted by the National Science Foundation. That represents a six percent increase over the previous year and allows the University to retain its eighth-place ranking among public institutions.

Table 3-30 lists the ranking of the top 20 public research institutions in the United States according to the three metrics reported over the past seven years. The universities included are listed in rank order according to National Science Foundation survey research expenditures for 2010.

Figure 3-37 presents the research expenditure data for the Twin Cities and the top 20 public research universities for 2009-10. Unlike previous years in which the University's total represented the aggregate research contributions from all campuses in the System, the revised survey methodology now considers each campus individually. The 2009-10 total for the University of Minnesota System was $808 million, rather than the $786 million reported for the Twin Cities campus alone.

Technology Commercialization

The University continued its strong performance and productivity in 2010-11. Significant improvement was made from 2008-09 to 2009-10 in all categories except gross revenues, which was expected to decline as the University's patents on anti-HIV drug Ziagen expire (Table 3-29).

According to the annual report issued by the Association of University Technology Managers (AUTM) the University performed well in comparison with its peers in 2009-10. The University ranked sixth overall in licensing income, was tied for 15th among all universities with eight new start-up companies

launched, and ranked 17th in terms of new licenses executed. All three of these activities have been key priorities for the past four years and are indicators of significant progress.

In July 2011, the University engaged directors from three of the nation's top university technology transfer programs – Stanford, Columbia, and Wisconsin – to conduct an external review of technology commercialization. The reviewers praised the University for dramatic improvements in its approach to bringing research discoveries to the marketplace, declaring that the University "has an outstanding track record of accomplishments that puts it at the highest ranks of university tech transfer offices," and that "the office has done so on a much more limited budget and staffing model than most of its peers." The report concluded by characterizing the University's performance on a par with the reviewers' own programs and offering recommendations for improvements that are being explored for implementation.

Table 3-30. Top 20 institutions reporting largest research and development expenditures, 2009-10

		2009		2010		Percent Change 2009-10	Percent Change 2004-10
		Total*	Public Rank	Total*	Public Rank		
1	Johns Hopkins U.	$1,856		$2,004		+ 8.0%	+ 46%
2	U. of Michigan – Ann Arbor	$1,007	1	$1,184	1	+ 17.6%	+ 54%
3	U. of Wisconsin – Madison	$952	2	$1,029	2	+ 8.1%	+ 35%
4	U. of Washington – Seattle	$778	6	$1,023	3	+ 31.5%	+ 43%
5	Duke U.	$805		$983		+ 22.1%	+ 89%
6	U. of California – San Diego	$879	5	$943	4	+ 7.3%	+ 33%
7	U. of California – Los Angeles	$890	4	$937	5	+ 5.3%	+ 21%
8	U. of California – San Francisco	$948	3	$935	6	- 1.4%	+ 28%
9	Stanford U.	$704		$839		+ 19.2%	+ 25%
10	U. of Pennsylvania	$727		$836		+ 15.0%	+ 40%
11	U. of Pittsburgh	$623		$822	7	+ 31.9%	+ 78%
12	Columbia U.	$590		$807		+ 36.8%	+ 72%
13	**U. of Minnesota – Twin Cities**	**$741**	**8**	**$786**	**8**	**+ 6.1%**	**+ 49%**
14	Penn. State U. – University Park	$753	7	$770	9	+ 2.3%	+ 28%
15	Ohio State U. – Columbus	$716	9	$755	10	+ 5.5%	+ 46%
16	U. of North Carolina – Chapel Hill	$646	13	$755	11	+ 16.9%	+ 81%
17	Cornell U.	$671		$749		+ 11.6%	+ 17%
18	Washington U. – St. Louis	$628		$696		+ 10.8%	+ 28%
19	U. of California – Berkeley	$652	11	$694	12	+ 6.4%	+ 32%
20	Texas A&M U.	$631	14	$689	13	+ 9.2%	+ 51%

Source: National Science Foundation, 2011

*Dollars in millions

3.2: Twin Cities Campus
Breakthrough Research

Figure 3-37. Top 20 public institutions reporting largest research and development expenditures from NSF Rankings, Twin Cities campus, 2009-10
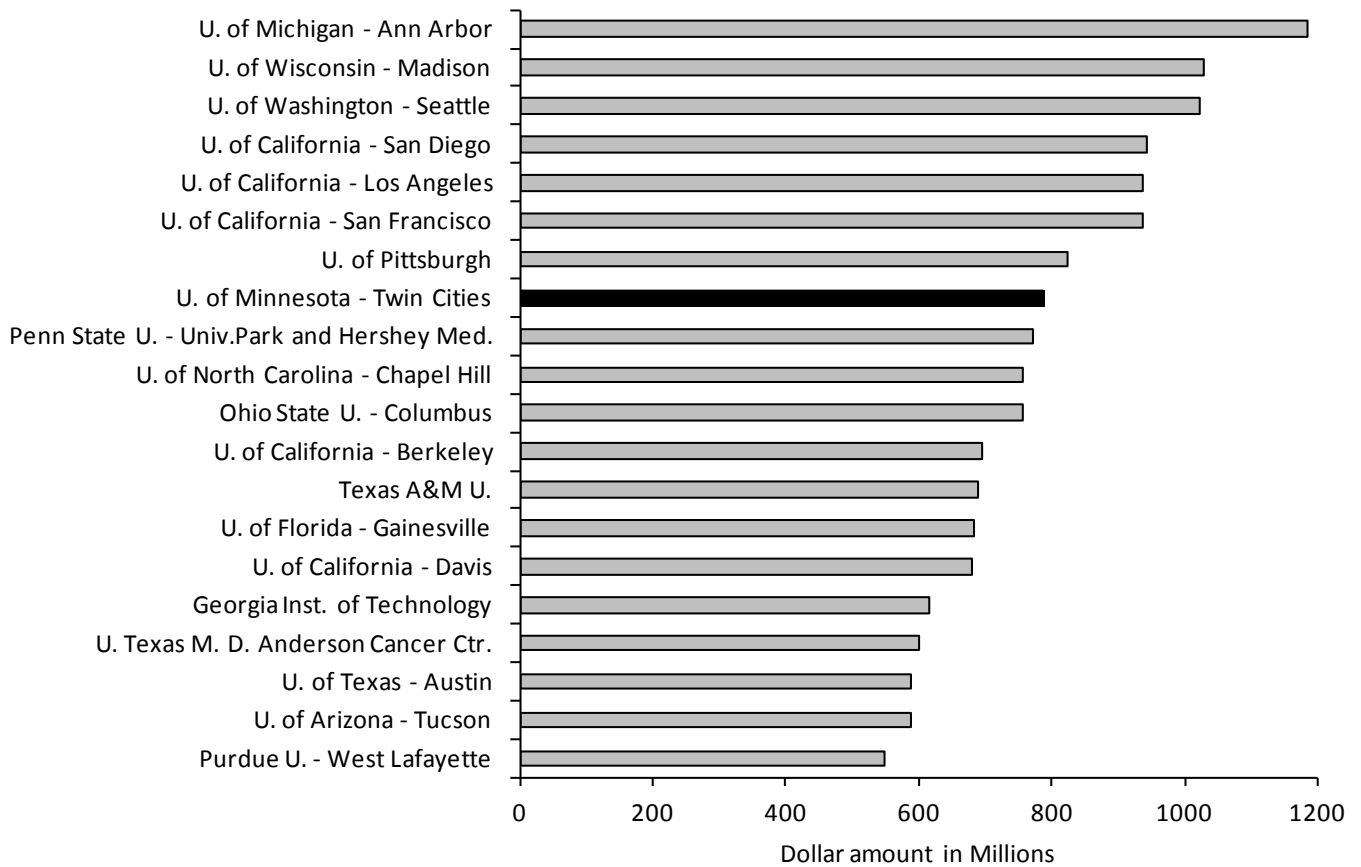
Source: National Science Foundation Higher Education Research and Development Survey FY 2010

Table 3-31. University of Minnesota Technology Commercialization, 2007-11

	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011
Disclosures	193	217	244	255	250
New U.S. Patent Filings	51	52	65	66	78
New Licenses	77	63	44	67	76
Startups	4	2	3	8	9
Current Revenue Generating Agreements	n/a	281	306	399	457
Gross Revenues*	$65.2	$86.9	$95.2	$83.8	$10.1
Non-Glaxo Revenues*	$8.5	$7.9	$8.7	$8.6	$10.1
Outgoing Material Transfer Agreements	n/a	67	106	171	271

Source: Office of Vice President for Research, University of Minnesota
*Dollars in millions

TWIN CITIES CAMPUS: DYNAMIC OUTREACH AND SERVICE

Figure 3-38. Dynamic outreach and service, Twin Cities campus
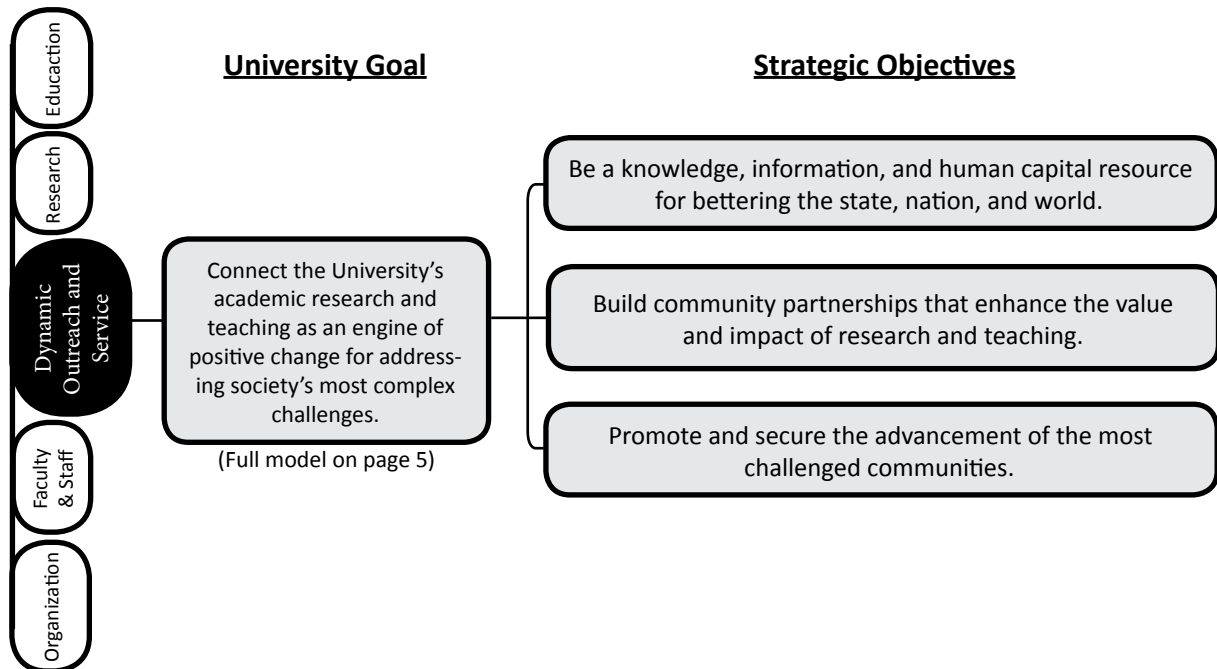
Community-engaged research and teaching initiatives not only enhance the University's capacity to produce research of significance and improve educational experiences of students; they also position the University to address society's most complex challenges. Accomplishing this goal requires a coordinated effort that moves beyond individual, discrete community projects.

Strategy: Be a Knowledge, Information, and Human Capital Resource for Bettering the State, Nation, and World

Institutionalizing Public Engagement

Data from the 2012 public engagement survey revealed concern among respondents that public engagement activities continue to be perceived as primarily "public service" and "outreach." More work is needed to highlight the ways that community engagement contributes to research and teaching. Among the efforts to integrate public engagement in the academic mission include:

- The **Engaged Department Grant Program**, which supports development of public engagement within a department's research and teaching activities. Since its inception in 2008, 42 departments have applied and 20 grants (ranging between $7,500 and $10,000 each) have been awarded. Pre-post assessments reveal robust progress among participating departments in their efforts to make public engagement a more integral feature of their research and teaching programs.

- **New faculty and staff orientation programs** provide a list of resources, opportunities, and contact information to support community engagement efforts. New students engage in a half-day service project in the community at **Welcome Week**, during which they reflect on how to connect their academic and engagement interests. Each year, these orientation programs reach approximately 50 new faculty, more than 200 new staff employees, and nearly 5,000 incoming students.

- The **Public Engagement Council** addressed twelve policy issues including faculty rewards for engaged scholarship, academic standards for community-

based learning, community engagement liability issues, indirect cost rate implications for community-based research, metrics for assessing community engagement outcomes, and human subject policies for community-engaged research.

- The **Public Engagement Metrics Committee (PEMC)** produced a Phase I Metrics Framework for public engagement, which identifies goals and potential data sources that address each of the five University-wide strategic priorities. This preliminary framework will guide data collection and measurement processes for 60 units and will allow for aggregation of some data across units and centers, providing a more complete picture of the impact public engagement activities have on students, faculty, the University, and external communities.

- The **Community-Campus Coordinators Alliance** strengthens research and teaching-related partnerships with a broad range of community agencies and connects engagement initiatives across different colleges and departments. In 2011, 918 faculty and staff and 3,944 students from 52 departments partnered on 480 different campus/community activities.

Results: National Status as an Engaged University

The University of Minnesota is among a handful of leading research universities that have a comprehensive plan for building a fully engaged university. Although a number of publications have begun ranking college and university contributions to the public good, there is much skepticism about how such rankings can fully and accurately assess contributions to the public good. Nonetheless, the rankings offer a glimpse into how external entities perceive the societal contributions of universities, and they allow universities to compare these perceived contributions.

The most widely cited of these rankings is the *Washington Monthly*. Although the reputation of the University has improved since the inception of the rankings, the University ranks second to last among its comparison group (see Table 3-32) and currently ranks 45 of 258 universities included in the assessment. Several other indicators are shown in Table 3-33:

- The University was one of only six research universities to receive the Community Engagement designation in 2006, and was singled out as an exemplar and a model for other university applicants.

Table 3-32. *Washington Monthly* Social Good national university rankings sorted by 2011 rankings, Twin Cities campus and comparison group institutions, 2006-11*

	2006	2007	2009	2010	2011
U. of California – Los Angeles	4	2	3	3	2
U. of California – Berkeley	2	3	1	2	3
U. of Michigan – Ann Arbor	18	6	18	7	10
U. of Texas – Austin	17	19	9	5	19
U. of Washington – Seattle	15	14	14	16	23
U. of Florida – Gainesville	37	26	45	42	28
U. of Wisconsin – Madison	11	18	30	23	29
U. of Illinois – Urbana-Champaign	16	11	24	64	38
Ohio State U. – Columbus	27	12	20	46	42
U. of Minnesota – Twin Cities	**67**	**51**	**50**	**43**	**45**
Penn. State U. – University Park	3	5	7	35	47

*Rankings for 2008 are not available
Source: *Washington Monthly* Annual Survey

Table 3-33. Public Engagement Measures, Twin Cities Campus and comparison group institutions, 2011

	Received Community Engagement Classification	Member of TRUCEN	United States Peace Corp Rank	Percent of Community Service Work-Study	Community Service Hours Rank
Ohio State U. – Columbus	2008	Yes	84	31%	86
Penn. State U. – University Park	2008	No	97	39%	155
U. of California – Berkeley	Yet to apply	Yes	21	23%	92
U. of California – Los Angeles	2006	Yes	26	19%	3
U. of Florida – Gainesville	Yet to apply	No	41	14%	99
U. of Illinois – Urbana-Champaign	2008	No	64	17%	155
U. of Michigan – Ann Arbor	2008	Yes	22	12%	42
U. of Minnesota – Twin Cities	**2006**	**Yes**	**70**	**29%**	**58**
U. of Texas – Austin	Yet to apply	Yes	67	28%	155
U. of Washington – Seattle	Yet to apply	Yes	42	13%	155
U. of Wisconsin – Madison	2008	Yes	36	15%	84

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

- In 2007, the University was 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.

- In 2008, the University was invited to join the Talloires Network, an international consortium of 220 colleges and universities devoted to advancing social responsibility in higher education through research and teaching initiatives.

- Among comparison group institutions, the University ranks ninth (70th overall) in the number of students who go on to serve in the Peace Corps and third (24th overall) in the percentage of work-study positions (29 percent) that are community service-oriented. Additionally, the University ranks third (58th overall) in the hours of service contributed to communities.

In 2010, the University worked with researchers at University of California-Berkeley to develop civic and community engagement components of the Student Experience in the Research University survey, which was administered to University of Minnesota undergraduates in 2010 and 2012. Survey results from 2010 are available online (www.engagement.umn.edu);

2012 community engagement data are currently being analyzed.

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

Strategy: Build Community Partnerships that Enhance the Value and Impact of Research and Teaching

Examples of community partnerships the University continues to develop include:

- **The Healthy Youth Development – Prevention Research Center (HYD-PRC)** brought together families and community organizations like the Arthritis Foundation of Minnesota with University experts to develop a nationally recognized program serving youth with juvenile arthritis. This work

resulted in a $1.25 million award from the Centers for Disease Control and Prevention to lead a longitudinal study of youth with disabilities and the transition to adulthood. The HYD-PRC also engaged Latino community partners (including youth and youth serving professionals) to develop and pilot test a program for Latino teens and their families that promotes positive youth development and sexual health.

- The **Center for Transportation Studies** and the **Center for Integrative Leadership** partnered to explore the needs of the Minnesota Local Road Research Board, the research arm of the Minnesota County and City Engineers Associations. Focus groups were used to transform research needs into "problem statements," which University faculty and researchers then submitted proposals to address.

- **Humphrey School of Public Affairs** students examined why the use of family emergency shelters rose significantly during the recession. Their findings informed county policy for the use of Family Homeless Prevention Assistance Program funds. The county also developed a Request for Proposal for funding in 2013, and targeted prevention funds to those most at risk of shelter entry. In sync with these efforts, programming was developed for homeless young mothers and other individuals in North Minneapolis. The students' research caught the attention of state administrators, who initiated a research project with the Humphrey Institute to continue the dialogue about homelessness prevention programming for low-income residents.

- In another effort through the **School of Music**, small grants were provided to faculty and graduate students to build collaborations with various community entities. One of the funded projects gave voice to homeless students through song-writing.

- Faculty members and research center staff in the **College of Design** engaged in several urban design initiatives, including designing school environments, making children's clothes for earthquake residents in Haiti, and reusing depleted iron ore mines in northern Minnesota. Others conducted research on retail merchandising, building codes, energy research on commercial windows, urban design for large areas of Minneapolis and St. Paul, and helping redesign health practices at some of

the largest hospitals in the country. These efforts resulted in a 200:1 return on investments.

- **Student Leadership Development (Duluth):** A new certificate program combines academic, cocurricular, and community volunteerism components to give Duluth students leadership opportunities at various community entities.

- Duluth students, clubs, and campus organizations provided a range of tutoring and mentoring services through the service-learning, community service, and America Reads programs. Students tutored daily in the majority of K-2 classrooms at three local elementary schools. All athletic teams took turns reading to all of the children at Washington Elementary School during breakfast through the Book Buddies Program, and students in the Spanish and education classes assisted in K-12 classrooms through various service-learning projects.

- The **Center for Small Towns (CST)** on the Morris campus collaborated with the Upper Sioux Tribal Community to conduct a feasibility plan for using renewable energy sources—including wind and solar—on the reservation.

- The Morris **Office of Community Engagement** engaged 86 new immigrants in cultural exchanges, literacy programming, or ESL classes. Thirty-two Morris students trained in ESL pedagogy and cross-cultural communication were involved in this effort as volunteers or interns.

Strategy: Promote and Secure the Advancement of the Most Challenged Communities

While many of the University's community engagement initiatives focus on advancing the research and teaching agendas, a large portion of these initiatives focus on providing direct outreach and service to challenged communities. The 2012 engagement survey found that 78 percent of units reported working on local issues, while 66 percent work regionally, 64 percent work statewide, 42 percent nationally, and 34 percent internationally. Examples of this work include:

- The **Children, Youth and Family Consortium** led a theme-based educational seminar series designed to identify and respond to community-defined

needs and then engage and inform practitioners and researchers who work in children's mental health fields. Focusing on the theme of traumatic stress, planning groups were held at the University for broadcast workers, counselors, educators, nurses, psychologists, and social workers. During the 2012-13 program year, these attendees will participate in ripple effect mapping to determine changes in practice and impact on children's mental health.

- Working with local community and school-based clinics, the **Healthy Youth Development-Prevention Research Center (HYD-PRC)** developed and tested 'Prime Time,' an intervention program for adolescent girls at high risk of pregnancy and sexually transmitted disease (STD). An evaluation of the program revealed a reduction in risky behavior for as long as 12 months after intervention completion and an increased likelihood of enrolling in college/technical school. Given that many teens who are at high risk for pregnancy/STD seek clinic services, this breakthrough has great potential for improving the capacity of clinics to address these negative health outcomes and make a tangible difference in addressing these health issues.

- The **Human Rights Center** worked locally, nationally, and internationally to provide resources, education, and training to maximize the effectiveness of lawyers, scholars, students, and others working to promote and protect human rights. 124 facilitators from every region of the United States were brought together to share new strategies, methods, and techniques for educating about the promotion and protection of human rights.

- Over 2,000 participants in the **University of Minnesota Extension's Latino Financial Literacy Program** learned about financial systems, credit use, and financial management. Six-month follow-up studies show that participants continue to use the information and tools provided.

- The **South East Como Improvement Association** and **Student Neighborhood Liaison** program partnered to create Fairshare Farm, a community garden for student and non-student residents. The program was funded by grants, memberships, and donations. Memberships in the farm filled instantly and members have set specific nights to garden

together. The garden space is also used for ongoing education and workshops and to provide examples of gardening/composting/vermiculture practices. The cultivated food is divided among the gardeners and donated to local senior citizens.

- The **Office of Research, Innovation, and Outreach** and the **Urban Research and Outreach-Engagement Center** are developing a jobs-focused program for North Minneapolis residents that includes academic advising and career counseling; courses in job-seeking skills, financial literacy, and computer literacy; test preparation programs; and neighborhood-based pathways to baccalaureate degree-completion.

- The **Metropolitan Design Center** partnered with state and local government agencies, communities, and non-profit organizations on projects to make metropolitan communities more livable and sustainable. These included approaches for advancing redesigns of several major St. Paul streets that comply with the national complete streets program; waterfront design strategies for the Above the Falls section of the Mississippi River; finding solutions for the future of Minneapolis Granary Corridor; urban design strategies for overcoming crime at Peavey Park; urban design solutions for residential infill along the LRT corridor; and a greenway corridors plan and green infrastructure plan for the University of Minnesota, Marcy Holmes, Cedar-Riverside, South East Como, and Prospect Park communities.

- **Extension** educators partnered with tribal colleges and governments of the Ojibwe nations of Fond du Lac, Leech Lake, Red Lake, and White Earth on a set of educational programs that address a variety of issues and opportunities, such as positive youth development, engaging youth in science and technology, preserving natural resources, managing water quality, and increasing financial literacy.

- The **Institute on the Environment** developed new partnerships with Cargill, Land-o-Lakes, General Mills and other companies that have shaped research on supply chains, food security, and water issues with local and international scope.

- The **Multicultural Center for Academic Excellence** provided a suite of services and programs on academic, financial, personal, and career concerns,

as well as connected students of color to available community support networks and resources.

- **The Broadband Access Project** received a federally-funded three-year grant to build new computer labs or enhance existing labs with training and walk-in use, resulting in 50,000 visits from community members, small business owners, and non-profit staff, including English language learners in Spanish, Somali, and Hmong.

- Through federal grants matched by state and local partners, the **Center for Economic Development (CED)** provides no-cost business consulting, business and computer workshops, student programs and other business resources to entrepreneurs throughout northeastern Minnesota. The Minne-

sota Small Business Development Center Network reports a $4 return on investment for every $1 of funding received.

- The **Promoting Academic Learning (PAL) Project** connected 250 UMD students with the Duluth Public Schools to serve as academic tutors/mentors for youth in need of academic support. The program promoted K-12 students' progress in reading and math through the use of mentoring, relationship building, and strategic interventions identified by the schools to help narrow the achievement gap.

In addition to these examples, Figure 3-39 showcases the number of engagement units and centers working on various issue areas, as reported in the 2012 engagement survey.
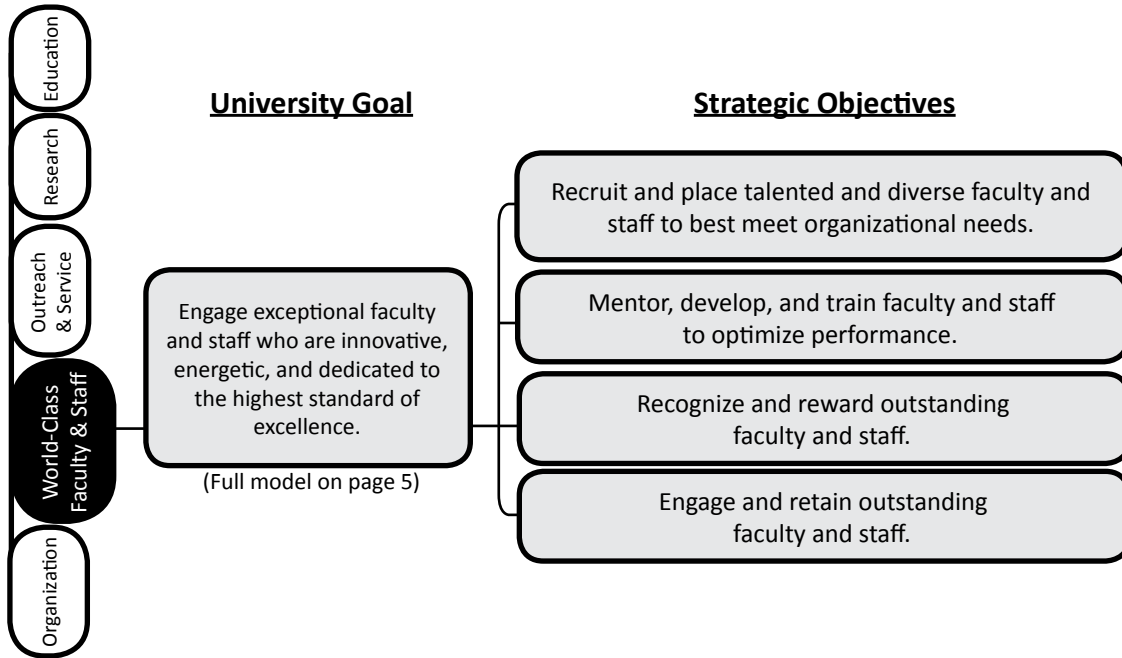
Figure 3-39. Number of engagement units that addess particular societal issues, 2012
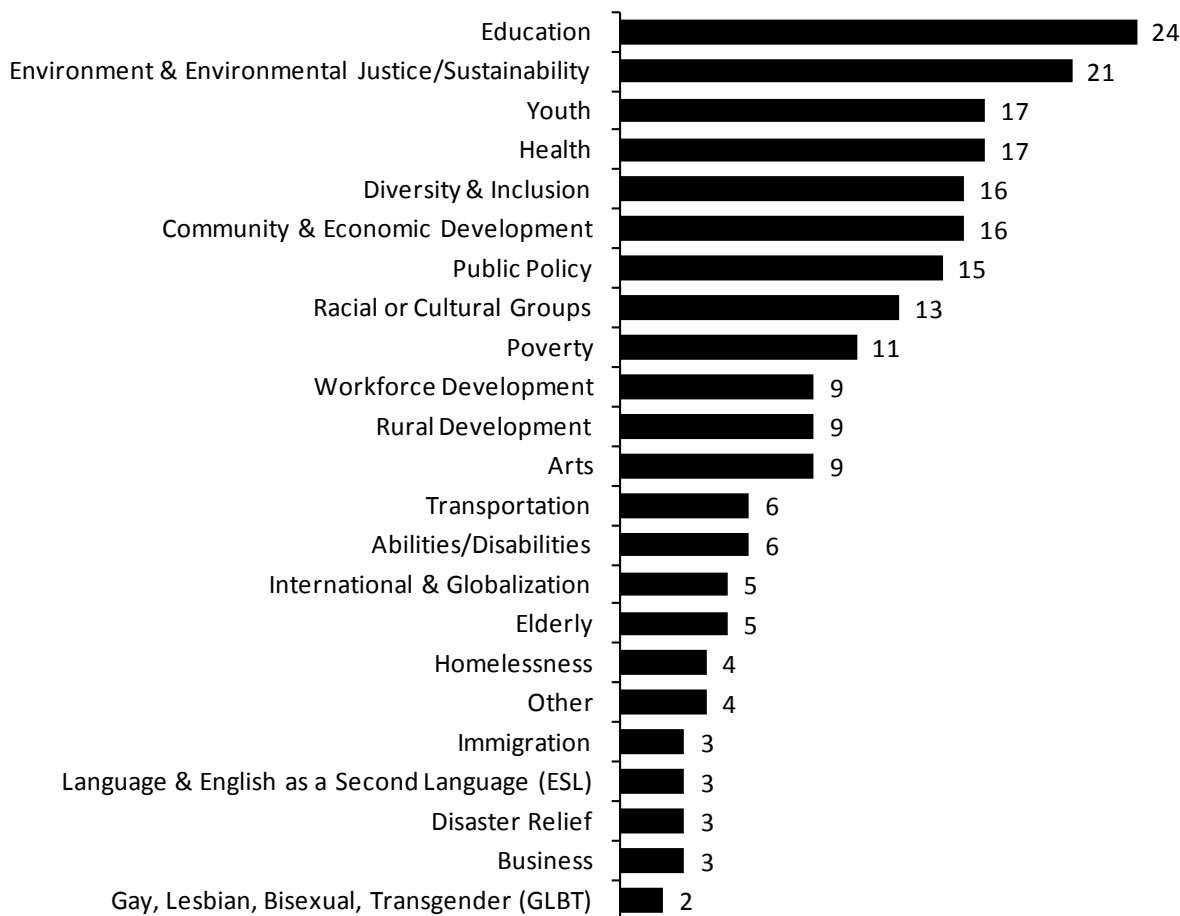
Source: Office for Public Engagement, University of Minnesota

# TWIN CITIES CAMPUS: WORLD-CLASS FACULTY AND STAFF

Figure 3-40. World-class faculty and staff, Twin Cities campus

The University of Minnesota operates in an environment that is particularly people-intensive. No organization of the scope of the University can succeed without smart, creative, and hard-working people who are committed to the successful fulfillment of its mission. At the University, more than 60 percent of every dollar in expenses goes to the total compensation (salary, wages, fringe) of its talented faculty and staff (Figure 3-41). Recruiting the best and supporting their success from recruitment through career progression is a critical factor in providing students with a world-class education and meeting responsibilities to the state, region, and world.

Figure 3-41. Expenditures (non-sponsored) by compensation and other, all campuses, FY 2011

Source: Office of Human Resources, University of Minnesota

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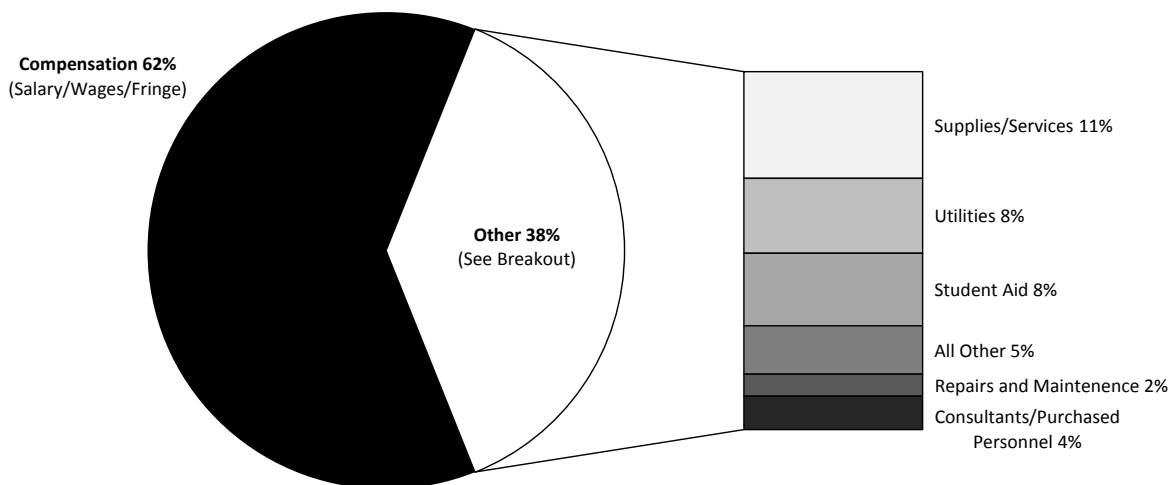
Strategy: Recruit and Place Talented and Diverse Faculty and Staff to Best Meet Organizational Needs

The University's workforce is large and complex. In 2011-12, the University conducted a comprehensive analysis to better understand how the workforce is organized in support of the University's mission. The analysis also helped form a framework to direct resources to strategic and institutional priorities as part of the University's Operational Excellence efforts. The purposes of the study were to:

- Gain a better understanding and ability to manage the University's workforce.

- Increase understanding of the changing complexity of the workforce, including position types and funding structures.

- Better manage the University's investment in people, and how that investment matches the University's strategic priorities.

- Lay a foundation for addressing job classifications that have been stretched beyond intended proportions.

- Form the basis for developing metrics on productivity and efficiency.

The study was grounded by the following principles: that it be systemwide, all-funds, all-units; that it use robust and flexible definitions and taxonomies to allow for future system changes; that workforce changes are viewed historically and against ratios of volume; and that it be a study replicable in future years.

The analysis used employee headcount as the basic method for counting people and required the sorting of each individual into a primary job and unit. The compensation investment was then tracked against the same set of primary job codes. Finally, a job taxonomy was developed that organized the workforce into the type of work being performed. The taxonomy is set forth as follows:

- Direct academic providers

- Fellows, trainees, and students in academic jobs

- Higher education mission support

- Intercollegiate athletics

- Facilities-related jobs

- Organizational support

- University leadership

The study demonstrated that approximately two-thirds of the University's workforce is engaged in direct mission provision and mission support work (jobs that are unique to institutions of higher education), and the remaining one-third are engaged in work that supports the overall organization, including facilities, and University leadership positions (Figure 3-42).

