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Practicing the Liberal Arts

2010 Self-study Report
Explore • Renew • Sustain • Lead



UNIVERSITY OF MINNESOTA
MORRIS

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Introduction and Response to Prior Review

0.1 Overview of the University of Minnesota Morris

The mission of the University of Minnesota, Morris (UMM) is to provide a high quality undergraduate liberal arts education to students from around the region, the nation, and the world. This mission has been at the core of the UMM campus since it opened its doors in 1960 and builds on the legacy of the previous educational institutions located here: the American Indian boarding school dating to the late 19th century and the agricultural boarding high school and experiment station of the first half of the 20th century.

Campus history

In the late 19th century, the first buildings on the current UMM site housed an American Indian boarding school operated by the Sisters of Mercy, an order of Roman Catholic nuns, and the federal government. The transfer of the buildings by Congress to the state of Minnesota mandated that qualified American Indian students be educated “free of charge for tuition” as long as there is an educational institution on the site (US Congress, Laws 1909, Chapter 184 and Minnesota statute, Laws 1961, c. 312 § 1). From 1910 through 1963, it was the site of the West Central School of Agriculture and Experiment Station. This University of Minnesota residential high school emphasized classes in home economics, business, industrial arts, and agriculture. The academic year was scheduled around the Minnesota growing season with classes beginning after the harvest in October and concluding in late March before planting. Throughout its history, 7,000 students attended the West Central School of Agriculture. In 1960, UMM admitted its first students as a co-educational, residential public liberal arts college—a campus of the University of Minnesota.

The 130-acre campus has grown to include 32 buildings (572,219 assignable square feet). More than 90 percent of first-year students live on campus, and roughly 50 percent of UMM students live on campus. Ninety-five percent of all students live within one mile of campus. The City of Morris has a population of approximately 5,100, including the student population, and is located 165 miles northwest of Minneapolis/St. Paul and 100 miles southeast of Fargo/Moorhead.

The mission of UMM as an undergraduate, residential liberal arts college remains distinctive within the University of Minnesota system. While it shares the University’s mission of teaching, research, and outreach, UMM is specifically and intentionally a small, undergraduate college where students play a major role in shaping their own education. As a public liberal arts college, UMM is deeply connected to its region and its people, and is committed to offering access to students from all economic, social, and cultural backgrounds.

UMM is governed by the Regents of the University of Minnesota who are elected by the state legislature. UMM has a chief executive officer, the chancellor, who reports to a senior vice president within the University of Minnesota system who oversees the four coordinate campuses of the University (Duluth, Crookston, Morris, and Rochester). UMM is subject to all University of Minnesota policies except those that are specifically designated as applying to only one campus.

UMM campus culture is characterized by an unwavering commitment to the liberal arts and to undergraduate learning and teaching, significant diversity (especially recognizing the campus’s American Indian heritage), an expectation of strong shared governance, the thoughtful integration of the curricular, co-curricular, and extracurricular aspects of the student experience, and service to the community.

UMM values students who exhibit high academic potential and high motivation, and who are hard working and self-starters; faculty members who excel as undergraduate teachers and successfully pursue a serious scholarly agenda, with measurable outcomes; and staff who provide essential contributions to the educational excellence of the institution.

The UMM Strategic Plan, adopted in fall 2006, builds on its reputation as a nationally ranked public liberal arts college and as a leader in environmental and sustainability issues. The student-centered goals of the plan build on the exceptionally high participation rates and success of students in: study abroad, research and creative activities (including publications and presentations), service learning, civic engagement, leadership experiences, co-curricular activities, and graduate and professional study.



In the last decade, the UMM community has advanced sustainable, environmentally friendly initiatives. Efforts have grown to levels of national leadership and touch nearly all aspects of campus life—power, food, water, transportation, waste stream infrastructure, academic study, and quality of life.

Governance

Shared governance is very active and highly inclusive at UMM. UMM's primary governance body, the Campus Assembly, includes more than 220 faculty, professional and administrative (P&A) employees, staff, and students. The campus also has numerous recurring and short-term committees that are deeply involved in virtually all policy decisions. UMM also has clearly defined representation in systemwide governance, most particularly on the University and Faculty Senates, as well as on University Senate committees.

Morris Campus At A Glance

Founded: 1959

Leadership: Chancellor Jacqueline Johnson

Divisions: Education, Humanities, Science and Mathematics, Social Sciences

Degree Offered: Bachelor of Arts

Academic Programs Offered: 33 majors, 8 pre-professional programs

Fall 2008 Enrollment: Undergraduate 1,510, Nondegree 97, Total 1,607

Degrees Awarded: (*FY08) Undergraduate 356

Faculty Size: (Fall 2008) Tenured/Tenure Track 101, Other Full-Time Faculty 7

Living Alumni: (FY08) 19,051 (graduates and non-grads)

Staff: (FY08) Civil Service/ Bargaining Unit 132, Professional and Administrative 115

Number of Buildings: 32 (572,219 assignable square feet)

Expenditures: (FY08) \$40,594,000
(*The fiscal year begins July 1 and ends June 30.)

Carnegie Foundation classification

UMM's Carnegie Foundation classification is A&S-F/NGC: arts & sciences focus, no graduate coexistence. This classification is given to institutions at which at least 80 percent of bachelor's degree majors were in the arts and sciences, and no graduate degrees were awarded in fields corresponding to undergraduate majors. Ninety-five institutions are currently rated as A&S-F/NGC. UMM is one of only five in that group that are rated "public." UMM is the only public liberal arts college in Minnesota and the only public liberal arts college, as defined by the Carnegie

Foundation classification, in the region (with the region defined as North Dakota, South Dakota, Illinois, Indiana, Iowa, Michigan, and Wisconsin). There are seven private liberal arts colleges, as defined by the Carnegie Foundation, in Minnesota and an additional 28 private liberal arts colleges in the region.

UMM offers the following majors:

American Indian studies
anthropology
art history
biology
chemistry
communication, media, and rhetoric
computer science
economics
elementary education
English
environmental science
environmental studies
European studies
French
gender, women, and sexuality studies
geology
German
history
Latin American area studies
liberal arts for the human services
management
mathematics
music
philosophy
physics
political science
psychology
social science
sociology
Spanish
statistics
studio art
theatre arts



Alternatively, students may choose to complete an area of concentration. This is an individualized, often interdisciplinary, group of courses that meets the requirements for a major. Examples of these individualized majors include: American studies, animal behavior, international studies, journalism, peace studies, and sports management.

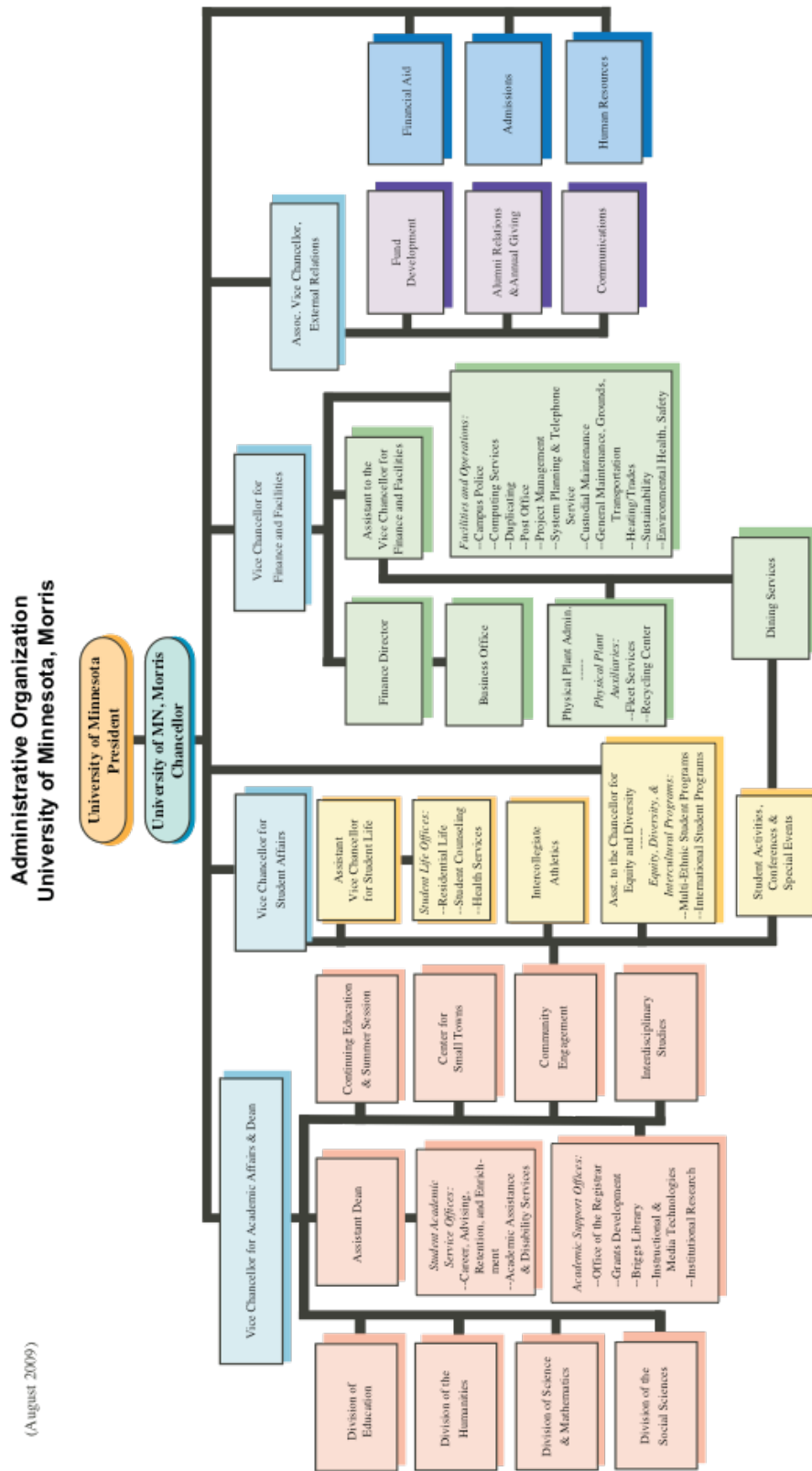
Students at UMM may also pursue licensure as a secondary school teacher in chemistry, communication arts and literature, earth and space science, French, general science, instrumental music, life science, mathematics, physics, social studies, Spanish, visual arts, and vocal music. Both secondary and elementary education programs are state and nationally accredited.

While UMM does not offer degrees in the following professional programs, it does offer preparatory coursework, either as the full program of the bachelor of arts degree or as preliminary courses:

- dentistry
- engineering
- law
- medicine
- pharmacy
- physical therapy
- veterinary medicine



Figure 0.1: Organization Structure



0.2 Significant Changes Since Last Review

Although UMM's core mission has not changed since the last self-study in 1999, substantial changes have occurred in nearly all aspects of UMM's activities. This section will delineate many of those changes in a brief way. Many of these changes are discussed in more detail in subsequent chapters of this report.

0.2.1 Academics

- Implemented the conversion from quarters to semesters starting in the fall of 1999. Careful advising work successfully helped students navigate through the transition.

- Established new majors in women's studies (2000), anthropology (2001), statistics (2001), American Indian studies (2007), environmental studies (2008), and environmental science (2009), and a new minor in African American studies (2003).

- Converted teacher education programs to an entirely new set of state licensure requirements.

- Established a Faculty Research Enhancement Fund in 2006 using funds from the Vice President for Research to support the scholarly work of the faculty.

- Carried out a Study Abroad Curriculum Integration project in 2003, in which all majors developed plans for students to be able to study abroad without losing time toward graduation.

- Campuswide student learning outcomes are currently being developed through the Curriculum Committee.

- Academic program reviews will be initiated in the 2009–10 academic year.

0.2.2 Student Experience

- Increased participation rates in study abroad. More than 33 percent of UMM students participated in study abroad in 2007–08, a 7.9 percent increase compared to 2002.

- Increased student engagement in undergraduate research. Just under 60 percent of UMM students participated in faculty-mentored undergraduate research or artistic production in 2007–08, an increase of 18 percent over the preceding year.

- Began an annual Undergraduate Research Symposium in 2001 to showcase independent research, creative activity and scholarship by students. Student presentations have increased from 34 in 2003 to 95 in 2009.

- Developed and implemented a campuswide academic alert system that provides real-time feedback, support and intervention for at-risk students while also creating a mechanism for multiple offices and programs on campus (including the Multi-Ethnic Student Program, athletics, and counseling) to coordinate their support efforts.

- Created the Academic Center for Enrichment (ACE) in 2008 to better align services and provide opportunities for all students to participate in activities to enrich academics, research, and outreach in a personally engaging community environment.

- Taken a more deliberate and supportive approach to national scholarship competitions, achieving two national scholarships in 2007–08, and three in 2008–09

- Moved from a NCAA Division II athletic conference to NCAA Division III in 2003 in order to offer student-athletes the opportunity to compete against programs with similar priorities.

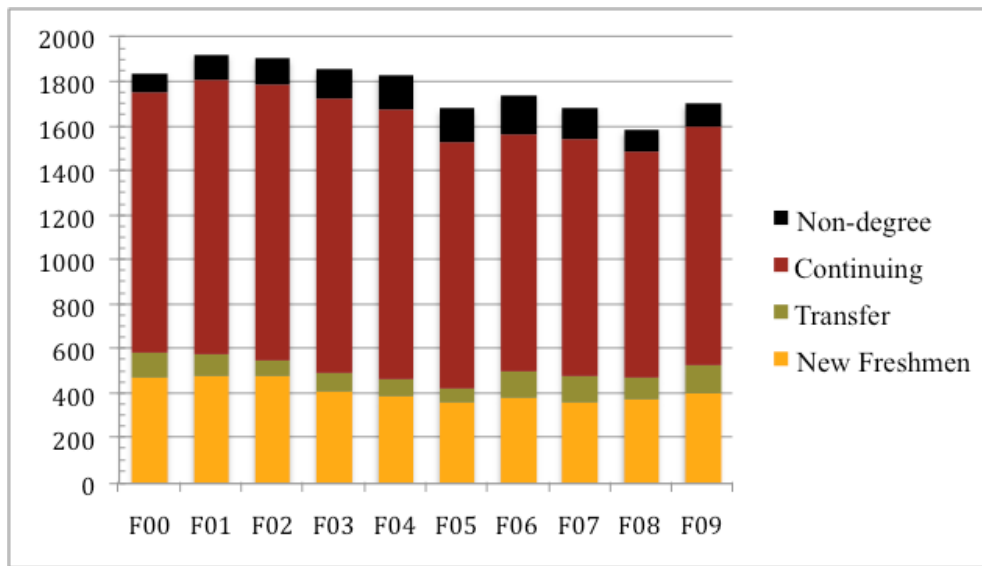
- Realigned sports programs to increase their appeal to larger numbers of students who are likely to graduate from UMM. Men's and women's wrestling were eliminated. Women's swimming and diving, men's soccer, men's cross country, and junior varsity soccer were added.