Figure 3-42. Workforce percent of compensation, all campuses, FY 2011
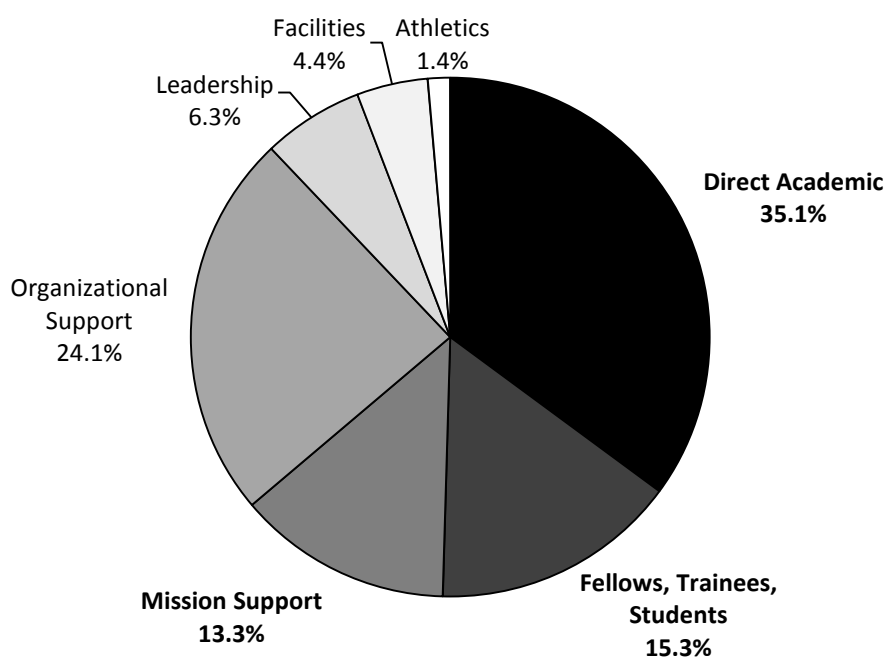
Source: Office of Human Resources, University of Minnesota

Finally, the analysis demonstrated that the University's total headcount has remained largely stable from 2001-11, growing only three percent over that period. That same workforce, however, has served more students per employee, granted more degrees per employee, and expended more sponsored dollars per employee. As shown in Figure 3-43, the number of students per employee has increased by over 11 percent between fiscal year 2002 and 2012. The number of degrees per employee is up by 28 percent between fiscal year 2003 and 2011, as seen in Figure 3-44. The number of sponsored dollars per employee has increased by 41 percent between fiscal year 2002 and 2012 (Figure 3-45).

The University plans to continue to refine and build on the 2012 workforce analysis, and to increase its efficacy as an important measure of workforce deployment, productivity, and success at the system, campus, collegiate, and administrative unit levels.

Strategy: Mentor, Develop, and Train Faculty and Staff to Optimize Performance

Providing Learning and Development Opportunities

Key to enhancing job performance and career success are the opportunities to receive training and increase competencies that support job performance. The University continues to provide a wide variety of successful learning and development programs and opportunities. For staff, these opportunities come through the University's Organizational Effectiveness unit, and for faculty and instructional personnel, these opportunities are provided through the Center for Teaching and Learning and the Center for Writing.

The **Women's Leadership Institute**, 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.

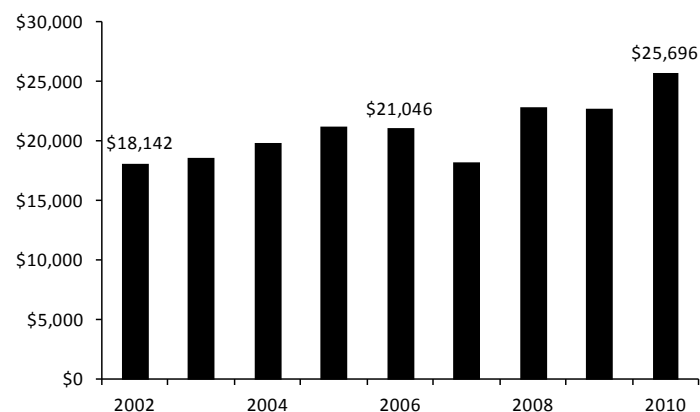**Figure 3-43. Number of students per employee, all campuses, FY 2002-12**
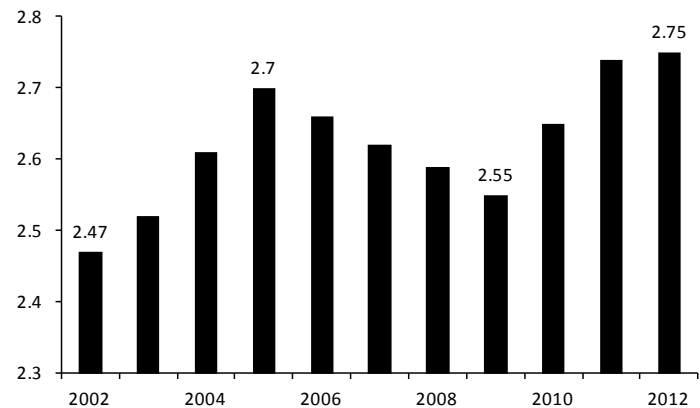
Source: Office of Human Resources, University of Minnesota

Figure 3-44. Number of degrees granted per employee, all campuses, FY 2003-11
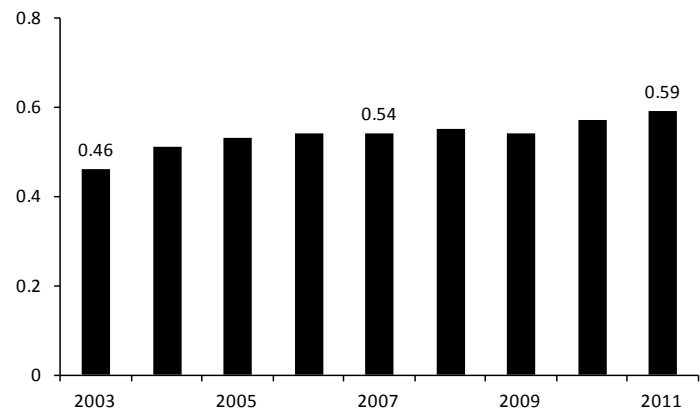
Source: Office of Human Resources, University of Minnesota

Figure 3-45. Number of sponsored dollars expended per employee, all campuses, FY 2002-10

Source: Office of Human Resources, University of Minnesota

The Provost's **Women's Faculty Cabinet** 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.

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 275 staff have participated in PEL since its founding in 2001. Over 75 percent of PEL graduates who are still at the University have moved into higher-level leadership roles.

The **Regents Scholarship Program** supports benefits-eligible employees in furthering their formal education by providing substantial tuition benefits for degree programs and other courses. During 2010-11, nearly 1,800 employees participated in the program.

More than 8,000 registrations occurred in 2012 of employees taking **technical training** courses or modules to upgrade their skills and knowledge to work with major enterprise-wide systems such as PeopleSoft Human Resources, Student, Finance, or Grants.

The **Employee Career Services** program, begun in the early 1990s, provides staff 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 four years, 900 staff members have attended at least one workshop. In recent 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 the 2011 fair.

The **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 to understanding

change. In the last year, nearly 1,000 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 and development, dealing with conflict, communication, leadership coaching, and organization design. Approximately 150 units are provided these resources each year.

The **Center for Teaching and Learning** (CTL) is a campuswide office that serves the University community through a commitment to exceptional teaching and learning. Its goals are to lead and advance campus initiatives on teaching and learning, initiate and sustain educational partnerships with campus units, and deepen the pedagogical knowledge of the University teaching community.

CTL's core services include career-span professional development programs such as the Early Career and Mid-Career Programs, credit-bearing courses for graduate students in the International Teaching Assistant and Preparing Future Faculty programs, consulting services for all members of the teaching community, and a host of workshops and seminars customized for each University audience. CTL's exceptional website displays tutorials and resources for advancing the quality of teaching on the Twin Cities campus.

The **Internationalizing Teaching and Learning faculty development program** provides faculty on all five campuses with opportunities to internationalize their curriculum by identifying global learning outcomes for their courses, expanding their teaching strategies, and developing course materials, activities, and assessments.

The University also implemented a new policy that requires all faculty and staff to register their international travel. The new travel registry allows the University to know where faculty/staff are located around the globe so that the University can more effectively provide assistance in an emergency. In the first eight months, more than 1,400 trips were registered.

Improving Manager Quality

A key strategy for improving manager quality has been supervisory and managerial education and training programs. For staff managers, supervisory training courses provide new as well as experienced managers the opportunity to develop management skills. In the last three fiscal years, almost 1,300 staff members have attended at least one classroom session of supervisory training. In the past 12 months, online training courses have been launched that help managers better prepare for performance reviews as well as learn what steps to take to increase employee engagement.

The Keys to Supervision program for first time managers and supervisors is designed to help participants build relationships and trust with employees as well as learn about the wide variety of management resources available at the University. Follow-up indicates 91 percent of participants believe the training made them a more effective manager.

Program for Academic Chairs and Heads

Academic chairs and heads also 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. The University holds workshops for chairs and heads on a wide variety of topics, including promotion and tenure and post-tenure review, to ensure that these leaders are knowledgeable about policies and procedures.

In addition, the University has greatly expanded its participation in the Academic Leadership Program, sponsored by the Committee on Institutional Cooperation. 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 program fellows also meet twice a year to discuss leadership issues.

Providing Enterprise-Level Change Management Services

As the University moves forward in the 21st century, many changes are required in services delivered to students and in the systems that support them. Services to manage the people side of change are provided to the leaders of these enterprise-level changes. A consistent and customizable approach and set of tools are available to help these leaders assess needs, apply techniques, and measure progress.

Strategy: Recognize and Reward Outstanding Faculty and Staff

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 higher education institutions. To achieve excellence, the University needs not only to continue to recruit great faculty, but also to 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 3-34 shows that the University's average compensation ranks fifth while the average salary ranks ninth among comparison group institutions. The average compensation of all faculty and the average salary of all faculty has dropped two spots since 2006.

Table 3-35 shows that the average compensation for full professors on the Twin Cities campus ranks fifth, down one position since 2006, while the average salary for full professors ranks eighth, unchanged in rank among comparison group institutions. The average associate professor's compensation fell one position (Table 3-36) while the average salary of associate professors fell five positions to tenth. Table 3-37 shows that the average compensation and the average salary for assistant professors each fell one position, to third and eighth respectively.

High quality, comprehensive, and affordable health and retirement benefits are key components of the

Table 3-34. Average faculty (full, associate, and assistant professors) compensation and salary (in thousands of dollars) ranked by 2011 compensation, Twin Cities campus and comparison group institutions, fall 2006 and 2011

Compensation				Salary			
Fall 2006		Fall 2011	Percent Change		Fall 2006		Fall 2011	Percent Change
2	$146.1	1	$184.9	27%	U. of California – Los Angeles	2	$111.8	1	$138.1	24%
1	$146.9	2	$178.7	22%	U. of California – Berkeley	1	$112.5	2	$133.2	18%
3	$127.8	3	$147.9	16%	U. of Michigan – Ann Arbor	3	$104.0	3	$119.6	15%
7	$117.5	4	$140.3	19%	U. of Illinois – Urbana-Champaign	5	$95.7	5	$108.9	14%
3	**$127.8**	**5**	**$140.1**	**10%**	**U. of Minnesota – Twin Cities**	**7**	**$95.4**	**9**	**$102.2**	**7%**
5	$119.1	6	$137.4	15%	U. of Texas – Austin	4	$99.7	4	$114.8	15%
6	$117.7	7	$134.8	15%	Pennsylvania State U. – Univ. Park	5	$95.7	7	$106.7	11%
8	$116.7	8	$134.5	15%	Ohio State U. – Columbus	8	$92.6	6	$107.7	16%
10	$112.9	9	$128.8	14%	U. of Washington – Seattle	9	$92.5	8	$104.4	13%
9	$115.4	10	$125.7	9%	U. of Wisconsin – Madison	10	$89.3	10	$99.7	12%
11	$107.0	11	$121.5	14%	U. of Florida – Gainesville	11	$84.4	11	$93.6	11%

Source: American Association of University Professors Fall 2011 and Fall 2006 (FY 2012 and 2006) Surveys

Table 3-35. Average full professor compensation and salary (in thousands of dollars) ranked by 2011 compensation, Twin Cities campus and comparison group institutions, fall 2006 and 2011

Compensation				Salary			
Fall 2006		Fall 2011	Percent Change		Fall 2006		Fall 2011	Percent Change
1	$172.8	1	$215.7	25%	U. of California – Los Angeles	1	$133.2	1	$162.6	22%
2	$170.4	2	$205.0	20%	U. of California – Berkeley	2	$131.3	2	$154.0	17%
3	$157.6	3	$180.9	15%	U. of Michigan – Ann Arbor	4	$130.4	3	$148.8	14%
6	$145.7	4	$172.9	19%	U. of Illinois – Urbana-Champaign	5	$123.9	5	$137.2	11%
4	**$152.7**	**5**	**$167.7**	**10%**	**U. of Minnesota – Twin Cities**	**8**	**$116.6**	**8**	**$125.7**	**8%**
8	$143.5	6	$166.5	16%	U. of Texas – Austin	3	$131.2	4	$140.7	7%
7	$145.4	7	$165.6	14%	Ohio State U. – Columbus	7	$117.2	6	$134.2	15%
5	$146.7	8	$165.0	12%	Pennsylvania State U. – Univ. Park	6	$120.2	7	$132.1	10%
9	$134.1	9	$153.7	15%	U. of Florida – Gainesville	10	$107.7	10	$121.7	13%
10	$132.7	10	$148.6	12%	U. of Washington – Seattle	9	$108.9	9	$122.7	13%
11	$132.0	11	$142.5	8%	U. of Wisconsin – Madison	11	$103.5	11	$114.7	11%

Source: American Association of University Professors Fall 2011 and Fall 2006 (FY 2012 and 2006) Surveys

Table 3-36. Average associate professor compensation and salary (in thousands of dollars) ranked by 2011 compensation, Twin Cities campus and comparison group institutions, fall 2006 and 2011

Compensation				Salary		
Fall 2006	Fall 2011	Percent Change		Fall 2006	Fall 2011	Percent Change
2 $111.7	1 $146.2	31%	U. of California – Los Angeles	3 $84.2	1 $107.4	28%
1 $115.0	2 $142.7	24%	U. of California – Berkeley	1 $86.8	2 $104.6	21%
4 $108.4	3 $123.9	14%	U. of Michigan – Ann Arbor	2 $86.6	3 $98.2	13%
3 $110.6	**4 $121.1**	**9%**	**U. of Minnesota – Twin Cities**	**5 $80.6**	**10 $86.0**	**7%**
7 $99.5	5 $114.5	15%	U. of Illinois – Urbana-Champaign	6 $79.5	9 $86.5	9%
6 $101.6	6 $114.3	13%	Pennsylvania State U. – Univ. Park	4 $81.4	6 $89.2	10%
8 $98.5	7 $113.1	15%	Ohio State U. – Columbus	10 $76.9	5 $89.3	16%
5 $102.5	8 $111.9	9%	U. of Wisconsin – Madison	8 $78.1	8 $87.4	12%
10 $95.1	9 $111.7	17%	U. of Washington – Seattle	9 $77.2	7 $88.3	14%
9 $95.2	10 $109.9	15%	U. of Texas – Austin	7 $78.3	4 $89.9	15%
11 $94.4	11 $106.1	12%	U. of Florida – Gainesville	11 $73.3	11 $80.1	9%

Source: American Association of University Professors Fall 2011 and Fall 2006 (FY 2012 and 2006) Surveys

Table 3-37. Average assistant professor compensation and salary (in thousands of dollars) ranked by 2011 compensation, Twin Cities campus and comparison group institutions, fall 2006 and 2011

Compensation				Salary		
Fall 2006	Fall 2011	Percent Change		Fall 2006	Fall 2011	Percent Change
1 $101.7	1 $127.2	25%	U. of California – Berkeley	1 $76.2	1 $92.3	21%
3 $96.6	2 $121.2	25%	U. of California – Los Angeles	4 $72.6	2 $87.4	20%
2 $97.2	**3 $112.8**	**16%**	**U. of Minnesota – Twin Cities**	**7 $69.4**	**8 $79.1**	**14%**
5 $90.7	4 $111.1	22%	U. of Illinois – Urbana-Champaign	5 $71.7	5 $83.6	17%
4 $94.9	5 $109.5	15%	U. of Michigan – Ann Arbor	3 $75.0	3 $85.8	14%
7 $89.5	6 $103.8	16%	Ohio State U. – Columbus	7 $69.4	6 $81.5	17%
5 $90.7	7 $102.4	13%	U. of Texas – Austin	2 $75.1	4 $83.9	12%
9 $85.8	8 $101.4	18%	U. of Washington – Seattle	6 $70.9	7 $79.3	12%
8 $88.1	9 $98.9	12%	U. of Wisconsin – Madison	10 $66.0	10 $75.9	15%
10 $84.4	10 $97.7	16%	Pennsylvania State U. – Univ. Park	9 $68.2	9 $76.1	12%
11 $80.4	11 $93.1	16%	U. of Florida – Gainesville	11 $61.9	11 $68.9	11%

Source: American Association of University Professors Fall 2011 and Fall 2006 (FY 2012 and 2006) Surveys

University's efforts to attract and retain top faculty and staff. Benefits are well managed to be cost effective for the University and of high value to employees. For example, the University's health care program has low administrative expenses, even though its population has a higher-than-average risk profile: 95.7 cents of every dollar spent pays for claims rather than overhead.

Another example is the University Wellness Program, which increases employee engagement with their health and satisfaction with the University as a place to work while providing a favorable return on investment. Specifically, a three-year study that program administrators conducted with the University's School of Public Health showed savings in health care claims costs and absenteeism of $1.09 for every $1.00 invested. A second one-year study of just the fitness program has shown savings in health care costs and absenteeism of $1.70 for every $1.00 invested.

Additionally, the University's score of 129 on the HERO Scorecard, which is used to benchmark wellness programs at public and private employers, surpasses the national average score of 91.

Wellness Program Incentives: This year, a Wellness Points Bank has replaced cash incentives in place since 2006. Participants earn points in one year in order to qualify for a Medical premium reduction during the following year.

Health Evaluation Tools: Employees monitor their health using an annual online Wellness Assessment as well as biometric health screenings that provide fasting cholesterol, fasting blood glucose, blood pressure, and body composition. Comparing 2011 Wellness Assessment results with those of prior years, all health risks for University employees have been reduced by 11.6 percent, which is well above the best-in-class 5-6 percent average reduction.

Health Improvement Programs: Several programs help employees, retirees, and spouses/same sex domestic partners either improve or maintain their health, including:

- Health coaches, available either by phone or in-person, work with individuals to address specific medical conditions or lifestyle risk factors. Coaches advise participants through a series of sessions conducted at their convenience.

- The Step It Up Walking Program provides a free pedometer and online motivational and tracking tools.

- Online Healthy Living Programs provide a step-by-step approach to behavioral change in 13 health risk areas along with tools to create a plan and measure progress.

- Two weight management programs, Weight Watchers at Work and the Create Your Weight program available through Fairview, receive extremely positive responses from participants. In the first year of these programs, participants lost over 15,000 pounds (individual amounts ranged from 1 to 70 pounds).

- The Fit Choices program rewards participants who exercise at a health club, University recreation center, or other fitness facility eight times or more per month.

- Farmers Markets on the Twin Cities and Duluth campuses feature locally grown produce and fresh flowers.

Ensuring Feedback

Receiving constructive feedback is important to 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 75 units have received approval for revised standards. 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 based on current research and wide consultation.

Recognizing Outstanding Performance

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

The University of Minnesota actively promotes distinguished faculty as they compete for national and international research and teaching awards. In cooperation with distinguished faculty members, previous award winners and senior leadership, efforts are being made to:

* Strategically understand and communicate the nomination procedures for the most prestigious national awards.

* Form partnerships with deans and chairs to identify strong candidates, as well as potential nominators.

* Actively support nominators and candidates during the application processes.

* Advocate appropriately on behalf of University of Minnesota nominees.

Faculty at the University of Minnesota continue to garner considerable recognition for their scholarly pursuits. In the fall of 2011, former faculty members Thomas J. Sargent and Christopher A. Sims were awarded the Nobel Prize in Economics for their empirical research on cause and effect in the macroeconomy. In the last five years, faculty members at the University have been recognized in all major academic award categories, including the American Academy of Arts and Sciences (7), the Guggenheim Fellowships (9), the Institute of Medicine (6), the National Academy of Engineering (1), and the National Academy of Sciences (5).
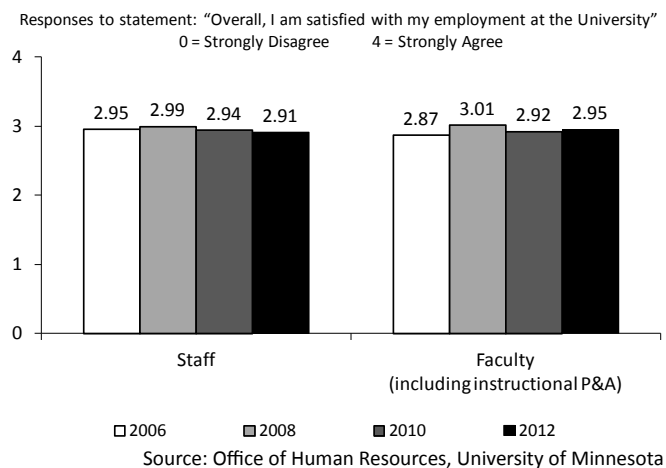
The research, teaching, and service of University of Minnesota faculty continue to be celebrated through research professorships, institutional teaching awards, and recognition of various types of institutional service.

Strategy: Engage and Retain Outstanding Faculty and Staff

The **Pulse Survey**, established in 2004, is a biennial online survey of faculty and staff to gauge satisfaction with their jobs, pay, benefits, coworkers, supervisors or 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 fifth Pulse Survey was administered systemwide in spring 2012. While the results are still being tabulated from this effort, one important general indicator, overall satisfaction with University employment, is available for inclusion in this report. Figure 3-46 demonstrates that systemwide, overall satisfaction levels have remained high (on a scale of 0 to 4 where 4 is the highest), and remarkably stable systemwide since the inception of the survey.

Figure 3-46. Employee satisfaction, all campuses, 2006-12

Responses to statement: "Overall, I am satisfied with my employment at the University"
0 = Strongly Disagree   4 = Strongly Agree

Staff: 2.95, 2.99, 2.94, 2.91
Faculty (including instructional P&A): 2.87, 3.01, 2.92, 2.95

2006 2008 2010 2012

Source: Office of Human Resources, University of Minnesota

TWIN CITIES CAMPUS: OUTSTANDING ORGANIZATION

Figure 3-47. Outstanding organization, Twin Cities campus
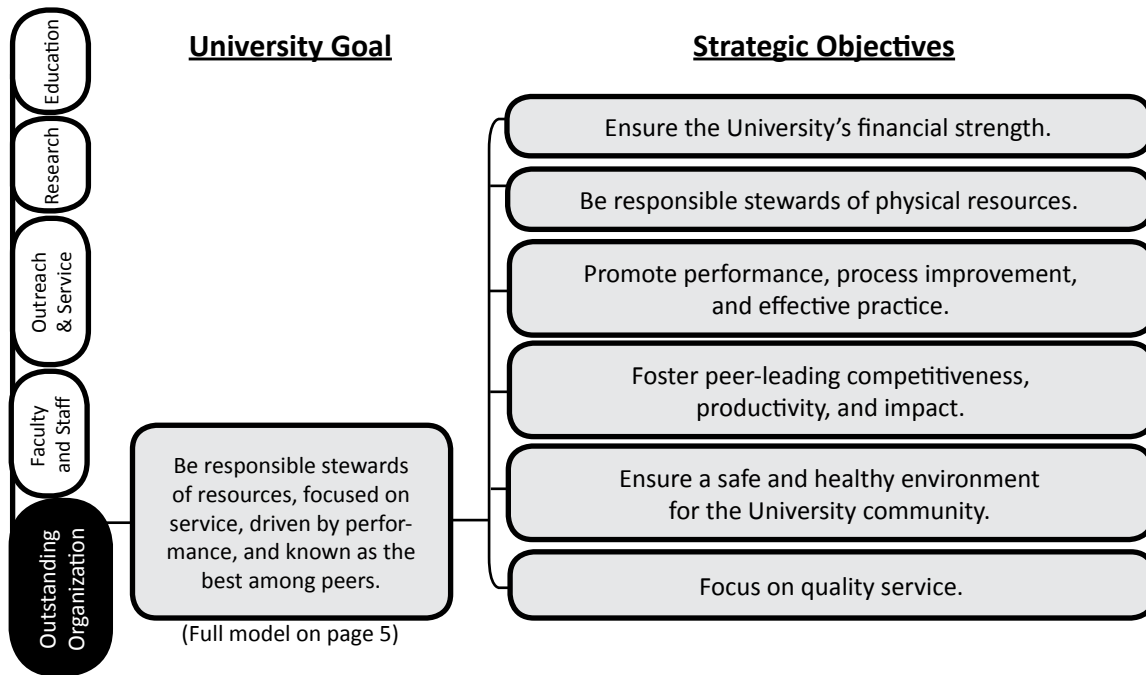
The principal goal of support and administrative units at the University is to sustain and enhance the teaching, research, and outreach mission of the University. University administrative and support units strive for stewardship, service, and management excellence, with the goal that the University 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 that has distinct needs for each of its academic units, operating in diverse competitive environments, and responding to unique external forces.

In addition, 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.

In order to strengthen the University's administrative and support services, the University has focused its efforts under the umbrella of Operational Excellence. The two primary objectives of the University's Operational Excellence efforts are to enhance service delivery and reduce administrative costs and effort so that savings can be reallocated back into the core teaching, research, and public service mission.

The University has adopted a 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 nimbly and quickly to changing needs and dynamic external factors. Instilling a systemwide commitment to excellence requires moving beyond continuous improvement into an era of transformative change throughout the organization.

As the University moves forward with its Operational Excellence efforts, administrative and support units are guided by the following principles.

Principles to Guide the Selection of Operational Excellence Initiatives

- Achieve continuous cost and productivity improvement with a focus on steadily reducing administrative costs.

- Operate as an enterprise, reduce redundancy and duplication.

- Promote entrepreneurialism, seize opportunities, and enhance organizational flexibility and adaptability.

- Recalibrate risk profile to achieve greater efficiencies.

- Enhance service to advance the academic mission.

- Create opportunities to reinvest savings in academic priorities.

Principles to Guide the Implementation of Operational Excellence Initiatives

- Manage both the operational and cultural aspects of change.

- Adopt and share best practices; scale "tests of change" from individual units to campus or organization-wide level.

- Develop and utilize core competencies across the organization; break down silos.

- Adopt sustainable, replicable business models.

- Develop qualitative and quantitative measures of effectiveness.

Strategy: Ensure the University's Financial Strength

The global economic downturn and the new budget challenges facing higher education make it increasingly important that the University establish clear financial measures in order to demonstrate its financial condition and its ability to successfully manage its financial operations.

The set of financial data and related ratios outlined below provides a means to evaluate the financial strength and direction of the institution. The ratios help to analyze the financial solvency and viability of the University and focus on its ability to meet current and future financial requirements.

The first four ratios outlined below reflect the primary or most critical ratios used by Moody's Investors Services (Moody's) for the purpose of assigning a debt rating to the University. These four ratios paint a picture of the financial health of the organization. The resulting ratios are compared to the median ratio associated with the University's current Aa1 debt rating. This Aa1 debt rating is one notch below AAA, the top debt rating assigned by Moody's. The remaining two ratios have been developed to provide additional measures to evaluate financial viability. Financial ratios always consist of one number divided by another.

1. Total Financial Resources to Direct Debt

The first ratio compares total financial resources to direct debt. Total financial resources reflect the total financial wealth of the institution. The institution counts not only its total net assets but also the net assets of the key affiliated foundations, including assets held in permanent endowments. Non-financial resources, primarily the University's capital assets, are not included. The ratio measures the coverage of the direct obligations of the institution by all of the resources of the institution by dividing total financial resources by direct debt. The higher the ratio, the stronger the financial condition of the institution.

2. Expendable Financial Resources to Direct Debt

The second ratio measures expendable resources to direct debt. The ratio measures coverage of debt by financial resources that an institution can access in the intermediate term due to temporary spending restrictions. The amount includes unrestricted resources that are available for immediate expenditure. In the first ratio, the total financial resources including permanent endowments were divided by the total direct debt for the year; in the second ratio only "expendable" resources (financial resources that are expendable over the long run) are divided by direct debt. If expendable funds equal long-term debt, for example, the ratio would be 1.0. When expendable funds are twice the amount of long-term debt, the ratio is 2.0. Similar to the first ratio discussed above, the higher the ratio, the stronger the financial condition of the institution.

3. Actual Debt Service to Operations

The third ratio measures the debt service burden on the annual operating budget. To compute this ratio, actual annual debt service (principal plus interest) is divided by total operating expenses. A high ratio indicates a greater burden of debt service as part of the annual operating expenses of the institution which could compromise the ability of the institution to meets its mission activities. Certainly not all debt is bad, but it is important to ensure that the annual debt service payments are not consuming an increasing amount of the annual budget.

4. Expendable Financial Resources to Operations

This ratio is computed by dividing the total resources that an institution could spend on operations – the same numerator as in ratio #2 – by the total operating expenses for the year. As an example, if funds that could be spent were $4 million and total operating expenses were $2 million, the ratio would be 2.0 ($4 divided by $2). In this scenario, the institution could exist for two years with no new additional revenue before all the expendable resources were gone. If the situation was reversed and funds that could be spent were two million dollars and total expenses over the year were four million, the ratio would be 0.5 ($2 divided by $4). In this second scenario the institution could operate for only six months without new additional revenue. Relative to the Moody's benchmarks, the higher the ratio, the better the financial outlook.

5. Operating Margin

The point of the fifth ratio is to show the results of the institution's general operations – is the excess margin by which annual revenues cover operating expenses positive or negative and by how much, i.e., what is the surplus (or deficit) by which annual operating revenues exceed operating expenses? In business terms, is the institution making money or losing money in its basic mission activities? One understands immediately why this ratio is so important – if an institution is losing money in its basic operations over a period of time, eventually the institution will no longer be viable and will have to close. That point is more easily identified in retrospect than it is at the time, but one of the purposes of reviewing the operating margin each year is to

provide a bellwether to warn of impending financial distress.

Operating margin is calculated by taking the difference between adjusted operating revenues and adjusted operating expenses and dividing by adjusted operating revenues.

6. Return on Financial Resources

The sixth ratio, the return on financial resources, takes the change in total net assets, both restricted and unrestricted, from the beginning of the year to the end and divides that number by the total net assets at the beginning of the year. It might be helpful to compare this ratio to the operating margin. Whereas the change in net assets used in the calculation of the return on financial resources includes everything that happened over the year – expected, unexpected, the stock market, operations, and the affiliated Foundations' net assets – the calculation of the operating margin only includes the current year's operating results for the University. Both unforeseen and planned events can and will affect the return on financial resources. As a result, decreases are not a cause for concern if the financial reason for the drop is understood and is a one-time financial event from which the institution can recover.

Table 3-38 highlights the above ratios for the University of Minnesota for the three most recent fiscal years, compared with Moody's median for 2009-10 for Aa1-rated institutions.

Budget Development and Planning

In 2006-07, the University implemented a fully-allocated revenue and cost budget model. All revenues and all costs of the institution are attributed or charged to the units whose primary mission is teaching, research, or public service (primarily the colleges on the Twin Cities campus and each coordinate campus). Most revenues flow directly to these units as they are generated; the state appropriation is allocated annually to them by the Board of Regents; and the costs of all support or administrative functions are charged to them through a series of allocation formulas that vary by cost "pool." These units are held accountable for the financial activities that occur within them, so they are responsible for understanding and managing their diverse revenue streams and their costs of operation, including their direct cost of mission work

Table 3-38. University of Minnesota financial 2009-11 ratios compared with Moody's 2010 median for Aa1-rated institutions

Ratio	June 30, 2009	June 30, 2010	June 30, 2011	Moody's 2010 Aa1 Median
Total Financial Resources to Direct Debt	3.31	3.49	3.75	2.08
Expendable Financial Resources to Direct Debt	2.19	2.36	2.63	1.39
Actual Debt Service to Operations	2.00%	2.60%	3.00%	3.00%
Expendable Financial Resources to Operations	0.65	0.71	0.87	0.63
Net Income	-2.90%*	1.90%	3.40%	4.50%
Return on Net Assets	-18.60%*	8.40%	17.90%	10.70%

*The negative ratios are a result of the lower amount of investment income and net decrease in the fair market value of investments for the fiscal year. FY2009 was the peak of the economic crisis with equity markets reaching their lowest point in March 2009.
Source: Office of Budget and Finance, University of Minnesota; Moody's Investors Service

and the indirect or support costs they are charged through the budget model. This type of financial model requires transparency in decision making by academic leadership and a concentrated effort on the part of all support and administrative units to provide value added, excellent service. It promotes incentives for sound fiscal management and continuous improvement, as all units benefit from lowering costs and maximizing revenues.

In support of its financial and budgeting model, the University has recently developed two efforts that will guide planning and budgetary analysis into the future. The first is a long range financial planning model that projects revenues and costs for a desired number of years into the future based on a set of assumptions. The goal is to provide a tool for leadership to predict the budget challenge in any given year or years under a "current operations" assumption scenario and then to highlight revenue and expense options that can be pursued to address academic goals and budget challenges. The assumptions for defined revenue sources or cost categories can be adjusted throughout the year as new information is available, making this tool flexible for decision making.

The second effort is an in-depth analysis of the fully allocated costs and revenues for each of the University's mission activities. Based on 2009-10 data, and soon to be updated for 2010-11 and 2011-12, the study identifies what the University spent on the direct and indirect (support) costs for instruction, research, public service, auxiliary operations, and student aid. This was done at the all-University level and by college and campus. Using the cost data, the study included a methodology to calculate the full instructional cost per full-year-equivalent student at the undergraduate, graduate and professional level – University averages, as well as calculated costs per college/campus. In addition, the study identified which revenue sources paid for each of those mission activities at the all-institutional level. The intention is to use the rich information uncovered in this study to better understand what drives costs in the different units and what the potential impact will be on these activities as revenues change over time. The data is meant to offer an internal comparison of results over time, rather than a way to measure against other institutions.

Strategy: Be Responsible Stewards of Physical Resources

Space Utilization

The Twin Cities campus contains over 24 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, its ability to ensure its financial strength is directly affected 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.

Recently decommissioned facilities on the Twin Cities campus are outlined in Table 3-39.

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 decommission or demolish buildings that do not represent a good long-term investment, as well as to

Table 3-39. Decommissioned Twin Cities campus facilities, 2010-12

	Gross Square Feet	Annual Operating Costs	10-year Facilities Condition Assessment Need
Eddy Annex	4,000	$24,574	$1,934,000
Music Education Building	7,238	$10,017	$1,061,000
Tandem Accelerator	33,376	$80,415	$3,034,000
Norris Hall	64,508	$213,067	$14,661,000
1701 Classroom Building	37,151	$225,769	
527/29 Oak Street	6,660		
722 Fulton Avenue	1,842		
Berry House	4,004		
Klaeber Court	14,870	$79,348	$197,200
Norris Gym/Fieldhouse	64,508	$187,415	$15,454,000
Vet Anatomy	14,898	$3,913	$3,175,3000
Weigley House	4,004		
Wesbrook Hall	40,421	$204,089	$8,833,800
Eddy Hall (mothballed)	31,701	$273,401	n/a

Source: Office of University Services, University of Minnesota

construct new facilities where existing space does not meet program needs.

Results: Facilities Condition Needs Index

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 five years. Table 3-40 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 five years has been $91 million per year. The FCNI has remained consistent from 2010 to 2011. Overall condition was sustained by a complete renovation of Folwell Hall, addition of new space, including Landcare and Facilities Operations, and removal of buildings that no longer represented good long-term investments, including Wesbrook Hall, Landcare Building, and Veterinary Anatomy.

Energy Conservation and Energy Efficiency

The Facilities Management department launched *It All Adds Up* in 2009 by setting a 5 percent energy reduction goal for fiscal year 2010. That goal was reached three months early at the end of March 2010. An additional 5 percent was eliminated by June 2011, bringing the total amount saved in the program's first two years to more than $4.6 million annually, with 50,000 fewer tons of CO_2 released into the atmosphere. 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 achieving this goal. Over 10,000 individual members of the University community and 400 units pledged to take actions to reduce energy consumption.

In one project in summer 2010, the University retrofitted more than 7,400 inefficient fluorescent light fixtures with modern lamps in eight residence halls on the Twin Cities campus. The University received a $142,772 rebate from Xcel Energy for the improvements and saves about $100,000 annually.

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 reduced energy use through various initiatives such as green computing and lab hood standards. The University was one of seven Minnesota businesses recognized by Xcel Energy for outstanding efforts to save. An online display of building energy meters was developed to help communicate energy use on campus.

The University's recommissioning efforts and the *It All Adds Up* Campaign continue to save money and reduce the University's overall carbon footprint (Figure 3-48).

Sustainability Across the Enterprise

The Board of Regents Policy on Sustainability and Energy Efficiency adopted in 2004 supports decisions that create healthier communities for the people of Minnesota. This work reconnects the University to

Table 3-40. Twin Cities campus condition assessment, 2007-11

	2007	2008	2009	2010	2011
FCA Tracked Gross Square Feet*	23,000,000	23,000,000	24,000,000	24,000,000	25,000,000
Estimated Replacement Value	$4,923,000,000	$5,355,000,000	$5,964,000,000	$6,344,000,000	$6,517,000,000
Projected 10-year Needs	$2,202,000,000	$2,213,000,000	$2,295,000,000	$2,326,000,000	$2,414,000,000
10-Year Needs/Replacement Value (FCNI)	0.41	0.41	0.39	0.37	0.37
ISES Client Average	0.32	0.31	0.31	0.31	0.31

*FCA Tracked GSF does not match official statement of space (22,551,843) primarily due to inclusion of parking ramp decks.

Source: Office of University Services, University of Minnesota

Figure 3-48. Carbon (metric ton equivalent) emissions per 1000 gross square foot, Twin Cities campus, 1999-2011
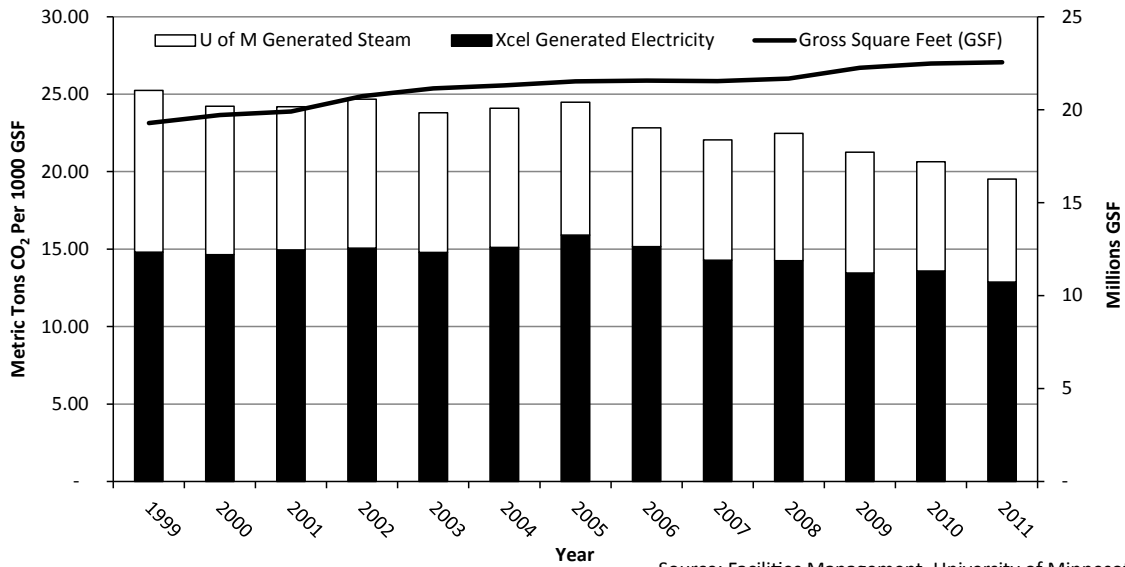
Source: Facilities Management, University of Minnesota

the local communities, local foods and materials, and encourages the use of natural resources abundant in this particular region effectively and efficiently. An annual report to the Board of Regents in 2011 provided an update on progress across the University relative to the policy in the areas of the guiding principles: Leadership and Modeling, Operations, Energy Efficiency, Research, and Education and Outreach. One overarching conclusion presented in the annual report is that sustainability matters. It matters economically: sustainability efforts pay, which is evident in energy cost reductions and cost avoidance. Sustainability efforts unify: evident in cross-campus research, learning and student engagement collaborations. Sustainability efforts inspire and transform: they provide a framework supporting the University's land-grant legacy for collective and creative endeavor, research, and outreach activities.

The following are notable accomplishments in this area:

- Participated in national higher education sustainability benchmarking. The Duluth, Morris, and Twin Cities campuses completed a comprehensive benchmarking effort to provide institutions across the United States and Canada a way of measuring sustainability performance in a transparent way. The Association for the Advancement of Sustainability in Higher Education's Sustainability Tracking, Assessment, and Rating System (AASHE STARS) enables comparisons using a common set of comprehensive

measurements in areas of administration and planning, education, research, operations, and innovation.

To-date, the Morris campus received an AASHE STARS Gold rating and the Twin Cities campus received a Silver rating. Data from the Twin Cities campus show:

- 37 academic departments are involved in sustainability.
- 247 faculty members are engaged in sustainability research.
- 73 departments offer sustainability-related undergraduate courses.

- During the past year, the systemwide sustainability committee organized working groups in five areas: energy, curriculum, student engagement, communications, and procurement. One example of the committee's work was a systemwide sustainability student leadership workshop hosted on the Morris campus. Students, staff, and faculty from each campus were present. Student presentations shared student group and employee projects among campuses.

- All campuses developed greenhouse gas inventories and climate action plans, along with over 600 other schools, as part of the American College and University Presidents' Climate Commitment, which the University signed in 2008. While working on the plans, campuses hosted many

campus and community sessions to obtain input and reactions from staff, faculty, government leaders, and community members, resulting in a collaborative and inclusive process.

The process included identifying and reviewing energy and transportation projects taking into account ROI and carbon reduction. For example, an achievable plan for reducing Twin Cities campus greenhouse gas emissions by half by 2021 was developed and contributed to the proposal for a combined heat and power plant and reduced coal use. So far, even with increasing square footage, a 4.5 percent total decrease in energy-related emissions across the University enterprise has been achieved.

- Buildings on University campuses are the legacy to future generations. Minnesota B3 standards and other design-related programs like LEED are intended to transform buildings to become more efficient, healthier, and designed with considerations of local site characteristics. Over 2 million square feet of buildings across the University system are designed for efficiency and to meet B3, Energy Star, and LEED standards.

Strategy: 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.

Risk Recalibration

This work is aimed squarely at addressing the University's risk-averse culture by eliminating or rethinking unnecessary or redundant policies and procedures. The Office of the Vice President for Research piloted risk recalibration at the University, a process that resulted in streamlining work in areas ranging from technology transfer to grant administration to various compliance committees. At the end of 2011, the University's senior leaders were challenged to identify University policies, procedures, and processes that required a recalibration of the

level of effort associated with a particular process or procedure to better reflect the associated level of risk to the institution. This exercise resulted in hundreds of ideas for streamlining processes and reducing administrative burden for lower risk issues.

Enterprise Systems Upgrade

Enterprise business systems are a key to the University's plan to improve quality and to deliver services efficiently. The purpose of the Enterprise Systems Upgrade project is to continue the University's goal of establishing itself as a leading institution by providing an enterprise solution, backed by processes, systems, and methodologies across administrative functions, that:

- Keeps appropriate information at an enterprise level.
- Provides accurate, timely, and comprehensive access to that information.
- Supports risk management.
- Simplifies, streamlines, and integrates business processes.
- Reduces implementation, modification, and support costs by using the packaged solution as much as possible.
- Increases value to the University through increased functionality, enhancements, and user friendliness.
- Is flexible, adaptable, intuitive, and reliable.

Strategy: Ensure a Safe and Secure Environment for the University Community

Public safety is a priority for the University, which has one of the nation's largest public university campuses 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, consisting of police, emergency management, and central security. Anchored in the University's planning, 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:

- The University Police department maintains 50 officers, 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 police officers, and providing a 24/7 safety escort service.

Investments in Security Infrastructure

Significant improvements have been made in enhancing surveillance and security:

- The University has invested nearly $14 million from 2002-11 for the reduction of physical vulnerabilities to its campuses. Improvements include video surveillance, electronic access control, emergency communications, and alarm systems. These system-wide investments include services for the coordinate campuses, research and outreach centers, as well as experiment stations.
- The video surveillance system now includes nearly 2,300 cameras, including over 200 cameras for Housing and Residential Life. Over 600 cameras have been installed on the coordinate campuses and research and outreach centers. Over 2,800 access points are controlled electronically statewide. More than 200 campus phones are available for emergency, medical, and service-related calls. The Twin Cities campus also features 20 easily recognizable Code Blue phones, answered in the University's 911 Emergency Communications Center.

Enhanced Public Safety Partnerships

Department of Public Safety staff serve on many cross-departmental task forces including those related to alcohol, tobacco, and other drugs, and the provost's committee on student mental health. The University has worked to develop strong partnerships with the Minneapolis and St. Paul police departments, Minnesota Homeland Security, FEMA, and other county and state law enforcement agencies.

New technology and communication enhancements mean the University and Minneapolis police departments 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 other technologies to enhance response time and reduce duplication.

Most University students do not reside on campus their entire academic career. Many more reside in surrounding campus neighborhoods. Through partnerships and a host of direct efforts the University leverages its public safety resources with that of the city to maximize safety in the greater community. These include:

- The University and the City of Minneapolis have formed a Neighborhood Revitalization Task Force, the University District Alliance, and the Stadium Area Advisory Committee to identify ways to partner and take a more active role in housing development, livability enforcement issues, and marketing the University community as a place to live and do business.
- 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.

The Department of Emergency Management offers a host of services to the University to improve its ability to prepare for, respond to, mitigate, and recover from all hazards emergencies. They have also taken on the lead responsibility to establish and manage emergency notification systems for campus. Through the Txt U, digital public address, and several other redundant systems they strive to assure rapid notification to the entire campus of any imminent emergency situations.

Safety and Security Abroad

The Global Programs and Strategy Alliance coordinates resources, policies, and processes to ensure the health and safety of faculty, staff, and students participating in University activities around the world. In 2011, the GPS Alliance, in coordination with the Department of Emergency Management and the Office of Risk Management, created a comprehensive emergency plan for responding to individual, group, and global emergencies. The University's travel registry tracks the location of faculty and staff around the world so that the University can provide assistance in an emergency.

Results: Personal and Property Crime

Personal and property crime represent the most serious types 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 fourth year in a row. The 10 reported offenses in 2011 was down from the 12 in 2010, and continued a trend of decline since 2005, when there were 33 offenses, for a 70 percent reduction. As a result of the significant security and personnel investments and partnerships, the long-term direction of campus crime has been positive. The 568 thefts on campus in 2011 were a great improvement over 1,273 in 1995 or the 1,457 in 1985.

Research Safety

The University is reorganizing its research safety program to meet the ever growing complexity and size of the research community throughout the institution. The program has featured Research Safety Officers in every research department and in some colleges, supported by a chemical hygiene officer. Research Safety Officers are assigned by departments to serve as liaisons and have been primarily responsible for providing and documenting training as well as inspecting each department lab annually. Over time, it has become evident that more technical expertise is necessary to assess hazards of new research projects, write specific standard operating procedures, and support researchers who are required to train their staff and graduate students in lab specific hazards.

To that end, the University is restructuring and assigning staff to support individual colleges in research safety. In addition, each principal investigator will have primary responsibility for compliance with University safety requirements in their lab. Finally, the associate dean for research in each college will be the executive with operational responsibility for safe research across the college. This program has been approved by the University's Occupational Health and Safety Steering Committee, and was implemented starting the beginning of fiscal year 2013.

The enhanced research safety program will feature metrics such as completion of required training and documentation for each lab employee and annual inspection of all laboratory spaces in the department.

Strategy: 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.

Service to Coordinate Campuses

University Services provides the non-academic operations to the University of Minnesota on the Twin Cities campus and works to strengthen support to the coordinate campuses, leading to greater efficiencies and enhanced service. Examples of these services include:

- **Central Security** provides monitoring services on all campuses as well as some research and outreach centers.
- The **Department of Environmental Health and Safety** has systemwide responsibility for campuses and research outreach centers.
- **Business Systems Automation Center** monitors alarms and provides 24-hour response to the Duluth campus and is the emergency call intake for the Morris and Crookston campuses. The call center is now being used for project initiation in Morris and Crookston.
- The **computerized maintenance management system** which served the Twin Cities and Duluth campuses was recently expanded to the Morris and Crookston campuses.
- **University Dining Services** manages food and beverage contracts systemwide.
- **Auxiliary Services** provides interface to PeopleSoft for the Duluth campus and recently expanded this service to Crookston and Morris campuses.
- **University Bookstores** manages the bookstores on the Rochester, Crookston, and Morris campuses.

Facilities Management Transformation

Over the past six years the Department of 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 budget reductions by implementing efficiency and cost savings projects in the areas of custodial, maintenance, energy conservation, and inventory management. These projects have resulted in a recurring annual savings of $10 million in 2010.

Continuing these efforts in 2011, the University implemented a new custodial program featuring team cleaning. Rather than a single custodian performing all tasks within a given area, team members carry out specialized tasks. These efficiencies combined with increased use of riding equipment and new cleaning technology has allowed FM to clean the same amount of space with fewer employees – saving the University $3.1 million annually. The University will be focusing on improving metrics and data collection during the next biennium in order to pinpoint additional efficiency opportunities.

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 toward caring for the needs of the people and programs in them.

Information Technology

The University has implemented a new organizational model to deliver Information Technology (IT) services in a streamlined, customer-driven manner. This model is designed to balance the "supply side" of IT (such as email, hosting, and course management systems) with the "demand side" (the diverse IT needs of the collegiate and administrative units). This strategy of putting the customers in control is designed to enhance service delivery and reduce the need for units to duplicate services.

The University is also reevaluating the distributed computing model because of the inefficiencies and high costs of operating IT services across numerous departments. Areas where consolidation of processes and tools will improve efficiency and quality of service include:

- The IT Service Management project, which will implement industry-standard processes (IT Information Libraries) and tools (ServiceNow).
- The course management system will be reconfigured to support a single system, which will also expand accessibility and reduce confusion.
- The Enterprise Data Management and Reporting (EDMR) strategy will provide essential, relevant information to decision makers in a usable format.

UNIVERSITY OF MINNESOTA COORDINATE CAMPUSES
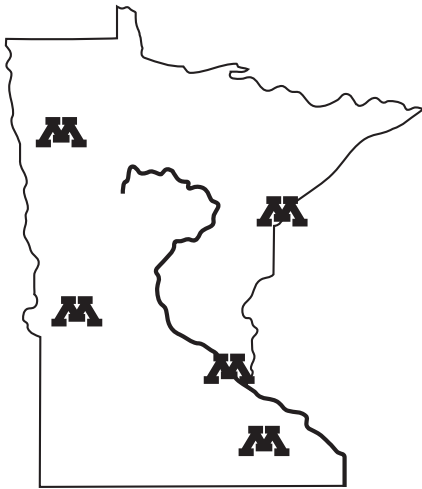
Each of the University's campuses has a distinctive history, mission, vision, and strategy for contributing to the University's excellence in the way that best serves its students, the region, and the state. Together, the Crookston, Duluth, Morris, and Rochester campuses comprise a rich variety of academic departments and degree programs that are essential components of the University System. The strengths of each campus complement one another and contribute to meeting the educational and workforce needs of the state. The coordinate campuses established transformative goals in 2006 and have made great strides toward reaching those goals, each contributing to the University's overall strategic plan. The following sections summarize campus missions and high-priority initiatives completed or under way that address scope and quality of teaching, research, outreach, and organization at each of the coordinate campuses.

4: UNIVERSITY OF MINNESOTA DULUTH CAMPUS

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

and the significance of a primary commitment to quality instruction.

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

Duluth Campus at a Glance

Founded

1895 - Normal School at Duluth
1921 - Duluth State Teachers College
1947 - University of Minnesota, Duluth

Campus Leadership

Lendley (Lynn) Black, Chancellor

Colleges and Schools

College of Education and Human Service Professions
College of Liberal Arts
Continuing Education
Graduate School
Labovitz School of Business and Economics
School of Fine Arts
Swenson College of Science and Engineering

Academic Partnerships

College of Pharmacy
Medical School Duluth

Degrees/Majors Offered

13 bachelor's degrees in 82 majors; two-year program at the School of Medicine and College of Pharmacy; 21 graduate programs; participates in three all-university doctoral programs

Student Enrollment (Fall 2011)

Undergraduate	9,782	(83%)
Graduate	765	(6%)
Professional*	355	(3%)
Non-degree	904	(8%)
Total	**11,806**	

*Degrees granted at Twin Cities campus, enrollment at Duluth campus.

Employees (Fall 2011)

Direct Academic Providers	641	(34%)
Fellows, Trainees, and Students in Academic Jobs	253	(13%)
Higher Education Mission Support	235	(13%)
Intercollegiate Athletics	34	(2%)
Facilities-Related Jobs	144	(8%)
Organizational Support	491	(26%)
University Leadership	81	(4%)
Total Employees	**1,879**	

Degrees Awarded (2010-11)

Bachelor's	1,943	(89%)
Master's	225	(10%)
Doctoral	13	(1%)
Total	**2,181**	

Campus Physical Size (2011)

Number of Buildings	74
Assignable Square Feet	1,914,000

Budget Expenditures (2011-12)

$221 million

Comparison Group Institutions

The Duluth campus has recently revised their peer list and identified eleven other higher education institutions as the primary group for comparison. These institutions were identified based on their similar academic programs, enrollment, degrees awarded, and research activities, and their Carnegie Classification as Master's Medium Programs.

Table 4-1 shows the variance among the 12 institutions. While these institutions are among the most similar to UMD across many categories, it is not possible to have comparable data across every category. These differences should be considered while reviewing the data. This report includes comparison group data where possible.

Table 4-1. Comparison group institutions, Duluth campus

	TYPE			SIZE		STUDENTS		
	Institutional Control	City Size	Highest Degree Offered	Total Enrollment	Percent Staff	Percent Undergrad.	Percent Full-time	Percent In-state
CA Poly. State U. - San Luis Obispo	Public	Small	Master's	18,360	53%	94%	95%	89%
Col. of Charleston	Public	Mid-size	Post-Master's Certificate	11,532	67%	88%	85%	50%
Minnesota State U. - Mankato	Public	Small	Doctorate	15,435	54%	87%	80%	85%
South Dakota State U.	Public	Small	Doctorate	12,816	53%	87%	73%	63%
Southern Illinois U. - Edwardsville	Public	Mid-size	Doctorate	14,133	51%	80%	77%	92%
U. of Mass. - Dartmouth	Public	Mid-size	Doctorate	9,432	47%	82%	79%	95%
U. of Michigan - Dearborn	Public	Large	Doctorate	8,599	45%	81%	59%	99%
U. of Minnesota - Duluth	**Public**	**Large**	**Doctorate**	**11,729**	**56%**	**91%**	**86%**	**86%**
U. of N.C. - Charlotte	Public	Large	Doctorate	25,063	49%	79%	75%	88%
U. of Northern Iowa	Public	Mid-size	Doctorate	13,201	53%	86%	84%	88%
Western Michigan U.	Public	Mid-size	Doctorate	25,045	44%	80%	73%	88%
Western Washington U.	Public	Mid-size	Post-Master's Certificate	14,979	51%	92%	90%	90%

Source: Integrated Postsecondary Education Data System
*Note: Student data are from Fall 2010 data collection period, except the in-state student cohort is from Fall 2009. For human resource data, federal reporting rules require employee institutional data to be reported for odd years. Percent (%) Staff are calculated from the number of staff by the total employee population at the institution. Staff data includes employees institutionally classified as executive/administrative/managerial, other professionals, technical and paraprofessionals, clerical and secretarial, skilled crafts, and service/maintenance. Data excludes employees who are faculty and graduate assistants.

Campus Overview

Serving the people of Minnesota and beyond, the University of Minnesota, Duluth takes full advantage of its northeastern Minnesota location on the dramatic shores of Lake Superior to offer a quality living and learning experience. UMD nurtures student success through a learning-centered environment characterized by innovative comprehensive undergraduate and graduate programs, student life initiatives, discipline-specific and interdisciplinary research opportunities, creative endeavors, and thriving international exchanges. UMD builds upon its unique land-grant and sea-grant traditions as a premier comprehensive university, recognized for its high-quality teaching, research, creative activities, and public engagement. Providing an alternative to large research universities and small liberal arts colleges, UMD attracts students looking for a personalized learning experience on a medium-sized campus of a major university. The Duluth campus is set on 244 acres overlooking Lake Superior.

Undergraduate students can choose from 13 bachelor's degrees in 82 degree programs across five collegiate units which include 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. The Duluth campus offers graduate programs in 19 fields and six cooperative programs offered through the Twin Cities campus in addition to a two-year program at the University's School of Medicine Duluth and a four-year College of Pharmacy program.

Strategic Planning

The Duluth campus conducted a year-long systematic planning process during the 2010-11 academic year to clarify its mission, and to identify a campus vision, core values, and goals. The UMD Strategic Plan is the product of an inclusive, collaborative process involving the entire campus as well as Duluth community leaders. Through this process the campus developed six major goals that will be referenced throughout this document. These six goals are closely aligned with the University of Minnesota metrics framework and will provide a roadmap to focus campus efforts on key priorities for the next several years.

Over the past year UMD has developed a campuswide Integrated Strategic Advisory Team to provide guidance on the implementation process of the Strategic Plan. Campuswide discussions were held on each of the six goals to both update and engage the campus in providing ideas for action items for each goal. Each vice chancellor area and collegiate unit was asked to review and revise its mission and vision statements to align with the UMD mission and vision. Measures have been identified to determine progress on the plan, and an overall assessment plan will be finalized over the summer of 2012.

Goal: Extraordinary Education


(Full model on page 5)
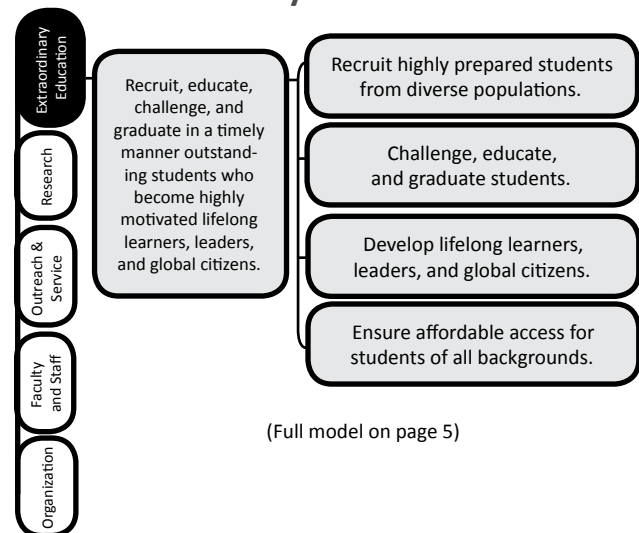
Strategic Planning Goal 1: Promote integrated curricular, cocurricular, and living-learning undergraduate experiences that achieve UMD's student learning goals and prepare students for lifelong learning, globally engaged citizenship, and success in their academic, personal, and professional lives.

The Duluth campus is committed to providing extraordinary education to challenge, educate, and graduate students prepared for leadership and service to society. A few key initiatives are highlighted below.

Enrollment Management

UMD 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. The number of UMD undergraduates has increased significantly during the past decade. UMD has been examining data that relate to the profile of students, especially those indicators that either predict

Figure 4-1. Enrollment Management Approach, Duluth Campus
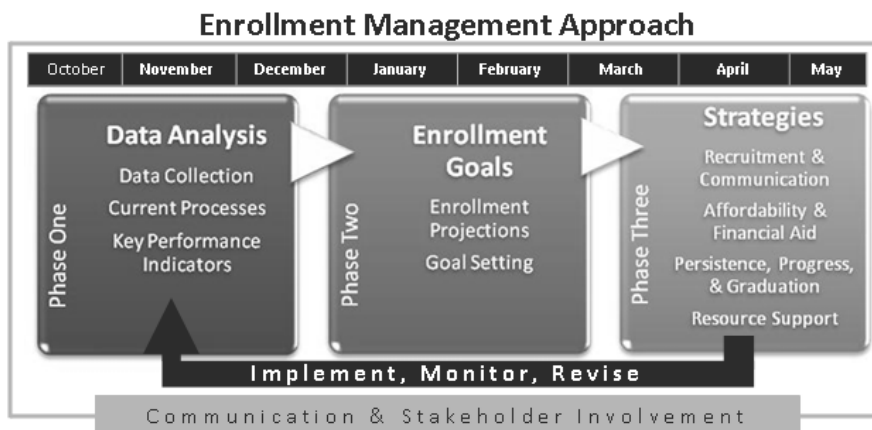
student success, or suggest that support services will be necessary for success. In 2010-11 enrollment targets were established for international students and students of color by collegiate unit. These efforts will contribute to a more diverse environment and help students develop the skills to work in a global economy. To help reach these targets, staffing in Admissions has been restructured to focus on international and diversity recruitment.

One defined action step toward Goal 1 was the development of an enrollment management plan to achieve optimal recruitment, retention, and graduation of students. The Strategic Enrollment Management (SEM) Council was formed and charged with recommending to campus governance UMD's future enrollment goals and strategies for achieving those goals. The SEM Council approached the task in three phases as seen in Figure 4-1.

The SEM Council has recommended an intentional shaping of the UMD student population that would include raising the overall academic profile of the student body, increasing the numbers of international and students of color, seeking strategic growth in graduate student enrollment, increasing the enrollment of nontraditional students, and extending recruitment outside the Minnesota borders. In addition, strategies for increased retention and graduation rates are being reevaluated or explored. Having an enrollment plan will help to more effectively direct resources toward recruitment and retention strategies that shape the student population and lead to increased graduation rates. Even in the absence of an official enrollment management plan, UMD has continued to grow, as evidenced in Table 4-2. As seen in Figure 4-2, UMD's increasing enrollment has brought an increase in the number of bachelor's degrees awarded. While increasing enrollment, UMD has simultaneously worked to increase the quality of incoming students. Figure 4-3 shows that the average ACT composite score of first-year students continued its upward climb from 22.8 in 2003 to 23.8 in 2011, as well as a moderate increase in the percentage of top ranked high school students admitted to UMD from 2006 to 2011, as seen in Figure 4-4.

Table 4-2. Fall enrollment, Duluth campus, 2001, 2006, 2009-11

	2001	2006	2009	2010	2011	Percent Change 2006-11	Percent Change 2001-11
Undergraduate	8,181	9,172	9,422	9,659	9,782	6.7%	19.6%
Graduate	463	736	769	716	765	3.9%	65.2%
Non-degree	626	968	1,130	1,004	904	-6.6%	44.4%
Total	9,270	10,876	11,321	11,379	11,451	5.3%	23.5%

Figure 4-2. Bachelor's degrees conferred, Duluth campus, 2003-11

Source: Office of Institutional Research, University of Minnesota
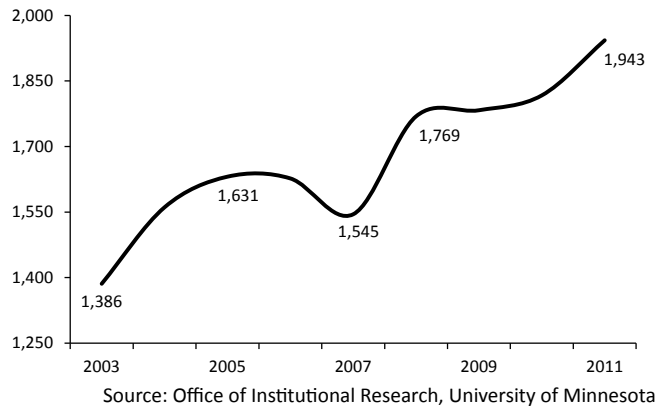
Figure 4-3. Average ACT composite scores for first-year students, Duluth campus, 2001-2011

Source: Office of Institutional Research, University of Minnesota
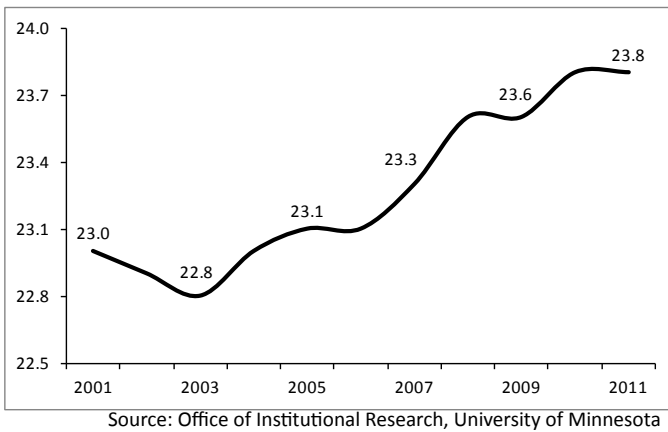
Figure 4-4. High school rank for incoming first-year students, Duluth campus, 2006-11

Source: Office of Institutional Research, University of Minnesota
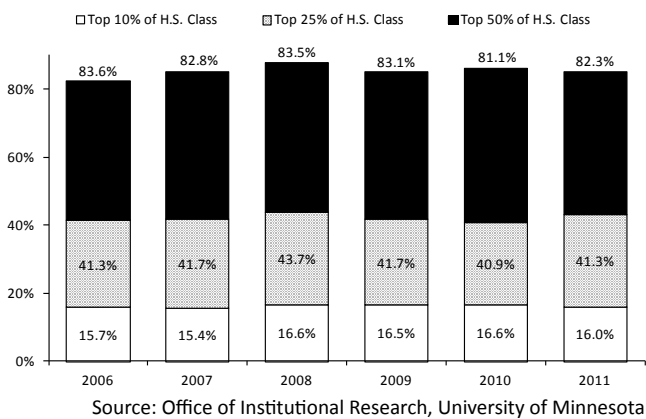
Retention and Graduation

The Duluth campus has established four, five, and six-year graduation rate goals for 2012 of 40 percent, 60 percent, and 65 percent, respectively. Modest rate improvements have been realized since these goals

Table 4-3. Duluth campus and comparison group institutions ranked by the midpoint of the 25th and 75th percentiles for ACT composite scores of first-year students, 2008 and 2011

	2008		2011	
	Score	Rank	Score	Rank
CA Poly. State U. - San Luis Obispo	25.5	1	27	1
Western Washington U.	24	2	24.5	2
Col. of Charleston	23.5	3	24	3
U. of Minnesota - Duluth	**23.5**	**3**	**24**	**3**
U. of Michigan - Dearborn	23.5	3	23.5	5
U. of Northern Iowa	23.5	3	23.5	5
U. of Mass. - Dartmouth	22	10	22.5	7
U. of N.C. - Charlotte	21.5	12	22.5	7
Western Michigan U.	22.5	7	22.5	7
Minnesota State U. - Mankato	22	10	22	10
South Dakota State U.	22.5	7	22	10
Southern Illinois U. - Edwardsville	22.5	7	22	10

Source: Integrated Postsecondary Education Data System

were established in 2006. UMD's strategic approach to improving retention and graduation rates began with development of the UMD Student Success Strategy Map, was further refined through implementation of the 30-60-90 Student Success Roadmap (www.d.umn.edu/vcaa/retention), and continues with a renewed focus on the sophomore year and increased use of Graduation Planner and ePortfolio. Retention rates for the incoming classes of 2000 to 2010 are seen in Figure 4-5 with graduation rates for classes matriculating in 1997 to 2007 in Figure 4-6.

In the coming year UMD plans to focus on increasing course availability for first-years and sophomores to allow students to make timely progress towards graduation, to refine the registration process to maximize class availability, and to develop an early identification, intervention, and tutoring system to assist at-risk students. UMD has focused on sending a consistent message to students on the importance of taking a minimum of 15 credits per semester to stay on track for a four-year graduation. These efforts have been successful, as shown in Table 4-4.