0.2.3 Enrollment

- The student headcount was 1,705 in fall 2009, down from 1,842 in fall 2000. The following graph shows headcount enrollments from fall 2000 through fall 2009. Degree-seeking students are subdivided into "Continuing", "Transfer", and "New Freshmen."



Figure 0.2: UMM Enrollment Headcount, Fall 2000 through Fall 2009



- Decreasing numbers of high school graduates in Minnesota, North Dakota, and South Dakota are a significant enrollment challenge for UMM (About 80 percent of UMM applicants are Minnesota residents and one-third of out-of-state applications are from residents of the Dakotas.)

- The University of Minnesota, Twin Cities has invested significant resources in the recruitment of high-ability students and has become a major competitor in student recruitment.

- Continued the legacy of high enrollment of American Indian students, which has doubled in a 12-year period, from 99 students in fall 1997 to 203 students in fall 2009. American Indian students now comprise 12 percent of UMM’s student body, compared to 1 percent in Minnesota and United States higher education.

- Added a new multicultural admissions counselor position in fall 2007 to enhance UMM’s ability to attract a more diverse student population.

- In line with strategic goals, increased the number of international students from 13 in fall 1999 to 72 in fall 2009.

- Implemented two new merit-based scholarship programs in fall 2007 in order to increase the quality of entering students.

0.2.4 Finance and Planning

- In 2005-06, UMM developed a strategic plan as part of the University of Minnesota’s effort to “Transform the U” into one of the top three public research institutions in the world. UMM’s planning effort was led by the Campus Resources and Planning Committee which consisted of 16 members with nearly equal representation of students, faculty, staff, and administrators. With the assistance of a consultant, the group engaged in various forums and venues to collect input from several hundred stakeholders. The resulting strategic plan was accepted by the Campus Assembly on October 24, 2006. The Strategic Plan will be discussed in Chapter 2.

- The University of Minnesota system has moved in the direction of responsibility-centered management principles. In FY07, the University of Minnesota deepened the attribution of revenues and costs to colleges and units and created cost pools to support non-revenue-generating units. As a distinct campus of the University, the change in the attribution of tuition at a time when UMM’s enrollment was declining led to significant financial challenges.

- In line with its Strategic Plan, in spring 2008, UMM began the process of reorganizing its area of finance and accounting, creating a vice chancellor level position of finance, facilities, and planning.



- In November 2008, with salary dollars provided by the University of Minnesota’s Office of Budget and Finance, UMM added a director of finance as another way of improving its ability to successfully manage resources and model for the future.

- Over the course of the past decade (and earlier), UMM has accumulated a deficit of \$4.7M. Working closely with University of Minnesota system officers, campus leaders have identified, segregated, authorized, and sequestered this debt (which currently is \$4.0M). A repayment plan is in place that will eliminate this deficit by FY16, and the campus is engaged in a series of efforts, discussed later in this report, to change its financial culture, to clarify and control its spending, to model for the future, and to better align resources with expenses.

- State appropriations to UMM have increased since 1999 but dropped significantly in FY04, dropped again in FY10, and are expected to drop again in FY11.

- UMM has carried out its first-ever market research and branding initiative using Lipman Hearne to better articulate and market UMM’s distinctiveness and unique positive features.

- In FY09, overall giving to UMM increased 25 percent as compared to a reduction of 8 percent across the University of Minnesota system.

- A new Campus Master Plan has been completed and is expected to be approved by the Board of Regents in February, 2010. This master plan makes recommendations in the areas of physical planning, historical preservation, sustainability, and technology.

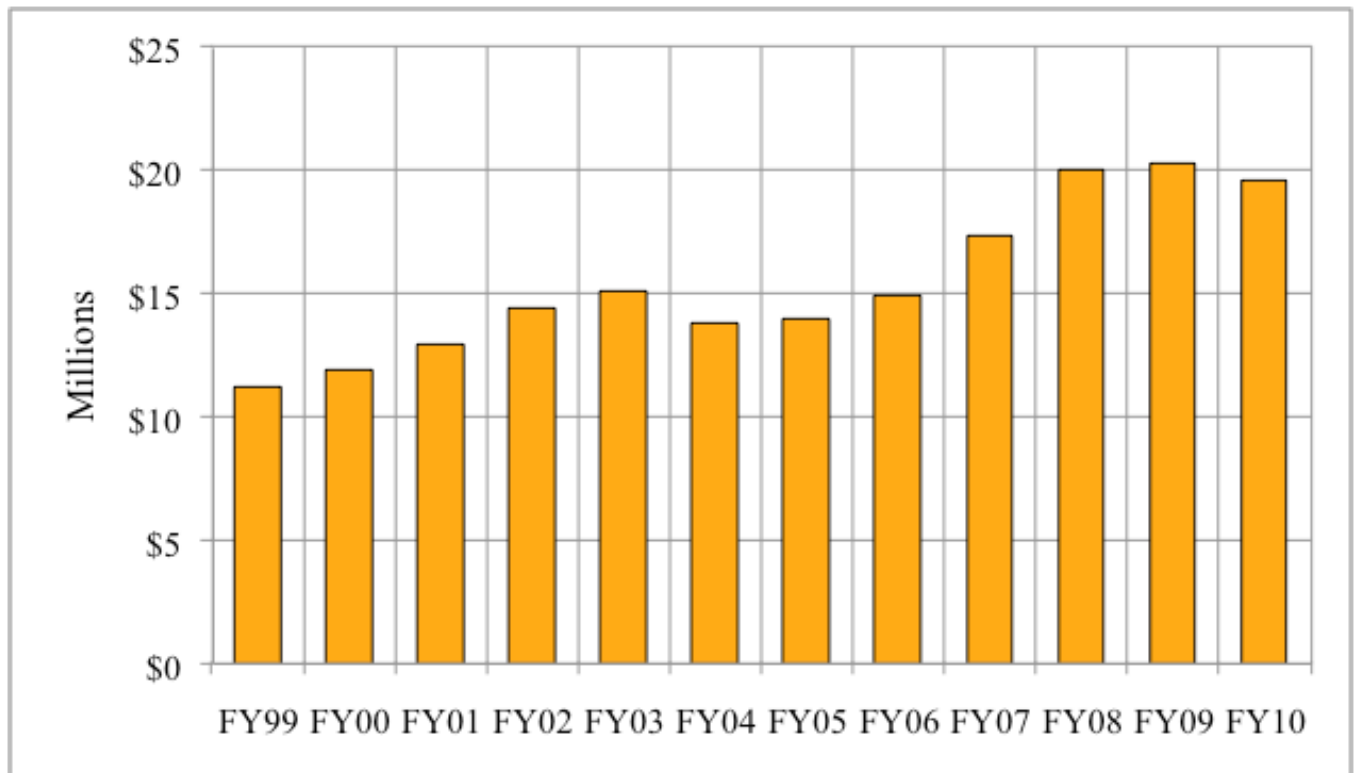


Figure 0.3: State Appropriations to UMM, FY99 through FY09, in millions of dollars.



0.2.5 Administrative Changes

Since 1999, the campus has seen significant changes in administrative personnel and structures.

- The position of chancellor is currently held by Jacqueline Johnson who arrived in 2006, succeeding Sam Schuman who served as chancellor from 1998 until 2006.
- The position of vice chancellor for academic affairs and dean is currently held by Cheryl Contant who arrived in 2008. The campus had multiple interim deans both before and after John Schwaller served as vice chancellor for academic affairs and dean from August 2001 through March 2006.
- The position of vice chancellor for finance and planning was created in 2008 and filled by Lowell Rasmussen, former associate vice chancellor for physical plant and master planning.
- The position of associate vice chancellor for enrollment was created in 2004 and filled by James Morales. Morales left UMM in May of 2009, and the decision was made not to refill the position.
- Other newly created administrative positions include an assistant to the chancellor for equity and diversity (2008), a director of communications (2005), and a major gifts officer (2007).
- Although the UMM chancellor continues to have a direct reporting line to the president, the position now reports to the senior vice president for system administration for day-to-day academic, operational, and management issues.

0.2.6 Physical Facilities

After a 25-year lull in construction and renovation, UMM succeeded in moving forward with a substantial number of building projects on campus in the past decade.

- Completed construction of a new science building wing in 2000 and the renovation of the original science building in 2002.
- Renovated Imholte Hall (formerly known as the Social Science building) in 2005–2006.

- Opened Big Cat Stadium, a joint-use football facility in partnership with the Morris Area School District, in fall 2006.

- Renovated Clayton A. Gay Hall, a residence hall built in 1966, in 2007 to create handicapped-accessible residential life office spaces and to provide new furnishings and carpet in all resident rooms and living areas.

- Made substantial progress toward energy self-sufficiency and a dramatically reduced carbon footprint through green campus initiatives including wind generation, biomass heating and cooling, and expanded use of green vehicles.

- Received designation of the campus [mall](#) as a historic preservation district by the National Register of Historic Places in 2003, recognizing the rich historical, cultural, and architectural heritage of the UMM campus.

- Renovation of the existing Community Services building into a Leadership in Energy and Environmental Design (LEED)-certified gateway to the campus is underway. The remodeled building will house the Offices of Admissions, External Relations, Continuing Education and Regional Programs, Community Engagement, and the Center for Small Towns.

- Formulated preliminary plans for a new Green Prairie Living and Learning Residence Hall.

- Completed a significant renovation of campus dining facilities in summer 2009 to offer a contemporary student dining experience.

0.2.7 Community Partnerships

UMM's strong ties to the local community are rooted in local citizens active and effective lobbying in the late 1950s to create a liberal arts college on the Morris campus. During the past two decades, students, faculty, staff, and community partners have built on this legacy with creative vision, deepened connections, and intentional planning. Today, an expanding Web of campus-community partnerships enriches virtually every aspect of campus life, forming a living and learning laboratory.

- UMM is a founding member of [Pride of the Prairie](#), a collaborative effort formed in 2001 to promote the production and use of locally grown food and to develop a regional food system in western Minnesota.

- The [Regional Fitness Center](#) (RFC) opened in 1999 and continues as a successful cooperative effort between the campus and the [Morris Area School District](#), the [City of Morris](#), [Stevens County](#), and area businesses, organizations and residents. The facility is governed by a board of directors with representatives from the city council, the county commissioners, the school board, and from UMM.

- UMM joined with the Morris Area School District to build [Big Cat Stadium](#), a joint-use football facility.

- The Green Prairie Alliance—a local collaboration that includes UMM, the United States Department of Agriculture North Central Soil Conservation Research Lab, and the University of Minnesota West Central Research and Outreach Center—is working to make Morris a destination for the people who want to learn more about a future that will be less dependent on foreign and nonrenewable sources of energy.

- The [Center for Small Towns](#) (CST) at UMM has partnered with the City of Morris and Morris area schools to enhance planning and visioning activities leading to various outcomes including mentorship programs, park development, and a \$400,000 grant from Housing and Urban Development through the Community Outreach Partnership Centers (COPC) program. In 2006, CST and the City of Morris were jointly awarded the [Carter Partnership Award](#) for Campus-Community Collaboration.

- UMM's academic course based [Service learning](#) program utilizes community partnerships to meet course goals, address community needs, and support students growth as thoughtful citizens and leaders. Two Learn and Serve America grants in 2000 and 2003 supported the programs' development. Today, the program engages a majority of UMM students with multidisciplinary, multi-class projects that address compelling community needs and advance campus priorities through five initiatives: Arts and Cultural Opportunities, Elder Partnerships, Youth Partnerships, Sustainable Living and Social Responsibility.

- Based on strong student interest a Civic Engagement Floor was established in 2007–08 as one of UMM's first Residential Life theme floors. The floor unites first-year students who want to make a difference in their new community. Supported by the Office of Community Engagement, the floor builds on long-time UMM community service and volunteer efforts.

0.2.8 Summary of 2009 Reorganization

As a result of a growing deficit in the state of Minnesota's budget, all units of the University of Minnesota, including UMM, were required to un-allocate funds in FY09. (For UMM, this amounted to approximately \$350,000). In addition, UMM, like other campuses and units within the University system, was required to model budget cuts in the amount of 5–8 percent across the FY10 and FY11 biennium. These cuts were to be front-loaded in the first year. For UMM, this amounted to approximately \$1.6–\$2.0M. Officers at UMM were already engaged in the process of addressing deficit spending which had accumulated over the course of many years, and this budget reduction directive from central administration added to that challenge.

In the past twelve months, UMM has implemented two significant actions related to these issues:

- A previously unauthorized deficit has now been authorized, identified, segregated, and sequestered and will be eliminated in FY16.

- In order to address its financial challenges, UMM undertook a major reorganization in spring 2009. This reorganization was led by the chancellor, involved consultation with vice chancellors, division chairs, and governance leaders of the major standing committees of campus governance. Information was communicated and ideas and feedback were solicited in a series of meetings: two budget summits that involved the leadership group described above; community meetings and committee meetings that were primarily for information and feedback purposes; and electronic communications to the campus from the chancellor. Although the reorganization involved the process described above, the chancellor assumes final responsibility for the decisions that were made.

Improving efficiency and effectiveness

The outcome of this work resulted in a series of measures intended to reduce costs and redundancy and intended to improve efficiency and effectiveness. A set of guiding principles shaped the decisions and was communicated by the chancellor to the campus community in advance of decision-making. During this process, several campus offices were combined; one office was discontinued pending review of its mission and purpose; and other offices were significantly reconfigured.

Several tenure track positions were not filled in the last two years, and the number of tenured faculty lines has changed from 108 in 2006 to 104 in 2009. Reductions



were also made in part-time faculty members during this same time period, and the chancellor's leadership team has been reduced from six to four members. The University of Minnesota system finance office has provided significant support to UMM during this time period, providing salary dollars to support a finance director for three years and providing a system consultant to support UMM in its budget modeling and financial planning efforts.

The steps described above resulted in salary savings of more than \$1M, but also created an environment of disruption and unexpected change for many community members. Each of the new units created in this reorganization has been asked to develop a mission statement, to establish benchmarks related to major goals and objectives, and to name outcomes anticipated in the short and long term. The conversation about financial stability continues both at UMM and within the broader University of Minnesota system, as the state of Minnesota's budget continues to show significant deficits as we move into the next biennial budget process (FY12 and FY13).



0.3 Accreditation History

The University of Minnesota Board of Regents established UMM as a four-year, residential, liberal arts campus in 1959, and UMM's doors opened in 1960. The institution was initially accredited in 1970 and was reaccredited in 1980, 1990, and 2000. The peer evaluation

team that visited UMM in 2000 recommended a progress report due July 1, 2005. That progress report was filed and the Commission required another progress report on or before November 1, 2007. The second progress report was filed and was accepted by the Commission.

0.4 Thoroughness of the Self-Study Process

A self-study steering committee, comprised of 10 faculty, staff, and administrators, was appointed in November 2007.

Members of the Steering Committee are:

Barbara Burke, associate professor of communication, media, and rhetoric
Cheryl Contant, vice chancellor for academic affairs and dean (2008-10)
LeAnn Dean, director, Rodney A. Briggs Library
Roland Guyotte, interim vice chancellor for academic affairs and dean (2007-08)
Jacqueline Johnson, chancellor
Michael Korth, chair, Division of Science and Mathematics (chair of Steering Committee)
Pareena Lawrence, chair, Division of the Social Sciences
Sandy Olson-Loy, vice chancellor for student affairs
Tom McRoberts, director, continuing education and regional programs
Jeff Ratliff-Crain, professor of psychology
Gwen Rudney, chair, Division of Education

After several meetings, the steering committee recommended pursuing the special emphasis approach because it would potentially result in a self-study that is more interesting and meaningful to members of the campus community. This recommendation and a brief description of the proposed theme "Practicing the Liberal Arts: Explore • Renew • Sustain • Lead" was taken to several campus groups and committees for discussion and reaction in early December 2007. Groups consulted were: the Campus Resources and Planning Committee (December 4), the division chairs (December 5), the Curriculum Committee (December 10), the vice chancellors, and the Campus Consultative Committee (December 14). After receiving feedback from these groups in support of this direction,

the steering committee went to work developing the special emphasis theme. On February 27, 2008, an outline of the proposed special emphasis self-study process was presented to the Campus Assembly, comprised of more than 220 faculty, staff, administrators, and students. On March 25, 2008, the Campus Assembly endorsed the theme.

In fall 2008, five subcommittees were appointed to evaluate how well UMM successfully encourages the practicing of the liberal arts and to study how well UMM fulfills the five accreditation criteria. Members of the five subcommittees were:

Subcommittee #1 Mission and Integrity:

Leslie Meek (chair), professor of psychology
Nancy Carpenter, professor of chemistry
Janet Ericksen, chair, Division of the Humanities
Jacqueline Johnson, chancellor
Kathy Julik-Heine, student
Jane Kill, executive office and administrative specialist, Student Counseling
Judy Korn, public relations representative

Subcommittee #2 Preparing for the Future:

Pareena Lawrence (co-chair), chair, Division of the Social Sciences
Gwen Rudney (co-chair), professor of education
Sarah Buchanan, associate professor of French
Tom Mahoney, director of grants development
James Morales, associate vice chancellor for enrollment management
Paula O'Loughlin, associate professor of political Science
Lowell Rasmussen, vice chancellor for finance and facilities
Peter Wyckoff, associate professor of biology



Subcommittee #3 Student Learning and

Effective Teaching:

Barry McQuarrie (chair), associate professor of mathematics
Brenda Boever, coordinator, advising
Lori Kurpiers, principal office and administrative specialist, Office of the Registrar
Barbara Burke, associate professor of communication, media, and rhetoric
Cheryl Contant, vice chancellor for academic affairs and dean
LeAnn Dean, director, Rodney A. Briggs Library
Hilda Ladner, assistant to the chancellor for equity and diversity
Jeff Ratliff-Crain, professor of psychology
Pam Solvie, associate professor of education
Jim Togeas, professor of chemistry

Subcommittee #4 Acquisition, Discovery, and Application of Knowledge:

Jenny Nellis (chair), professor of studio art

Steve Burks, associate professor of economics
Jim Cotter, professor of geology
Carol Marxen, associate professor of Education
Ted Pappenfus, associate professor of Chemistry
Tom McRoberts, director, Continuing Education and Regional Programs

Subcommittee #5 Engagement and Service:

Judy Kuechle (chair), chair, Division of Education
David Fluegel, community program specialist, Center for Small Towns
Argie Manolis, coordinator, Service Learning Program and instructor of English
Carol McCannon, associate administrator, Student Activities
Sandy Olson-Loy, vice chancellor for student affairs
Julie Pelletier, assistant professor of anthropology
Judy Riley, communications coordinator, University Relations
Engin Sungur, professor of statistics

0.5 Response to Concerns of the 2000 Site Visit Report

The team that visited UMM in 2000 listed five concerns in its report.

Concern I. “Beyond the number of students of color, the campus climate in and out of the classroom, is not enhancing diversity.”

(Also on page I3, the report stated, “The institution should focus additional attention on the campus climate around this issue, both in and outside of the classroom” and “The institution should attempt to move from access to satisfaction as it relates to students of color.”)

UMM took several steps to understand and address this concern.

Assistant to the chancellor for equity and diversity

In May 2001, the Multicultural Task Force appointed by the chancellor examined the issues of developing a coordinated multicultural curriculum and recruiting and retaining faculty and staff of color. That task force stated that if progress were to be made with regard to such matters, it would be necessary to establish a position of leadership at a high level of the campus’s structure. Consequently, the task force recommended that UMM create a new full-time

position of assistant vice chancellor of multicultural affairs. While such a position was not created at that time, this recommendation was part of the rationale for the creation of the assistant to the chancellor for equity and diversity in 2008.

An inclusive and equitable campus

In the 2003–04 academic year, Vice Chancellor and Dean John Schwaller appointed a task force to discuss issues relating to the classroom climate for students of color and to develop a program addressing these issues that will involve faculty development opportunities and programs for students of color and the larger campus community. The task force proposed that the 2004 Fall Faculty Retreat address issues of classroom climate for students of color. As a result, the fall 2004 retreat dealt with themes of equity, diversity, and the UMM campus climate. One important outcome that emerged from that retreat was the need for ongoing professional development opportunities for members of the campus community interested in working towards an inclusive and equitable campus. The task force also recommended that language be inserted into the campus mission statement in support of these goals. In 2005, the mission statement was altered in response to that request.



Multicultural Student Leadership Retreat

The annual Multicultural Student Leadership Retreat has grown to involve approximately 70 students, staff, and faculty each year. This program provides an atmosphere that encourages concentrated learning and deep discussions about human difference. Participants often return with increased enthusiasm and a heightened awareness of diversity issues on campus. They use each other as resources as they make efforts to step out of their “comfort zones” and make changes on campus. Past participants have created a documentary about campus race relations, made efforts to start a new student organization, attended meetings of other student organizations, worked on collaborative projects, written articles, and encouraged their peers to see the many facets of diversity. The quality of the program and the impact it has had on the campus has given the retreat a reputation for being worthwhile and even life changing. With the program now in its second decade, leaders are exploring ways to bring this in-depth experience to a larger portion of the student body.

Gateway Program

UMM’s Gateway Program is a four-week, late-summer transition program which includes a four-credit umbrella course that covers the areas of mathematics, English and computer science. In addition, students in the program participate in workshops, seminars, and recreational/athletic activities. The program aims to not only in motivating students to succeed at UMM but also to give students an understanding of the level of work expected in college. The success of the Gateway program in improving retention of students of color is discussed in section 3.3.12.

Louis Stokes Alliances for Minority Participation

UMM is part of a statewide alliance of 16 colleges and universities led by the University of Minnesota, Twin Cities, along with the Science Museum of Minnesota and the Minnesota High Tech Association that received a five-year \$2.45 million grant in 2007 from the National Science Foundation (NSF) to participate in NSF’s Louis Stokes Alliances for Minority Participation program (LSAMP). The primary goal of the Minnesota alliance is to double the number of baccalaureate degrees earned by minority groups that are historically under-represented in science, technology, engineering and mathematics. The initiatives will include community building conferences, programs to help students bridge from high school to college and university programs, peer-to-peer learning, undergraduate research opportunities, industry internships and professional development, and college prep science and engineering courses in high schools.

STEM Talent Expansion Program

In 2007, UMM was awarded a \$395,082 grant by the National Science Foundation Division of Undergraduate Education (NSF-DUE) as part of the STEM Talent Expansion Program (STEP). The project, titled “An Initiative to Encourage the Participation of Native Americans in the Sciences”, is specifically designed to increase the number of undergraduate students obtaining degrees in science, technology, engineering, and mathematics (STEM) programs. The grant will support students and their faculty mentors in summer research programs, lab and field work expenses, and room and board costs for students.

Students of Color level of satisfaction

The University of Minnesota has tracked student satisfaction for students of color and all undergraduates in biennial surveys since 1997. UMM students have consistently reported the highest levels of satisfaction within the University of Minnesota system each year the survey has been administered. Sample sizes and results for students of color show a bit more variability. However, UMM students of color reported the highest levels of satisfaction in the system on the last three surveys (2005, 2007, 2009). UMM spring 2009 survey results show student satisfaction at an all time high for students of color (5.25 on a six-point scale, with six being very satisfied) and for students overall (5.34). The satisfaction gap between students of color and white students is closing with a gap in 2009 of only .09. For comparison, mean satisfaction levels for students of color on other University of Minnesota campuses range from 4.67 to 4.85, with means from .14 to .34 below white students.

Concern 2. “The college has developed a cumbersome approach to assessment that is not well focused on the improvement of student learning.”

UMM has made progress over the past 10 years in developing assessment tools for disciplines that are both focused on student learning outcomes and sustainable. The campus has also begun a serious discussion on student learning outcomes that would provide the framework for assessments at the course, degree program, general education, and co-curricular/student activity levels. We anticipate adoption of these learning outcomes in spring 2010.

Our current approach to assessment focuses at the degree program level, with significant activity also occurring at the institutional level in assessing general education competence, student participation in activities, and overall student satisfaction. Details of our assessment efforts are discussed in considerable detail in Chapter 3.



Concern 3. “There are insufficient staff support and resources for external relations and fund raising.”

The staffing situation in external relations has improved significantly in the past decade.

In June 1999, UMM had 6.2 Full-Time Equivalent (FTE) in Alumni Relations, Fund Development, and University Relations. As of March 2009, External Relations has 10.7 FTE. The increase in staffing levels results from both central University of Minnesota system support through the “compact” process (3.0 FTE) and also through UMM administrative decisions to increase staffing in External Relations (n = 2.5 FTE). (One position is currently vacant.) One half of the director of alumni relations and annual giving’s position is temporarily funded through the University of Minnesota Foundation.

Fundraising results reflect UMM’s increased staff capacity. In FY99, UMM raised a total of \$723,602. In FY09, UMM raised \$1,853,707, representing a 25 percent increase over the previous fiscal year while giving to the University of Minnesota as a whole was down 8 percent. The addition of a full time major gifts officer in FY08, funded through the compact process, has had a positive impact on results.

Funds were also provided by the University of Minnesota, again through the compact process, to conduct broad-based market research led by the expertise of an outside consulting firm. In addition to collecting and interpreting data from prospective students and their families, (including those who did not select UMM), alumni, donors, faculty, staff, students, and community members, the consultants also helped UMM to develop a brand platform, tag line, visual identity and integrated marketing plan for strengthening recruiting, fundraising, and reputation.

Concern 4. “There is a lack of an information infrastructure which can be used to enhance an enrollment management strategy.”

UMM now uses PeopleSoft for data management. This provides a powerful and comprehensive system for collecting, managing, and analyzing data. Within the past several years, we began using Image Now software for all application and financial aid information, giving counselors access to information 24/7 and from remote locations to connect better with prospective students and to increase responsiveness. Roll out was accompanied with a full business practice review and upgrade and included enhanced enrollment management reports and processes.

Concern 5. “The college did not seek “Third Party Comment” by publicizing the team’s visit and did not address “Federal Compliance” issues in the self-study.”

In 2010, the team’s visit will be announced in the local newspaper and comments will be invited from the general public and from alumni. Federal Compliance issues will be addressed in a separate set of documents.



0.6 Response to Suggestions of the 2000 Site Visit Report

The 2000 Visiting Team made nine observations and suggestions for institutional improvement. Using its administrative and governance structures, UMM has considered these matters and made significant progress on many of them.

Suggestion 1. “Since all students have a faculty adviser from the time they arrive on campus, the current system which assigns students of color exclusively to the minority student program for advising should be eliminated.”

Two pilot programs were conducted between 1999 and 2002 in order to see whether the student experience could be improved by assigning faculty advisers to new students of color. In the first project, students of color were linked with both a faculty adviser and an adviser from the Minority Student Program (MSP). After one year, it was found that the students did not connect well with faculty advisers except in the pre-med area. In the social sciences and humanities, new students often don't declare majors until their second year, and this seemed to contribute to a weaker link to faculty advisers. The pilot was continued for a second year only in the sciences.

A second pilot program was started in 2001 because of a temporary reduction in available MSP advisers. Eight hand-picked advisers were asked to take on MSP advisees. After an initial preparatory meeting in the fall, they also met two times to evaluate the program. They found student participation to be spotty and that successful interactions were often labor-intensive. The program continued a second year with similar findings. The MSP director reported that the first-year students of color were asking why they couldn't be advised by MSP advisers.

It was felt that the two programs showed no improvement in student satisfaction and they were abandoned. Students of color were again assigned to MSP advisers for the first year.

In the fall of 2006, another vacancy in the Multi-Ethnic Student Program (the renamed Minority Student Program) led to a new arrangement in which those students who participated in the Gateway Program were assigned as advisees to the coordinator of that program, approximately 25 students were assigned to the other MSP adviser, and the rest were assigned to faculty advisers in the declared major. Retention of students participating in Gateway, and traditionally advised by MSP staff, show higher first-year to sophomore and sophomore to junior retention than the student of color population overall. For some

cohorts, Gateway student retention exceeds the retention rates for students overall.

The effort to improve advising for students of color and at-risk populations are continuing. A grant proposal to Federal TRIO Student Support Services program is being written for the 2010 competition.

Suggestion 2. “Given its location, the college may want to exploit the potential for developing and articulating curricular and extracurricular opportunities which focus on the rural environment of west central Minnesota.”