Figure 4-5. First-, second-, and third-year retention rates for first-time, full-time undergraduate students, Duluth campus, 2000-10 cohorts

Source: Office of Institutional Research, University of Minnesota
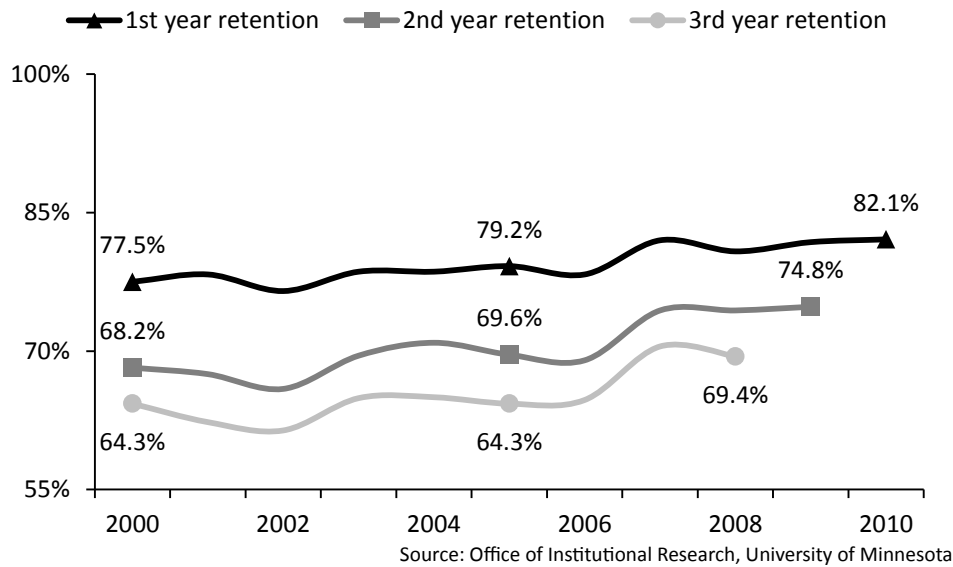
Figure 4-6. Four-, five-, and six-year graduation rates of first-time, full-time undergraduate students, Duluth campus, classes matriculating in 1997-2007
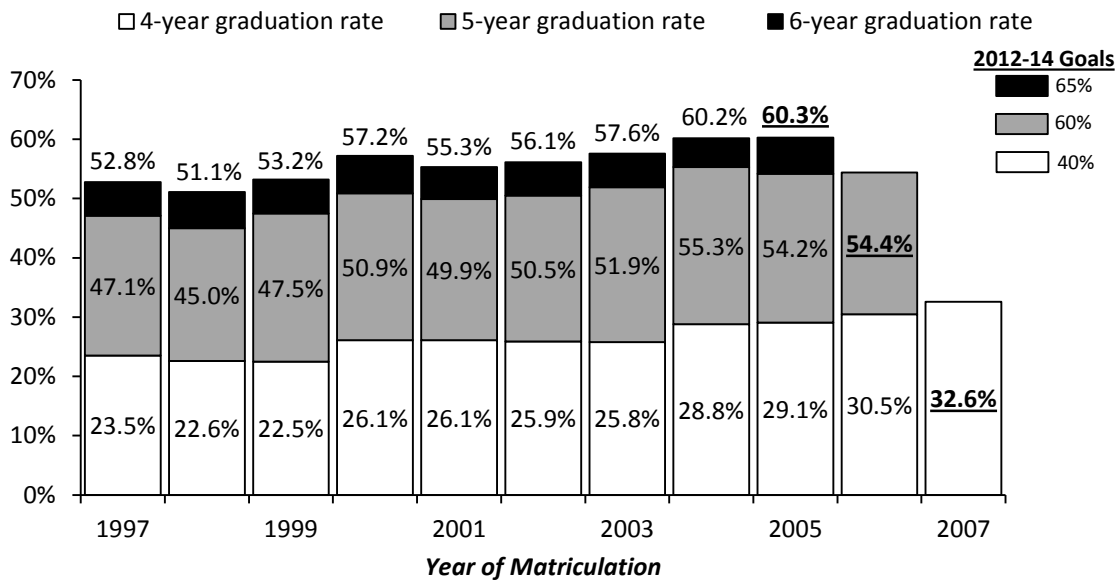
Year of Matriculation

*Rates include graduates who transferred to another University of Minnesota campus. Graduation rates reported to the national data-base (IPEDS) includes only students who matriculated at and graduated from the same campus. As a result, the rates presented in the figure above are slightly higher than those reported to IPEDS.

Source: Office of Institutional Research, University of Minnesota

Table 4-4. Undergraduate credit load in Fall Term, Duluth Campus, 2007-11

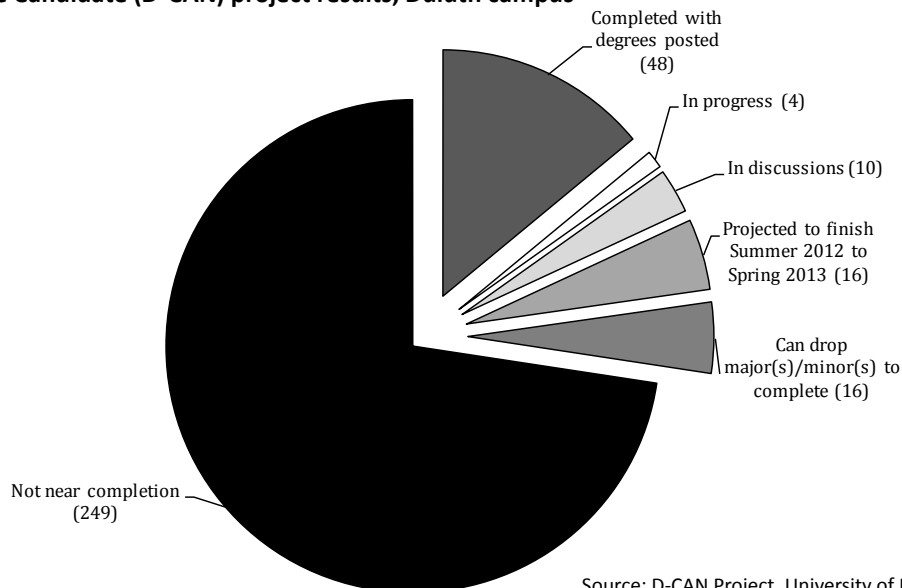|	2007	2008	2009	2010	2011
Zero	0.1%	0.1%	0.0%	0.0%	0.0%
Fewer than 6	1.0%	1.2%	1.1%	0.9%	1.0%
6 - 11	3.5%	2.8%	2.9%	2.9%	3.1%
12 - 14	38.2%	32.9%	31.8%	28.9%	28.7%
15 or more	57.2%	63.0%	64.2%	67.3%	67.2%

Source: Office of Institutional Research, University of Minnesota

Graduation Planner

Graduation Planner is an interactive planning tool for University of Minnesota students on all campuses. Graduation Planner helps students to explore what courses they need to take and when, and to develop a plan that facilitate graduation in four years. Students are encouraged to review their plan with their academic advisor to stay on track. The number of students using this tool at the Duluth campus has increased significantly in recent years as shown in Figure 4-7.

Degree Candidate Project

The Degree Candidate (D-CAN) project at UMD is an extension to the Graduate Minnesota initiative. In the spring of 2012, UMD contacted students who had applied for degree candidacy but have not graduated. The project targeted 346 students from 2001-11. Progress to date is shown in Figure 4-8.

Financial Aid

UMD is committed to ensuring affordable access for students of all backgrounds and has expanded both merit and need-based scholarships to attract top level students. Best in Class scholarships are offered to Minnesota students who rank either #1 or #2 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. Funding has increased significantly for financial aid to help students manage the cost of their education (Table 4-5).

Liberal Education

The Duluth campus has been engaged in a multi-year process of revising the liberal education program.

Figure 4-7. Number of enrolled students with a Favorite Plan, Duluth campus, 2009-11

Source: University of Minnesota Reports

Figure 4-8. Degree Candidate (D-CAN) project results, Duluth campus

Completed with degrees posted (48)

In progress (4)

In discussions (10)

Projected to finish Summer 2012 to Spring 2013 (16)

Can drop major(s)/minor(s) to complete (16)

Not near completion (249)

Source: D-CAN Project, University of Minnesota – Duluth
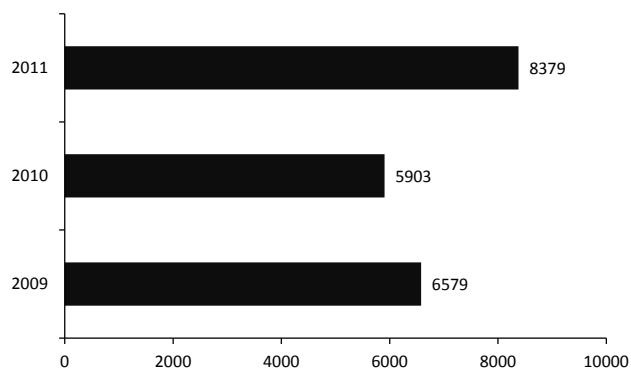
Table 4-5. Student aid trends, Duluth Campus, 2005-06 and 2010-11

	2005-06	2010-11
Gift Aid	$18.9m	$45.5m
Work Study	$0.9m	$1.0m
Loans	$49.7m	$65.9m
Waivers	$3.3m	$1.1m
Total Student Aid	$72.7m	$113.5m
Gift Aid as % of Total Aid	26%	40%
Loans as % of Total Aid	68%	58%

Source: Office of Institutional Research, University of Minnesota

Through an inclusive and collaborative process with faculty, staff, and students across the campus, a core program and recommendations were developed as the foundation for building a renewed commitment to the importance and value of a liberal education. The intended outcome of this new liberal education program is to help prepare students to become lifelong learners, leaders, and global citizens. The new liberal education program launches in fall 2012 with 368 courses across 10 categories: Writing and Information Literacy, Oral Communication and Languages, Logic and Quantitative Reasoning, Natural Sciences, Social Sciences, Humanities, Fine Arts, Global Perspectives, Cultural Diversity in the United States, and Sustainability.

Student Engagement

UMD provides students with an integrated undergraduate experience. The campus offers a wide

Table 4-6. Student Involvement in key engagement areas, Duluth campus, 2006 and 2011

	2006	2011	Percent Change 2006-11
Number of students participating in community service or volunteering	1,324	2,600	95%
Number of students studying abroad	406	377	-7%
Number of student organizations	157	239	52%

Source: University of Minnesota - Duluth

array of curricular and cocurricular opportunities to engage students and enhance their learning and development. Table 4-6 outlines UMD student involvement in a few selected areas.

Academic Program Review

UMD has developed a comprehensive academic program review policy and procedure that utilizes self- and external peer-evaluation for continuous program improvement to foster excellence, efficiency, and effectiveness. In addition, academic program review seeks to facilitate strategic planning and inform future resource decisions. UMD Academic Affairs completed reviews of Economics, Sociology/Anthropology, Exercise Science/Recreational Sports and Outdoor Programs, Art & Design, Music, Biology/Cell Biology and Integrated Biological Sciences, Masters of Education and Special Education, Chemistry/Biochemistry, Psychology, Masters of Advocacy & Political Leadership, Communication, Philosophy, Physics, Writing Studies, and Theatre.

The external review of cocurricular programs is a new component that was introduced this academic year. The Instructional Development Service and the Office of Civic Engagement were reviewed this year. The Honors Program, the International Education Office, and the Large Lakes Observatory will be reviewed next fall and the review schedule of other academic departments will be maintained.

UMD Honors Program

The UMD Honors program began in 2003 to connect high-achieving students (see Honors student profile in Table 4-7) with dedicated faculty to provide a small university environment within the diversity of opportunities of the larger university community. This program offers motivated students a variety of special classes enhanced by cultural events, and leadership and research opportunities. The Honors Program fosters close individual contact between students and faculty and brings together talented students with many interests. The program requires that students maintain a 3.3 GPA or higher, complete three honors designated courses, complete and present a capstone project, participate in Honors Program activities (e.g., Meet the Professional, Honors Student Association, field trips), participate in at least two community service

projects per semester, take at least three leadership seminars sponsored by Kirby Leadership Institute, and take at least one leadership role. Honors students have taken on the challenge of organizing the first annual Sieur du Luth conference next April, 2013. The two-day conference theme will center on social media and will feature national speakers, panel presentations, workshops, and interaction between students and invited guests.

Table 4-7. Honors Program student profile, Duluth campus, Fall 2011

Enrollment	123
Median ACT Composite	29
Average High School Rank	90

Source: University of Minnesota - Duluth Honors Program

Kirby Leadership Institute

The Kirby Leadership Institute provides leadership training to help undergraduate students develop strategies and skills for a successful college experience and future. This program is designed to help students develop leadership skills, theoretical knowledge, and experience. Requirements include core academic coursework, 20 hours of Emerging Leaders workshops, and 250 hours of volunteer work in the community. Over 600 UMD students are currently enrolled in the Kirby Leadership program.

Recreational Sports and Outdoor Programs

UMD's Recreational Sports Outdoor Program (RSOP) has been a national leader in engaging students in healthy, active lifestyles and connections to the natural world through personal and professional experiences. RSOP programming areas include Intramural Sports, Informal Sports, Fitness and Wellness, Sport and Outdoor Clubs, Aquatics, Kayaking and Canoeing, Climbing, Environmental Education, Outdoor Trips, Crafts, and Youth Programming. RSOP also serves employees and alumni through a wide variety of programming and facility options and contributes to the University's mission of outreach through youth and community programming.

Over 90 percent of UMD students participate in RSOP facilities and services. The overall RSOP and intramural participation rates are 20 percentage points above national benchmarks placing UMD

among the top schools in the nation. The latest major benchmarking occurred in the spring of 2010. Results include:

- 88.6 percent participate in RSOP programs and service.
- 80 percent indicated that RSOP was important in their decision to attend UMD.
- 82 percent indicated that RSOP was important in persisting.
- 71 percent indicated that their academic performance improved due to participation.

Research supports that students who participate in campus recreation facilities three times or more a week on average have higher GPAs, carry higher credit loads, graduate at a higher rate, graduate sooner, and report greater satisfaction with their overall college experience.

Strategic Planning Goal 2: Create a positive and inclusive campus climate for all by advancing equity, diversity, and social justice.
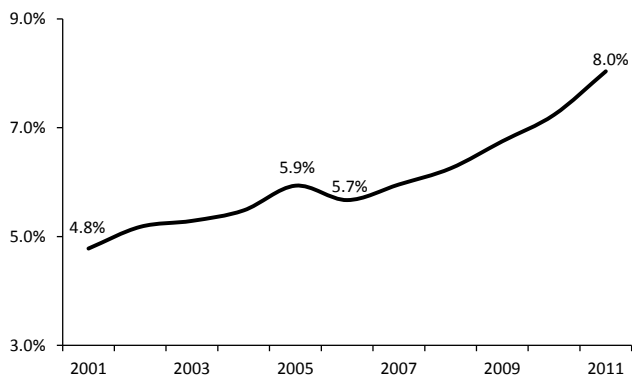
Diversity

UMD has a renewed commitment to equity and diversity and has placed a high priority on creating an environment that is welcoming and respectful. A campus change team was named and charged with developing campuswide action plans at all levels to create a more inclusive environment for students, faculty, and staff. Efforts include increasing the number of faculty, students, and staff of color, implementing policies and procedures to support social justice; developing workshops to enhance the intercultural competencies and skills of students, staff, faculty, and administrators; and the incorporation of diversity, social justice, and global perspectives into the curriculum and all aspects of campus life and learning. In addition to the all-campus change team, eighteen teams were formed in 2011 within collegiate, departmental, or program units and are engaged in specific strategies and actions to create an inclusive campus climate.

The Duluth campus values diversity as a means of enriching the educational experience of all students and continues its strong commitment to building a more diverse student body. Admissions and collegiate

student affairs units continue to aggressively recruit students of color. Through such programs as the UPromise Scholarship program and the Wallin Scholarship program, UMD has experienced steady growth in underrepresented demographic groups in the United States over the past five years, as shown in Figure 4-9.

Figure 4-9. Percent undergraduate students of color by fall term, Duluth campus, 2001-11

Source: Office of Institutional Research, University of Minnesota

Efforts are also under way to increase the number of international undergraduate students. Exchange agreements with universities in China and Korea are in place and strong recruiting efforts are ongoing with students from Turkey. To enhance recruitment and retention of international students, UMD has expanded programming in English as a second language and increased staffing to provide advocacy, services, and support for international students. UMD is expanding and enhancing programming for students whose first language is not English, including the addition of ESL reading and writing courses, and continued offering of a learning community that was piloted fall 2010. This pilot program showed great potential, and an increased number of students are submitting applications to the learning community for fall 2011.

Strategic Planning Goal 3: Establish UMD as a center of excellence for graduate studies in the Upper Midwest.

Graduate Education

The Duluth campus plans for continued growth in graduate education by implementing a comprehensive plan to attract, retain, and serve high-caliber graduate students and invest in the development of new graduate programs that focus on UMD's strengths, as guided by UMD's mission and vision statements. As a result of the restructuring of the University of Minnesota Graduate School, UMD plans to enhance its Graduate Education Office by expanding support systems for graduate students, centralizing existing services, and developing policies and procedures to support graduate students and faculty. The SEM Council developed enrollment targets for graduate students, and the Chancellor's Cabinet authorized funding for recruiting more students to graduate programs with capacity for growth.

The Duluth campus currently offers 25 graduate programs across five collegiate units and is well positioned to increase its contribution to graduate education in Minnesota. The most recent additions to UMD's graduate programs include the master of tribal administration and governance and the M.S. in civil engineering. To help meet market demand and strengthen relationships with regional and community colleges, UMD has recently developed a master of engineering program, which is being offered both on the Iron Range and on the UMD campus. UMD began offering its first doctoral program, the EdD in education, in the fall of 2007. The Integrated Biosciences (IBS) program is a multi-campus Graduate School M.S. and Ph.D. program designed to provide opportunities to train graduate students in interdisciplinary approaches to solving biological problems.

The Duluth campus has seen an increase in the profile of graduate students as evidenced by the predominantly upward trend in GRE scores (Table 4-8). It should be noted that not all UMD graduate programs require the GRE for admission consideration.

Table 4-8. Average GRE scores for admitted graduate students, Duluth campus, 2005-06 and 2011-12

	2005-06	2011-12	Percent Change 2006-11
Verbal	420.6	515.3	22.5%
Quantitative	650.4	677.6	4%
Analytical Writing	3.9	3.7	-5%

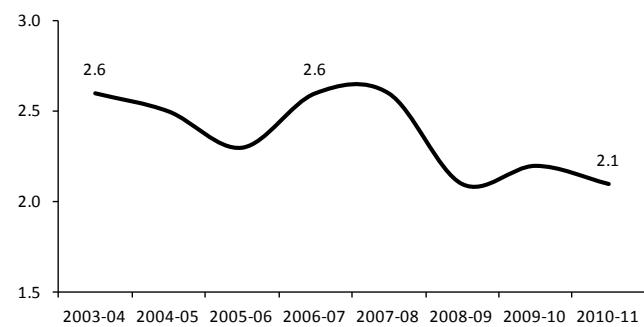Source: University of Minnesota - Duluth, Graduate Program

Nationally recognized metrics for graduate education include completion rate and time to degree. UMD has seen an upward trend in average completion rate for master's programs. UMD graduate students average time to degree has seen a moderate decrease from 2003-10. Figures 4-10 and 4-11 include the programs in applied and computational math, art, business administration, chemistry, communication sciences & disorders, computer science, electrical & computer engineering, engineering management, English, geological sciences, music, physics, and social work. Other UMD master's programs are either too new to have data or were previously collegiate programs for which data is not available.

Figure 4-10. Average completion rate of master's degrees across program type, Duluth campus, classes matriculating in 2003-07
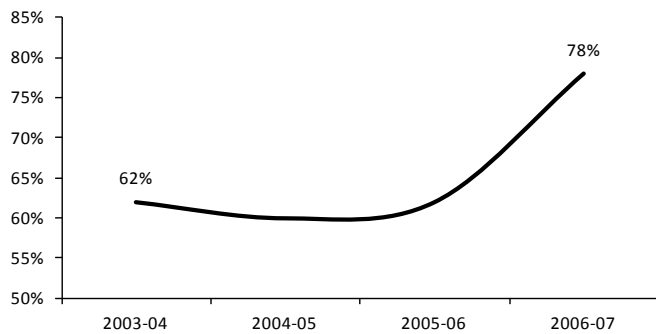

Includes programs in Applied and Computational Math, Art, Business Administration, Chemistry, Communication Sciences & Disorders, Computer Science, Electrical & Computer Engineering, Engineering Management, English, Geological Sciences, Music, Physics, Social Work. Other UMD master's programs are either too new to have data or were previously collegiate programs for which data is not available.
Source: Graduate Program, University of Minnesota - Duluth

Figure 4-11. Median time to master's degree across program type, Duluth campus, 2003-11

Source: Graduate Program, University of Minnesota - Duluth

Goal: Breakthrough Research
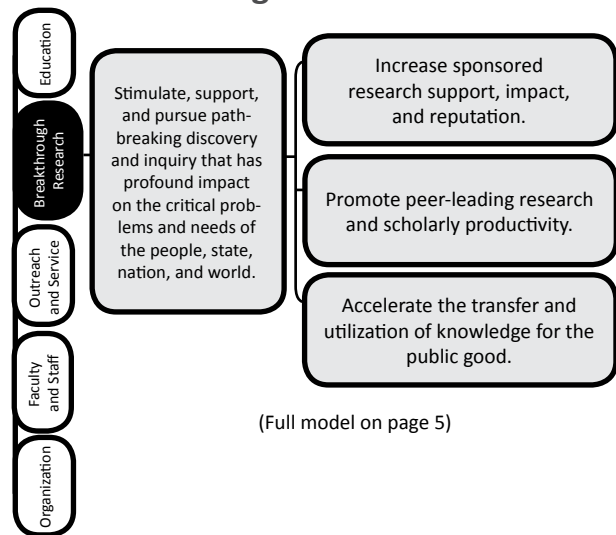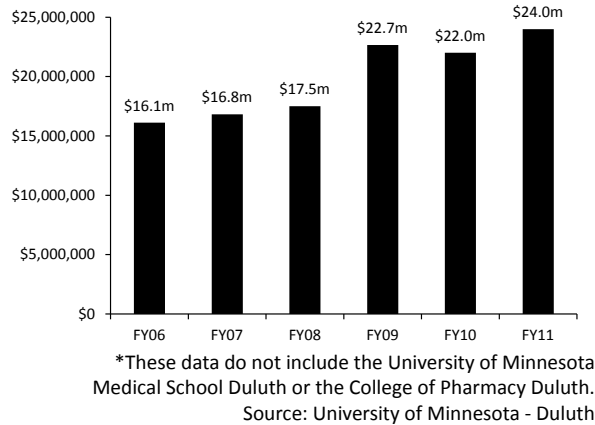

(Full model on page 5)

Strategic Planning Goal 4: Advance UMD's stature as a major campus for research and creative activities, leveraging the region's unique natural, human, and cultural resources.

The Duluth campus will continue to promote research, creative activity, and the scholarship of teaching, learning, and engagement. In each of these endeavors, opportunities to transfer and utilize new knowledge for the public good will continue to be developed. UMD focuses on research areas for which the faculty have expertise that satisfy regional need while at the same time selectively developing new areas of research, scholarship, and artistic activity. In spring 2012, the chancellor's cabinet authorized funding for seed grants to support research projects with potential for longer-term funding, focusing on projects that leverage the region's unique natural, human, and cultural resources.

In the fall of 2011, the National Science Foundation filmed four segments featuring research at UMD for their video series "Science Nation." It included research at the Natural Resources and Research Institute on the destructive behavior of earthworms; faculty work documenting the Chippewa language and the training of indigenous scholars, research on the age and composition of the east Antarctic shield, and a segment highlighting the work conducted at UMD's Large Lakes Observatory.

Sponsored research and creative activity expenditures at UMD have increased approximately 40 percent over the past ten years. Figure 4-12 shows the increase in external support expenditures between 2006 and 2011.

Figure 4-12. External support expenditures, Duluth campus, FY 2006-11

*These data do not include the University of Minnesota Medical School Duluth or the College of Pharmacy Duluth.
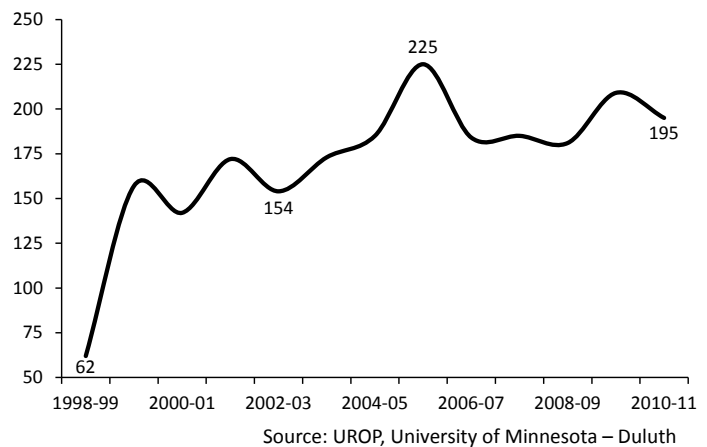Source: University of Minnesota - Duluth

Freshwater Research

The focus on freshwater research education and outcomes continues to be a UMD 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 Minnesota Sea Grant. In 2010, UMD was awarded new freshwater research grants totaling $3.4 million. The Great Lakes Maritime Research Institute, a consortium between UMD 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's staff members are dedicated to seeking and communicating information statewide designed to enhance Lake Superior and Minnesota's inland aquatic resources and economies.

Undergraduate Research

The Duluth campus has placed a high priority on providing opportunities for students to participate in undergraduate research or creative activity and has an outstanding record of undergraduate student and faculty participation in the Undergraduate Research Opportunity Program (UROP). In addition to system funding, UMD also provides funding annually to UROP to significantly increase the number of

UMD students engaged in UROP. Faculty grants and donor gifts also support many undergraduate research/creative activity projects. Both the UMD math and chemistry departments have large, ongoing undergraduate research programs that have received national recognition. Approximately 13 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 UMD places on undergraduate research and artistic activities, the campus has held an annual Undergraduate Research/Artistic Showcase. This is a half-day campus event features student posters, computer demonstrations, art exhibits, and theater productions, all providing information about projects completed by undergraduate students working in conjunction with faculty mentors. Approximately 200 UMD students participate annually in the UROP showcase with projects completed with advice and mentorship from over 150 UMD faculty members. In addition to supporting undergraduate research and artistic endeavors, UROP provides support annually for students to attend the National Conference on Undergraduate Research (NCUR). In the past 10 years, over 120 students and 45 faculty members from UMD participated in NCUR. The increase in UMD student participation with UROP is shown in Figure 4-13.

Figure 4-13. Total number of UROP students, Duluth campus, 1998-2011

Source: UROP, University of Minnesota – Duluth

4: Duluth Campus

Goal: Dynamic Outreach and Service

(Full model on page 5)
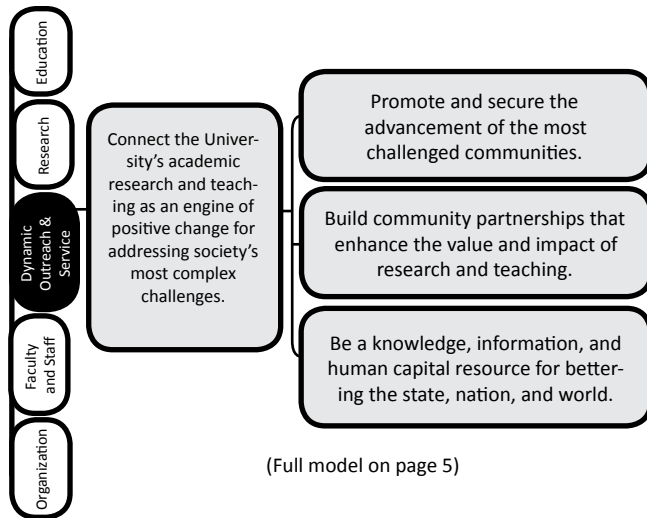
Strategic Planning Goal 5: Strengthen ties with Duluth and surrounding communities in an intentional, visible, and mutually beneficial partnership.

The Duluth campus plays a central role in the cultural, economic, and intellectual life of Duluth and surrounding communities. UMD endeavors to become and remain a model of community engagement and partnership and to enhance the value and impact of the University's research and teaching for the betterment of the state, nation, and world.

Economic Development

UMD serves the region and state as a leader in economic development. The Natural Resources 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: minerals, both ferrous and non-ferrous; forest products; and water and the environment. During its 25 years of operation, NRRI has become a prominent research and outreach arm of UMD, 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 works for students, alumni, and the region as a whole to collect, analyze, and disseminate information regarding the economy of Duluth, northeastern Minnesota, and the state of Minnesota. The Bureau operates as a place for students to 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 this region.

Native American Education

UMD has a longstanding commitment to Native American education and has numerous programs supporting this priority, including an undergraduate degree program in American Indian Studies, Ojibwe language revitalization, the American Indian Project in the Department of Social Work, and extensive programming in education, where UMD has become a leader in culturally responsive teacher education by developing alternative teacher education models to serve Native American populations. The newest additions include an EdD cohort with an indigenous focus, which began in July 2011, and the Master of Tribal Administration and Governance (MTAG), which began in the fall of 2011. The MTAG program was developed in full collaboration and consultation with the American Indian tribes across Minnesota and Wisconsin. The primary objective of this program is to provide American Indian tribal leaders, both current and potential, with additional education in tribal law, governance, and management skills to serve Native American populations. UMD's MTAG program is one of only two graduate programs of this type in the United States.
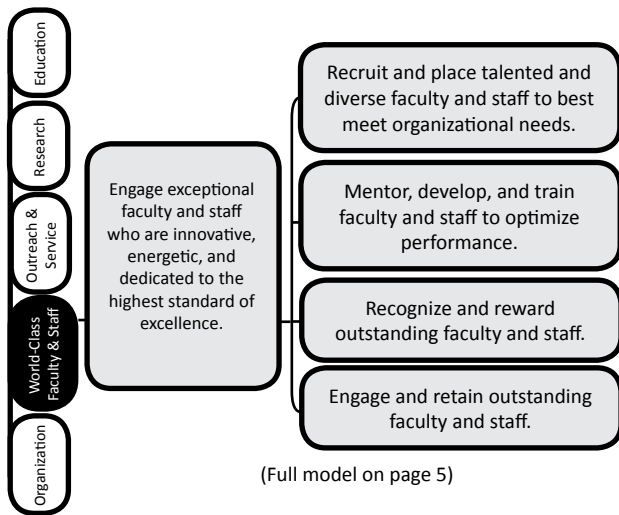
Civic Engagement

The Duluth campus has made civic engagement a priority and invests approximately $250,000 annually in support of civic engagement efforts. UMD's Office of Civic Engagement (OCE) offers programming throughout the year in an effort to help prepare educated citizens and strengthen civic responsibility.

OCE works with faculty, assisting with 45-60 courses per year that have a community-based learning component. The office works with 60-100 organizations in any given year and mobilizes over 2,600 students a year, contributing more than 42,000 hours of service. OCE offers faculty support (e.g., consultations, funding opportunities, connecting with community partners), student support (e.g., assistance in site placement, civic engagement events), and community partner support (e.g., connections with faculty implementing community-based learning, ongoing communication to address issues, needs) throughout the year in an effort to help faculty, staff, and students connect with community partners to build stronger, more engaged communities. Examples include collaborating with local colleges and the Duluth Public Schools on the regional Lake Superior Service-Learning Conference, and coordinating CHAMP Day of Service for UMD students, faculty, and staff. UMD is in the process of finalizing criteria for a service learning course designation to help increase visibility and recognition of service learning for both students and faculty.

Goal: World-Class Faculty and Staff

Engage exceptional faculty and staff who are innovative, energetic, and dedicated to the highest standard of excellence.

- 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 outstanding faculty and staff.
- Engage and retain outstanding faculty and staff.

(Full model on page 5)

UMD is committed to recruiting and retaining talented and diverse faculty dedicated to the highest quality teaching, research, and service. UMD collegiate units recruit aggressively for faculty across the finest major terminal degree programs in the United States and internationally. Numerous external program review members have commented on UMD's success in recruiting outstanding faculty who are poised

to make major substantive contributions to their discipline and the mission of the University. UMD has made a concerted effort to hire female faculty in underrepresented areas, such as science and engineering. Due to the growth in undergraduate enrollment in the 1990s and 2000s, along with the retirement of many faculty hired during the expansion of higher education in the 1960s and 1970s, UMD has successfully recruited and retained a high number of early career faculty members. Approximately one-third of the total number of tenured/tenure track faculty are assistant professor tenure-track faculty. UMD's future is bright with a cadre of bright, talented, and enthusiastic academics who have infused UMD with cutting-edge expertise in teaching and learning, research and creative activity, and student engagement practices.

The Duluth campus is equally fortunate to have exceptional staff. As one of the largest employers in the region, UMD is recognized as a premier employer and a talent magnet attracting highly qualified and committed staff. Outstanding Service Awards are awarded annually to recognize the contributions of exceptional staff employees. UMD offers a highly valued employment experience. The most recent results of the 2010 Pulse survey (Figure 4-14) indicate that UMD faculty and staff are highly satisfied with their employment at UMD. In response to the question "Would you recommend employment at the University to a friend or colleague?" across all employee groups UMD had the highest percentages of "yes" responses among all the University of Minnesota campuses.

Figure 4-14. Percent of "yes" responses for recommending employment at the University again, 2010
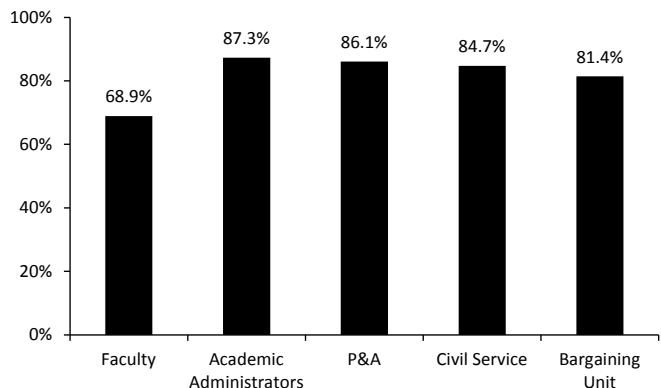
Source: 2010 Pulse Survey

Department Head Development

In 2011-12, UMD offered a year-long leadership program for department heads. Over the course of the year, eight sessions were held along with follow-up "brown bag" discussions. Topics varied, based on input and included department mission statements, administrative calendars, workflow management, merit evaluation, effective meetings facilitation, campuswide budget planning, institutional research and data use, mentoring, difficult conversations, and balancing work and life. Department head training will be systematized next year with issues based on feedback that was received over the course of the year.

New Faculty Orientation

UMD's New Faculty Orientation Program (NFOP) provides an introduction for faculty to key issues such as the campus mission and values, new initiatives, UMD's student profile, the flow of the academic year, faculty technology resources, facilitating respectful classrooms, the library and teaching resources, assessment of student learning outcomes, the liberal education program, enrollment management, and a panel conversation with faculty members on how to find balance as a new faculty member at UMD. The NFOP will undergo significant revision beginning fall 2012 and will be extended to two full days.