The University of Minnesota, Morris has been deepening its roots in its rural community on the edge of the tall grass prairie. These efforts are a natural fit with a public liberal arts vision of civically engaged students and the University of Minnesota land grant charter of outreach and service to community. Through a series of campus planning and community visioning processes over the last two decades, students, faculty, staff, administrators, city leaders, and community coalitions worked together to create programs, processes, and partnerships that strengthened the campus and community and expanded students' engagement in their college home. UMM is working to craft authentic, place-based living and learning experiences for UMM students within a sustainable model community.

Key curricular and co-curricular opportunities focused on the rural environment include:

- UMM's Service learning program coordinates community-based service and research partnerships that meet academic course goals and the needs of the community. Courses and projects align with five Service learning and campus initiatives: Arts and Cultural Opportunities, Elder Partnerships, Youth Partnerships, Sustainable Living, and Social Responsibility. Fifty-seven percent of UMM's 2008 seniors took at least one service learning course. (National Survey of Student Engagement) Examples include studio art painting classes in which students provided a series of landscape paintings “en plein air” and Morris townscapes for community nonprofits, environmental studies classes in which students analyzed and presented community data on local environmental issues, and sociology classes in which students researched and wrote educational materials for area nonprofits.



- Green campus initiatives at UMM connect strongly to the local environment. The biomass heating project, the wind energy program, and the local foods initiative are all rooted in the local rural environment. Students are engaged in co-curricular volunteer, employment, and research experiences with each of these programs. UMM offers courses that relate to its local environment such as Anthropology 3204: Culture, Food, and Agriculture; Biology 4191: Freshwater Biology; Education 2301: Environmental Science and Place-Based Education; and Environmental Science 1131: Renewable Energy with Biomass Gasification.

- The Center for Small Towns works to involve UMM faculty and students in the challenges and issues facing rural communities, which provide rich opportunities for applied learning. Examples include design improvements for downtown areas, economic impact research, marketing studies, park surveys, and strategic planning for communities and school districts. UMM has worked with more than 40 agencies in community-based research projects.

- Residential Life offers first-year students the opportunity to live together on [theme floors](#), including a Civic Engagement Floor and a Sustainability Floor. Students on the Civic Engagement Floor connect with the community individually and collectively. They have worked with children in the community, harvested native prairie seeds at the local wetlands office, offered English language assistance, and participated in political caucuses.

- Media Services produces Prairie Yard and Garden, a weekly public television program featuring prairie gardeners as well as documentaries focusing on rural issues like Minnesota Rivers and Fields. Students are engaged in Media Services work as student employees and interns.

In addition, several highly successful partnerships were presented in section 0.2.7 and others will be detailed in Chapter 5.

Suggestion 3. “The college should recognize more effectively the significant contribution to enrollment management which is made by athletics.”

As noted earlier in this chapter, in 2003 UMM changed athletics affiliation from an NCAA Division II athletic conference to Division III to create a competitive athletic program more closely aligned with UMM’s liberal arts mission and the vision of broad participation by scholar-athletes. As a part of the review process leading to the transition, campus constituents reviewed and became more aware of the significance of sports for UMM’s entering students. Historically half of all entering first-year students were varsity athletes in high school, with one out of three serving as captains of at least one of their sports. On campus approximately one of every five UMM students is involved in Cougar varsity athletics. This compares with one in twenty-four on the University of Minnesota Twin Cities Division I campus. The move back to NCAA Division III intercollegiate athletics has resulted in a more positive win-loss record for UMM which conveys a more inviting image to prospective student-athletes.

Sports programs have been realigned to increase their appeal to larger numbers of students who are likely to graduate from UMM. Men’s and women’s wrestling which showed low student participation and retention were eliminated. Women’s swimming and diving, men’s soccer and men’s cross-country have been added. Resources were added to expand participation opportunities in sports where coaches showed data on the potential to attract additional students to the campus: indoor and outdoor track, volleyball and men’s soccer.

Coaches identify roster sizes and recruitment each year, with recruitment efforts supported collaboratively by athletics and admissions staff. Administrators have worked with coaches to invest modest resources for significant student recruitment gains, meeting demand from prospective students and enabling coaches to continue to recruit interested students. Admissions now assigns specific counselors to athletics to coordinate with coaches and has added Saturday visit days for prospective student-athletes.

In addition to student recruitment, Intercollegiate Athletics contributes to UMM enrollment management through students’ retention and academic success. High team GPAs and Academic All-Americans are celebrated. One of the members of the campuswide Academic Alert team, which works to support intervention for and retention of at risk students, notifies coaching staff members of athletes who may be at risk. Coaches, faculty advisers, and staff coordinate efforts and assist students in accessing resources for success.



Suggestion 4. “The college should develop a strategy for pursuing spousal/partner shared faculty positions.”

The University of Minnesota tenure code prevents shared spousal/partner faculty hires in tenure track positions (appointments must be at a minimum of 67 percent for tenure track positions). As a campus located in a small town in a rural area, we have undertaken several steps to address spousal/partner employment concerns.

UMM is a member of the Upper Midwest Higher Education Recruitment Consortium ([UMW HERC](#)). The purpose of UMW HERC is to enhance and promote dual career and diversity hiring at member institutions.

The University of Minnesota has a spousal/partner hire program that provides bridge funding to support the opportunity to hire spouses. This competitive program provides financial support for the first two years of a spousal/partner hire. Over the past three years, UMM has received support for five spouses/partners hired, and we plan to continue to request such funds in the future.

Even with this level of financial support, current financial conditions in the state and at the University prevent growth in the size of our current tenure-track faculty. A substantial number of spouses/partners are employed on campus, some in temporary faculty positions and some in non-faculty positions. The Faculty Affairs Committee conducted a survey of faculty and staff at UMM in 2009. While some individuals are fully satisfied with such positions, others desire tenure-track positions. Other respondents pointed to the possible problems associated with “preference” hiring of spouses/partners into faculty positions and the complications associated with hiring staff “from within” in a small community where job opportunities are limited.

We are committed to continuing efforts to support employment for spouses/partners, within the constraints of the University of Minnesota system, our campus culture, and our rural small-town location.

Suggestion 5. “Consideration should be given to developing a structure for developing interdivisional and interdisciplinary initiatives.”

UMM has a long history of interdisciplinary and interdivisional programs such as European studies, Latin American area studies, and liberal arts for the human services. The secondary education program, which grants licensure rather than a major, has always worked in close cooperation with the other divisions to offer students a coherent, workable program that prepares them well for teaching careers.

In the past decade, UMM has added six majors and one minor. Four of those majors (gender, women, and sexuality studies, American Indian studies, environmental studies, and environmental science) and the one minor (African American studies) are interdisciplinary and interdivisional. In the two most recently added majors, environmental studies and environmental science, explicit multidisciplinary coordinating committees have been defined and given oversight roles in the ongoing functioning of the programs. The vice chancellor for academic affairs has established a faculty group to review curricular changes for all interdisciplinary studies (IS) designated courses. She has also begun campus conversations with faculty teaching in interdisciplinary and/or interdivisional degree programs to address structural challenges associated with these initiatives.

Suggestion 6. “The role and visibility of the Honors Program should be reviewed.”

In fall 2001, an Honors Program Review Committee was appointed to consider whether UMM should have an honors program and, if so, what form the program should take. Committee members examined the history of honors programs at UMM, reviewed a consultant’s report on UMM’s Honors Program from 1995, looked at honors programs at other institutions including the [Morris 14](#) and the seventeen Council of Public Liberal Arts Colleges ([COPLAC](#)) colleges, sent a survey to faculty and staff at UMM, and held three focus group discussions with current UMM students (one aimed at current honors students, one aimed at students who had begun in the Honors Program but are no longer in it, and one aimed at students who were never in the program). Consistent concerns ran through much of the information that was received leading the committee to conclude that UMM needed its Honors Program to be more clearly defined, simpler, and more academically distinctive.

In a report dated April 19, 2002, the committee proposed refocusing the Honors Program, simplifying the requirements, defining admissions requirements, and basing the new program on multidisciplinary, team-taught courses. The new program is summarized by the following statement from the Honors Program Web [page](#): “The Honors Program provides motivated, high-achieving students a distinctive, academically challenging intellectual experience amplifying and complementing the UMM liberal arts education. Successful completion of the Honors Program, an interdisciplinary curriculum team-taught by faculty from across the campus, provides the student a UMM degree ‘with Honors’ in recognition of their achievement.”



Student feedback about the Honors Program gathered in spring 2009 (through student surveys and a forum organized by the Honors Council) indicated widespread support for the program’s framework in its current incarnation. As one student wrote, “I think its in a good place as long as it keeps going in this direction.” In particular, students cited “the distinctive, interdisciplinary quality of the courses” as their chief interest in joining the program and as one of its great strengths.

Suggestion 7. “Consideration should be given to establishing formal bridges between the University of Minnesota at Morris and the University of Minnesota Twin Cities students such as semester long exchanges.”

It has long been possible for students attending any of the five campuses of the University of Minnesota to attend another campus for one term during an academic year without losing their status or jeopardizing their eligibility for student financial assisted programs at their home campus. The number of students participating in this “Multi-I” program (also known as “Multi-U”) is shown in the following table.

Table 0.1: Number of UMM Students Enrolling at other University of Minnesota Campuses

Year	FY03	FY04	FY05	FY06	FY07	FY08	FY09
# Students	56	63	130	142	125	112	98

UMM participates in other cooperative ventures that result in opportunities beyond what our campus alone could offer students such as the following:

- In 2006, the [UMM](#) joined the University of Minnesota, Twin Cities, Tougaloo College in Mississippi and Dillard University in New Orleans in creating the Global Issues Honors Consortium ([GIHC](#)). The GIHC aims to increase the number of highly qualified, well-prepared students of color in graduate and professional programs in a variety of fields and with an international focus. The consortium was established with a major grant from the Andrew W. Mellon Foundation.

- In 2009, UMM began serving as one of the host sites of the summer course, “Environment and Agriculture: Sustainable Food Systems” from the [Higher Education Consortium for Urban Affairs](#) a consortium of 17 liberal arts colleges, universities and associations dedicated to education for social justice.

- UMM is part of a statewide [alliance](#) of 16 colleges and universities led by the University of Minnesota, Twin Cities, along with the Science Museum of Minnesota and the Minnesota High Tech Association, that received a \$2.45 million, five-year grant in 2007 from the National Science Foundation (NSF) to participate in NSF’s Louis Stokes Alliance for Minority Participation program (LSAMP).

- [UMM](#) is a member of the National Student Exchange which allows students to attend any of a variety of colleges and universities across the US and Canada for a semester or a year to explore career options or courses not available at their home campuses. More than 40 UMM students have taken advantage of this program since UMM joined in 2003.

- UMM has worked with the University of Minnesota Medical School to support students in Minnesota’s Future Doctors [program](#). The goal of this program is to recruit and prepare highly talented, committed, and hardworking minority, immigrant, rural, and disadvantaged students for careers within the Minnesota medical community.

- In 2009, UMM joined with the University of Minnesota College of Veterinary Medicine to offer UMM students an early decision option for the Veterinary Food Animal Scholars Program ([VetFAST](#)). This provides UMM students an opportunity to know after just one year of college that a place in the veterinary program is assured and to begin professional interactions with veterinary faculty.

Suggestion 8. The Center for Teaching and Learning should consider developing discussion series on the classroom climate for women and students of color.

As mentioned under the first concern in section 0.5, the 2004 Fall Faculty Retreat dealt with themes of equity, diversity, and the UMM campus climate. One important outcome that emerged from that retreat was the need for ongoing professional development opportunities for members of the campus community interested in working towards an inclusive and equitable campus. The Diversity and Equity Study Circle (DESC) was founded in fall 2004 to help meet this need. DESC is a group of faculty and staff who come together once a month in an effort to realize personal and professional growth in the area of social justice. The group chose and discussed readings, analyzed teaching dilemmas and successes, and shared other experiences and stories, all for the purpose of becoming more equitable, aware, and just members of the campus community.



The theme of the Fall Faculty Retreat in 2009 was “Developing an Effective Intercultural Campus Community”. The retreat included a variety of sessions aimed at building and promoting intercultural competence.

Suggestion 9. The unusual spirit of intra-divisional cooperation should be extended across divisional boundaries.

Cross-divisional cooperation has grown stronger over the past decade without sacrificing already strong

intra-divisional cooperation. Two particular developments demonstrate this: the establishment of new majors and the development of new honors courses. As mentioned in the response to suggestion five above, four of the six new majors established at UMM in the past decade are interdisciplinary and interdivisional. In addition, the structure of the new Honors Program emphasizes interdisciplinary courses team-taught by pairs of faculty from different disciplines and often different divisions.

0.7 Special Emphasis Theme: Practicing the Liberal Arts: Explore • Renew • Sustain • Lead

(On March 25, 2008, the Campus Assembly endorsed this special emphasis theme.)

At the University of Minnesota, Morris (UMM), we don't want to just talk about the liberal arts and their value, we want to actually engage in the practice of liberal learning. Our emphasis on “practice” involves doing and living the liberal arts. We want to focus on the learning that is needed to prepare students for “work, life, and citizenship” in the 21st century. The phrase “practicing the liberal arts” operates at multiple levels at UMM. It encompasses both deliberate everyday choices and long-range planning for the future. It applies to the activities of the students, faculty, and staff, as well as those of the institution within the context of west-central Minnesota and beyond. The liberal arts embody an active perspective, with practical and theoretical elements mixing by way of the four actions: explore, renew, sustain, and lead.

Explore

Exploration, in every sense of the word, permeates the learning environment at UMM--exciting research and artistic activity, creative teaching, and interdisciplinary curricular, co-curricular, and service efforts encourage the broad vision that liberal arts education promises.

“Explore” describes, to a large degree, what students and faculty do at UMM. Students discover new areas of learning and experience. They're exposed to new knowledge communities. They investigate possible careers. They are also engaged in self-discovery, trying out new approaches and new identities. Faculty continually search for ways to improve student learning. They explore the frontiers of

their disciplines, make new discoveries, and participate in professional communities beyond the campus. Staff, faculty, and students explore ways to serve society better through a variety of service and outreach activities that have local, regional, and national impact. A liberal arts institution enables this exploration, not only by bringing together the necessary people (students, faculty, and staff), but also by providing the necessary physical, financial, and technical infrastructure to enable that activity. It has libraries, classrooms, laboratories, studios, residence halls, and internet connections. It has programs of academic advising, Honors, study abroad, service learning and internships.