Goal: Outstanding Organization
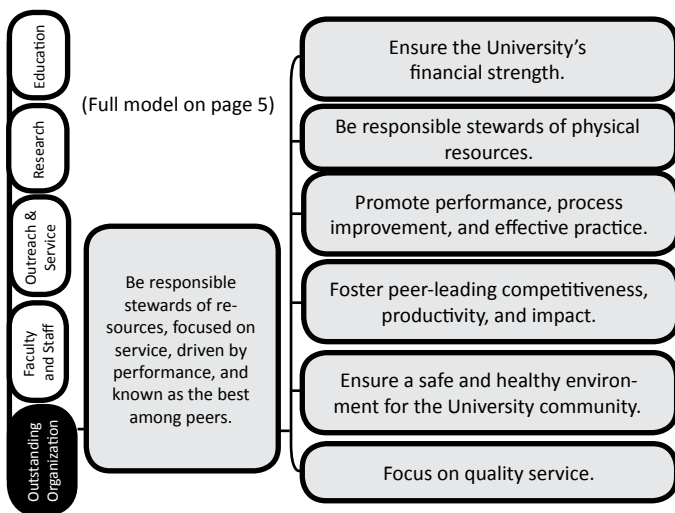
Strategic Planning Goal 6: Utilize UMD's infrastructure; technologies; and information, human and financial resources to support the campus in a sustainable manner.

The Duluth campus strives to achieve excellence through continuous improvement, quality service, and a strong commitment to the responsible stewardship of resources. Examples of key initiatives in these areas are highlighted below.

Campus Master Plan

A consultant was hired to help complete a new Campus Master Plan, with work commencing over the summer and seeking campus input in the early fall. The UMD Physical Facilities Committee is discussing the development of building principles, similar to a mission statement that includes pedagogical guidelines for construction and renovation of space. Additionally, the committee is finding ways to make information on potential capital projects more easily accessible for the broader campus community, including the project outline, possible funding source, and rationale for the request.

Ensuring a Safe and Secure Environment

Public safety and security of the Duluth campus and its surrounding neighborhoods is a top priority. The UMD Police Department is a full service police department comprised of 10 full-time police officers serving 14,286 students, staff, and faculty.

The UMD Police department is a leader in University policing, meshing seamlessly with the City of Duluth and regularly provides assistance in the neighborhoods where students, staff, and faculty live and work. University Police frequently attend neighborhood watch meetings, Campus Neighbors meetings, and community-organized gatherings in and around the Duluth campus. In 2011, the UMD Police Department responded to 2,930 calls for service on- and off-campus and also responded to 560 calls for service as an assisting department to another agency. This demonstrates the department's positive working relationship with area law enforcement agencies.

The UMD Police department aggressively enforces alcohol and drug statutes and policy in an effort to curb more serious crimes against the person, which are very often caused or affected by alcohol or drug abuse. In 2008 the department cited 458 liquor law violations and 30 drug law violations; in turn there were no sex offenses or robberies and six aggravated assaults.

Figure 4-15. Crime and arrest trends, Duluth campus, 2008-11

Liquor / Drug Arrests Crimes against the Person Property Crimes

[bar chart showing for 2008: 488, 11, 6; 2009: 508, 14, 3; 2010: 316, 3, 4; 2011*: 326]
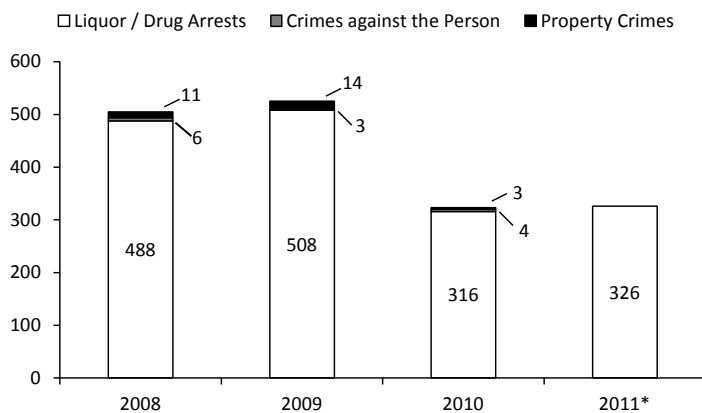
*Property and Crimes Against the Person not yet tallied for 2011
Source: University of Minnesota - Duluth

Property crime such as vandalism is also kept low by aggressive enforcement (Figure 4-15).

Information Technology Systems and Services

UMD's Information Technology Systems and Services (ITSS) exemplifies the campus's continued focus on high-quality service and continuous improvement with a longstanding commitment to technology in support of teaching and learning. Classrooms and labs are continuously being upgraded to state-of-the-art 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 course management systems, such as Moodle, and other learning tools to improve teaching and learning. ITSS offers training opportunities for faculty to increase technology skills or help them move course materials online. The UMD campus is well positioned to leverage technology into the future and to empower students, faculty, and staff to gain maximum benefits from new technologies.

Assessment

To promote performance, process improvement, and effective practice, UMD has instituted a comprehensive approach to assessing student learning at both institutional and program levels. This approach includes institutional outcomes supported by both academic and cocurricular 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, and workshops and other professional development opportunities to support student learning assessment processes. To enhance this endeavor, UMD appointed a director of assessment, formed a committee to focus on the assessment of student learning, and is participating in the Higher Learning Commission (HLC) Assessment Academy project. Institutional reporting of assessment results began in 2010-11 and results are being used to enhance curriculum, pedagogy, and course and program design.

As members of the Higher Learning Commission Academy for Assessment of Student Learning, UMD continues to make significant strides in the development of a system of assessment. Guiding the work is a comprehensive set of nine student learning outcomes (SLO) that address academic and student development objectives across six major learning goals (knowledge, thinking, self-realization, relationships, social responsibility, and life skills).

UMD engages in a peer review process as part of the assessment system of individual programs. Assessment leaders from 46 programs participated, shared information about individual program assessment activities, and completed a peer review rubric for each assessment program.

The peer review rubric covered six domains measured at four levels: developing, approaching, at standard, and exceeds. Table 4-9 shares aggregated rubric scores and details for each domain. These scores represent a baseline portrayal of the extent to which assessment of learning has become part of the teaching and learning culture. Feedback on the peer review was positive and will be continued, with improved scores expected over time.

UMD has recently joined the President's Alliance for Excellence in Student Learning and Accountability. This involved committing to an action plan to build on previous work to assess, report on, and use evidence to improve student learning.

Sustainability

The UMD campus is committed to integrating sustainability into all aspects of campus learning, research, and operations and will reduce the campus

Table 4-9. Aggregate rubric scores for Student Learning Outcomes, Duluth campus, fall 2011

	Learning Outcomes Statements	Alignment of measure to outcomes	Assessment results	Meaningful fac/ staff/ student involvement	Use of analysis	Connection to SLOs
Developing	10/40 (25%)	15/40 (38%)	13/40 (33%)	13/40 (33%)	14/40 (35%)	17/40 (43%)
Approaching	25/40 (63%)	12/40 (30%)	11/40 (28%)	23/40 (58%)	17/40 (43%)	11/40 (28%)
At Standard	4/40 (10%)	13/40 (33%)	16/40 (40%)	4/40 (10%)	9/40 (23%)	12/40 (30%)
Exceeds	1/40 (3%)	0/40	0/40	0/40	0/40	0/40

Source: Council for Advancement of Student Learning, University of Minnesota - Duluth

carbon footprint and significantly lower greenhouse gas emissions, and increase campus advocacy and awareness. Sustainability is threaded throughout the UMD Strategic Plan; including a campus value to "balance current environmental, economic, and social needs with those of future generations." Beyond planning, this commitment to sustainability is already shown through the work of students, staff, and faculty.

Operationally, UMD reduced waste, conserved energy, and saved money. UMD has committed to reduce campus emissions by 25 percent before 2020. The campus experienced a 5 percent reduction in emissions between 2007 and 2010. Facilities Management staff have reduced equipment run-times, installed lighting controls and replacements, continued holiday and weekend conservation efforts, and upgraded utilities. However, a large portion of the campus greenhouse gas emission reduction was due to the increase of renewable power by the electric company. Continuing to engage the campus in energy conservation, upgrading buildings and utility systems to run more efficiently, and seeking more sources of renewable energy will all be important ways to further reduce campus greenhouse gas emissions.

In 2011, a campus Green Revolving Fund (www.d.umn. edu/sustain/commitment/greenfund.html) was created to help fund projects proposed by student, staff, and faculty. The fund has already begun to make a difference by funding the replacement of inefficient refrigerators, freezers, and coolers on campus. The Refrigerator Exchange Program has saved an estimated 25,000 kilowatt-hours annually and over $1,700 in annual electricity costs through the replacement of inefficient equipment.

A new liberal education requirement focused on sustainability was designed and will begin in fall 2012. Faculty across campus are incorporating sustainability into their curriculum from geography to geology, art education to anthropology, and economics to environmental science. UMD Strategic Initiative Grants were recently awarded to nine faculty and staff members to integrate sustainability into courses and curriculum. The nine small grants of up to $3,000 focus on implementing the strategic plan action steps to "Infuse the concept and application of sustainability into our curriculum and cocurriculum, our research activities, and our use of facilities" (UMD Strategic Plan: Goal 6, action step 9).

Beyond the classroom, students continue to seek experiences and initiate projects in sustainability to gain an edge in a global economy where the environment, the economy, and societal needs are increasingly intertwined. Whether through undergraduate or graduate research projects, cocurricular activities, or through their campus appointments or jobs, students are increasingly interested in engaging in critical sustainability issues.

2012-13 Priorities

- Establish a Center for Teaching and Learning to support teaching effectiveness and student learning.

- Increase the quality and quantity of graduate students and graduate programs.

- Recruit and retain more students from under-represented groups, including students of color and international students and recruit and retain greater numbers of faculty and staff from under-represented groups.

- Develop and deliver an increased number of courses and programs through distance and technology-enhanced instruction methods.

- Be an increasingly responsible steward of resources and work toward integrating sustainability into all aspects of campus life.

5: UNIVERSITY OF MINNESOTA MORRIS CAMPUS

Three educational institutions have made their home on the Morris campus: an American Indian boarding school (1887-1909), an agricultural boarding high school (the West Central School of Agriculture, 1910-63), and a public liberal arts college (1960-present). As a public liberal arts college, the Morris campus occupies a distinctive sector in American higher education, one shared with about 30 schools nationwide. The Morris campus is the only public liberal arts college in the University system and in the state so designated by the Council of Public Liberal Arts Colleges. Nationally ranked, the Morris campus is residential, exclusively undergraduate-focused (serving a selective group of students), and intentionally "human-sized" with approximately 1,900 students. Taking full advantage of its rural location and land-grant mission, Morris has emerged on the national scene as a leader in renewable energy and sustainability.

The Morris campus's mission is to provide a rigorous undergraduate liberal arts education, preparing students to be global citizens who value and pursue intellectual growth, civic engagement, intercultural competence, and environmental stewardship. Moreover, as a public land-grant institution, the Morris campus is a center for education, culture, economic development, and research for the west central Minnesota region.

Morris Campus at a Glance

Founded

1910 – University of Minnesota, West Central School of Agriculture
1960 – University of Minnesota Morris

Campus Leadership

Jacqueline Johnson, Chancellor

Divisions

Education Division
Humanities Division
Science and Mathematics Division
Social Sciences Division

Degrees/Majors Offered

1 baccalaureate degree in 35 majors offered; 8 pre-professional programs

Student Enrollment (Fall 2011)

Undergraduate	1,822	(94%)
Non-degree	110	(6%)
Total	**1,932**	

Employees (Fall 2011)

Direct Academic Providers	155	(37%)
Fellows, Trainees, and Students in Academic Jobs	2	(<1%)
Higher Education Mission Support	31	(7%)
Intercollegiate Athletics	19	(5%)
Facilities-Related Jobs	48	(11%)
Organizational Support	138	(33%)
University Leadership	28	(7%)
Total Employees	**421**	

Degrees Awarded (2010-11)

Bachelor's	280

Campus Physical Size (2011)

Number of Buildings	33
Assignable Square Feet	582,484

Budget Expenditures (2011-12)

$49 million

Comparison Group Institutions

In the late 1990s, the Morris campus identified 13 higher educational institutions as a comparison group. Because of its distinctive identity as a public liberal arts college, it is difficult to find exact comparative counterparts. Several institutions included in this group are more aspirational than "peer." For the past several years, concerns about the comparability of some of the institutions represented in the comparison group have been raised. Particular analyses, such as student demographic and academic achievement profiles, faculty salaries and total compensation, may be particularly sensitive to the compatibility and aspirational intent of the institutions within the comparison group. The Morris campus has begun the process of reviewing its comparison group and expects to have the work completed this fall (2012).

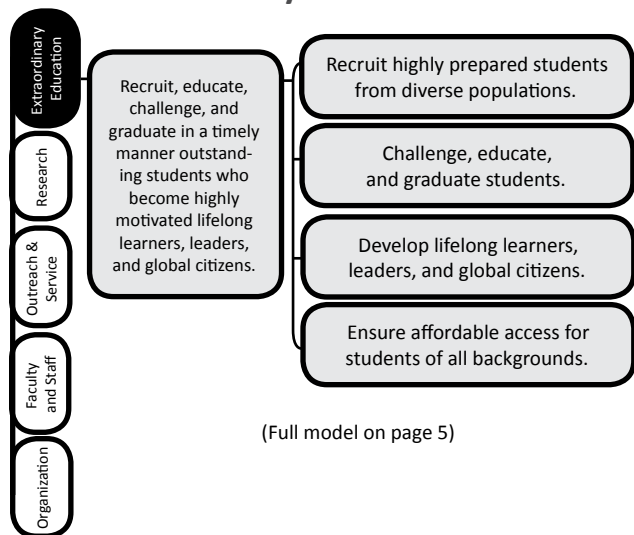**Table 5-1. Comparison group institutions, Morris campus**

	TYPE			SIZE		STUDENTS		
	Institutional Control	City Size	Highest Degree Offered	Total Enrollment	Percent Staff	Percent Undergrad.	Percent Full-time	Percent In-state
Carleton Col.	Private	Small	Bachelor's	2,020	-	100%	99%	-
Col. of Saint Benedict	Private	Small	Bachelor's	2,082	65%	100%	98%	-
Concordia Col. - Moorhead	Private	Mid-Size	Master's	2,810	69%	99%	97%	-
Gustavus Adolphus Col.	Private	Small	Bachelor's	2,455	-	100%	99%	-
Hamline U.	Private	Large	Doctoral & 1st Prof.	5,008	46%	40%	66%	-
Macalester Col.	Private	Large	Bachelor's	2,033	65%	100%	98%	-
Ramapo Col. of New Jersey	Public	Mid-Size	Master's	6,008	-	96%	88%	85%
Saint Johns U.	Private	Small	Master's	2,036	66%	95%	95%	-
St. Mary's Col. of Maryland	Public	Small	Master's	2,017	58%	98%	96%	85%
St. Olaf Col.	Private	Small	Bachelor's	3,156	-	100%	98%	-
U. of Maine - Farmington	Public	Small	Master's	2,430	58%	98%	87%	76%
U. of Mary Washington	Public	Mid-Size	Master's	5,203	57%	84%	77%	82%
U. of Minnesota - Morris	**Public**	**Small**	**Bachelor's**	**1,811**	**74%**	**100%**	**92%**	**89%**
U. of N.C. - Asheville	Public	Large	Master's	3,967	59%	99%	82%	85%

Source: Integrated Postsecondary Education Data System
*Note: Student data are from Fall 2010 data collection period, except the in-state student cohort is from Fall 2009. For human resource data, federal reporting rules require employee institutional data to be reported for odd years. Percent (%) Staff are calculated from the number of staff by the total employee population at the institution. Staff data includes employees institutionally classified as executive/administrative/managerial, other professionals, technical and paraprofessionals, clerical and secretarial, skilled crafts, and service/maintenance. Data excludes employees who are faculty and graduate assistants.

Goal: Extraordinary Education

Recruit, educate, challenge, and graduate in a timely manner 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.

(Full model on page 5)

Table 5-3. Morris campus and comparison group institutions ranked by the midpoint of the 25th and 75th percentiles for ACT composite scores of first-year students, 2008 and 2011

	2008		2011	
	Score	Rank	Score	Rank
Carleton Col.	31	1	31	1
Macalester Col.	30	2	30	2
St. Olaf Col.	29	4	29.5	3
Gustavus Adolphus Col.	26.5	5	27.5	4
St. Mary's Col. of Maryland	29.5	3	26.5	5
Col. of Saint Benedict	25.5	6	25.5	6
Saint John's U.	25.5	6	25.5	6
U. of Minnesota - Morris	**25**	**8**	**25.5**	**6**
Concordia Col. - Moorhead	25	8	25	9
U. of Mary Washington	25	8	24.5	10
U. of N.C. - Asheville	24	11	24.5	10
Hamline U.	24	11	24	12
Ramapo Col. of New Jersey	none		none	
U. of Maine - Farmington	none		none	

Source: Integrated Postsecondary Education Data System

The Morris campus attracts an increasingly diverse and talented student body, while maintaining consistent selectivity factors. Morris has worked diligently to increase its student enrollment (Table 5-2). Total enrollment has increased by 100 students each year for the last three years and grew from 1,811 in fall 2010 to 1,932 in fall 2011. Degree-seeking undergraduate student enrollment increased from 1,690 (fall 2010) to 1,822 (fall 2011), an increase of 7.8 percent.

Morris admissions are selective, with an average of 30 percent of students in the top 10 percent of their high school graduating class in the last three years for those high schools still providing class rank. Over 60 percent of new high school students entering Morris graduated in the upper 25 percent of their classes and more than 90 percent were in the top 50 percent. ACT composite midpoint scores for entering first-year students have increased over the last decade to 25.5. Morris moved from 8th to 6th among Morris 14 peer institutions between 2008 and 2011 as shown in Table 5-3. This is particularly noteworthy in light of the Morris campus's mission to provide a quality liberal arts experience at public school prices and in the context of the students

served: a high percentage of students of color, first-generation students, and students whose families have high financial need.

In line with its strategic plan and changing Minnesota high school demographics, enrollment by students of color continues to increase at UMM. Figure 5-1 shows that U.S. ethnic minority students make up 21 percent of the Morris campus's degree-seeking undergraduates (Fall 2011). As shown in Table 5-4, the Morris campus ranked first among peer institutions with students of color comprising 27.5 percent of first-time, full-time entering first-year students in 2010.

Table 5-2. Fall enrollment, Morris campus, 2001, 2006, 2010-11

	2001	2006	2010	2011	Percent Change 2006-11	Percent Change 2001-11
Undergraduate	1,813	1,567	1,690	1,822	14.0%	0.5%
Non-degree	114	180	121	110	-3.9%	-3.5%
Total	1,927	1,747	1,811	1,932	10.6%	0.3%

Source: Office of Institutional Research, University of Minnesota

Figure 5-1. Percent undergraduate students of color by fall term, Morris campus, 2001-11

Source: Office of Institutional Research, University of Minnesota
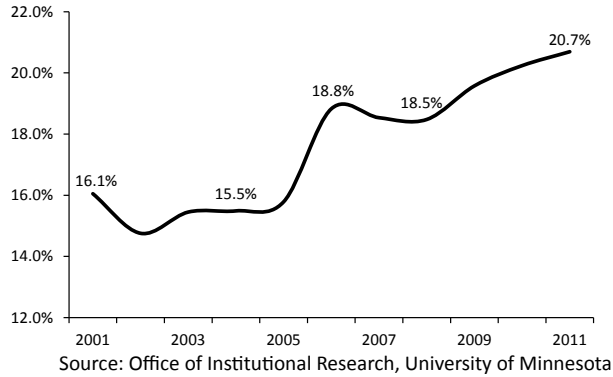
As shown in Table 5-5, American Indian students make up nearly 14 percent of Morris students, compared with 1 percent in Minnesota and national four-year colleges and universities. UMM's commitment to educating American Indian students includes a tuition waiver tied to the American Indian boarding school founded

125 years ago on the campus and mandated in federal and state laws. Morris's Native student population has doubled in the last 10 years. Morris is the only campus in the Upper Midwest qualifying for designation as a Native American Serving Non-Tribal Institution.

The number and percentage of international students at the Morris campus has also grown considerably, in alignment with the campus strategic plan and efforts to provide an enriched educational environment that prepares students as global citizens. From 2005 to 2010, Morris moved from ninth to fifth in its comparison group, increasing the percentage of international students on campus from 1.1 percent to 5.5 percent (Figure 5-2 and Table 5-6). As shown in Figure 5-3, the percentage of undergraduate international students increased again in fall 2011, to 8.1 percent.

Table 5-4. Percent first-time, full-time degree-seeking undergraduate students of color sorted by 2010 rank, Morris campus and comparison group institutions, 2000 and 2010

	2000		2010		Percent Change 2000-10
	Percent	Rank	Percent	Rank	
U. of Minnesota - Morris	**12.8%**	**3**	**27.5%**	**1**	**14.7%**
Hamline U.	12.1%	4	25.6%	2	13.6%
Macalester Col.	11.9%	5	23.7%	3	11.8%
Carleton Col.	15.3%	2	22.3%	4	7.0%
St. Mary's Col. of Maryland	11.5%	6	21.9%	5	10.4%
Ramapo Col. of New Jersey	17.9%	1	20.7%	6	2.7%
St. Olaf Col.	5.8%	9	14.8%	7	9.0%
U. of Mary Washington	10.3%	7	14.7%	8	4.4%
Gustavus Adolphus Col.	6.7%	8	13.4%	9	6.6%
Col. of Saint Benedict	3.5%	13	11.8%	10	8.3%
U. of N.C. - Asheville	5.3%	10	11.1%	11	5.9%
Saint John's U.	4.6%	11	9.7%	12	5.1%
Concordia Col. - Moorhead	4.1%	12	6.5%	13	2.5%
U. of Maine - Farmington	3.2%	14	4.3%	14	1.2%
Comparison Group	8.5%		15.2%		6.7%

Source: Integrated Postsecondary Education Data System

Table 5-5. Fall-term undergraduate enrollments by racial or ethnic group, Morris campus, 2006, 2010-11

	2006		2010		2011		Percent Change 2006-11
	Count	Percent	Count	Percent	Count	Percent	
American Indian	177	11.3%	213	12.6%	250	13.7%	41.2%
Asian/Pacific/Hawaiian	55	3.5%	55	3.3%	56	3.1%	1.8%
Black/African American	36	2.3%	43	2.5%	39	2.1%	8.3%
Chicano/Latino	27	1.7%	31	1.8%	32	1.8%	18.5%
International	29	1.9%	100	5.9%	148	8.1%	410.3%
White	1,209	77.2%	1,222	73.2%	1,275	70.0%	5.5%
Unknown	34	2.2%	26	1.5%	22	1.2%	-35.3%
All Students of Color	**295**	**18.8%**	**342**	**20.2%**	**377**	**20.7%**	**27.8%**
Total	**1,567**		**1,690**		**1,822**		**16.3%**

Source: Office of Institutional Research, University of Minnesota

Figure 5-2. Percent undergraduate international students, Morris campus and comparison group institutions, 2005-10
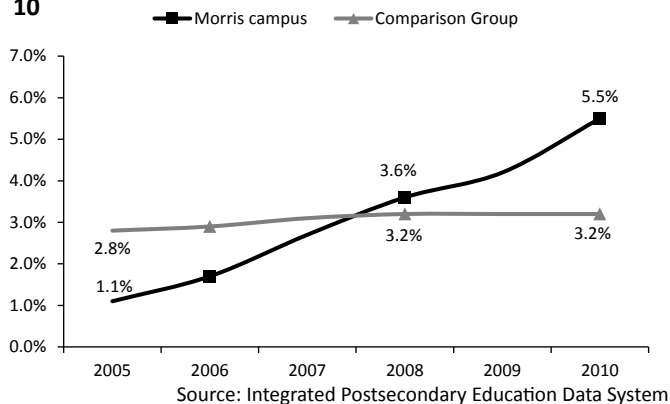

Source: Integrated Postsecondary Education Data System

Figure 5-3. Percent undergraduate international students, Morris campus, 2001-11

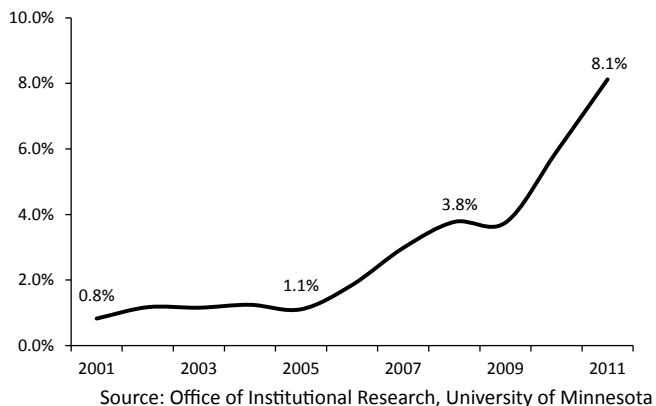Source: Office of Institutional Research, University of Minnesota

Table 5-6. Percent undergraduate international students sorted by 2010 rank, Morris campus and comparison group institutions, 2005 and 2010

|	2005		2010	
	Percent	Rank	Percent	Rank
Macalester Col.	12.3%	1	11.3%	1
Carleton Col.	5.6%	2	8.0%	2
Saint John's U.	3.9%	4	6.8%	3
Col. of Saint Benedict	3.7%	5	5.8%	4
U. of Minnesota - Morris	**1.1%**	**9**	**5.5%**	**5**
Hamline U.	3.3%	6	4.2%	6
Concordia Col. - Moorhead	4.0%	3	3.5%	7
St. Olaf Col.	1.1%	9	3.0%	8
St. Mary's Col. of Maryland	1.0%	12	2.2%	9
Gustavus Adolphus Col.	1.1%	9	1.9%	10
Ramapo Col. of New Jersey	3.0%	7	1.5%	11
U. of N.C. - Asheville	1.2%	8	1.1%	12
U. of Mary Washington	0.3%	14	0.8%	13
U. of Maine - Farmington	0.4%	13	0.2%	14
Comparison Group	2.8%		3.2%	

Source: Integrated Postsecondary Education Data System

The Morris campus continues to provide access for a significant proportion of first-generation students and students of high economic need. In fall 2011, more than one in three Morris students (36 percent) were first-generation college students, with no parent holding a four-year college degree, and a third received federal PELL grants. Nearly half (46 percent) of Morris's students of color are from low-income families, compared with approximately one in four Caucasian students (27 percent). In 2009-10, 48 percent of UMM's degree-seeking students received federal Title IV need-based assistance compared with 29 percent of students systemwide.

As evident in Figure 5-4, retention rates have trended upward since 2006. Some of the year-to-year variation in retention at liberal arts colleges like UMM can be attributed to the intentionally small number of students in each entering cohort, where, with an entering first-time full-time cohort of 400 students, for example, losing four students would create a 1 percent reduction in the student retention rate.

Figure 5-4. First-, second-, and third-year retention rates for first-time, full-time undergraduate students, Morris campus, 2000-10 cohorts
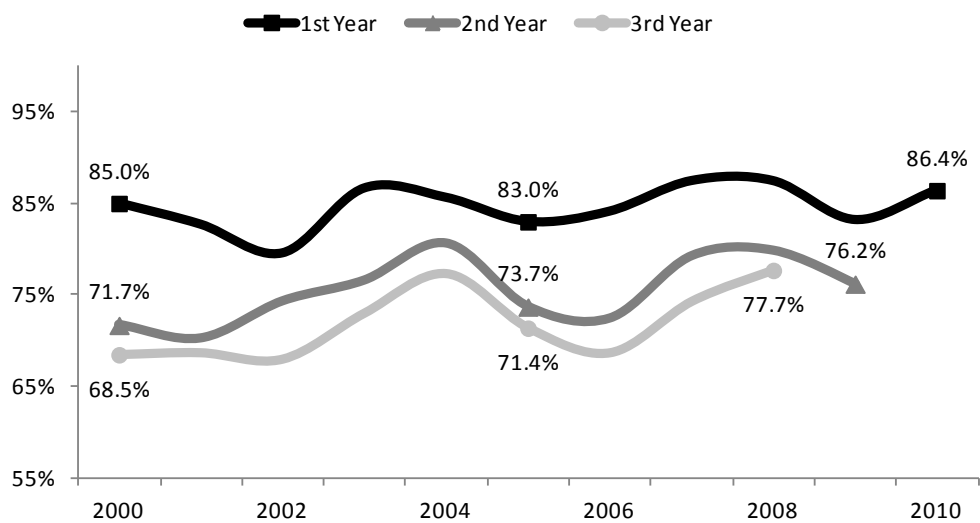

Source: Office of Institutional Research, University of Minnesota

Figure 5-5 shows graduation rates for students matriculating from 1997 to 2007. In the last four years, the UMM graduation rates have reached an all-time high, with at least 50 percent of students graduating from a University campus in four years and two in three graduating in six years.

As noted in Table 5-7, graduation rates have increased significantly (14 percent) since 1998. Graduation rates for students of color increased 9 percentage points. UMM's graduation rates are improving relative to the aspirant peer institutions, most of whom educate a more affluent student population from families with a history of college attainment – two factors with a strong positive correlation with college completion rates.

Figure 5-5. Four-, five-, and six-year graduation rates of first-time, full-time undergraduate students, Morris campus, classes matriculating in 1997-2007
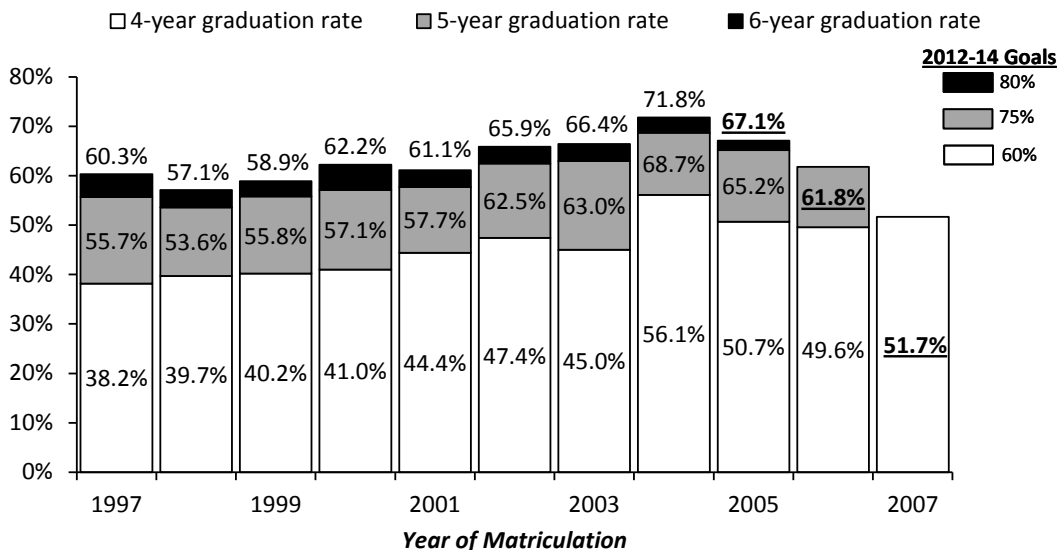
□ 4-year graduation rate   ▤ 5-year graduation rate   ■ 6-year graduation rate

2012-14 Goals
■ 80%
▤ 75%
□ 60%

Year of Matriculation

Rates include graduates who transferred to another University of Minnesota campus. Graduation rates reported to the national database (IPEDS) includes only students who matriculated at and graduated from the same campus. As a result, the rates presented in the figure above are slightly higher than those reported to IPEDS.

Source: Office of Institutional Research, University of Minnesota

Table 5-7. Six-year undergraduate graduation rates sorted by 2004 All Student graduation rate, Morris campus and comparison group institutions, classes matriculating in 1998 and 2004

	All Students		Students of Color		Non-Students of Color		International Students	
	1998	2004	1998	2004	1998	2004	1998	2004
Carleton Col.	89.6%	93.4%	78.0%	91.6%	91.9%	93.8%	100.0%	96.0%
Macalester Col.	81.3%	87.6%	66.0%	85.1%	83.5%	86.9%	81.7%	94.3%
St. Olaf Col.	84.0%	85.5%	75.6%	78.3%	84.3%	86.1%	100.0%	75.0%
Col. of Saint Benedict	82.0%	78.9%	65.2%	95.5%	82.5%	78.6%	100.0%	50.0%
Gustavus Adolphus Col.	70.6%	77.1%	78.1%	77.8%	70.3%	76.9%	-	87.5%
St. Mary's Col. of Maryland	75.5%	76.8%	71.4%	65.0%	76.9%	79.2%	50.0%	40.0%
Ramapo Col. of New Jersey	62.1%	75.7%	59.6%	61.3%	62.1%	78.3%	75.0%	100.0%
U. of Mary Washington	74.3%	75.4%	77.5%	74.7%	74.0%	75.5%	-	66.7%
Saint John's U.	81.5%	74.4%	83.3%	61.9%	82.2%	75.6%	20.0%	45.5%
Hamline U.	71.2%	71.9%	65.8%	67.2%	72.1%	72.8%	57.1%	75.0%
Concordia Col. - Moorhead	65.3%	67.3%	73.1%	51.4%	66.5%	68.4%	30.0%	55.0%
U. of Minnesota - Morris	**51.7%**	**65.8%**	**46.8%**	**56.1%**	**52.5%**	**67.8%**	**66.7%**	**66.7%**
U. of Maine - Farmington	57.6%	58.2%	42.1%	66.7%	57.6%	57.9%	100.0%	100.0%
U. of N.C. - Asheville	51.7%	55.3%	44.8%	38.5%	51.9%	56.3%	66.7%	66.7%
Comparison Group	73.0%	74.8%	68.7%	72.2%	73.5%	74.9%	69.8%	82.8%

Source: Integrated Postsecondary Education Data System

Student Engagement

The Morris campus supports a rich environment for student engagement, fostering the transformative student experience often seen as the providence of private liberal arts colleges. Morris students live an integrated undergraduate experience, as shown in Table 5-8, with virtually every student participating actively in campus and community life. Faculty-mentored undergraduate research has been part of the Morris experience since the 1960s. Fifty-seven percent of UMM's 2011 seniors worked closely with a faculty mentor on a shared research or artistic project, an increase of 18 percent since 2002.

The Morris campus's overall engagement rates exceed other public liberal arts, liberal arts college, and universities as shown in Table 5-9.

Table 5-8. Student involvement in key engagement areas, Morris campus, 2011

Attended a performance, concert or exhibit on campus	95%
Attended a special talk, lecture, or panel discussion held on campus	91%
Belonged to a university club or organization	86%
Voted in a federal or state election	85%
Took a first-year student seminar	84%
Attended an intercollegiate sports game or match	77%
Worked with faculty on shared research or an artistic project	57%

Source: University of Minnesota Student Experience Survey. This survey is conducted on the coordinate campuses every two years.

Table 5-9. Student engagement rates, Morris campus and comparison group institutions, spring 2010

	Morris Seniors	Morris to COPLAC	Morris to Bac LA	Morris to NSSE All
Culminating senior experience (capstone, project, thesis)	89%	+ 19%	+ 8%	+ 23%
Participated in cocurricular activities during senior year	76%	+ 21%	+ 10%	+ 23%
Tutored/taught other students	65%	+10%	+5%	+10%
Service-Learning	50%	- 1%	+ 2%	- 1%
Study Abroad	37%	+13%	+1%	+14%

This table compares the percentage of seniors engaged in an activity prior to graduation at Morris compared to Council of Public Liberal Arts Colleges 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).
Source: National Survey of Student Engagement

Learning Outcomes

In spring 2010, the Morris campus assembly endorsed a set of learning outcomes to guide and support student learning, academic program development, and assessment. Specifically, students on the Morris campus are to have gained, by the time of their graduation:

- Knowledge of human cultures and the physical and natural world.

- Intellectual and practical skills, practiced extensively across students' college experiences.

- An understanding of the roles of individuals in society, through active involvement with diverse communities and challenges.

- The capacity for integrative learning.

As part of the campus's multi-year effort to assess its general education program, specific, measurable elements for each of these have been articulated and work has begun to identify where and how each student fulfills the learning outcomes as they progress through their general education and major program requirements.

First Year Student Initiatives to Foster Greater Student Retention

Morris has made significant changes to enhance students' first year of college. Students are now able to take placement exams online for foreign languages and mathematics, simplifying and enhancing the new student registration process. In 2011-12, the campus established a corps of "Master Advisors" to improve first year advising and strengthen advising overall. Building upon the campus's longstanding practice of using faculty members as student academic advisors, Master Advisors are faculty members who will receive additional training and compensation for assisting other academic advisors in supporting students with special needs or unique circumstances.

In their first year, all students new to a college experience are required to take one Intellectual Community (IC) course offering where students are introduced to the intellectual skills needed to participate effectively within an intellectual community; are expected to engage actively in writing, oral work, and creative activity; and work with a cohort of entering students in close interaction with a faculty member. To further strengthen the skills students obtain in their first year Morris has also expanded college writing course offerings and requirements to serve more students.
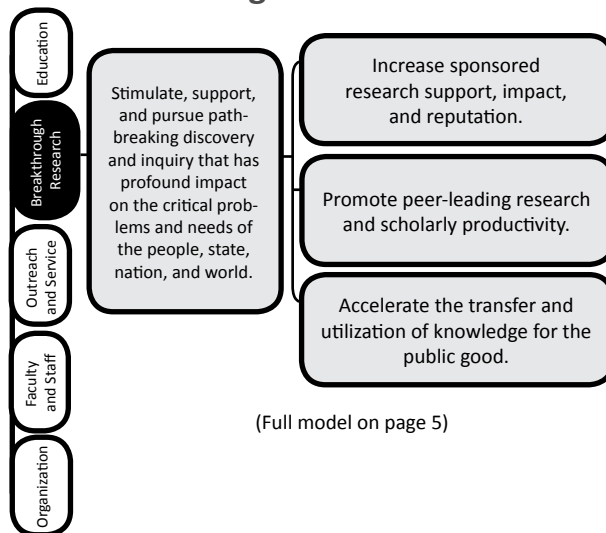
Outcomes and Satisfaction

After graduating from the Morris campus, 25 percent of graduates enter graduate or professional school immediately following graduation. In STEM fields, 75 percent of Morris pre-vet students enter veterinary school within two years of graduation. In addition, 65 percent of pre-med graduates, 62 percent of biology graduates, and 50 percent of chemistry, physics, and geology graduates enter graduate or professional school within two years of graduation. Seventy percent of Morris pre-med students with 3.5 GPA or higher are admitted to medical school (compared with 45 percent nationally). Between 1997 and 2006, UMM ranked seventh in the United States as undergraduate institution of origin per 100 undergraduates for Ph.D. degrees in chemistry.

In a large survey of UMM alumni conducted in January of 2012 by Stamats, Inc., a nationally

recognized higher education consulting firm specializing in integrated marketing, 95 percent of alumni sampled rated their opinion of the Morris campus as very good (71 percent) or good (24 percent).

Goal: Breakthrough Research

Education

Breakthrough Research

Outreach and Service

Faculty and Staff

Organization

Stimulate, support, and pursue path-breaking discovery and inquiry that has profound impact on the critical problems and needs of the people, state, nation, and world.

Increase sponsored research support, impact, and reputation.

Promote peer-leading research and scholarly productivity.

Accelerate the transfer and utilization of knowledge for the public good.

(Full model on page 5)

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. As shown in Table 5-10, on the Morris campus external grants and contracts to support research and creative activity have increased markedly in the last several years.

External research funding includes the National Science Foundation, the National Endowment for the Humanities, federal and state agencies, county and city governments, and nonprofit foundations. These funds support essential equipment purchases, faculty scholarship, cutting-edge research, student research engagement, and community outreach activities. Projects are as wide ranging as the establishment of a Native American garden on campus and public health program evaluation, to renewable energy demonstration activities, and research on truck driver safety in the freight trucking industry.

Over the past six years, campus support for faculty research and professional development has grown dramatically. As shown in Table 5-11, Morris has invested over $130,000 in faculty development funding,

compared with just over $50,000 six years ago. These funds have resulted directly or indirectly in the growth evident in Table 5-10 in external funding proposals and grants received.

The Morris campus has made extensive use of University-wide funding opportunities to enhance research productivity. In 2011, 86 individuals (of a FTE faculty of 120) received Faculty Research Enhancement Fund awards, 27 faculty received Imagine Fund Annual Faculty Awards, 6 faculty received Grants-in-Aid of Research, Artistry, and Scholarship, and 3 were fellowship recipients for the Institute for Advanced Study.

The Morris campus continues to use its robust academic and natural resources in a strategic approach to provide leadership to the region. Campus success in securing research grants in both improving academic excellence and renewable energy research has resulted in national leadership in pioneering distributed generation platforms to manage carbon footprints. UMM marked a significant milestone in 2011 when the campus began producing more wind-generated electricity than it uses by adding a second wind turbine

Table 5-11. Faculty support for research and professional travel, Morris campus, 2005-11

	Faculty Travel Awards	Research Enhancement Awards
2005-06	$39,278	$10,763
2006-07	$51,821	$38,287
2007-08	$75,066	$47,608
2008-09	$54,733	$42, 394
2009-10	$57,015	$60,768
2010-11	$69,677	$63,768

Source: University of Minnesota - Morris

and commissioning of the state-of-the-art biomass fueled combined heat and power plant. The actual application of these technologies in a campus-scale operation puts the Morris campus among only a few campuses nationally who can provide the real-world application in both academic and applied research opportunities for faculty, students, and regional stakeholders. It also marks the Morris campus as a leader within the University system.

The development of these unique resources on a community scale operation has provided numerous additional opportunities to partner with national research labs, leading corporations, and University graduate programs, as well as other regional educational institutions to continue the exploration of smart grids, and leading edge consumer feedback and control systems. From a regional land-grant perspective, the campus is working with local communities to understand how to foster an environment that promotes local investment, local jobs, and local economic development.

## Breakthrough Research and UMM's Undergraduate Mission

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. The 2011 University survey of the student experience shows that 57 percent of Morris

Table 5-10. External grants and contracts, Morris campus, FY 2001-11

	Proposals Submitted		Awards Received		Grant Expenditures
	Number	Amount	Number	Amount	
2001	30	$2,772,346	12	$125,728	$408,300
2002	28	$1,185,161	18	$700,017	$693,697
2003	19	$2,872,061	14	$559,174	$660,408
2004	28	$4,365,965	12	$533,414	$813,921
2005	27	$3,444,201	13	$646,616	$631,794
2006	20	$2,653,643	11	$2,344,481	$666,151
2007	16	$2,240,167	11	$503,382	$643,446
2008	14	$9,959,734	9	$425,596	$704,942
2009	23	$5,042,289	12	$563,527	$747,474
2010	31	$3,307,644	23	$1,084,117	$1,069,335
2011	27	$9,697,393	20	$2,099,265	$1,372,000

Source: University of Minnesota - Morris

seniors had worked with a faculty member on research or artistic production by the time they graduate. This is a system-leading indicator, and speaks to the quality and engagement of Morris faculty as well as students.

Undergraduates are engaged in a variety of programs that support their research, including the Morris Academic Partners program (MAP), the University's UROP program, externally-funded activities, and one-on-one direct support of student scholarship and creative activity. In the Morris MAP program, faculty members apply for research support to fund undergraduate students. MAPs promote student research engagement and support a high-impact practice that supports student retention and graduation. In 2010-11, 51 students were supported with $92,775 in awards, a significant increase from the 24 students supported with $54,000 in 2004-05.

Each spring, the Morris campus hosts an Undergraduate Research Symposium. Students present their research and creative activities through presentations, posters, and performances. Approximately 100 students participate annually, with dozens of faculty sponsors of their efforts. A number of Morris supporters and donors have established funds to support student research at Morris and to support student travel to present the results of their work at local and national conferences. For example, during spring semester 2011, eleven Morris chemistry undergraduates presented their work at the annual meeting of the American Chemistry Society in San Diego.

Goal: Dynamic Outreach and Service

(Full model on page 5)
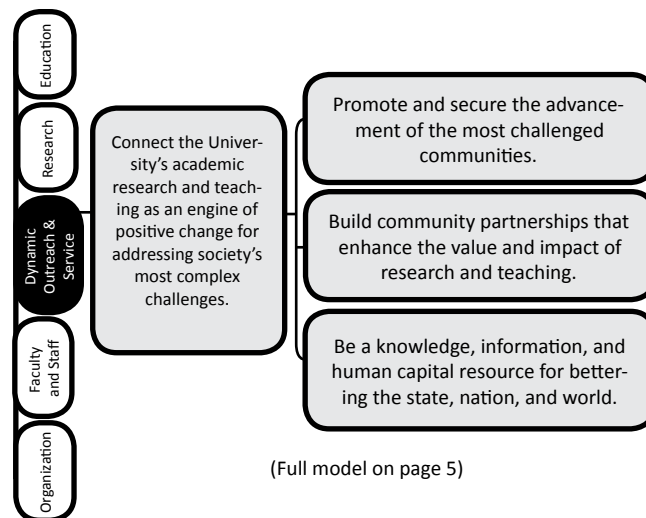
Morris campus faculty, staff, and students engage in outreach and service to connect the University's teaching and research with and foster positive change in the region. Several examples follow.

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 on green jobs that involve interested citizens, baccalaureate students, and technical college students; and the outreach efforts of Minnesota's only campus-based Green Corps, which engages undergraduate students in assisting the region's public schools and small towns with their sustainability goals.

In 2011, the Morris campus partnered with the Minnesota Campus Compact to host 18 AmeriCorps-funded Students in Service (SIS) participants. Placed with a variety of local government or non-profit organizations throughout west central Minnesota, SIS students are providing needed assistance with program evaluation, publicity, policy research, and data analysis.

The Morris campus's award-winning Center for Small Towns (CST) serves as an incubator for outreach ideas and facilitates faculty and student involvement in activities directly benefiting the region.

5: Morris Campus

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An Otto Bremer Foundation grant continues and extends the impact of CST's Faculty Fellows Program, with community-based research directed at the real existing needs of rural communities. One project studied community approaches to acclimate the growing immigrant population in the region; another examined the effectiveness of different communication strategies surrounding invasive species.

Goal: World-Class Faculty and Staff

(Full model on page 5)
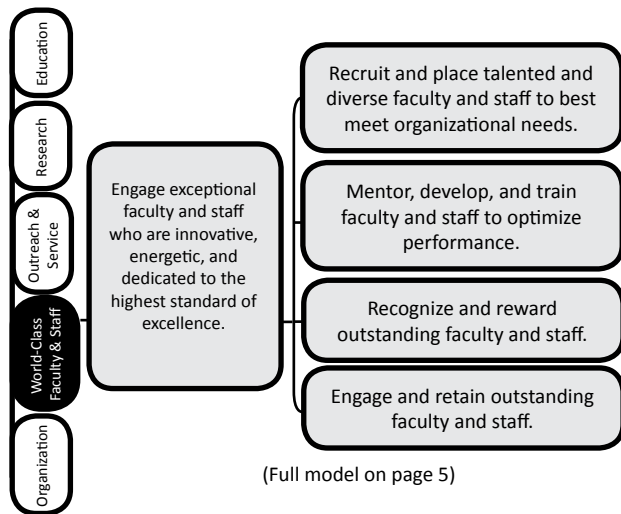
The Morris campus is committed to not only recruiting, but retaining diverse and exceptional faculty and staff. The Morris campus has made efforts to recruit more women and minority faculty, provide more competitive salaries, and offer more comprehensive support for faculty research and professional development. As shown in Table 5-12, the Morris faculty cohort has become more gender-balanced over the past few years. As the percentage of tenured faculty increased, less success has been achieved in recruiting and retaining faculty of color, impacted by Morris's rural location and comparatively low salaries.

In concert with the University's Office of Equity and Diversity, the Morris campus is entering its second year as a pilot campus in the new pre-doctoral minority teaching fellowship program. In the 2011-12 academic year, two pre-doctoral students in the dissertation writing phase of their studies were housed on the Morris campus as they engaged in teaching at a small liberal arts college, received mentoring on teaching effectiveness and course development, participated in the academic community as faculty members, and worked with colleagues in their fields on research activities. This program offers an outstanding experience for the fellows and adds diversity to the Morris faculty aligned with an increasingly diverse student population.

Faculty

Faculty salaries that trail UMM's comparison group continue to be a significant challenge in recruiting diverse and successful faculty to Morris (Tables 5-13 and 5-14). While Morris faculty total compensation is ranked 4 out of 14 in the comparison group, when examining just salary values across all faculty ranks (full, associate, and assistant professors), Morris falls to 12 out of 14. 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 5-12. Faculty composition, Morris campus, fall 2006-11

	Faculty Count	Percent of Faculty			
		Female	Faculty of Color	Tenured	Temporary
Fall 2006	120	43.3%	10.8%	60.0%	11.7%
Fall 2007	115	43.5%	10.4%	60.0%	7.0%
Fall 2008	108	47.2%	9.3%	61.1%	6.5%
Fall 2009	105	47.6%	8.6%	71.4%	5.7%
Fall 2010	104	47.1%	6.7%	76.9%	6.7%
Fall 2011	96	45.8%	7.3%	82.3%	4.2%

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 that are full-time and non-tenure-track.

Table 5-13. Average faculty compensation (in thousands of dollars) sorted by ranked combined compensation, Morris campus and comparison group institutions, fall 2011*

	Full Prof		Associate Prof.		Assistant Prof.		Combined Ave.	
	Comp	Rank	Comp	Rank	Comp	Rank	Comp	Rank
Carleton Col.	$154.10	1	$111.50	2	$95.20	1	$128.50	1
Macalester Col.	$149.10	2	$112.50	1	$90.20	2	$119.40	2
St. Olaf Col.	$123.00	3	$97.70	3	$75.40	6	$100.20	3
U. of Minnesota - Morris	**$112.50**	**5**	**$92.30**	**4**	**$82.40**	**3**	**$96.70**	**4**
St. Mary's Col. of Maryland	$117.20	4	$88.80	7	$81.80	4	$96.20	5
Saint John's U.	$112.40	6	$90.60	5	$75.10	8	$93.80	6
U. of N.C. - Asheville	$108.60	9	$87.70	8	$80.50	5	$93.50	7
Col. of Saint Benedict	$110.60	7	$89.00	6	$75.40	6	$92.40	8
Hamline U.	$109.80	8	$79.60	12	$67.50	12	$89.70	9
U. of Mary Washington	$105.20	10	$82.50	10	$72.70	9	$88.20	10
Gustavus Adolphus Col.	$101.60	11	$84.30	9	$71.50	10	$84.50	11
Concordia Col. - Moorhead	$97.60	12	$80.50	11	$68.40	11	$81.30	12
Ramapo Col. of New Jersey	not available		not available		not available		not available	
U. of Maine - Farmington	not available		not available		not available		not available	

Table 5-14. Average faculty salary (in thousands of dollars) sorted by ranked combined salary, Morris campus and comparison group institutions, fall 2011*

	Full Prof		Associate Prof.		Assistant Prof.		Combined Ave.	
	Salary	Rank	Salary	Rank	Salary	Rank	Salary	Rank
Carleton Col.	$117.90	1	$82.20	2	$71.70	1	$97.30	1
Macalester Col.	$111.60	2	$85.60	1	$69.20	2	$90.30	2
St. Olaf Col.	$93.40	3	$71.40	3	$57.10	7	$75.00	3
Hamline U.	$88.50	5	$64.00	9	$55.80	8	$72.60	4
U. of N.C. - Asheville	$84.60	7	$67.50	6	$61.70	3	$72.30	5
Saint John's U.	$84.60	7	$70.00	4	$58.60	5	$71.90	6
St. Mary's Col. of Maryland	$90.20	4	$66.60	7	$57.50	6	$71.80	7
Col. of Saint Benedict	$86.80	6	$68.10	5	$58.90	4	$71.70	8
U. of Mary Washington	$82.10	9	$62.60	11	$55.40	9	$67.80	9
Concordia Col. - Moorhead	$76.60	10	$64.70	8	$52.80	11	$64.10	10
Gustavus Adolphus Col.	$76.20	11	$62.70	10	$53.90	10	$63.30	11
U. of Minnesota - Morris	**$75.60**	**12**	**$58.90**	**12**	**$50.70**	**12**	**$62.50**	**12**
U. of Maine - Farmington	$72.80	13	$55.70	13	$49.00	13	$59.50	13
Ramapo Col. of New Jersey	not available		not available		not available		not available	

*Source: American Association of University Professors Fall 2011 (FY 2012) Survey

The Morris Faculty Affairs Committee (FAC) conducted a faculty salary study in 2011. The study showed that within any logical comparison group (Morris 14, University of Minnesota campuses, AAUP comparison schools, COPLAC, Minnesota colleges and universities), Morris faculty salaries are below the norms across all ranks.

Faculty Recognition

Morris campus faculty members have received awards for outstanding contributions to undergraduate education through the Horace T. Morse - University of Minnesota Alumni Association Award. Morris faculty have received this award virtually every year with the recognition going across all divisions and many disciplines. The Morris campus added another Horace T. Morse award winner in 2011. Currently, over 15 percent of Morris faculty members 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. Two Morris faculty were recipients of the University of Minnesota's President's Outstanding Service Award. A Morris faculty member was the only faculty recipient of the all-University Outstanding Faculty member Community Service Award. Three faculty have been recognized in the past three years by the alumni association for outstanding teaching contributions. Faculty members are honored for their contributions to human rights and education through the Cesar Chavez award each year. In addition to this University recognition, Morris faculty have been engaged and productive scholars and community servants. In the last year, the accomplishments of the Morris campus's faculty of 100 include:
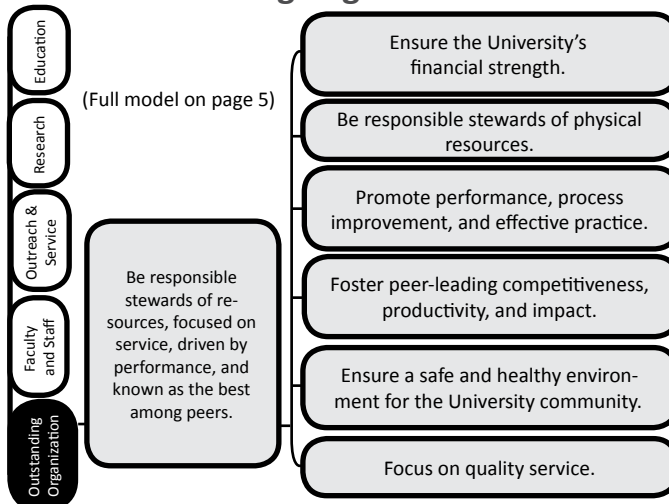
- Two prestigious National Endowment for the Humanities Summer Stipend Award recipients.

- A volume of poetry, a novel, a work of cover art, four other scholarly books, four dozen published papers or book chapters, book reviews, and professional journal publications across all divisions.

- Major external grants and stipends at state, local, and national levels.

- Artistic activity, including theatrical and musical productions and commissioned and published compositions, as well as juried national and international art shows.

- Service at the state and national levels.

Staff

The Morris Office of Human Resources compared Morris academic administrative and professional position salaries to the CUPA-HR Salary Survey data for comparable educational institutions. The data will assist campus leaders in developing a compensation plan to provide guidance in hiring, rewarding, and retaining staff. The study found that half of Morris professional and administrative (P & A) staff salaries are above their comparable salary midpoint (largely related to longevity), 37 percent of Morris P & A staff salaries are between 90 percent and 100 percent of their respective midpoints, and 13 percent of Morris P & A staff salaries are less than 90 percent of their midpoints.

Goal: Outstanding Organization

Education

Research

Outreach & Service

Faculty and Staff

Outstanding Organization

(Full model on page 5)

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 physical resources.

Promote performance, process improvement, and effective practice.

Foster peer-leading competitiveness, productivity, and impact.

Ensure a safe and healthy environment for the University community.

Focus on quality service.

To enhance national and international recruitment, the Morris campus implemented a campuswide integrated marketing plan in 2007, 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, the Morris campus added staff 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). Results of this branding and marketing work include the following:

- 4.9 million unique website visitors in 2011.
- Online advertising campaigns yielded over 10 million impressions.
- Record number of applications for admission in 2010 and 2011.
- Increased enrollment over the past four years.

In 2011, the Morris campus issued a Request for Proposal (RFP) to update market research from UMM's first comprehensive market research in 2007 and hired Stamats to conduct follow up research. Tilka Design was selected through an RFP process to refresh UMM's suite of admissions materials.

The campus received numerous national awards for academic excellence, overall value, and sustainability including:

- Named to the *U.S. News and World Report* Top 10 Public Liberal Arts Colleges list and included in the top tier of the National Liberal Arts Colleges.
- Featured in the *Fiske Guide to Colleges 2012* based on academic quality, student body, social life, financial aid, campus setting, housing, food, and extracurricular activities.
- Included in the *Forbes* magazine 2011 "America's Top Colleges" list – overall – and one of the "Best in the Midwest" based on post graduate success, student satisfaction, debt, four-year graduation rate, and competitive awards.
- The only Minnesota university included in the 2011 "The Forbes 100 Best Buy Colleges" list.
- One of the Kiplinger's Personal Finance 100 Best Values in Public Colleges for 2012.
- Featured in *The Princeton Review's* "Guide to 322 Green Colleges" 2012 edition.
- One of only 31 institutions to achieve an Association for the Advancement of Sustainability in Higher Education (AASHE) Sustainability Tracking Assessment and Rating System (STARS) gold certification.

- U.S. Environmental Protection Agency's Top 20 On-site Generation list of the largest green power users.
- United States Green Building Council (USGBC) Leadership in Energy and Environmental Design (LEED) Gold rating to UMM's Welcome Center.
- Named by the Sierra Club as one of the "Cool Schools" in the United States in their "guide for prospective students who seek a way to compare colleges based on commitment to environmentalism" and recognition of "institutions that work hard to protect the planet."
- *Winds of Change*, a publication of the American Indian Science and Engineering Society, named UMM one of the top 200 institutions in the nation in support of American Indian students.
- Named a 2012 Military Friendly School by *G.I. Jobs* magazine.
- Recognized in the *The Washington Monthly's* national ranking of liberal arts colleges highlighting colleges whose students, faculty, and alumni provide "contributions to public good." Three categories in the ranking include social mobility (recruiting and graduating low-income students), research (cutting-edge scholarship and the number of alumni who earn doctorates) and service to community and country.

As part of its goal of enhancing private and nontraditional revenue, in 2012 the Morris campus:

- Extended national travel visit sites for philanthropic work and donor engagement,
- Awarded a record number of donor funded scholarships,
- Collaborated on new STARS scholarship tracking system,
- Created a new online alumni network to connect current students with Morris alumni, and
- Expanded summer camps, conferences, and facility rentals that advance UMM's reputation, student recruitment, and revenues.

The Morris campus is fiscally and environmentally responsible. The organizational structure of the campus continues to evolve to leverage the unique attributes of a small campus within a larger world

5: Morris Campus

class university. UMM is leveraging resources of the University of Minnesota system for selected curricular and cocurricular programs, e.g., partnership with the International Programs Office; partnership with School of Nursing for "guaranteed" slots for UMM students in the Masters of Nursing program and exploration of the feasibility of offering an MN cohort program in Morris focused on rural and American Indian nursing needs. In addition, the Morris campus's bookstore operations are managed centrally and the campus IT, library, and finance operations are centrally supported. Campus dining facilities including the Dining Hall, Turtle Mountain Café, and new Higbies Coffee Shop were upgraded in 2010-12 using capital investment funds provided in the dining services contract by Sodexo as part of the systemwide dining services RFP. The campus has also developed strong and interactive relationships with other University organizations within the west central area of the state, in particular its partnership with the West Central Research and Outreach Center.

Through its nationally recognized work in renewable energy and sustainability, the Morris campus has made great strides in becoming a model community, demonstrating local solutions with global value. The campus has established the infrastructure to reduce the campus carbon footprint from 14,000 metric tons to less than 2,500 metric tons in under a decade as campus heating and cooling have moved from natural gas and the electric grid to onsite renewable generation with two wind turbines and a biomass gasification plant. Scope one and two carbon emissions are dropping from 14,000 metric tons to under 2,500 metric tons for a campus with 1 million square feet of building infrastructure and 1,800 students. In 2012, wind-supplied power will provide an estimated 70 percent of the annual campus electrical energy needs.

In an effort to align strategic initiatives of visibility, outreach, and exceptional campus community experience, the Morris campus recently completed the design for the new Green Prairie Living and Learning Community, UMM's first new residence hall since 1971, to be constructed in 2012-13. The facility will advance UMM's green initiatives, provide contemporary sustainable housing for 72 students, and host summer visitors and researchers on campus in UMM's growing summer camps and conferences program in collaboration with Green Prairie Alliance partners.

Looking Ahead

The Morris campus's strategic plan, completed in 2006, continues to serve as an effective blueprint for the future. These strategic goals are critical to success:

- Continue efforts to grow student numbers, both degree-seeking and revenue-generating non-degree-seeking students.

- Continue to improve graduation rates.

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

- Address the faculty and staff salary issue.

- Align academic and cocurricular programs with recently articulated student learning outcomes.

- Seek approvals to begin construction of the first new Morris residence hall since 1971.

- Continue to increase student engagement, especially in undergraduate research, service-learning, and study abroad.

- Continue to strengthen financial modeling practices.

- Continue to expand the base of philanthropic support by communicating Morris's vision, increasing alumni participation and annual giving, and pursuing transformational gifts.

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

- 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.

6: UNIVERSITY OF MINNESOTA CROOKSTON CAMPUS

The University of Minnesota, Crookston (UMC), which opened its doors to students in the fall of 1966 on the foundation of the Northwest School of Agriculture, provides its unique contribution through applied, career-oriented degree programs that combine theory, practice, and experimentation in a technologically rich environment. The Crookston campus strives to be distinctive and at the same time firmly aligned with the University's core purposes. It 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
1966 – University of Minnesota, Crookston

Campus Leadership

Fred E. Wood, Chancellor

Colleges and Schools

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

Degrees/Majors Offered

29 degrees offered; 10 online degrees, 2 academic programs offered in China

Student Enrollment (Fall 2011)

Undergraduate	1,600	(60%)
Non-degree	1,053	(40%)
Total	**2,653**	

Employees (Fall 2011)

Direct Academic Providers	88	(34%)
Higher Education Mission Support	33	(13%)
Intercollegiate Athletics	22	(9%)
Facilities-Related Jobs	25	(10%)
Organizational Support	64	(25%)
University Leadership	26	(10%)
Total Employees	**258**	

Degrees Awarded (2010-11)

Associate	2	(1%)
Bachelor's	271	(99%)
Total	**273**	

Campus Physical Size (2011)

Number of Buildings	34
Assignable Square Feet	415,000

Budget Expenditures (2011-12)

$30 million

Comparison Group Institutions

The Crookston campus has identified nine higher education institutions as the primary group for comparison. The comparison institutions were identified based on their similarities in academic programs, enrollment, urbanization, and other key trends. These institutions are listed in Table 6-1, and the variance among them is shown. The institutions, however, have significant differences in undergraduate size, degrees offered, and other factors that need to be considered while reviewing the data. Most notable is the inclusion of students in Crookston's College in the High School program in its total enrollment number. This report includes comparison group data where possible.

Table 6-1. Comparison group institutions, Crookston campus

	TYPE			SIZE		STUDENTS		
	Institutional Control	City Size	Highest Degree Offered	Total Enrollment	Percent Staff	Percent Undergrad.	Percent Full-time	Percent In-state
Bemidji State U.	Public	Small	Master's	5,354	53%	92%	72%	88%
Dakota State U.	Public	Small	Doctoral	3,058	58%	90%	40%	73%
Delaware Valley College	Private	Small	Master's	2,241	82%	88%	82%	-
Northern State U.	Public	Small	Master's	3,200	-	84%	53%	80%
U. of Maine - Farmington	Public	Small	Master's	2,430	58%	98%	87%	76%
U. of Minnesota - Crookston	**Public**	**Small**	**Bachelor's**	**2,528**	**80%**	**100%**	**51%**	**62%**
U. of Minnesota - Morris	Public	Small	Bachelor's	1,811	74%	100%	92%	89%
U. of Pittsburgh - Johnstown	Public	Small	Bachelor's	2,965	57%	100%	96%	97%
U. of Wisconsin - River Falls	Public	Small	Master's	6,902	49%	92%	87%	51%
U. of Wisconsin - Stout	Public	Small	Master's	9,339	-	89%	78%	65%

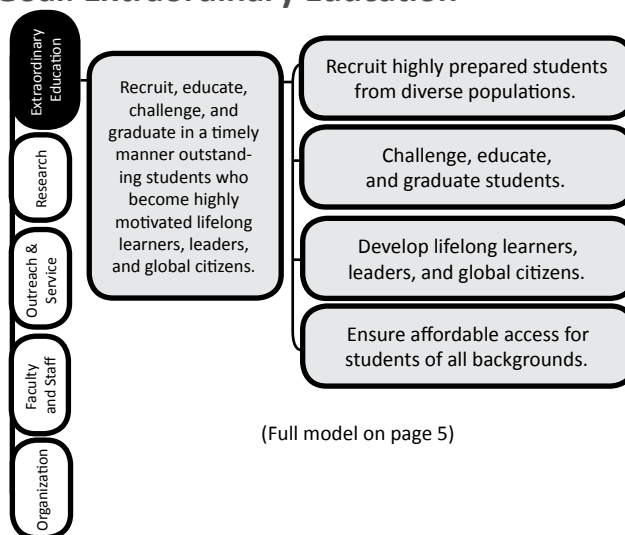Source: Integrated Postsecondary Education Data System
*Note: Student data are from Fall 2010 data collection period, except the in-state student cohort is from Fall 2009. For human resource data, federal reporting rules require employee institutional data to be reported for odd years. Percent (%) Staff are calculated from the number of staff by the total employee population at the institution. Staff data includes employees institutionally classified as executive/administrative/managerial, other professionals, technical and paraprofessionals, clerical and secretarial, skilled crafts, and service/maintenance. Data excludes employees who are faculty and graduate assistants.

The Crookston campus has experienced four consecutive years of record enrollment, with 1,600 degree-seeking students representing 40 states and territories and 30 countries enrolled for fall 2011 (Table 6-2). There has been nearly a 52 percent increase in undergraduate students since 2005. As of fall 2011, the campus provided 29 undergraduate degree programs and 40 concentrations, including recently approved programs in criminal justice, environmental sciences, and marketing. Over 90 percent of non-degree seeking students are part of the College in the High School program.

The Crookston campus continues to be an important access point for students to the University system. During 2011-12, the Crookston campus awarded more than $3.4 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 of Minnesota, 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. It was updated in 2010-11 and will be used to guide decisions and strategic planning.

Goal: Extraordinary Education

Extraordinary Education

Research

Outreach & Service

Faculty and Staff

Organization

Recruit, educate, challenge, and graduate in a timely manner 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.

(Full model on page 5)

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. An increasing campuswide emphasis on undergraduate research is consistent with the University's research goal and the campus's 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 enrollment and reputation, with the affiliated Crookston student chapter of Students in Free

Table 6-2. Fall Enrollment, Crookston campus, 2001-11

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	Percent Change 2006-11	Percent Change 2001-11
Undergraduate	1,154	1,159	1,187	1,152	1,053	1,053	1,142	1,207	1,310	1,462	1,600	51.9%	38.6%
Non-degree	1,375	1,228	1,133	936	1,081	1,361	1,204	992	969	1,066	1,053	-22.6%	-23.4%
Total	**2,529**	**2,387**	**2,320**	**2,088**	**2,134**	**2,414**	**2,346**	**2,199**	**2,279**	**2,528**	**2,653**	**9.9%**	**4.9%**

Source: Office of Institutional Research, University of Minnesota

6: Crookston Campus

Enterprise (SIFE) earning regional championship honors for a 13th consecutive time in March 2012. The second largest enrolled degree program, natural resources, continues to be a flagship program with excellent placement rates for graduates and state-level accolades for its students. Among other honors, Crookston campus students majoring in natural resources have earned the Student Conservationist Award from the Minnesota Chapter of The Wildlife Society 10 times in the last 15 years and have earned the Student Conservationist and Scholarship Award from the Minnesota Chapter of the Soil and Water Conservation Society eight times in the past 10 years.

Over the past few years, new degree programs have been launched including biology, communication, criminal justice, elementary education, environmental sciences, health sciences, marketing, quality management, pre-veterinary tracks in animal and equine science, 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.

The Crookston campus offers 10 of its 29 degrees entirely online as well as on campus. While maintaining the University's commitment to exceptional quality, these online degrees provide flexible options for students, most of whom are working adults, who want a University degree but who are constrained by career, family, or location; 94 students have graduated and have completed their degree online this year alone. UMC's Center for Adult Learning has grown online credit hours annually by more than 30 percent since fall of 2008. Roughly 30 percent of UMC's total undergraduate headcount now consists of online degree seekers.