Renew

In our rapidly changing world, a liberal arts education must be infinitely renewable. Renewing connotes a re-energizing as well as a re-imagining. Students renew themselves by trying new things, both in the classroom and outside the classroom. Faculty evaluate programs and curricula including general education, constantly making adjustments to keep up with new knowledge, changing needs, and evolving methods of inquiry. Faculty also adapt to new technologies in both teaching and research. A liberal arts college renews itself by periodically examining its mission and policies, assessing its programs and procedures, and making changes to meet new needs and situations. An institution renews its faculty and staff by supporting research and professional development opportunities. Alumni of a liberal arts college renew themselves in the process of lifelong learning.

The UMM approach to liberal education and liberal learning is intended to create a lasting and renewable impact



on students. It develops skills, knowledge, and attributes that provide the basis for further and future learning, for creative problem solving and for integrative learning (the ability to pull ideas and information together from a variety of fields and disciplines and apply them to real world problems.) At UMM, timeless liberal arts precepts are framed in new and exciting ways both in the classroom and in interaction with the wider world through study abroad, civic engagement, and a living and learning environment in which renewable energy and the built environment can contribute to responsible stewardship of the environment.

Sustain

The word sustain refers both to how UMM maintains its capacity to provide education as well as to how the education provided enables students to maintain an ability to function as active, informed citizens in a rapidly changing world. UMM must have the physical and financial resources, as well as the personnel to carry out its mission. As a public institution, UMM must also support and encourage our local and national relationships. In addition, it must hold on to core values and functions that remain central to a liberal arts education even if they do not correspond to the “flavor-of-the-day.” Regular assessment of programs and activities will inform decisions about which activities and functions to sustain.

A liberal arts education is sustaining. In a concrete sense, it provides skills and knowledge needed to land a job or to enter professional or graduate school. At the same time, a liberal arts education provides intellectual sustenance or “nourishment”—a foundation (habits of heart and mind) for learning (exploration and discovery) that is life long. A UMM liberal arts education builds on the UMM legacy, on traditions that are valued and valuable even as it re-imagines and reinvents that legacy for the present and the future.

Lead

We teach; we inquire, we research, we learn; we apply; we lead. Members of the UMM community aren't content to sit on the sidelines and watch. As individuals we hold and express opinions; we think and act critically; we uncover and disclose the principles that under-gird our actions; we take risks. Our faculty members lead in their fields. Our students experience multiple opportunities for leadership and public engagement in and out of the classroom. Faculty, staff, and students take on leadership roles on campus and in the University. These individual traits of thoughtful and bold leadership translate into our institutional persona—as a public, liberal arts institution, we lead in terms of academic excellence and access. Our institution leads by modeling

good practices and participating in its various communities, local, national, and global. We also lead in terms of our mission—a living and learning community that fosters civic engagement; intercultural competence; global citizenship; and environmental stewardship.

Expected Results and Outcomes

As a result of this special emphasis, we expect to stimulate fresh discussions on campus about the meaning of liberal arts education in the twenty-first century and to create a stronger shared vision for how we put that meaning into practice both inside and outside the curriculum. We will evaluate how well we are living the liberal arts through the four actions: explore, renew, sustain, and lead as described above. Finally, we expect the self-study process to result in recommendations that will improve our practice of the liberal arts on campus and enable us to better communicate the meaning of liberal arts to our constituencies.

Organization of this Report

The fundamental goal of our special emphasis was to consider the question, “Are we practicing the liberal arts?” As we thoroughly discussed, analyzed, and collected data to demonstrate our fulfillment of the criteria, our focus always remained on our role as a liberal arts institution and our success at the special mission of a small, residential, public liberal arts institution with aspirations to explore, sustain, renew, and lead.

The report is organized around the criteria, and in each chapter, we provide data to demonstrate the effectiveness of the institution. Woven throughout the chapters will be careful considerations of our special emphasis and at the end of each chapter will be a summary of how the specific criterion relates to the special emphasis theme. Recommendations for the institution based on the findings presented will also be included at the end of each chapter.



CHAPTER 1—Criterion One: Mission and Integrity.

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff and students.

Criterion one and its core components refer to mission and mission documents. In order to attain a full understanding of UMM’s mission, all of the following documents must be considered: the mission [statement](#) of the University of Minnesota, the mission [statement](#) of the University of Minnesota, Morris, the UMM [catalog](#), the current UMM strategic [plan](#), the UMM Master Plan, and the UMM [constitution](#).

1.1 Core Component 1a: The organization’s mission documents are clear and articulate publicly the organization’s commitments.

1.1.1 The University of Minnesota Mission

The University of Minnesota has an overarching mission, set by the Board of Regents, that describes its function as the public land grant institution of the state.

The University of Minnesota, founded in the belief that all people are enriched by understanding, is dedicated to the advancement of learning and the search for truth; to the sharing of this knowledge through education for a diverse community; and to the application of this knowledge to benefit the people of the state, the nation, and the world. The University’s mission, carried out on multiple campuses and throughout the state, is threefold:

Research and Discovery

Generate and preserve knowledge, understanding, and creativity by conducting high-quality research, scholarship, and artistic activity that benefit students, scholars, and communities across the state, the nation, and the world.

Teaching and Learning

Share that knowledge, understanding, and creativity by providing a broad range of educational programs in a strong and diverse community of learners and teachers, and prepare graduate, professional, and undergraduate students, as well as nondegree-seeking students interested in continuing education and lifelong learning, for active roles in a multiracial and multicultural world.

Outreach and Public Service

Extend, apply, and exchange knowledge between the University and society by applying scholarly expertise to community problems, by helping organizations and individuals respond to their changing environments, and by making the knowledge and resources created and preserved at the University accessible to the citizens of the state, the nation, and the world.

In all of its activities, the University strives to sustain an open exchange of ideas in an environment that embodies the values of academic freedom, responsibility, integrity, and cooperation; that provides an atmosphere of mutual respect, free from racism, sexism, and other forms of prejudice and intolerance; that assists individuals, institutions, and communities in responding to a continuously changing world; that is conscious of and responsive to the needs of the many communities it is committed to serving; that creates and supports partnerships within the University, with other educational systems and institutions, and with communities to achieve common goals; and that inspires, sets high expectations for, and empowers individuals within its community.

UMM, while governed by this mission statement, has its own mission as one of five campuses of the University system. The UMM mission statement describes the unique function UMM fulfills within the system as an undergraduate-focused, residential public liberal arts college.



1.1.2 The UMM Mission Statement

Since its inception as a four-year college in 1959, UMM has clearly articulated its commitment to providing a rigorous, public, liberal arts education to undergraduates. From 1960–1979, there were no formal mission statements published in the college catalog, however over time, the forward began to address the mission in its “general information” section. A formal mission statement appeared for the first time in the 1979–1981 catalog.

On April 7, 2009, the UMM Campus Assembly approved the following new mission statement:

The University of Minnesota, Morris (UMM) provides a rigorous undergraduate liberal arts education, preparing its students to be global citizens who value and pursue intellectual growth, civic engagement, intercultural competence, and environmental stewardship.

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

The action of the Campus Assembly was the culmination of four years of conversation on campus, initiated with the drafting of the current Strategic Plan, in which a new articulation of mission was proposed. The newly adopted mission statement emerged from extensive campus conversation and included the work of several campus governance groups, among them the Campus Resources and Planning Committee and the Executive Committee. The new mission statement is shorter, includes several educational outcomes that lend themselves to measurement and documentation in assessment, and reflects the recent campus movement toward sustainability and environmental

stewardship. While the mission of UMM remains constant—that is, the provision of an undergraduate education, grounded in the liberal arts, in a public residential setting and the regional fulfillment of the University of Minnesota’s land grant mission—the new articulation provides a guide for campus work in the 21st century. The UMM mission statement can be found on the Web at <http://www.morris.umn.edu/academic/mission.html>, in the 2009–2011 catalog, in the Student Life Handbook, and in the alumni publication, Profile but it should be even more widely disseminated and could be displayed publicly in more prominent places on the campus.

1.2 Core Component 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

UMM’s mission statement recognizes a number of educational outcomes, including intercultural competence, which speaks directly to the value and recognition of creating a diverse community of learners. (Specific documentation and materials related to the value and record of diversity at UMM is included in a subsequent chapter.) UMM’s commitment to serving first generation students, students with high financial need, and students from historically underrepresented populations is rooted in the founding of the college as an affordable, accessible public alternative to private liberal arts colleges. Other indicators of UMM’s recognition of the diversity of learners are found in UMM’s Strategic Plan—several of the strategic goals in the plan are related to diversity. UMM’s commitment to inclusion and diversity is further illustrated in its organizational structure—with an office of Equity, Diversity, and Intercultural Affairs with a multi-ethnic student program and an international student program; an office for Disabilities Services, a

Resource Center for Gender, Women, and Sexuality—and in the student organizations which support students of color, international, and gay, lesbian, bisexual, and transgender (GLBT) students. UMM’s general education requirements also follow through on this commitment, most notably via the “Global Village” requirement which includes the subcategories of human diversity, people and the environment, international perspective, and ethical and civic responsibility. As was already mentioned in Section O.I, the first buildings on the current UMM site housed an American Indian boarding school and in 1909 the buildings were transferred to the state with federal and state laws mandating that qualified American Indian students be admitted “free of charge for tuition.” UMM continues to honor this stipulation by charging no tuition to qualified American Indian students and actively informing potential students of this opportunity.



Diverse learners

UMM's commitments to diverse learners are evidenced in student enrollment patterns. In fall 2009, 42 percent of UMM's entering first-year students were first generation college students, with no parent holding a four-year college degree. UMM students had the highest financial need in the University of Minnesota system in 2008-09. Ninety-three percent of degree-seeking students receive financial aid; more than one-third of students received federal financial aid offered to the neediest students, including PELL and SEOG grants, compared to 21 percent of University of Minnesota students overall. Given UMM's location in a predominantly white, rural region of Minnesota, attracting students from diverse cultures can be difficult, yet UMM has one of the highest proportions of students of color of all the liberal arts colleges in Minnesota, a proportion of students of color comparable to the University of Minnesota, Twin Cities campus, and a higher percentage of students of color

than most other COPLAC schools. (In fall of 2009, 12 percent of UMM students are American Indian students and 19 percent are students of color.) UMM is continuing to increase its minority and international student enrollments. UMM affords students an incredible opportunity to experience being a part of a small community and to create the environment they choose by having opportunities to govern, lead, learn, and grow together as a culturally diverse population.

Diverse faculty and staff challenges

While UMM has demonstrated success in and commitment to recruiting a diverse study body, recruiting and retaining a diverse pool of staff and faculty members, especially in relation to racial diversity, presents greater challenges. Strategies to address this shortcoming need to be developed and implemented.

1.3 Core Component 1c: Understanding of and support for the mission pervade the organization.

UMM is called on annually to provide an update on its accomplishment of mission to the University of Minnesota Board of Regents. (For example, see October 2009 Regents meeting docket [materials](#).) In addition, the Regents receive an annual Accountability Report from the University of Minnesota which includes a chapter on each of the campuses, including UMM. (These reports are publically available on the [Web](#).) The report documents the achievement of certain shared goals—e.g., those related to retention and graduation rates—and also documents achievement of strategic goals unique to each individual campus.

Additional evidence of the pervasiveness of mission is found in:

- The campus Master Plan, recently updated and approved through campus governance via the Campus Planning and Resources Committee (CRPC). In addition, a community meeting to discuss the plan was held in November 2009, prior to formal presentation of the plan to the Regents at the December 2009 meeting.

- Campus [statements](#) on tenure and promotion, which speak particularly to the evaluation criteria in line with the UMM mission—these statements are part of a broader University of Minnesota tenure and promotion code,

tailored to meet the mission-central needs of each unit of the University.

- Campus hiring [documents](#), especially for faculty positions, which make clear the undergraduate, liberal arts focus of UMM.

- Discipline-based assessment [plans](#), which link to articulated goals in line with undergraduate mission.

- Minutes from a variety of campus committees, including [CRPC](#) and [Campus Assembly](#), which contain details of budget planning decisions as well as materials from [campus community meetings](#) in which budget decisions and details are presented.

Section 2.4 of this report includes additional discussion of the centrality of the mission statement in planning and decision-making at UMM.

In light of state funding challenges and in light of enrollment challenges at UMM over the course of the past several years, some on campus have raised concerns about the ability of UMM to stay true to its liberal arts mission and the ability of UMM to continue the selective criteria which have characterized UMM for the past 10 years. In response to these concerns, UMM needs to continue conversations



about the meaning of the liberal arts in the 21st century and reaffirm or alter its selectivity criteria. Recent work by the curriculum committee should continue and should move the campus a long way in this discussion. The set of learning

outcomes developed and the broad educational outcomes articulated in the new mission statement set the stage for a revised and renewed understanding of these concepts.

1.4 Core Component 1d: The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

1.4.1 Organizational Structure

In general, UMM's organizational [chart](#) exemplifies the congruence between organizational structure and the University's mission. For example the community outreach and land grant aspects of UMM's mission are fulfilled through the Center for Small Towns; the environmental stewardship goal is supported through a sustainability coordinator; the engaged citizen goal is supported through an Office of Community Engagement. Of course, mission is supported in a variety of other ways, including the formal curriculum, co-curricular activities, and residence hall programming.

In a broader context, the University of Minnesota, Morris is one of five campuses of the University of Minnesota system (Crookston, Duluth, Morris, Rochester, Twin Cities). The University of Minnesota was founded before the state of Minnesota itself, and is not only the state's land-grant institution, its Twin Cities campus is also the only Research I school in the state. The other state system in Minnesota is the system of Minnesota State Colleges and Universities (MNSCU), which includes community and technical colleges and a number of state universities. MNSCU and the University of Minnesota system are each governed by a separate boards of regents and compete for diminishing resources through a biennial legislative allocation process.

The University of Minnesota, Morris has a chief executive officer, the chancellor, who reports to a senior vice president within the University of Minnesota system who oversees the four coordinate campuses of the university (Duluth, Crookston, Morris, and Rochester) as well as the University's Extension Services and Research and Outreach Centers. All matters of the University are channeled through this system officer, with the exception of promotion and tenure decisions, which work through the system's Provost's Office.

The executive officers of the Morris campus—vice chancellors of academic affairs, student affairs, facilities and finance, and an associate vice chancellor for external relations—report directly to the chancellor. There are four academic division chairs who report to the vice chancellor for academic affairs. Each officer is appointed through a process and according to criteria and review that ensure appropriate qualifications and involve a broad base of campus constituents.