Utilizing expertise in online learning and support of online students, the Crookston campus serves all campuses, colleges, and units of the University as the Digital Campus Calling Center. The Calling Center, operated through the Center for Adult Learning, is the gateway to online course offerings, degrees, and non-credit classes across the entire University system.

Diversity and Internationalization

A campuswide commitment to increasing diversity has led to a significant increase in student diversity as compared with ten and even five years ago and reinforces the goal of providing all students' global and multicultural experiences. In fall 2011, 11.1 percent of the undergraduate student body was made up of students of color (Figure 6-1).

Figure 6-1. Percent undergraduate students of color by fall term, Crookston campus, 2001-11
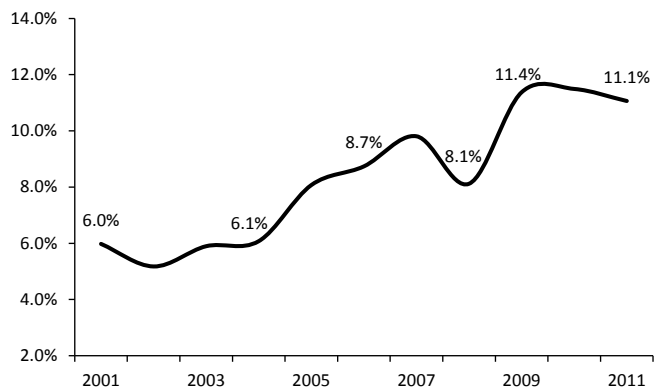
Source: Office of Institutional Research, University of Minnesota

A notable change in the student body involves the increase in international students on campus (Figure 6-2). With the commitment to internationalize across the University system, the Crookston campus has aggressively directed resources, curricular offerings, and community advantages to recruit quality international students to campus. Further, Crookston's increase in international students as a percentage of the total undergraduate population continues to be far above the average of the comparison group (Figure 6-2). In all, enrolled international students represented 32 countries in the fall of 2011.

Figure 6-2. Percent undergraduate international students by fall term, Crookston campus, 2001-11
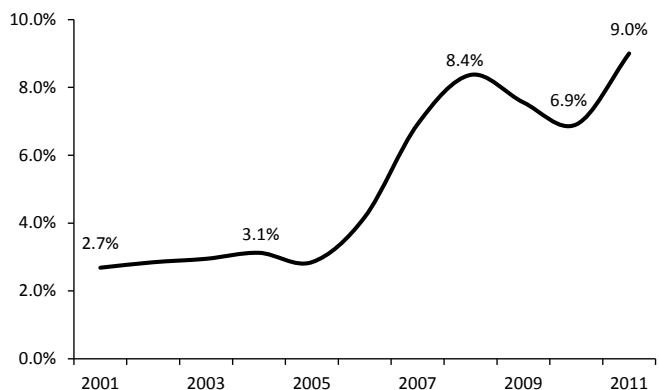
Source: Office of Institutional Research, University of Minnesota

The Crookston campus has established a campuswide Diversity Council to advise administration, the Office of Diversity Programs, and the Office of International Programs to improve and ensure campuswide support for diversity and inclusion. Plans are to fully implement it this coming academic year.

Academic departments strive for diversity among their faculty as evidenced by the Business Department with faculty from Canada, Egypt, Germany, Russia, and South Africa. Faculty are actively engaged in internationalizing the campus, including faculty-led student groups traveling to China, Norway, and France. Collaborative agreements with the French agriculture schools ESITPA of Rouen and VetAgroSup of Clermont Ferrand continue to expanded options. During the summer, faculty members teach courses in China and Korea. Several faculty members made presentations at the 2012 University of Minnesota Conference on Internationalizing the Campus and Curriculum, and Crookston faculty also took part in the University of Minnesota's 2011-12 Internationalizing Teaching and Learning Cohort Program. Additional work is under way on formal procedures for international course development and implementation along with strategies to expand faculty involvement in international activities. The Crookston campus saw its highest first-year retention rate, 74.2 percent, this past year (Figure 6-3). With a high percentage of first-generation college students, increasing first-year retention is an ongoing 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.

Prospective students who do not meet regular admission requirements are reviewed by the Admissions Committee and selectively admitted as part of a Conditional Admission (CA) program. A wide variety of statistical analyses have been performed related to the success of this group of students. One finding was that under the previous one-semester program, student retention to the second semester was good but retention to the third semester was substantially lower than for regularly admitted students. As a result, a new three-semester program for CA students was developed and implemented in fall 2010. As a result of this program, retention rates for CA students are now very similar to regularly admitted students. The new CA Program includes completion of an academic plan, extensive advising through the Academic Assistance Center, tutoring, and enrollment in the New Student Seminar. Levels of advising and support services are gradually reduced during the second and third semesters.

The strategies used to increase retention rates 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

Figure 6-3. First-, second-, and third-year retention rates for first-time, full-time undergraduate students, Crookston campus, 2000-10 cohorts

Source: Office of Institutional Research, University of Minnesota
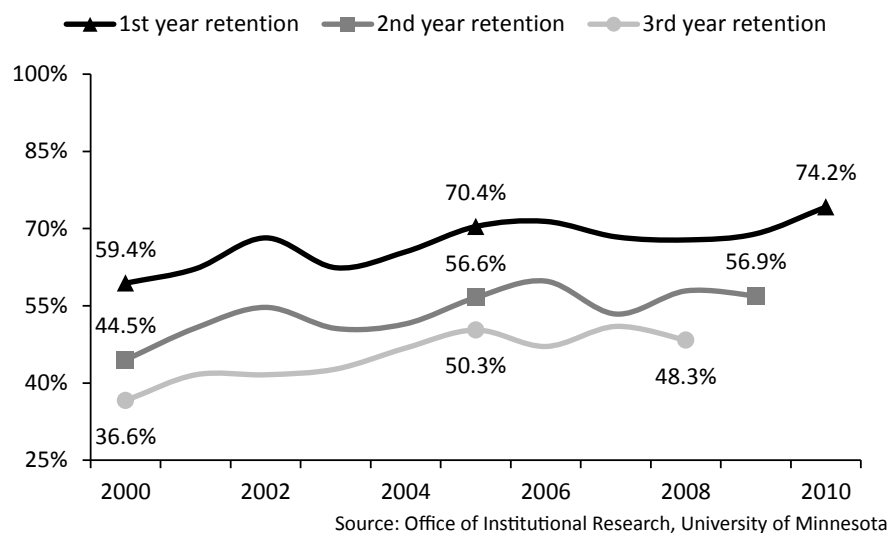
to graduate in a timely way. Access to online courses when scheduling assists in degree completion. When students are admitted, the goal of graduating in four years is discussed as an expectation.

Figure 6-4 illustrates the significant upward trends in four-, five-, and six-year graduation rates for all students. Over the past two years the Crookston campus has met and surpassed the 50 percent goal for five-year graduation rates and has neared both the four- and six-year goals set for 2012-14 graduates. Most notably, the six-year graduation rate among students of color (Table 6-4) has more than doubled and is nearing 50 percent as well, a marked improvement

Figure 6-4. Four-, five-, and six-year graduation rates of first-time, full-time undergraduate students, Crookston campus, classes matriculating in 1997-2007
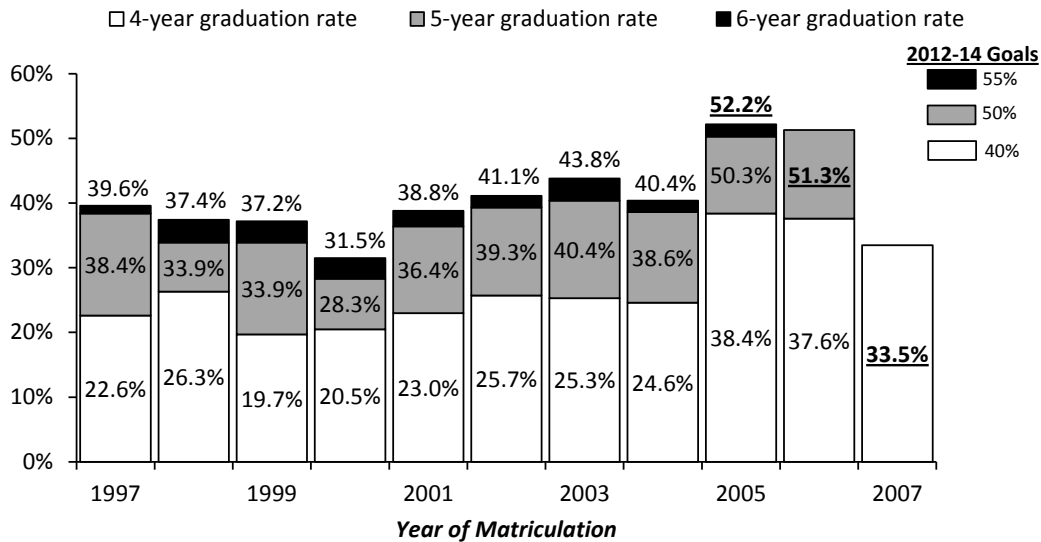
*Rates include graduates who transferred to another University of Minnesota campus. Graduation rates reported to the national database (IPEDS) includes only students who matriculated at and graduated from the same campus. As a result, the rates presented in the figure above are slightly higher than those reported to IPEDS.
Source: Office of Institutional Research, University of Minnesota

Table 6-4. Six-year undergraduate graduation rates sorted by 2004 All Student graduation rate, Crookston campus and comparison group institutions, classes matriculating in 1998 and 2004

|	All Students		Students of Color	
	1998	2004	1998	2004
U. of Minnesota - Morris	51.7%	65.8%	46.8%	56.1%
U. of Maine - Farmington	57.6%	58.6%	42.1%	71.4%
U. of Pittsburgh - Johnstown	62.8%	56.2%	38.5%	35.7%
U. of Wisconsin - River Falls	56.6%	54.9%	52.3%	36.8%
U. of Wisconsin - Stout	47.6%	53.2%	33.3%	37.3%
Delaware Valley College	43.8%	50.7%	33.3%	29.0%
Bemidji State U.	42.4%	50.2%	25.8%	30.8%
Northern State U.	46.6%	45.6%	20.0%	43.8%
Dakota State U.	46.2%	43.8%	0.0%	28.6%
U. of Minnesota - Crookston	**36.8%**	**36.9%**	**20.0%**	**46.7%**
Comparison Group	51.7%	54.1%	39.9%	40.4%

Source: Integrated Postsecondary Education Data System

from the significantly lower rate for students of color matriculating in 1998. While a thorough analysis to fully explain this particular improvement has not been completed, the increasing number of students of color enrolling (Figure 6-1) and thus creating a critical mass to better support each other and the admission of better academically prepared students across the board are two important contributing factors.

Further development of leadership opportunities for students is a priority. Building on a tradition to support leadership development, the campus launched two new organizations with a strong focus on leadership development in 2010-11, both of which continued to grow through 2011-12: a student Lions Club and Rotoract Club. The Honors Program completed its fourth year with the induction of 27 students into Alpha Lambda Delta, a prestigious national first-year honor society. Additionally, 28 students—roughly one-third of whom were students of color or international students—were inducted into the Crookston chapter of the National Society for Leadership and Success, and the Crookston Students in Free Enterprise (SIFE) team traveled to the 2012 Regional Competition in Minneapolis, where they were named regional champions for a 13th consecutive year. In athletics, the Crookston campus continued the NCAA CHAMPS/ Life Skills program, which supports student-athlete development initiatives of the NCAA and promotes student ownership of their academic, athletic, career, personal, and community responsibilities.

Responses by students who graduated by July 2011 to the most recent Student Experiences Survey conducted by the Office of Undergraduate Education showed the Crookston campus maintains favorable measures of satisfaction. Most notably, 79 percent of the respondents characterized the overall quality of the academic advising provided to them as either "excellent" or "very good," with an additional 12 percent characterizing it as "good." Similarly, 68 percent of these same respondents rated the overall quality of instruction they received at Crookston as either "excellent" or "very good," with that number rising to 95 percent when also including those who characterized it as "good."

Federal stimulus funds have helped to establish an **immersive visualization lab** at the Crookston campus in 2010, and it is one of only two in the Upper Midwest. The lab is leading-edge featuring technology that creates 3-D simulations with applications across many disciplines, including software engineering, physical and biological sciences, agriculture and natural resources, and homeland security. The second phase, completed in 2011, included the development of an instructional classroom facility with multiple projection options and a library and research lab. Currently in final planning is the third phase: the establishment of a team-oriented, hands-on collaborative **Geospatial Information Systems (GIS)** lab. The lab will include equipment such as surface computing workstations, multi-input large touchscreen displays, and computer servers to host a variety of specialized software and large data sets.

Goal: Breakthrough Research
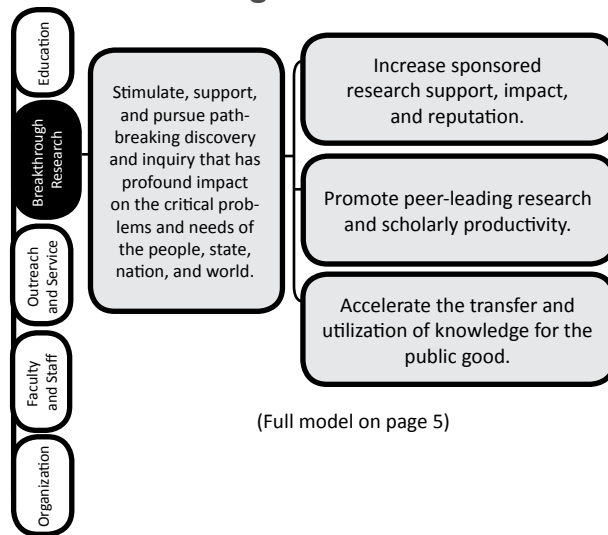
(Full model on page 5)

Crookston campus faculty continues to increase their research activity, including research on alternative fuels, alternative feeds for livestock, prairie ecosystems, low-maintenance athletic turf, threatened song birds, greenhouse gases, wetland plant restoration, plants to combat staph bacteria, homeland security evacuation planning, and several statewide entrepreneurship projects. Increased support for individual, interdisciplinary, and collaborative faculty research continues to be a campus priority, as does community and regional outreach (Table 6-5).

Table 6-5. External grants and contracts in thousands of dollars, Crookston campus, 2006-11

	Proposals	Proposal Amount	Awards	Award Amount	Sponsored Expenditures
2006	9	$1,177	4	$1,539	$1,022
2007	8	$1,412	5	$698	$984
2008	7	$1,279	6	$403	$625
2009	10	$666	7	$892	$839
2010	21	$6,043	14	$802	$797
2011	17	$4,582	12	$1,263	$569

Source: Business Affairs Office, University of Minnesota - Crookston

For the past few years, faculty members have had an opportunity to present their research to the campus community during Thursday Commons sessions held each semester. Students completing undergraduate research projects also present at these sessions. Additional presentations are planned for 2012-13.

Goal: Dynamic Outreach and Service
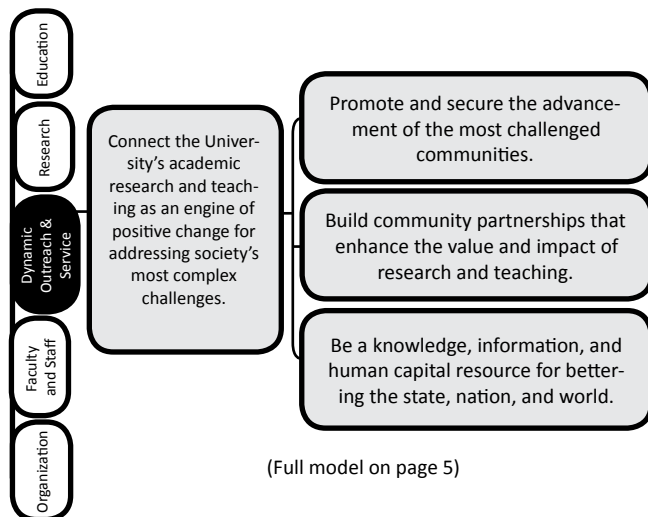
(Full model on page 5)

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

In the three years since the Crookston campus was designated by the U.S. Department of Commerce as the **Economic Development Administration (EDA) University Center for the State of Minnesota**, the Center has provided technical assistance to local, county, and regional economic development agencies in economically distressed areas throughout rural Minnesota. In 2011 this designation was renewed by the U.S. Department of Commerce through a five-year, $615,000 award. This new five-year award has allowed the EDA Center to establish a unique partnership with Extension to create the infrastructure for statewide technical assistance and support. Together with Extension, the EDA Center focuses on three priority areas:

1. Advancing Entrepreneurship in Rural Minnesota.
2. Cultivating a highly skilled rural workforce through the advancement of digital literacy and the adoption of digital technologies.
3. Providing technical assistance to local, regional, and tribal economic development agencies in economically distressed regions of Minnesota.

In the 2011-12 fiscal year, the EDA Center has worked on technical assistance projects in Willmar and Duluth, and with the White Earth Band of Ojibwe. Applied research projects are currently being conducted on the growth of second-stage companies in rural Minnesota; the adoption and utilization of digital technology among minority-owned businesses; and an evaluation of the IDEA Competition, an annual business idea competition in northwestern Minnesota.
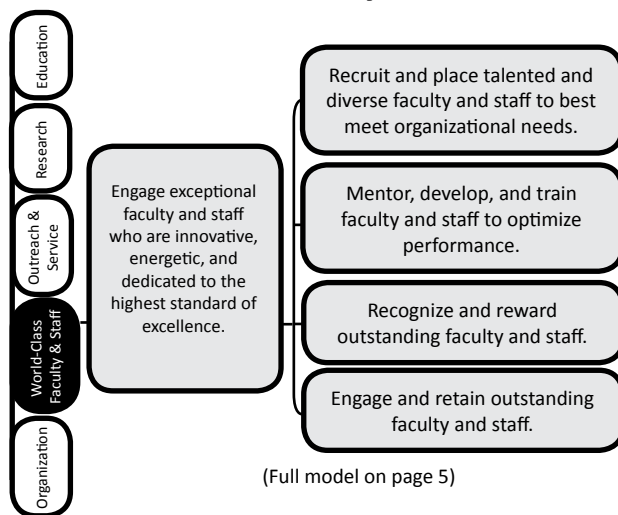
The **Center for Sustainability** serves as a clearinghouse for sustainability initiatives launched at the system level of the University and implemented locally as well as an integral hub for sustainability activities in the northwest region of the state. The center now provides a highly visible focal point on campus for discussions and seminars about the connections between academia and facilities as well as interdisciplinary opportunities. Significant also is the heightened awareness within the Crookston community as a result of campus sustainability initiatives, particularly the outreach activities of GreenCorps specialists coordinated by the center. The center's collaborations with Northwest Regional Sustainable Development Partnership have also been a key force in promoting sustainability relationships in the local community and region. Further, the director of the center has become a significant voice within the wildlife profession as to its connections to natural resource management at

the local levels, biofuels and wildlife relationships at regional scales, and applications of mitigation and adaptation strategies with regard to global climate change.

The **Center for Rural Entrepreneurial Studies (CRES)**, established on the Crookston campus in 2011 through federal appropriations of $550,000 administered through the U.S Department of Education, connects faculty and students with entrepreneurs and small businesses to work on projects that will share and apply expertise in business management, marketing, and the use of technology. One of the major projects over 2011-12 involved students and faculty in various marketing classes assisting farmers markets in northwestern Minnesota with marketing research, promotions and advertising, social media, and the development of an integrated marketing plan. This project also involved the Northwest Regional Sustainable Development Partnership (NWRSDP), based on the Crookston campus.

The Crookston campus was one of only five colleges in Minnesota named to the **2012 President's Higher Education Community Service Honor Roll with Distinction** by the Corporation for National and Community Service. This is the fourth time Crookston has made the honor roll and first time with distinction. In 2011, Crookston students tallied 59,683 hours of service through academic service-learning courses, club and individual community service, and community-based work study primarily through the America Reads Program, community service internships, and AmeriCorps.

Goal: World-Class Faculty and Staff

Education

Research

Outreach & Service

World-Class Faculty & Staff

Organization

Engage exceptional faculty and staff who are innovative, energetic, and dedicated to the highest standard of excellence.

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 outstanding faculty and staff.

Engage and retain outstanding faculty and staff.
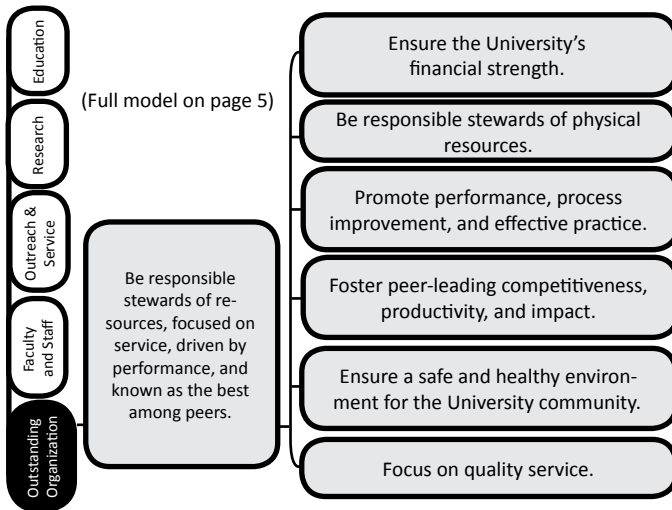
(Full model on page 5)

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

The importance of tenure-track positions is also key to Crookston's faculty. A combination of replacing retiring faculty and an investment in new faculty positions has resulted in six new tenure-track faculty and five additional new term faculty positions—all of whom will begin in the 2012-13 academic year. Of those 11 individuals, eight a hold Ph.D., two are actively working to complete a Ph.D., and the last holds a professional certification (CPA). Two current Crookston faculty members and two director-level staff members completed doctorates during the 2011-12 academic year, and two associate professors earned the rank of full professor.

Additionally, a number of new support staff in the areas of information technology, online learning, lab services, business affairs, financial aid, and residential life and security services have addressed audit concerns, served the increasing student body, and helped to improve the overall student experience.

6: Crookston Campus

Goal: Outstanding Organization

Education

Research

Outreach & Service

Faculty and Staff

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 physical resources.

Promote performance, process improvement, and effective practice.

Foster peer-leading competitiveness, productivity, and impact.

Ensure a safe and healthy environment for the University community.

Focus on quality service.

As an outstanding organization and a responsible steward of resources, the Crookston campus is focused on service, driven by performance, explores collaboration, both internal and external, and is recognized among peers. Major highlights in this arena include strategic planning, quality improvement, technical innovations, and partnerships.

Over the past year, the University of Minnesota, Crookston, has been the recipient of **several nationally recognized accolades**:

- Online undergraduate degree programs earned recognition from *The Best Colleges'* top 10 list of "Online Bachelor of Business Administration Degree Programs," SuperScholar's "25 Best Offering Online Degrees," and *U.S.News & World Report's* inaugural "Top Online Education Program Rankings."

- Crookston campus and its more traditional on-campus programs were ranked by *U.S. News & World Report* among the top three in the category "Top Public Regional Colleges" for a 14th consecutive year and were listed among the *Princeton Review's* "Best in the Midwest" category for a fifth year. *The Princeton Review* and *USA Today* collaboratively listed the Crookston campus among their "Best Value Colleges: 2012 Edition."

In 2010, the Crookston campus received approval from the Higher Learning Commission (HLC) to move from the PEAQ (Program to Evaluate and Advance Quality) accreditation process to the **AQIP (Academic Quality Improvement Program)** accreditation process.

AQIP is based on continued quality improvement processes and focuses on developing action projects to improve quality. The Crookston campus's application was accepted in 2010. In 2011 a team of eight administrators and faculty attended an AQIP Strategy Forum. Implementation of AQIP began in 2011 with three action projects focused on student retention and success, improving academic advising, and course quality assurance. Projects slated for 2012 include assessing UMC core competencies, developing support for transfer students, and program review process revisions.

The **2015 Campus Action Plan**, resulting from a year-long strategic planning process in 2010, is now finalized. Campus administration organized seven strategic positioning work groups made up of faculty, staff, and students. Work focused on athletics, curriculum, international programs, online programs, student services, technology, and sustainability and energy.

Established in 2010, the Curriculum Working Group of the Strategic Positioning Committee completed **extensive work evaluating each degree program** offered on the Crookston campus. The goal was to develop and maintain quality programs that support the mission of the campus and provide graduates with the education and skills to succeed. Evaluation criteria included whether the program: (1) has faculty leadership and support, (2) is correctly focused, (3) fits the needs of the region and beyond, and (4) attracts sustainable enrollment. As a result of this process, four programs were selected for strengthening and expanding with additional resources, 11 programs were to be maintained at current levels, four programs were to be continued with reduced support, and three programs were recommended to be phased out. Curriculum efficiencies were also explored.

Established in 2011, the **Regional Systemwide Council** now meets regularly to identify potential efficiencies and collaborations and to strengthen communication among the Crookston campus, the Northwest Research and Outreach Center, Crookston Regional Extension, the Northwest Regional Sustainable Development Partnership, and the Northwest Area Health Education Center. All units are located either on campus or

in Crookston. The work of this council has already resulted in collaborative community enrichment projects, sharing of expertise in teaching and service, joint programming, and financial efficiencies.

Looking Ahead

Moving forward requires strong and steady leadership, consistency in message and action, and long-term commitment to core values. Significant progress and growth have occurred since 2006, and broad dialogue continues to be a priority to ensure a shared expectation for continued 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 students, educators, and scientists, entrepreneurs and business builders, social service providers, community leaders, and all citizens.

Capital Investment Priorities

During the 2011-12 academic year and continuing into 2012, investments have been made in classroom renovations and classroom equipment such as chairs, presentation technologies, and the overall classroom environment, along with other program specific equipment—all with the intent to improve the teaching and learning environment. Investments are needed to assure the Crookston campus meets student expectations.

Additionally, a combination of HEAPR funds, stimulus dollars, funds from the University's central administration, and campus funds have been used for several facilities maintenance projects. Over the 2011-12 academic year these projects included replacing and upgrading the HVAC system in Dowell Hall, renovating to 1950s-era science labs in Hill Hall, reconstruction of the utilities tunnel from the Sports Center to Skyberg Hall, and fire service replacement and upgrades in the University Teaching and Outreach Center (UTOC). A list of facilities maintenance projects totaling just over $1 million is planned for 2012-13 utilizing HEAPR funds.

The Crookston campus continues to experience strong demand for on-campus housing. Recruitment and retention strategies as well as agreements with international partners have resulted in growth in the number of students with expectations of living on campus. A **new 144-bed residence hall**, approved by the Board of Regents and self-funded as an auxiliary, is currently under construction with completion and occupancy expected by January 2013.

Current recreational facilities at Crookston do not meet needs or expectations of the growing campus community. A new **recreation center** with additional gym and exercise areas is critical to campus strategies for recruitment and retention. This facility addition to the existing Sports Center is now listed on the University's Six-Year Capital Plan. The campus seeks private funds to cover one-third of the total estimated facility cost of $18 million with a request for state bonding to cover the balance.

A discussion of longer-term needs has centered on an additional **classroom and laboratory building** to support the increased demand for courses in the agricultural sciences, biological sciences, environmental sciences, health sciences, and natural resources.

Refined Core Priorities for 2015 and Beyond

Strategic planning over the past two years has focused on the University's aspirations for extraordinary education, breakthrough research, dynamic outreach and service, world-class faculty and staff, and outstanding organization. Crookston's core priorities have been refined:

- To provide students an outstanding academic experience.
- To engage students in an exemplary cocurricular experience.
- To promote engagement and collaboration among students, faculty, staff, and the community, region, state, and beyond.

6: Crookston Campus

Refer to the 2015 Campus Action Plan online for a more detailed outline (http://www3.crk.umn.edu/chancellors-office/strategic/index.html).

Priorities for 2012-13

- Continue implementation of the 2015 Campus Action Plan.
- Ensure the completion of several classroom renovations and updates.
- Obtain authorization from the Minnesota Board of Teaching to offer the Elementary Education Program recently approved by the Board of Regents and market this program to prospective students.
- Continue to explore and expand the relationship with the New Century Learning Consortium in support of online learning.
- Continue to explore collaborative opportunities and strengthen relationships with the NWROC, Extension, Regional Sustainable Development Partnerships, and Area Health Education Centers.
- Implement the campus Diversity Council under the direction of the newly hired director of diversity and multicultural programs.
- Ensure the financial viability of the campus during this period of declining state support.
- Support the transition of the new chancellor of the University of Minnesota, Crookston.
- Support the goals of the president of the University of Minnesota.

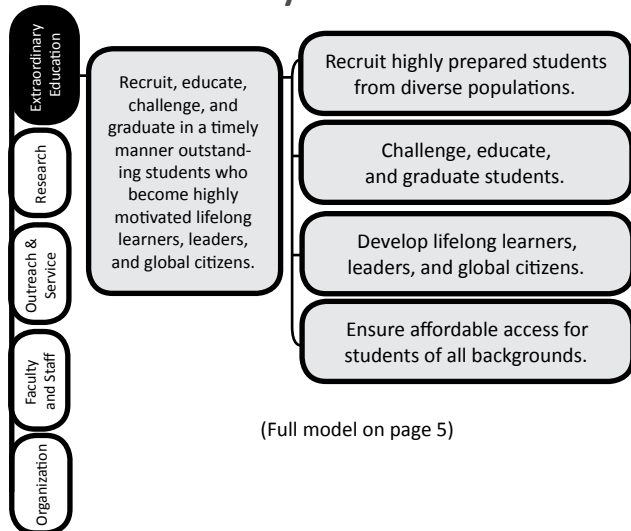# 7: UNIVERSITY OF MINNESOTA ROCHESTER CAMPUS

The University of Minnesota, Rochester (UMR) is the newest campus of the University of Minnesota. Founded in 2006, its mission emphasizes learning and development through personalized education in a technology-enhanced environment and serving as a conduit and catalyst for leveraging intellectual and economic resources in southeastern Minnesota. UMR is a niche-based campus that offers distinctive health sciences and biosciences education to prepare students for a broad spectrum of current and emerging careers, ranging from patient care to pure and applied research.

Through rigorous coursework, community-engaged learning, and research opportunities, students are challenged to find connections among disciplines, deepen their knowledge and understanding, and take charge of their own learning and development. Through its biomedical informatics graduate program, the Rochester campus is emerging as a facilitator for research collaborations across the state of Minnesota to advance knowledge in the field of biomedical research.

Rochester Campus at a Glance

Founded	**Student Enrollment (Fall 2011)**
2006	Undergraduate 257 (81%)
	Non-degree 16 (5%)
Campus Leadership	Graduate* 45 (14%)
Stephen Lehmkuhle, Chancellor	**Total** **318**

Campus Academic Programs

Health Professions
Health Sciences
Biomedical Informatics and Computational Biology*

Employees (Fall 2011)

Direct Academic Providers	33	(36%)
Fellows, Trainees, and Students in Academic Jobs	8	(9%)
Higher Education Mission Support	10	(11%)
Organizational Support	25	(27%)
University Leadership	15	(16%)
Total Employees	**91**	

Degrees/Majors Offered

1 baccalaureate degree offered in 2 academic programs
1 master's degrees offered in 1 academic program
1 doctoral degree available in 1 academic program
Non-credit continuing education programs

Campus Physical Size (2011)

Number of Buildings	3
Assignable Square Feet	154,638

Academic Partnerships

Adult Education/Human Resources
Business and Management
Clinical Laboratory Sciences
Education
Nursing
Occupational Therapy
Public Health
Science Engineering

Budget Expenditures (2011-12)

$12 million

* An all-University graduate program granted by the Twin Cities campus with the administrative home on the Rochester campus.

Goal: Extraordinary Education

(Full model on page 5)

The Rochester campus started its first program in fall 2008, the M.S. and Ph.D. in biomedical informatics and computational biology. This was followed in fall 2009 by its first undergraduate program, the B.S. in health sciences. In fall 2011, a second undergraduate program, the B.S. in health professions was added. The programmatic structures support diverse career paths in areas where job growth is expected to continue to grow over the long term.

The **Biomedical Informatics and Computational Biology (BICB)** graduate program is an all-University, interdisciplinary graduate program that meets statewide and national needs in a rapidly growing discipline. With its partners, the University of Minnesota, Twin Cities, the Hormel Institute, Mayo Clinic, Cray Inc., and IBM, it is unique in the country and serves as a model of collaboration across diverse organizations. The program creates interdisciplinary research opportunities for students and faculty within the University of Minnesota and across the participating institutions. The program attracts a wide range of students with clinical, industry, or academic backgrounds to study in M.S. or Ph.D. programs and take part in world class research at participating organizations. The graduate program is flexible to meet the needs of students who are full-time employees and seek to develop expertise in the informatics area to advance their careers. Furthermore, the program embeds entrepreneurship into the curriculum.

The **Bachelor of Science in Health Sciences (BSHS)** deploys a common curriculum designed by a team of faculty with disciplinary expertise across the physical and life sciences, humanities, social sciences, and mathematical sciences. The structure of the curriculum together with an affordable high touch, high tech learning experience is intended to generate a high four-year graduation rate. Faculty who teach in the BSHS are in a single academic unit regardless of discipline to facilitate integration across disciplines in education and research, as well as reduce administrative overhead costs. The BSHS leverages community resources to enhance learning through meaningful experiences relevant to the health sciences.

The **Bachelor of Science in Health Professions (BSHP)** is an educational collaboration between UMR and the Mayo School of Health Sciences. The program offers four different health care certificate programs under one program and awards a baccalaureate degree. Admission criteria common to all four tracks facilitate recruitment. Being a junior admitting program, it attracts transfer students from regional two-year and four-year colleges, in addition to UMR students.

Growing Academic Programs

Undergraduate Programs: The Rochester campus continues to grow the enrollments of academic programs. The newest program, the BSHP, enrolled 12 students in fall 2011 and admitted 24 students for fall 2012. Newly admitted BSHP students come primarily from UMR and Minnesota State Colleges and Universities (MnSCU). This program's target enrollment is approximately 100 students across the junior and senior years. New enrollments, including new transfer, in the BSHS grew steadily from 57 in fall 2009 to 126 in fall 2011. The BSHS first-year class will be increased by approximately 25 students each year until the goal of 250 first-year and new transfer students per year is reached. The target enrollment in the BSHS across all four years is 750 to 800 students.

UMR's undergraduate students are drawn primarily regionally. About 80 percent of the students come from Minnesota; an additional 15 percent come from Wisconsin, Iowa, North Dakota, and South Dakota. Table 7-1 lists enrollment by home location of undergraduate students in the BSHS and BSHP.

The Rochester campus strives to diversify its student body to reflect Minnesota's changing demographics whose younger population is becoming increasingly

Table 7-1. BSHS and BSHP student enrollment by home location, Rochester campus, fall 2009-11

	2009		2010		2011	
	Number	Percent	Number	Percent	Number	Percent
Olmsted county	13	22.8%	20	14.2%	49	19.1%
Six neighboring counties	12	21.1%	24	17.0%	37	14.4%
Seven-county Metro Area	10	17.5%	41	29.1%	73	28.4%
Other Minnesota	13	22.8%	29	20.6%	49	19.1%
Wisconsin	7	12.3%	15	10.6%	23	8.9%
Iowa	0	0.0%	5	3.5%	8	3.1%
South Dakota	2	3.5%	4	2.8%	5	1.9%
North Dakota	0	0.0%	1	0.7%	2	0.8%
Other States	0	0.0%	2	1.4%	9	3.5%
International	0	0.0%	0	0.0%	2	0.8%
TOTAL	**57**		**141**		**257**	

Source: Office of Institutional Research, University of Minnesota

diverse. While 17 percent of Minnesota's population is from diverse populations, about 25 percent of its school population, and about 30 percent of its pre-school population are from minority groups. Figure 7-1 lists the percentage of students of color for fall 2009-11 of new first-year student enrollment in UMR's undergraduate programs.

The composite ACT measures the preparedness of incoming first-year students, and this score has increased steadily during the first three years of recruitment, from an average of 23.8 in fall 2009 to 24.3 in fall 2011.

Figure 7-1. Percent first-time students of color, Rochester Campus, Fall 2009-2011
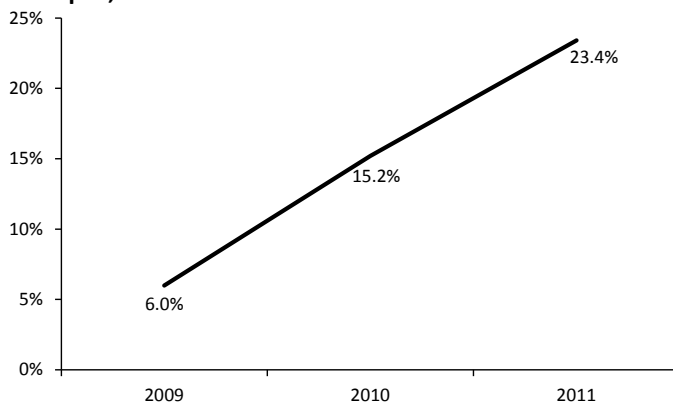
Source: Office of Institutional Research, University of Minnesota

Graduate Programs: Enrollment in the BICB graduate program has grown from six in fall 2008 to 45 in fall 2011. In fall 2011, 58 percent of the students pursued M.S. degrees and the remaining 42 percent Ph.D. degrees. The enrollment in the BICB graduate program is expected to stabilize at about 60 students over the next two or three years. Table 7-2 shows the enrollment in the BICB program together with demographic data.

More than 60 percent of BICB graduate students work full-time in the workplace. Many of the students come from partner organizations, in addition to other industries in the Twin Cities. Their goal is to build their skill set in a rapidly growing area of expertise to advance in their careers at their current place of employment. This predominance of working adults in the program is reflected in the age distribution of the graduate students. While only 35 percent of graduate students at the University of Minnesota are age 31 or above, 66 percent of graduate students in the BICB graduate program are age 31 or above. To meet the targeted career aspirations of students, the program is designed with flexible requirements that promote the personalized education that is a critical component of UMR's mission.

7: Rochester Campus

Table 7-2. Enrollment in the BICB graduate program, Rochester campus, fall 2009-11

	2008		2009		2010		2011	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Masters	3	50%	7	44%	16	55%	26	58%
Doctoral	3	50%	8	50%	13	45%	19	42%
Female	2	33%	6	38%	11	38%	12	27%
Male	3	50%	10	63%	18	62%	33	73%
International	3	50%	4	25%	7	24%	12	27%
Minority	1	17%	5	31%	9	31%	14	31%
Part-time (<6 cr)	3	50%	9	56%	15	52%	23	51%
Full-time	3	50%	7	44%	14	48%	22	49%
TOTAL ENROLLMENT	**6**		**16**		**29**		**45**	

Source: Office of Institutional Research, University of Minnesota

Finish in Four

The BSHS curriculum has intentional design features to promote a high four-year graduation rate. A common curriculum in the first two years with integrated career advising encourages students to explore a wide variety of careers without the need to adjust their planned course of study. Each BSHS student develops a fourth year capstone experience during the sophomore and junior year that targets their career aspirations. Capstone experiences are reviewed and approved by a faculty committee by the end of the junior year. They range from study abroad to research experiences at UMR and community partners, to minors and certificates, such as health informatics or cytotechnology. BSHS students consistently take a 15+ credit load to stay on track for four-year graduation which promotes a high four-year graduation rate (Table 7-3).

Table 7-3. Percent of enrollment by credit load of degree-seeking undergraduate students, Rochester campus, Spring 2010-12

	2010	2011	2012
Zero	0.0%	0.0%	<2%
Fewer than 6	0.0%	0.0%	<2%
6 - 11	0.0%	0.0%	<2%
12 - 14	10.2%	6.4%	15.7%
15 or more	89.8%	93.6%	82.3%

Source: Office of Institutional Research, University of Minnesota

Retention of first year students continues to increase as the curriculum stabilizes. Because UMR has only a single four-year degree program, the BSHS, UMR expects students to transfer to other colleges if their career aspirations become incompatible with the focus of the BSHS. Given this variable, UMR sets the first-year retention rate at 80 percent, and subsequent retention rates (as a percentage of first-year student enrollment) at 70 percent for sophomores and 60 percent for juniors. Already the second cohort of students came close to reaching the first-year retention goal (see Figure 7-2).

A key factor in the increasing retention rates, in addition to the stabilization of the curriculum and targeted recruitment of prospective students, is a model which utilizes student success coaches to provide academic and developmental advising to each BSHS student. A student remains with his or her success coach for their entire UMR academic career, and is required to communicate frequently with his or her coach throughout every semester. Coaches also meet regularly with faculty to gain information about students who are struggling. The success coach, along with faculty, can then deploy appropriate support resources to assist students in improving performance.

Community Engagement

UMR's location in the heart of downtown Rochester next to a major health care center and other

Figure 7-2. First-, second-, and third-year retention rates for first-time, full-time undergraduate students, Rochester campus, 2009 and 2010 cohorts
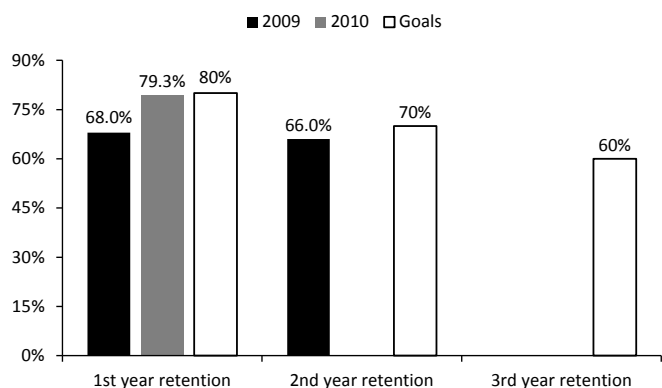
Source: Office of Institutional Research, University of Minnesota

community organizations offers a wide variety of community experiences to UMR students. UMR is building an "arc of community engagement" to fully utilize this unique setting. UMR students begin this arc with volunteer and work study experiences, followed by structured interactions with health care professionals as part of the BSHS curriculum. A service-learning course for juniors in the BSHS prepares students for their capstone experience, where students may conduct research or participate in internships in the community. During the 2011-12 academic year in the BSHS program, community professionals contributed to the learning environment at UMR in multiple ways: 34 professionals served on health sciences career panels or as guest speakers, 24 professionals participated in mock interviews, and 10 community organizations hosted on-site for learning experiences. In total, students learned from more than 100 community professionals throughout the year. UMR will continue to expand its interactions with the community in accordance with its mission to serve "as a conduit and catalyst for leveraging intellectual and economic resources in southeastern Minnesota." (Mission Statement of the University of Minnesota, Rochester)
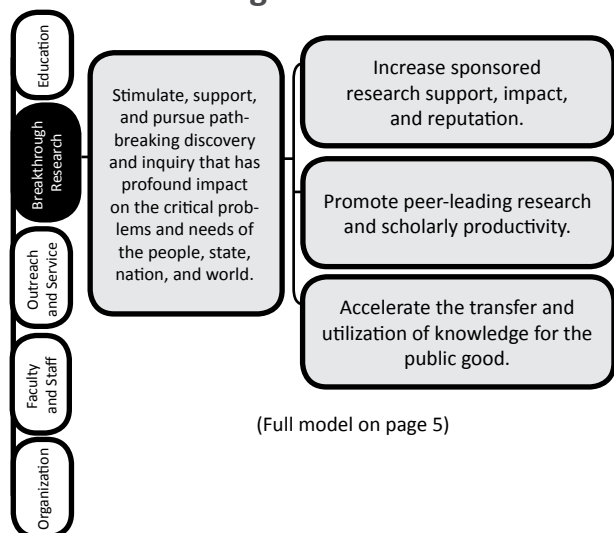
Building Partnerships

The University of Minnesota and Mayo Clinic entered into an agreement in 2008 to promote academic collaboration among the two institutions that will nurture and sustain educational initiatives. A Memorandum of Understanding (MOU) was signed in 2008 and renewed in 2011 by the president of the University of Minnesota and the CEO of Mayo Clinic to plan and implement effective collaborative education programs to serve the needs of the region and state of Minnesota. Following the 2008 agreement, the Education Collaboration Committee (ECC) with members from Mayo Clinic; University of Minnesota, Twin Cities; and University of Minnesota, Rochester, was established to serve as the approval body for educational proposals. Processes were established to facilitate new collaborations and to review existing ones.

UMR continues to make available eight academic programs from the Twin Cities and Duluth campuses to the Rochester community. These programs range from undergraduate programs to graduate certificates and master's degrees:

- Business administration
- Healthcare administration
- Clinical laboratory sciences
- Nursing
- Occupational therapy
- Public health
- Computer science
- Electrical engineering

In addition, the University of Minnesota's Department of Educational Policy and Administration offers, on the UMR campus, courses for various licensure programs, including director of community education, director of special education, K-12 principal, and superintendent.

Goal: Breakthrough Research

Education

Breakthrough Research

Outreach and Service

Faculty and Staff

Organization

Stimulate, support, and pursue path-breaking discovery and inquiry that has profound impact on the critical problems and needs of the people, state, nation, and world.

Increase sponsored research support, impact, and reputation.

Promote peer-leading research and scholarly productivity.

Accelerate the transfer and utilization of knowledge for the public good.

(Full model on page 5)

The Rochester campus continues to develop a research focus on scholarship of teaching and learning in the Center for Learning Innovation, and foster research collaborations among the partners in the biomedical informatics and computational biology graduate program. In addition, faculty on the Rochester campus pursue research in their areas of expertise, which has resulted in participation in NIH-sponsored research and state-funded research through the Minnesota Partnership for Biotechnology and Medical Genomics.

Research on Learning

The Center for Learning Innovation (CLI) is the academic home of faculty who teach in the B.S. in health sciences and whose primary research area is learning and assessment. UMR is building the infrastructure to enable data-driven research on learning through investments in iSEAL (intelligent System for Education, Assessment, and Learning). iSEAL is a curriculum development system that enables collection of longitudinal data on student learning that will serve as the basis for CLI faculty's research.

Research on learning is still in the early stages. To support the development of the collaborative research in the Center for Learning Innovation, the Rochester campus has worked closely with Twin Cities campus and systemwide offices e.g., the Center for Teaching and Learning, Organizational Effectiveness, the Libraries, and the Office of Information Technology, to deliver professional development opportunities to the Rochester campus. Early successes include the awarding of a grant from the Interdisciplinary

Studies of Writing (Center for Writing, University of Minnesota) to CLI faculty to support research on measuring the efficacy of an interdisciplinary writing-enriched curriculum.

Undergraduate Research

Developing the research skills of undergraduate students is an important aspect of the BSHS. BSHS students are exposed to research during the first year and participate in a research symposium by the end of their first year, where they present posters or presentations on an interdisciplinary research topic. In addition, UMR faculty provide independent study and research opportunities to BSHS undergraduate students. The number of students participating in research or independent studies is steadily increasing (Table 7-4).

Research continues to be an important component of the capstone experience, in particular for students who plan to continue in graduate or professional schools. About 30 percent of seniors plan to pursue research with UMR faculty, and another 30 percent have found research and internship opportunities either in the Rochester community or internationally.

Table 7-4. Number of students participating in Independent Study or Independent Research, Rochester campus, AY 2010-11 and AY 2011-12

	AY 10-11	AY 11-12
Independent Study	4	15
Independent Research	12	23

Source: University of Minnesota - Rochester

Research in Biomedical Informatics and Computational Biology

The Biomedical Informatics and Computational Biology (BICB) research and academic programs were established in 2007 as a result of legislative funding and support driven by the recommendations of the Governor of Minnesota's appointed Rochester Higher Education Development Committee (RHEDC). The program was approved by the Board of Regents in 2008.

The major objectives are:

- Establish world-class academic and research programs at the University of Minnesota, Rochester.

- Leverage the University of Minnesota's academic and research capabilities in partnership with IBM, Mayo Clinic, Hormel Institute, Cray Inc., and other industry leaders.

- Build academic and research programs that complement southeastern Minnesota's existing leadership roles in health sciences, biosciences, engineering, and technology.

- Create academic and research programs that provide applications to economic activities via innovation, translational research, and clinical experiences.

Initial investments of $2.8 million in the BICB research and academic programs catalyzed collaborations among faculty and scientists from the University of Minnesota, Mayo Clinic, and IBM, and were focused on seed grants ($1.8 million) and traineeships ($1 million). This initial investment funded nine seed grants and 15 traineeships, and resulted in over $6.5 million in research funding, including NSF career grants and non-federal funding, and 57 publications. An IBM SUR grant led to the MSI-UMR-BICB Computational Laboratory. One of the trainees received an IBM graduate fellowship in three consecutive competitions.

The Rochester campus, the administrative home of the BICB program, continues to invest in the graduate program through commitments to fund six fellowships per year for Ph.D. students. The current investment in BICB fellowships holds steady at about $250K to support six first- and second-year Ph.D. graduate students each year. This allows UMR to attract a small and highly competitive group of incoming Ph.D. students each year, as demonstrated by this year's award of a highly competitive NSF graduate research fellowship to a Rochester BICB graduate student.

Goal: Dynamic Outreach and Service
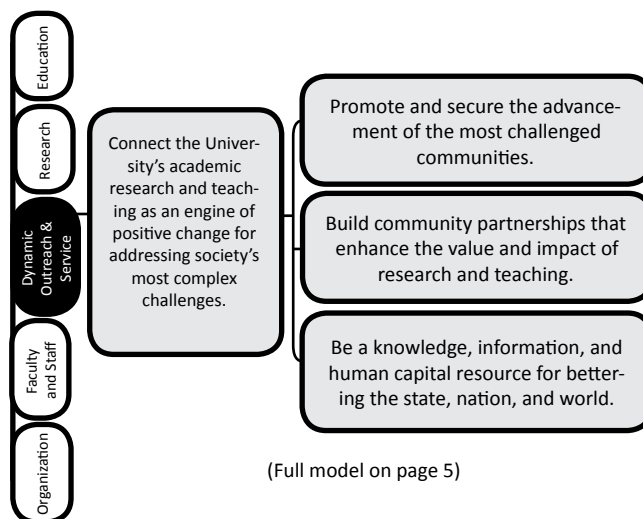
(Full model on page 5)

UMR Connects

The Rochester campus engages the Rochester community and visitors in a weekly speaker series entitled UMR CONNECTS. UMR CONNECTS is committed to supporting the University's overall mission of public engagement and outreach by fostering connections among the University, its students, and those who live in or visit the community.

UMR CONNECTS was launched on March 15, 2011. Since then, 60 sessions have been held with an average attendance of 35. UMR has reached over 2,100 attendees from the local, regional, national, and international communities. Speakers have participated from the Duluth and Twin Cities campuses and the Mayo Clinic, and have been joined by national and local experts. Past monthly themes have included Keeping Minnesota Strong, Celebrating National Military Month, Rochester History, Minnesota Authors, A Tribute to the 10th Anniversary of 9-11, Innovations for a Smarter Rochester, Patents & Innovative Research, Artfully Yours, and Silent Spring: Fifty Years Later. Upcoming monthly themes include Building Community through Music, Sports & Athletics, The Great Outdoors, Election 2012, Public Health, and 2012: Year in Review.

7: Rochester Campus

UMR Youth Camps

The Rochester campus offers three summer opportunities for area youth. They all consist of a week-long summer program, field trips, and guest speakers.

- The Computer Programming Camps/Workshops, offered in partnership with IBM, is in its 12th year. These workshops are designed for teens interested in exploring career options or learning more. IBM provides in-class volunteers, and a tour of IBM.

- The Creative Writing Camps/Workshops are in the third year. These workshops offer an educational and creative opportunity for students entering grades 7-12 to seek new challenges and artistic exploration through the study of creative writing.

- 2012 marks the inaugural year for the Youth STEM Activity Day. This is a collaboration with IBM, Science Museum of Minnesota, Bell Museum of Natural History, University of Minnesota Extension, local STEM educators, and other nonprofit organizations.

Building a Creative Economy

The Rochester campus has provided leadership in working with the local community to change the conversation about the arts and raise awareness about the importance of arts and creativity in economic development. This effort has come to be known as BACE (Building a Creative Economy). It began with facilitated round table discussions, forums and presentations, and focus group meetings with artists, executive directors of arts organizations, members of boards for arts organizations, and governmental, corporate, and business leaders. An initial outcome was a joint statement of commitment to a set of principles on building a creative economy signed by 27 arts organizations, the Rochester Chamber of Commerce, and the local economic development authority. These valuable dialogues established a common working vision that will anchor and shape the next BACE activities.

Build a Creative Rochester

The arts, business, medical, educational, and governmental sectors of the Rochester community have a shared responsibility to develop and sustain an ecosystem for the arts that manifests its identity and adapts with its growth and emerging needs to develop, attract, and retain creative talent and entrepreneurs that will expand its future economic base.

Several initiatives emerged from the dialogue. One is to build a new or reconfigured administrative structure for the arts that has the capacity to plan, assemble, and allocate resources in alignment with a community developed strategic plan for arts and culture. A task force was assembled and charged by the Arts Council to:

- Consider an organizational structure appropriate for Rochester.

- Connect Rochester's arts assets with health.

- Build capacity in the artist community. Efforts are underway to plan for the development of shared studios among artists and of web-based and people-based networking tools that connect independent artists to the right resources at the right time. These efforts are being led by the Rochester Area Foundation and by the Rochester Downtown Alliance.

- Sustain the arts organizations through a mechanism that adds value to their operations– improve the quality of their performances and products and enhance their financial sustainability. A value-added initiative, led by the Arts Council, is to develop an all- arts communication strategy that would engage and expand audiences, promote philanthropic support, and brand the arts in ways that promote overall contribution to Rochester.
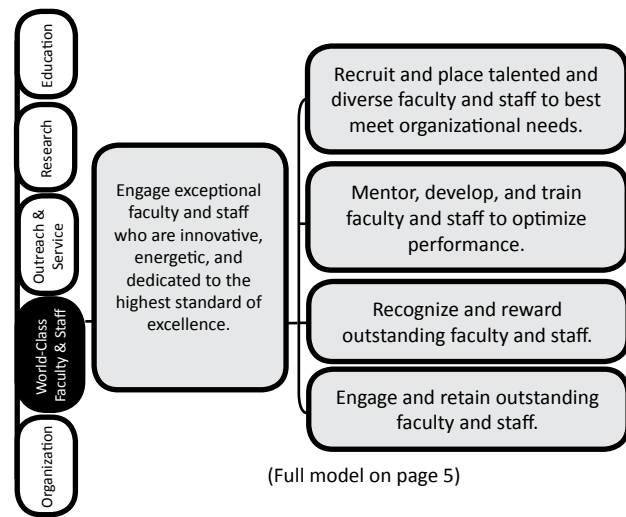
Ecosystem in Entrepreneurship

Entrepreneurship is an area of need identified by the Rochester Higher Education Development Committee report, a founding document for the Rochester campus. The UMR campus has been involved over the past four years in discussions with the local economic development authority and with a

consortium of business and corporate leaders, called the Southeast Champions, to examine the region's entrepreneurship needs and to identify UMR's role in meeting those needs. It was determined that UMR could best contribute by developing entrepreneurial talent in the region. Consequently, UMR conducted a regional study with a supporting grant from the Southern Minnesota Initiative Foundation on talent development in entrepreneurship. Based on this study, it was recommended that UMR could best serve the region's needs by building a visible ecosystem that enables budding entrepreneurs to connect with the right resources at the right time. To achieve this goal, UMR will raise the funds, build the partnerships among resource providers, and launch U.S. SourceLink in southeastern Minnesota.

U.S. SourceLink's mission is to match aspiring and existing entrepreneurs to needed resources by uniting existing business development programs into collaborative networks and by providing a reliable and visible source of business start-up and growth information. There are about 20 networks across the country, and that number continues to grow. U.S. SourceLink networks are made up of a variety of organizations that support small business development. Examples include small business development centers, women's business centers, SCORE chapters, microloan providers, incubators, angel networks, economic development corporations, and entrepreneur education and training programs offered by universities, community colleges, and entrepreneur-based organizations. The technology component of U.S. SourceLink is fully integrated with a Biz Trakker (tracks growth of a business), a resource navigator (directing entrepreneurs to the appropriate resource providers), and a calendar system that connects entrepreneurs with a full complement of educational and training opportunities.

UMR is currently fundraising to license and operate the U.S. SourceLink in southeastern Minnesota.

Goal: World-Class Faculty and Staff

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 outstanding faculty and staff.

Engage and retain outstanding faculty and staff.

Engage exceptional faculty and staff who are innovative, energetic, and dedicated to the highest standard of excellence.
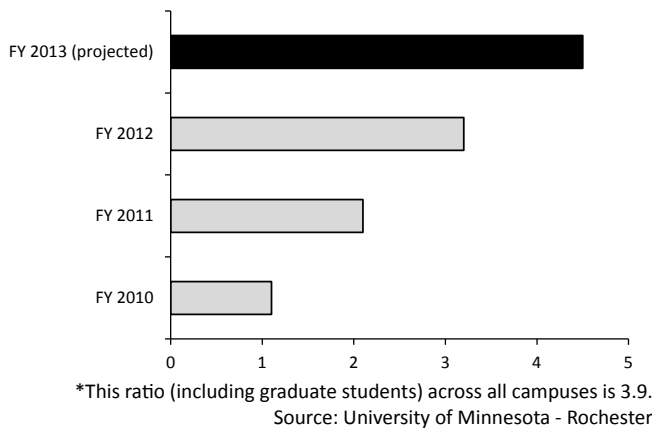
(Full model on page 5)

People

The single-most important investment in a new campus is in people. Growing the educational programs and the administrative support requires dedicated faculty and staff who are enthusiastic about implementing the mission of the institution. UMR's effectiveness in establishing an innovative university in less than five years has been based in part on developing an environment where talented and motivated staff are given an opportunity to actively participate in UMR's development. Staff ranging from room schedulers to classroom support technologists to software developers are engaged in projects that have directly impacted the development of UMR's programs and are active and contributing participants along with faculty in the development process. Similarly, staff in Student Affairs have developed a network of services to support students from their first inquiry into UMR until their completion of a degree. This includes an effective recruitment and admission process which attracts college-ready students regionally and evaluates prospective students holistically, including their interest in the field of health sciences, in order to identify the students with the highest likelihood of success at UMR.

The primary investment in building a four-year undergraduate degree program has been in faculty and staff to deliver the curriculum and in staff to provide student services. With close to 400 students expected in the BSHS in fall 2012, the faculty and staff to deliver
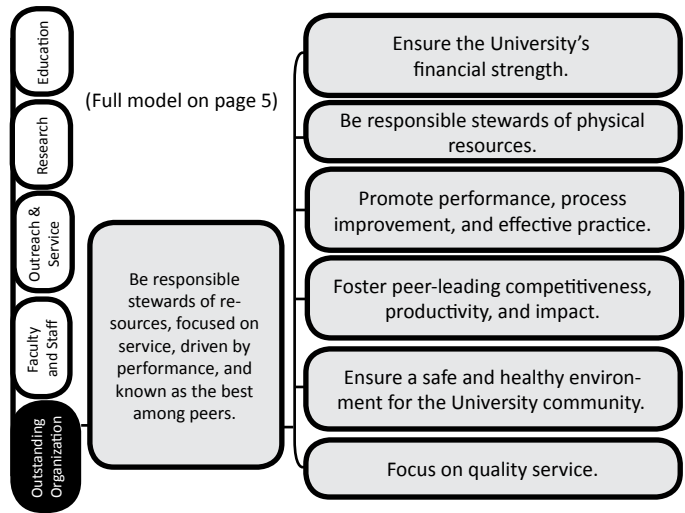
7: Rochester Campus

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the curriculum will grow to 11 tenure track faculty and 25.5 student-based faculty by fall 2012. During the initial growth phase, instructional expenditures exceeded tuition revenues as is expected when building a new campus. However, the ratio of enrolled student head count to employee head count (Figure 7-3) is increasing rapidly, indicating the increase in efficiency as the curriculum and the administrative processes stabilize.

Figure 7-3. Ratio of the enrolled undergraduate student head count to employee head count, Rochester campus, FY 2010-13*

*This ratio (including graduate students) across all campuses is 3.9.
Source: University of Minnesota - Rochester

Faculty and staff work collaboratively to design, implement, and deliver the curriculum. In addition, five student success coaches serve as the link between academic and student affairs. Their portfolio ranges from helping students navigate college, to academic advising, fostering student engagement, and providing professional development opportunities. A capstone coordinator oversees each student's final year experience, while faculty and student success coaches work to ensure meaningful experiences on campus and in the community or abroad. These efforts contribute to each student's individual career and personal goals.

Goal: Outstanding Organization

(Full model on page 5)

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 physical resources.

Promote performance, process improvement, and effective practice.

Foster peer-leading competitiveness, productivity, and impact.

Ensure a safe and healthy environment for the University community.

Focus on quality service.

To be responsible stewards of resources, UMR has developed sustainable partnerships that leverage the assets of the Rochester community and University of Minnesota system through sustainable partnerships.

Rochester City Sales Tax

The community is a strong advocate and supporter of public higher education. Currently, the City of Rochester has invested $11.3 million in infrastructure that supports UMR growth and development. Investments include more than $5.5 million in the development of facilities in the University Square Mall. Additionally, the city has invested approximately $5.8 million on behalf of UMR in a unique private/public partnership that has produced a nine-story multi-use facility in downtown Rochester. This facility supports UMR with learning laboratories, science laboratories, faculty offices, student activity space, and 239 beds of housing for UMR students. The City Council has voted to continue the support of UMR by allocating an additional $14 million of funding to UMR for facilities development if the City Sales Tax Reauthorization measure is approved by voters in the general election in November 2012.

Rochester Downtown Master Plan

The Rochester Downtown Master Plan (RDMP) is an initiative in which UMR along with the City of Rochester, Mayo Clinic, and other local entities jointly supported the creation of a long-range plan to guide the development of downtown Rochester. The plan focuses on providing the appropriate services and infrastructure to support UMR students and staff, Mayo Clinic patients and staff as well as the citizens of Rochester and more than 2 million visitors a year to the city. Many changes are taking place in downtown that directly relate to the passage and implementation of the RDMP. New housing developments in close proximity to the future UMR campus will add 72 units to the area that can potentially serve student needs. A new grocery store will open in downtown less than two blocks from the 318 Commons space, which will eventually house more than 230 UMR students. A new parking overlay ordinance has been accepted by the City Council and will make future downtown development more economically viable for investors and lead to a downtown ambience that will better suit students and visitors alike. Other changes like street improvements and utilities programs will continue to improve the development landscape in Rochester.

Off-Campus Work Study Employment

One of the most effective partnerships and cost pool utilization strategies met UMR's need to find work/study employment positions for its students. Unlike the other University of Minnesota campuses, traditional venues for student employment, (e.g., dining services, grounds keeping) are not available to UMR students. As the student population increased, Human Resources at UMR explored off-campus employment for work/study students and partnered with the Twin Cities campus's Office of Human Resources. This successful collaboration allowed UMR to engage with 12 community employers that met federal guidelines and provided 35 positions for UMR work/study students. UMR anticipates increased employment opportunities next academic year.

On-Campus Student Security Team

The Rochester campus began a Student Security Team by connecting with the Twin Cities campus Police Department. Its Security Monitor Program provided guidance, essential start-up information, and their employee handbook. The Rochester Fire and Police Departments provided emergency training at no cost, and a local security firm provided their employee training to the students at nominal cost. The student security monitor program provided employment to six UMR students who supplied coverage of the Student Life space for evening and weekend hours. This program was highly successful and allowed UMR students the opportunity to study and relax in a safe campus environment. It also provided leadership opportunities for the security students and proved to be a very cost effective way to increase the open hours of the campus. Expansion of the program to include additional building coverage is being considered for next year.

Student Utilization of Community Resources

Students on the UMR campus have the same needs as those at larger, more self-sufficient campuses. UMR has chosen to work with community partners to provide services such a recreation and fitness, health services, and parking/transportation, rather than developing these resources locally. Through careful management of the Student Services fee, UMR provides memberships to the Rochester Area Family Y to meet fitness needs and fun through an intramural sports program. Student members have access to the same facilities and services as community members, but at a significantly reduced rate. UMR also provides an on-campus student health service, staffed and managed by Olmsted Medical Center, to meet basic health and wellness needs of all students. UMR is currently exploring additional partnerships, including the utilization of the city public transit system. These partnerships have provided needed services for students, while also supporting local businesses and nonprofits in the community.

Cost Pool Utilization

UMR has implemented a strategic plan to leverage systemwide central resources whenever possible, and to develop relationships and working agreements with larger units when it makes sense to do so. By maintaining the ability to provide "front line" service to constituents (students, staff, faculty, community

7: Rochester Campus

members, others) and to make decisions in the best interest of the campus, duplicating processes can be avoided while still providing exceptional service. Key examples include utilizing the Twin Cities campus's Office of Student Finance to package and disperse financial aid for students, working with the Office of Disability Services to determine appropriate accommodations for students with disabilities, and partnering closely with the Office of Information Technology to provide technical capabilities. The Rochester campus continues to explore additional means for improving capacity and quality of service at UMR while maximizing investments the University has already made in people, processes, and resources.

APPENDIX A:
KEY DATA SOURCES AND WEB LINKS

Key Data Sources

Association of American Universities	www.aau.edu
Association of Research Libraries	www.arl.org
Association of University Technology Managers	www.autm.net
Institute of International Education	www.iie.org
National Center for Education Statistics	nces.ed.gov/ipeds
National Institutes of Health	www.nih.gov
National Research Council	www.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	www.umorepark.umn.edu
West Central Center at Morris	http://wcroc.cfans.umn.edu
Academic Health Center	www.health.umn.edu
Board of Regents	www.umn.edu/regents
Controller's Office	http://controller.umn.edu
Global Programs & Strategy Alliance	http://global.umn.edu
Minnesota Medical Foundation	www.mmf.umn.edu
Office for Academic Administration, University of Minnesota System	www.academic.umn.edu/system
Office for Public Engagement	www.engagement.umn.edu

University of Minnesota Links, Continued

Office for Student Affairs	www.osa.umn.edu
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.oir.umn.edu
Office of Oversight, Analysis, and Reporting	www.research.umn.edu/reo/oversight
Office of Planning and Analysis	www.planning.umn.edu
Office of the President	www.umn.edu/pres
Office of University Relations	www.umn.edu/urelate
Office of Vice President for Research	www.research.umn.edu
University Libraries	www.lib.umn.edu
University of Minnesota Alumni Association	www.minnesotaalumni.org
University of Minnesota Foundation	www.giving.umn.edu/foundation

APPENDIX B:
BOARD OF REGENTS

Honorable Linda Cohen, Chair

At-Large Representative
Elected in 2007
Term expires in 2013

Honorable David Larson, Vice Chair

Congressional District 3
Elected in 2005, 2011
Term expires in 2017

Honorable Clyde Allen

Congressional District 7
Elected in 2003, 2009
Term expires in 2015

Honorable Richard Beeson

Congressional District 4
Elected in 2009
Term expires in 2015

Honorable Laura Brod

At-Large Representative
Elected in 2011
Term expires in 2017

Honorable Thomas Devine

Congressional District 2
Elected in 2012
Term expires in 2017

Honorable John Frobenius

Congressional District 6
Elected in 2003, 2009
Term expires in 2015

Honorable Venora Hung

Congressional District 5
Elected in 2007
Term expires in 2013

Honorable Dean Johnson

At-Large Representative
Elected in 2007
Term expires in 2013

Honorable David McMillan

Congressional District 8
Elected in 2011
Term expires in 2017

Honorable Maureen Ramirez

At-Large Representative
Elected in 2007
Term expires in 2013

Honorable Patricia Simmons

Congressional District 1
Elected in 2003, 2009
Term Expires in 2015

Brian R. Steeves

Executive Director and Corporate Secretary
600 McNamara Alumni Center
200 Oak Street S.E.
University of Minnesota
Minneapolis, MN 55455-2020

APPENDIX C:
SENIOR LEADERSHIP

Eric W. Kaler   President

Karen Hanson   Senior Vice President for Academic Affairs and Provost

Robert J. Jones   Senior Vice President for Academic Administration,
                                  University of Minnesota System

Kathryn F. Brown   Vice President for Human Resources

Aaron L. Friedman   Vice President for Health Sciences and Dean of Medical School

Steve Goldstein   President and CEO of the UMN Foundation

Gail L. Klatt   Associate Vice President for Internal Audit

R. Timothy Mulcahy   Vice President for Research

Jason Rohloff   Special Assistant to the President
                                  for Government and Community Relations

Richard Pfutzenreuter   Vice President and Chief Financial Officer

Amy Phenix   Chief of Staff to the President

Mark B. Rotenberg   General Counsel

R. Scott Studham   Vice President and Chief Information Officer

Norwood Teague   Director of Intercollegiate Athletics

Pamela A. Wheelock   Vice President for University Services

Lendley Black   Chancellor, University of Minnesota, Duluth

Jacqueline Johnson   Chancellor, University of Minnesota, Morris

Stephen Lehmkuhle   Chancellor, University of Minnesota, Rochester

Fred E. Wood   Chancellor, University of Minnesota, Crookston

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research and discovery, teaching and learning, and outreach and public service.