UMM does not have a separate board of regents or trustees, but instead is governed by the Regents of the University of Minnesota system who are elected by the Minnesota Legislature. Board policies are intended to apply unilaterally to all campuses of the University, though there is some variation in procedures and practice in enforcing policies. Board meetings are public, agendas are published in advance, and outcomes are readily available to any interested party. While the meetings encompass all the campuses, matters related to UMM—finance, facilities, personnel, curriculum—are included in the docket materials. The Board of Regents has final say on matters related to curriculum (through its educational policies and planning committee)—for example, the addition of new programs or the deletion of programs—and local processes are in place to ensure that faculty at UMM have a direct role in shaping these curriculum decisions.

1.4.2 Shared Governance

Shared governance is a valued tradition with a long history at UMM. The governance structure is outlined in a [constitution](#) and [by-laws](#) that are distinctive to UMM. Over the last few years, UMM carefully developed revisions of its constitution and by-laws, and the new versions are under consideration. While the faculty of two of the other campuses of the University of Minnesota are unionized, UMM and the Twin Cities campus are not.



As the UMM constitution indicates, the governing body at UMM is a Campus Assembly, in which every faculty member who teaches at least 33 percent time is a voting member. Historically, Professional and Administrative staff (P&A) are also all members of the Campus Assembly. In addition, staff from all the other employee groups (including those represented by collective bargaining units) and students have defined proportional membership. The Campus Assembly hears every matter related to policy and is the deciding body for matters related to curriculum.

Virtually every faculty member and a significant proportion of the staff serve on some sort of governance

committee. There are five core committees known as assembly committees. These assembly committees are responsible for planning, curriculum, student affairs, assessment and academics (see the table below) and often link to specific campus administrative positions. In addition to the standing assembly committees, there are several standing adjunct committees and seemingly innumerable ad hoc committees. More information about these committees can be found on the Governance, Committees & Organizations [Web site](#). There is significant student input in the UMM governance system as well, making it a governance system unlike most others.

Table 1.1: UMM Standing Assembly Committees

UMM Assembly Committee	Powers
Assessment of Student Learning	<i>Oversees and provides support to all aspects of the assessment process, receives all data and materials generated by assessment activities, recommends improvements in the assessment program and disseminates reports on the results of assessment and the initiatives based on assessment intended to improve student learning</i>
Campus Resource & Planning	<i>Develops, reviews, and recommends policies with long-range implications for the development of the human and physical resources of the campus. The committee considers matters relating to institutional mission, student recruitment and retention, organizational patterns, faculty development, allocation of financial resources, legislative requests, energy policy, and the development of physical facilities.</i>
Curriculum Committee	<i>Develops, reviews, and recommends curricular policy. It deals with the body of courses offered at UMM and receives and considers all curricular related proposals. It is concerned with support services related to academic programs such as the library, computer center, bookstore, and audio-visual services.</i>
Scholastic Committee	<i>Develops, reviews, and recommends policies affecting the quality of education. It is concerned with such matters as admissions, academic progress, course related behavior, scholarship, and graduation. It has the power to grant exceptions to academic regulations when the spirit of such regulations has been satisfied. The committee admits students and evaluates transfer credit in accordance with standards established by the campus assembly.</i>
Student Services Committee	<i>Develops, reviews, and recommends policy for student activities and services, such as housing, health, food, athletics, financial aid, campus events, and student behavior. It has the power to grant recognition to student organizations and to approve their constitutions and by-laws, as well as to review and approve subsequent amendments. It provides for the enforcement of procedures and regulations to maintain appropriate standards of conduct within the student community. It develops and implements rules and procedures for all campuswide student elections.</i>



This system of shared governance on campus dates to its founding as a public liberal arts college and creates an ethos of participation: faculty and staff expect to be consulted on major decisions; students participate actively within their own governance structure (MCSA) but also in the broader campus framework as well. Faculty and staff members participate actively in system wide governance as well, including staff members who contribute through their collective bargaining units to policy and protocol decisions.

UMM also has clearly defined representation in systemwide governance, most particularly on the University and Faculty Senates, as well as on University Senate committees that meet on a regular basis on the Minneapolis campus of the University. Faculty unions at the Crookston and Duluth campuses prevent their regular faculty from being represented on these committees and, as a result, the UMM representative is typically the sole coordinate campus voice on these committees.

The primary academic structure at UMM is the division and each division has a governance structure in place. Divisions are responsible for curriculum, budgets, scheduling, faculty hiring and evaluation, and the support of all faculty work. Tenure and promotion decisions begin at the division level. At the discipline level, faculty and student representatives work together to develop and improve curriculum, define and assess program goals, coordinate teaching schedules, and manage discipline resources.

1.4.3 Effective Communication in Governance

Good communication is a requirement for effective campus governance. Despite our relatively small size, like many other institutions, there is room for improvement in the quality and effectiveness of our internal communications between students, staff, faculty, campus governance, campus administration, and University administration.

Minutes

The primary repository for the work of campus and University committees is the minutes. The minutes of the committees of the University Senate (systemwide committees) are exhaustively detailed and promptly posted on the University of Minnesota [Web site](#). The availability, thoroughness, and promptness of posting of UMM committee and Campus Assembly minutes are quite variable. While UMM maintains Web pages for posting minutes of [Campus Assembly](#) and for other campus committees, they are often months behind and some committees do not post minutes at all. Thus, as a tool for communicating the work of campus governance, committee and assembly minutes are not effective. At one time, UMM had a procedure for

the timely distribution of committee minutes via e-mail, but that was discontinued. In an attempt to address this problem, the proposed new constitution requires that minutes be distributed in a timely manner to all members of the campus community who request them.

Campus Assembly Meetings

Campus Assembly meetings also provides the opportunity for the chancellor, committee chairs, and senators to report on matters of interest to the campus community. Since Campus Assembly typically meets only two times per semester and the membership is limited, these reports are not very effective at keeping people informed.

Community Meetings

The current chancellor has implemented a new conduit for keeping the campus community informed, by calling informal “community meetings” open to all who are able to attend. These meetings are intended to inform the wider campus constituencies about matters of importance. Since attendance is not limited to Campus Assembly members, wider representation is likely achieved, but there is no single time slot that works for everyone—campus constituents have different work schedules and available times. The campus does not have a time during the regular work week held open for meetings of the whole.

Electronic Communication

At UMM, e-newsletters are received from a variety of sources, e.g. some division chairs and the associate vice chancellor for external relations. The chancellor also communicates occasionally with campus members via e-mail, particularly in the past year as the state’s worsening budget situation has presented the campus with challenges. Substantive announcements impacting all campuses of the University are occasionally received from the president of the University (e.g. “Meeting the State Budget Challenge”, sent out via e-mail but also available for viewing on the [Web](#)). Otherwise, regular e-mail communications are less about governance and more about general information: a weekly e-mail notification is sent out to all announcing the availability of the *Weekly Bulletin*, a “weekly news digest” for the campus community and scheduled events are made known via the “All Events [Calendar](#)”. Each month, campus community members also receive the *E-Express* newsletter from University Relations.

1.4.4 Evaluation of Governance and Administration

No regular evaluations of governance and administrative processes and structures take place at UMM. While the UMM



by-laws do, however, call for all “adjunct committees” to be re-evaluated every two years and for an explicit decision to be made on their continuation, this regulation has been ignored for some years. A growing habit of following practices that are not written in the constitution or by-laws and ignoring practices that are, combined with a sense that shared governance was not working well, led to the appointment, by Chancellor Sam Schuman in 2005, of the Constitution Revision Task Force. The task force submitted a revised constitution in May 2007. The UMM Executive Committee then appointed a second ad hoc committee to further refine the draft document and the Constitution moved to the Twin Cities Office of the Senior Vice President for Academic Affairs and Provost for review. The proposed Constitution is currently under consideration at UMM Campus Assembly and will be acted upon before the conclusion of the fall 2009 semester. For the long term,

a plan should be developed for regularly assessing of the effectiveness of campus governance.

Evaluation of senior administration is governed by a Universitywide policy that calls for a three-year evaluation of senior administrators and deans. In spite of much discussion at the all-University Senate level and many assurances from the central administration, these reviews have not occurred for many years. The evaluation of UMM campus administrators needs to be implemented in a way that provides for feedback to campus administrators and that provides information for the campus community to assess their effectiveness. The Office of Human Resources of the Twin Cities campus has just completed the development of an executive administrator evaluation instrument that it anticipates piloting with all senior level executives in the coming year (2009–2010), and the scheduled 360 degree review of the UMM chancellor is slated for 2010.

1.5 Core Component 1e: The institution upholds and protects its integrity.

UMM’s vision of itself, including its goals and standards is summed up in its mission statement as well as distributed publicly in its print and Web materials. Assessing whether or not the campus upholds and protects its integrity was divided into these sections:

- Are UMM’s activities congruent with its mission?
- Does UMM represent itself accurately to the public?
- Does UMM operate legally, and responsibly, with fiscal honesty and obedience to state and federal laws?
- Does UMM have fair policies regarding the rights and responsibilities of its constituents and also policies and processes to respond to grievances?

1.5.1 Congruence of Activities with Mission Research and Creative Activity

As a campus within the University of Minnesota, we are committed to high standards of research and scholarly productivity for our faculty. Tenure and promotion review criteria within each division explicitly state the role of research and creative activity in the evaluation of faculty performance. Further, as presented in Chapter 4, our faculty are active, engaged, and productive scholars in their fields of inquiry.

In addition to faculty activity, our institutional mission supports undergraduate student research and creative activity. This activity is supported through a variety of programs and initiatives on campus, as described in Chapter

4. Evidence of the success of these activities in support of our mission is found in various surveys and student participation levels in campus programs.

Data from the National Survey of Student Engagement (NSSE) and the University of Minnesota Student Experience Survey show that the number of students who worked with a faculty member on a shared research or artistic project has increased from 38 percent in 2002 to 44 percent in 2005 to 57 percent in 2007. The National Survey of Student Engagement typically shows UMM students well above the national statistics, which showed in 2007 that only 19 percent of seniors completed research with faculty outside of their course requirements—and the NSSE numbers may under-represent UMM’s students in the arts. Student participation in the UMM Undergraduate Research Symposium and other student presentations of research provide further evidence of the value placed on undergraduate research at UMM.

Student participation in our Undergraduate Research Symposium and other student presentations of research provide further evidence, as does student participation in off-campus conferences; UMM has two privately funded awards established to assist students presenting off campus, as well as smaller institutional sources of funding. Faculty research awards, the tenure and promotion criteria, and such events as the Thursday Afternoon Faculty Seminars help document the faculty’s active research. The Grants



Development Office highlights current recipients of research grants, but a summary of faculty research awards could be more readily available online to help show the widespread support our faculty receive.

Extracurricular Programs and Services

The assertion that UMM has “numerous extracurricular programs and services” is well documented. The online campus events calendar announces many theater and music performances by students as well professional performances and speakers coming to campus each month. Student Activities further documents this claim, with its [list](#) of more than 90 student organizations and its [link](#) to student community service and volunteerism, and events such as the annual Multicultural Student Leadership [Retreat](#), and [Service Learning](#).

The Student Experience Survey conducted with graduating seniors shows that in 2007, 98 percent of students “attended a performance, concert or exhibit on campus,” up from 92 percent in 2005; in addition, 95 percent “attended a special talk, lecture, or panel discussion held on campus,” 94 percent “voted in a federal or state election,” 92 percent “belonged to a university club or organization,” and 86 percent had “attended an intercollegiate sports game or match”; in all these areas, the level of participation has risen in the last five years. Moreover, 76 percent of the students surveyed had “participated in a community service project” and 34 percent had “participated in a study abroad program.”

Rigor

Among students, perceptions of rigor appear to increase during their UMM career, according to student responses in the 2002 and 2004 NSSE [reports](#) to the “Academic Challenge” questions asking if the “campus emphasizes studying and academic work” and if students “worked harder than they thought they could to meet an instructor’s standards.” In the results to both of those questions for senior students in 2004, more UMM students gave an affirmative answer than did students in the COPLAC, BacLA, and NSSE National comparisons. For first-year students in 2004, UMM scored above the same comparison set on the “campus emphasizes studying and academic work,” but below all the comparison groups in “worked harder than they thought they could to meet an instructor’s standards.” This would seem to indicate that upper-level students are challenged more than incoming students, or perhaps that incoming students’ expectations do not match what they experience in that first year, something that may require a closer connection between Admissions and faculty so that

faculty better understand the incoming students. Overall the NSSE’s summary of “Level of Academic Challenge” in the benchmark report incorporates data with questionable value (including the idea that longer writing assignments or more textbooks assigned imply more challenging work) that individual results—the responses to other questions in the Academic Challenge section—do not consistently support. That is, UMM students may not write as many long papers as their peers, but they do say that their “coursework emphasizes making judgments about the value of information” at rates higher than other COPLAC schools.

In terms of the intellectual rankings of our students, the [New Students Characteristics Report](#) shows that in 2007 we had more first-year students with 28–36 ACT composite scores than we had in the five-year average for 2002–06. Of our current students, 28 percent graduated in the top 10 percent of their high school class, and 56 percent in the top 25 percent of their high school class, with an average ACT of 25. We have become more selective in the percentage of applicants we accept, with 76 percent accepted in 07–08 compared to 87 percent in 2000–01, and these numbers at least suggest the maintenance and even increase of rigor. Anecdotally and in discipline assessment materials (chemistry and psychology, for example), alumni report being excellently prepared for graduate, doctoral, and professional programs.

Teaching and advising awards support this as well: 21 faculty have been awarded the systemwide Horace T. Morse–University of Minnesota Alumni Association Award and are members of the University’s Academy of Distinguished Teaching (this is a remarkably high number of faculty, a higher percentage than any other University campus); five faculty and staff have also been awarded the systemwide John Tate Award for Excellence in Undergraduate Advising.

Residential

The mission statement describes UMM as “residential.” UMM remains a wholly undergraduate institution, with full-time degree-seeking undergraduates comprising 94 percent of a 1705 student body in fall 2009. The feel of the campus is decidedly residential. More than 90 percent of first-year students live on campus, without a housing requirement. Each year approximately half of the student body resides on campus, and all but a handful of students live within a mile of campus. Students’ lives revolve around campus life. The campus is considering ways to encourage more students to live on campus. Planning for the Green Prairie Living and Learning Community (a new residential hall) has been completed and bonding approval is expected in FY12. Physical improvements have been made to residential halls



and “theme floors” have been established with distinct foci such as healthy lifestyles, civic engagement, sustainability, and world cultures.

Liberal Arts, Teaching, and Academic Programs

Academically, UMM maintains its definition as a liberal arts college in traditional ways. UMM’s general education requirements ensure students are broadly educated, including a requirement of 60 general education credits outside the discipline of the major. This means that half of the required 120 credits for graduation come in general education courses that are distributed across 15 categories—with the goals of each category clearly explained in the [catalog](#). Study in depth comes through the majors and most of UMM’s majors are quite traditional.

UMM’s new admissions materials, developed as part of a focused marketing and branding campaign provide relevant material regarding the meaning of liberal arts to current students. In particular, the new Web pages [About the Morris Campus](#) and [Liberal Arts—Renewable, Sustainable](#) do explain the meaning of liberal arts and describe UMM’s distinctive way of fulfilling that mission as a public institution.

Although most members of the campus do appear to understand and work toward fulfilling UMM’s liberal arts mission, there remains some question as to whether there is a common understanding on campus of what “liberal arts” means and some question about the correspondence between “liberal arts” and “liberal learning” in the 21st century.

Distinctive

The University of Minnesota, Morris campus distinctiveness is found in its campus history, its present, and its future. The campus was founded as an American Indian boarding high school in 1887, emerged as the West Central School of Agricultural and Experiment Station boarding high school in 1910, and was reinvented by local citizens as a public liberal arts college in 1959. It is one of about two dozen schools in the country that occupy this unique niche—**public, residential, undergraduate focused**. The campus has been aligned with broader social and political movements since its beginning and continues that alignment today with its work in renewable energy and sustainability. In fact, the legacy of the land and the importance of natural resources have recently found their way back into the college’s mission—to provide a residential undergraduate living and learning environment that emphasizes civic engagement, global citizenship, intercultural competence, and environmental stewardship

Academically, the campus distinctiveness within the University of Minnesota system has blurred somewhat in recent years, as the Twin Cities (UMTC) campus has become more selective in its admissions requirements and since it has developed programs that offer on a limited basis opportunities similar to those offered on the Morris campus. For example, the UMTC’s Undergraduate Honors Program includes much of what UMM offers. The difference, however, is that UMM offers this type of small-class, student-focused, experiential, and application-based education to all students, not just to a select few.

1.5.2 Accurate Representation to the Public

Members of the UMM campus community are working diligently to represent UMM accurately to the public, to avoid overstated claims, to communicate in a variety of formats, and to develop measurable learning and educational outcomes that will assist students in making decisions about “goodness of fit” when considering whether or not to attend UMM. A few examples substantiate these claims.

- UMM is one of the charter members of the [Presidents Climate Commitment](#), an organization of 600+ colleges and universities committed to reducing carbon footprint and advancing sustainability. Schools participating in the commitment are held to a set of measurable standards related to achieving these goals, and publicly report on their progress.
- Through participation in the Morris Chamber of Commerce Economic Development Committee and through participation in the Stevens Forward initiative—a countywide strategic planning unit—the campus works to provide timely and relevant information to community business leaders.
- Campus marketing initiatives are tied to the campus mission and include student voices in defining and presenting the campus mission.
- Faculty leaders and staff members are involved in campus visit days with prospective students, as are current students. Through these group and individualized meetings, our publics are provided with a real-life and accurate depiction of campus life and programs.
- Community members are active participants in campus visits as well, serving as hosts on community bus tours for example—this is another way in which the University attempts to inform the public about its mission, and uses members of that public to repeat the mission to interested parties.



• Visits around the country hosted by the Office of Alumni Relations and Annual Giving have increased over the past three years in another effort to keep constituents apprised of campus events, challenges, and conversations. The campus alumni magazine, *Profile*, includes the mission statement in each issue, and, indirectly, the feature stories (about faculty, students, and alumni) illustrate the benefits of a liberal arts education.

• The newly approved mission statement offers a significant change from previous articulations by including reference to the goal of making students *effective stewards of their environments*. The homepage link to [UMM: A Green Campus](#) supports this claim well, with extensive information about the projects across campus, from the wind turbine to service learning.

Some campus community members have expressed concern about the tendency of the UMM campus to proffer claims that are unsubstantiated with data. For example, from 2003 through 2005, UMM called itself “America’s Best Public Liberal Arts College.” The claim arose because UMM was highly ranked on the *Princeton Review* list, *Kiplinger’s* list, and in *U.S. News*. Some faculty members were uneasy with the claim and felt it to be overstated and not supported by any objective measures. In addition, a more pro-active approach to campus news and a commitment to communicating negative as well as positive news to the community could improve UMM’s overall ability to carefully and correctly inform its external audiences.

1.5.3 Operating with Integrity

The University of Minnesota has a systemic approach to assuring responsible, legal, and honest operation within state and federal laws. UMM subscribes to and conducts business within the scope of Regents [policies](#) and the scrutiny of the [Office of Internal Audit](#). The [Office of Institutional Compliance](#) also provides guidance and resources to promote ethical practices at all University of Minnesota campuses.

UMM responds to suggestions for the entire University made by the Office of Internal Audit during scheduled reviews. For example, while the new EFS bookkeeping system has been a difficult program to put into practice, when fully implemented EFS will provide “tighter” budget management, “real time” budget information, and improved tools for current and accurate data management. In addition, we are implementing the Universitywide cash accounting system, with new software for UMM.

Information security is an area that is always in a state of self-review as well as scheduled auditor reviews. Areas of improvement cited in a recent audit include revising the structure of our campus electronic network, enhancements and redundancies in electronic data security (file servers), and measures for continued hard copy file security. As a small campus with modest information technology support, we struggle to satisfy the data security needs of a large Research I institution. In late 2009, we were offered greater information technology support through both personnel support and infrastructure improvements. These additional resources should go far in meeting our data security and technology needs.

The entire University is currently undergoing a three-step process of education, review, and testing to ensure all employees understand privacy rules. The University has created a helpful and informative [Web site](#) to help employees deal with data security and privacy issues. The Office of External Relations strictly follows privacy policies as mandated by its partner the University of Minnesota Foundation.

The Office of Grants Development strictly follows federal and state policies in the management of grant funds through many review levels (checks and balances) of well-defined and clear expenditure documentation and certification.

In compliance with the Clery Act, UMM offers campus safety programming and services; adheres to federal, state and local laws and University policies regarding student conduct; collects crime statistics; and makes reports available to the campus community and the public through the Campus Police [Web site](#).

Should UMM, in cooperation with University of Minnesota partners, determine that policies have been flagrantly abused or ignored, or a dishonest act has occurred, an individual or individuals would be subject to internal and external review and action including criminal or legal prosecution.

UMM has ongoing committees set up to address issues pertaining to students including the Academic Integrity Committee, the Student Behavior Committee, and the Student Employment Committee.

1.5.4 Rights and Responsibilities of Constituents

As a college of the University of Minnesota, UMM is subject to all University of Minnesota policies except those that are specifically designated as applying to only one campus. The University maintains an online [Policy Library](#) that serves as the official repository of current policies. The Board of Regents [policies](#) are the umbrella policies that



provide the framework for the administration to implement and comply with the intent of board policies. Administrative policies are organized into the following groups:

[Administration & Operations](#), [Education & Student Life](#), [Finance](#), [Human Resources](#), [Information Technology](#), [Research](#), and [Senate](#) policies.

Code of Conduct

The [Code of Conduct](#) describes the University's core values and commits all University personnel to the highest ethical standards of conduct and integrity. All University employees receive an electronic communication from the president of the University of Minnesota each fall affirming and reminding employees of the Code of Conduct. All University employees, including those at UMM, received a postcard communication from Human Resources with the information needed to confidentially report Code of Conduct violations.

Human Resources

The UMM Office of Human Resources defines its role as follows: "The UMM Office of Human Resources supports UMM's mission as they assist prospective employees with employment opportunities, new employees with relocation and current faculty and staff with human resource, employee benefit and wellness, equal opportunity, work/life, worker's compensation and payroll information." The HR [Web site](#) links to the University's Employee Self Service site, allowing employees to monitor and manage their personal employment and employee benefit information, to the Manager's Toolkit, providing supervising managers with the human resources information, guidelines, and forms they need to supervise and manage their staff, and to numerous other Web sites including the Code of Conduct, the Conflict of Interest Policy, and the University Policy Library. The HR Web page links could better address HR issues such as conflict resolution, retirement funding and planning, and policy information for newly hired employees. A survey of staff and faculty could help improve the HR site by identifying the information employees would find most helpful there.

Civil Service

The [Civil Service Rules](#) describe the rights and responsibilities of civil service employees. The rules address the Code of Conduct, nondiscrimination, harassment, compensation, performance appraisals, work rules, discipline, protection from retaliation, conflict resolution, and health and safety.

AFSCME

The [AFSCME Clerical and Office Contract](#) and the [AFSCME Technical Contract](#) describe the rights and responsibilities of AFSCME employees. The contracts address non-discrimination, work rules, performance appraisals, compensation and other benefits, discipline, dispute settlement, safety, union rights, and management rights.

Teamsters

The [Teamsters Contract](#) describes the rights and responsibilities of Teamster employees. The rules address nondiscrimination, discipline, grievance procedures, compensation and other benefits, work rules, and safety.

Labor Management Team

UMM has a [Labor Management Team](#) whose purpose is to review policy and procedure, employee development needs, employee recognition or other issues that are not otherwise governed by established work rules or bargaining unit agreements. The team has become inactive and its mission is not well understood on campus. Plans to review purpose and re-establish this committee are being discussed.

Faculty Tenure

The Regents' policy [Faculty Tenure](#) describes the rights and responsibilities of faculty. The policy describes faculty appointments including performance reviews, the granting of tenure and promotions, discipline, and appeal processes.

Office of Conflict Resolution

The Regents' policy [Conflict Resolution Process for Employees](#) established the [Office of Conflict Resolution](#) in order to provide an internal process for the good faith review and resolution of employment-related conflicts. This replaced the University Grievance Office. Non-bargaining unit University employees, including administrators, faculty, P&A, civil service, and student workers (including research and teaching assistants), are eligible to use these services. The UMM Web site has no link to the Office for Conflict Resolution. At a minimum, it should be linked from the UMM HR Web site.

Student Conduct

Student responsibilities receive clear articulation in the catalog front matter in the sections [University Policies](#) and [College Regulations](#). The [Student Life Handbook](#), available on the Office of Residential Life [Web site](#), describes numerous policies that are important for students to know including the Regents' [Student Conduct Code](#), the policy on alcoholic beverages, academic integrity and student



disciplinary procedures. It also informs students of the existence and roles of the Academic Integrity Committee and of the Student Behavior Committee. The UMM Web pages could, and should, make policies that students need to know more visible on the [Current Students](#) site or on the [Student One-Stop](#) site.

1.6 Conclusion

The University of Minnesota, Morris has a clearly articulated mission statement, consistent with its founding purpose. UMM is a public, residential school, focused on undergraduates, grounded in traditional liberal arts majors, and committed to education in depth as well as in breadth. Its internal governance structure is defined by a constitution that advances a strong system of shared governance that includes all campus constituents and links governance committees to appropriate administrative offices. UMM has a record of periodically examining its mission statement and renewing the statement in ways that reflect changing needs, conditions, and opportunities. The process of that renewal can be long and arduous because campus community members recognize the centrality of the mission statement in planning and decision-making. At the same time, the history of UMM's mission statements shows a sustained continuity of focus on undergraduate, liberal arts education.

In an era of tightening resources and changing demographics for traditional high school age students, it is more important than ever that a campus be able to articulate its distinctiveness and mission both to internal and external audiences. The marketing and branding efforts of the past few years, the formation of this self-study, along with resource and demographic factors, are challenging UMM to re-examine its conception of “liberal arts” and the role UMM plays within the University of Minnesota system and in higher education in general.

UMM continues its long-standing commitment to inclusion and diversity through its revised mission statement, its enrollment of minority and international students, and its efforts to bolster the academic success of these students.

Overall, UMM presents itself accurately to the public and acts in accord with its proclaimed mission. While lapses have occurred and there is always room for improvement in internal and external communications, recent changes have improved the accuracy of information that is being distributed. In addition, movement toward a more outcomes-based and empirically documented way of delineating the campus' strengths will further improve public communications.

As part of the University of Minnesota system, UMM benefits from an extensive and well-developed set of policies,

Student Academic Grievances

The former policy on student academic grievances has been replaced by the Regents' policy [Conflict Resolution Process for Student Academic Complaints](#). The administrative policy, [Addressing Student Academic Complaints](#), provides some additional detail on the implementation of a process for handling student complaints.

procedures, and contracts that promote sound, professional, and legally compliant operations. Through both governance and administrative channels, UMM community members participate both in the development of new policies as well as the revision of existing policies, as the need arises.

In summary, UMM practices a “liberal arts” approach to the criterion of mission and integrity. It continues to explore new ways to serve our changing society while holding on to its fundamental mission of undergraduate, liberal arts education. Participatory campus governance and the strong sense of community ownership ensure that ongoing discussions will be lively and inclusive and will keep the conversation about mission current and relevant.

Recommendations related to Criterion I:

- Communicate the meaning of UMM's liberal arts mission to internal and external audiences.
- Operationalize and measure progress toward new elements in UMM's mission statement.
- Establish better mechanisms for effective communication and systematic assessment in the campus governance system.
- Continue efforts to communicate effectively with the surrounding community and base claims in empirical data.
- Continue to grow UMM's enrollment and decrease its dependence on state funding by exploring new sources of revenue and new enrollment strategies.
- Develop and implement strategies to address the challenges of recruiting and retaining a diverse pool of staff and faculty members, especially in relation to racial diversity.
- Implement a timetable and an instrument for the evaluation of UMM campus administrators in a way that provides for feedback to campus administrators and an opportunity for the campus community to assess their effectiveness.



CHAPTER 2: Criterion Two: Preparing for the Future

The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

2.1 Core Component 2a: The organization realistically prepares for a future shaped by multiple societal and economic trends.

UMM's planning documents reflect a sound understanding of its current capacity and demonstrate that attention is being paid to emerging factors such as technology, demographic shifts, and globalization to fulfill UMM's mission and respond to future challenges and opportunities.

UMM's planning is framed around the changing needs of society, future challenges and opportunities, and feedback from its internal and external constituents. UMM has made significant investments in its future through new initiatives in undergraduate curricular and co-curricular programming, academic facilities, American Indian education, information technology, the Center for Small Towns, green energy and sustainability initiatives, advising, graduation, and retention. These investments demonstrate the organization's responsiveness to demographic trends and regional needs and its ability to successfully prepare for the future in light of new opportunities and challenges.

Planning plays a very important role at UMM and provides a framework for setting goals and benchmarks to measure achievements and plan for a rapidly changing higher education landscape. UMM's planning processes involve internal constituents and, where appropriate, external constituents.

UMM is a fundamentally inclusive institution. Important planning documents are approved by the Campus Assembly and through the campus committee structure, thereby ensuring the participation of faculty, staff, and students. In 2007–2008, a new campus constitution was drafted that increased the percentage of staff included in the general assembly structure. In addition to including all constituents in the general assembly and committee structure, UMM holds formal and informal forums to gather campus input for all major decisions and changes such as strategic planning efforts and fundraising efforts. UMM's planning processes are flexible enough to respond to unanticipated needs for program allocation, downsizing, or growth as needed. External constituents who consult on UMM's planning efforts include the Chancellor's Advisory Council, the Continuing Education and Regional Programs

Advisory Committee, the American Indian Advisory Council, the Green Prairie Alliance, the Center for Small Towns Community Advisory Board, and focus groups of alumni, parents, and prospective students.

The Campus Master Plan and the Strategic Plan outline current goals for facility development and for all campus constituents. The Campus Master Plan addresses issues of facilities and infrastructure and is currently being revised to include, for the first time, a technology infrastructure plan and an environmental sustainability plan. The Strategic Plan focuses on programs, enrollment, staffing and staff development, and financial development. The Strategic Plan includes ambitious goals on all fronts, but the practical details of implementation are provided in other planning documents such as the *University of Minnesota, Morris (UMM) Strategic Enrollment Management (SEM) Plan 2006–2016*, *Academic Center for Enrichment Office Plan*, *Environmental Studies Major Plan*, *Student Affairs Plan*, and the *External Relations Plan* among others. Most of the campuswide planning is carried out under the purview of the Campus Resources and Planning Committee (CRPC). This committee is appointed by the Campus Assembly to work with administrators on short and long-term resource questions, ranging from the current year budget to the priorities for bond-funded building and renovation projects a decade into the future.

2.1.1 Campus Master Plan

Decisions regarding facilities and infrastructure have been, and continue to be, guided by a documents developed through a series of initiatives. These include the following:

Facilities Master Plan (1995)

The campus developed its first facilities master plan in the 1995 and many of the recommendations contained in that plan were adopted. Since then, in accordance with the master plan, a new cooperative University- community fitness center was built in 1999; a major expansion of the UMM Science facilities was completed in 2001; and Imholte Hall, the Social Science classroom building, was renovated in 2006.



Historic Preservation Plan (2005)

A 42-acre site in the center of campus, including many of the current key campus buildings, was placed on the National Register of Historic Places in 2003 as the West Central School of Agriculture and Experiment Station Historic District. The registered buildings were all part of the West Central School of Agriculture and Experiment Station, which existed on the Morris campus from 1910 until 1963. The registered buildings and the campus mall were designed by the renowned architectural team of Morell & Nichols. A grant from the J. Paul Getty Trust allowed the development of a UMM Historic Preservation Plan, which was completed in 2005. The plan details ways in which the original, historical portions of campus can be restored and preserved and now serves as a guide to facilities projects inside the impacted area.

Gateway Project (2008)

The campus received funding from the capital bonding bill to renovate the Community Services Building (one of the buildings included in the West Central School of Agriculture and Experiment Station Historic District). The building is being planned for LEED Platinum rating and will house the Offices of Admissions, External Relations, Continuing Education, Community Engagement, and the Center for Small Towns, all units that regularly engage with external audiences and constituents.

Campus Master Plan Update (2009)

Oslund and Associates, a campus planning consulting firm from Minneapolis, was retained to help develop an updated campus master plan. The new document is designed to not only be an updated facilities master plan, but also contains a campus sustainability plan, a campus technology plan, and the historic preservation plan in one organic and holistic document. The updated and expanded plan is still undergoing revisions. The new plan incorporates several crucial features, including:

A plan to improve the attractiveness of UMM's eastern entrance (the entrance facing away from the City of Morris, but towards the Twin Cities metro area) used frequently by visitors and prospective students but less by current students and employees.

A plan for a new residence hall, the first at UMM in many years. The residence hall will help increase the attractiveness of UMM to prospective students by: 1) including more up to date features and 2) including many "green" aspects and features.

A focus on improving storm water run-off control.

Although UMM is a leader in green energy initiatives, it lags behind in modern storm water management. The combination of the facilities master plan and the sustainability plan led to this emphasis.

Although predating the current master planning process, UMM has very explicit plans for achieving the goal of becoming the first campus in the United States to achieve net zero fossil carbon emissions from electricity, heating, and air conditioning. This effort has brought UMM national and international attention, thus raising the profile of the University while at the same time sparing it from a substantial amount of energy market volatility.

2.1.2 Strategic Plan

UMM's long-range strategic planning processes provide the campus with the ability to respond to changes in its internal and external environments. UMM's current Strategic Plan was written in 2005–06 and identified the campus's strategic goals as the following: to be the best public liberal arts college in the country, to be among the top tier of national liberal arts colleges, and to explore becoming a public honors college. These goals are aligned with five areas of focus that were defined by the University of Minnesota central administration: 1) Teaching and Outreach, 2) Faculty and Staff, 3) Students, 4) Viability and Sustainability, and 5) Visibility. Before the final strategic plan was submitted in April 2006, there were more than 60 focus groups attended by over 650 campus and community members. There was also a written survey, to which 210 people responded. Progress on the strategic plan's recommendations in these areas is ongoing. The following sections will elaborate on this progress.

2.1.2.1 Teaching and Outreach

The Strategic Plan provides direction to the campus in the area of teaching and outreach. One specific recommendation in the area of teaching was to strengthen UMM's green curricular offerings. At the time the Strategic Plan was written, it was clear that UMM was, and is even more so now, an emerging leader in green energy and sustainability initiatives. However, UMM's leadership in this area was not well integrated into its core undergraduate curricular mission. The following initiatives rolled out during the last three years have strengthened the campus in terms of the Strategic Plan's teaching and outreach goal:

- Establishment of an interdisciplinary environmental studies program, which draws from disciplines across campus and includes course offerings from the humanities, social sciences and sciences. The 2007 UMM compact request



to central administration included new recurring funding for an interdisciplinary environmental major including funding for an environmental studies tenure-track faculty position. The environmental studies major was adopted by the UMM Campus assembly in October 2007 and approved by the University of Minnesota Board of Regents in the spring of 2008. The major began enrolling students for fall semester 2008. As of November 2009, 51 students have formally declared the new major. The introductory course enrolled 80 students during the 2008_2009 academic year. In addition to bringing existing environmentally related curricular offerings together, this initiative has helped shape UMM's annual review of curricular offerings and has led to the development of eight new green-related courses across the liberal arts spectrum.

- Creation of a new interdisciplinary environmental science major in fall 2009 that acknowledges the institutional and national trends that underscore the need for such a major: a) UMM's commitment to environmental issues and programs, b) The widely recognized need for majors in STEM fields, and c) A stated commitment by federal funding agencies toward interdisciplinary studies. As of November 2009, 15 students have formally declared the new major.

- Offering of a new biomass curriculum through UMM's continuing education program. UMM's Office of Continuing Education was awarded a \$174,258 grant by the Renewable Energy Marketplace—Alliance for Talent Development initiative. This funding was used to develop new curriculum in biomass gasification technology, which served participants during an intensive three-week pilot offered in May 2009 on the UMM campus. UMM developed this biomass gasification technology curriculum through a partnership with Minnesota West Community and Technical College, the University of Minnesota West Central Research and Outreach Center, Nova-Tech Engineering, Hammel, Green and Abrahamson, Inc. and Rural Minnesota Concentrated Employment Program. There are plans to continue this program in the summer of 2010.

Several other teaching and outreach initiatives of the Strategic Plan are ongoing. Those recommendations are focused on a review of UMM's curriculum in relation to liberal learning, civic education, intercultural competence, and global perspective. They include the following:

- Department/Unit level program review that was

undertaken in 2006 to reflect shifts in student interests, numbers, and each department/unit's response to these shifts and alignment with UMM's mission.

- Formal academic program reviews have been reinstated on campus to ensure that degree program offerings, resources, and activities are aligned with the institutional mission, student interests, and changes in higher education and fields of study.

- Global perspectives to support: 1) an increased international focus for UMM curriculum; 2) an increased emphasis on study abroad for UMM's students, and 3) an increased number of foreign students.

- Integration of intercultural awareness into the UMM curriculum. The Strategic Plan, assessment, academic program review and the student affairs program review reflect careful attention to UMM's function in a multicultural society.

- Civic engagement to support Service Learning opportunities and other co-curricular activities that encourage interaction with the broader community.

- Recommendations related to UMM's stewardship of the environment to support curricular and co-curricular activities that include and enhance environmental stewardship.

- Curricular innovations, some of which are in connection with UMM's role as a national leader in the adoption of green technology (e.g., environmental studies and environmental science), and others which are the result of organizational support for collaboration and innovation (e.g., new majors in Statistics, anthropology, American Indian studies, gender, women and sexuality studies). In particular, the addition of the American Indian studies major is part of preserving and maintaining UMM's campus history as a former American Indian boarding school.

2.1.2.2 Faculty and Staff Development

The Strategic Plan calls for efforts in the area of faculty and staff development. To help faculty and staff accomplish their professional goals while advancing UMM's mission, it is necessary to provide adequate resources, programming, and encouragement. Some of the recommendations and initiatives that have been or are being implemented are as follows: the Faculty Research Enhancement Fund was established in 2006 with resources from the Office of the



Vice President for Research at the University of Minnesota. The fund is thriving and continues to support faculty scholarship in various important fields. Mentoring of junior faculty at UMM continues at the division level and at the institutional level via the Faculty Mentoring Program which offers modest grants for participating faculty. Professional development opportunities including travel to conferences, human resource training programs, and short term and long term leaves are available to faculty and staff members. Raising faculty and staff salaries was another priority that was identified, while some progress was made via initiatives of the central University administration, the current economic crisis has brought this initiative to a standstill. The institution supports faculty travel to out of state conferences, curricular innovation, and student research support. Funding for the professional development activities of United Staff Association and Civil Service staff is usually arranged within departmental budgets although there is also a fund dedicated to this purpose supported through fundraising. The support for these activities reflects institutional commitment to meeting those needs.

2.1.2.3 Student Development and Learning

The Strategic Plan also sets forth goals related to students and student life. Since that document's completion, three of these key goals for student initiative have been substantially or fully achieved. They include:

- **Develop a cohesive, year-long First-Year Experience:**

To work meaningfully toward this goal, a First-Year Experience Disappearing Task Force was created in the fall of 2007. The goal of this task force, which came to be known as the Disappearing Task Force (DTF), was to review current and historical data and practices at UMM as well as best first-year practices at other institutions in order to provide information to the UMM community about how the first-year experience could be improved. The DTF's report and recommendations, provided to the chancellor in January 2008, included several key observations: a) UMM has most of the elements of a successful first-year experience, but lacks the sort of central coordination that would allow these elements to work together in an intentional way; b) continuation of UMM's first-year seminar and a strengthening of first-year academic support services is needed; and c) the first-year experience at UMM currently ends after the first semester with no initiatives aimed at first-year students in the spring semester of their first year. These and other recommendations—and steps taken to address these—will be discussed further in Section 2.3.

- **Create the Academic Center for Enrichment:** The Academic Center for Enrichment (ACE) was created in fall 2007 to provide a single location for students interested in pursuing academic enrichment activities beyond the traditional classroom and to enhance awareness of these activities among all students. The ACE office coordinates the following programs: Study Abroad, Honors Program, national scholarships, National Student Exchange and all UMM's undergraduate research opportunities. The ACE office is staffed by faculty advisers who answer questions and help students identify the enrichment programs right for them. Since its inception the center has helped UMM students apply for and receive three Truman scholarships, two Udall scholarships and two Katherine Sullivan awards.

- **Strengthen academic support for students:** In response to the Strategic Plan, three independent units, Academic Assistance, Disability Services, and Advising were combined in July 2007 to strengthen academic support services for students. The merged offices, dubbed the Center for Advising and Learning, was designed to work to provide comprehensive academic support to aid in student success and retention. The goal of this merger was improving adviser and student use of technology and to achieve greater effectiveness in the advising program. With the restructuring that occurred in spring, 2009, further consolidation of offices related to student academic support took place. The coalition of offices referred to as CARE + AAC/DS include the following individual offices: Career Counseling, Academic Advising, Retention, and the Academic Center for Enrichment plus the Academic Assistance and Disability Services offices. CARE+AAC/DS is dedicated to promoting academic development, enrichment, and success for UMM students beginning when students commit to UMM and continuing beyond graduation. Although each of the six offices has individual emphases and primary duties, the goal is to build synergy among these recognizing the ways in which students can gain through interactions with each. The Office of the Assistant Dean for Student Academic Affairs, in addition to providing leadership and administrative oversight for these offices, is responsible for the coordination and development of the academic aspects of UMM's First-year Experience in cooperation with the Office of Student Activities, Office of Residential Life, and others on campus, coordination of the First-Year Seminar, and various administrative duties related to student academic progress. Some examples of initiatives from these offices:



- A trial program to provide more aggressive advising for probationary students was implemented in February 2009. All first-year probationary students now must meet with the Academic Assistance Coordinator to discuss course load and strategies for success. Students are referred to resources across campus as needed.

- Beginning fall 2009, all students who are “conditionally admitted” were registered for their first semester courses with the assistance of faculty advisers who will be attentive to the special advising needs of this at-risk population. The Coordinators of Academic Advising and Academic Assistance will identify advisers with the proper skill set and provide additional training to develop advisers with expertise in this area to insure efficient and effective academic planning.

- The Office of the Registrar has undertaken several new initiatives together with the Center for Advising and Learning to strengthen “Life Planning” support for students and meet the needs of faculty and staff at UMM. There are numerous computer applications available to faculty, staff, students, alumni and parents that reflect state-of-the-art technology in the field. Through the Course Guide, for example, faculty can provide students and advisers with information about the courses they are teaching beyond what is published in the catalog. The computerized degree audit allows students and advisers real-time access to students’ information and graduation requirements.

- **Strengthening student ‘life planning’:** Work is underway to create a student engagement portfolio to aid students in capturing, reflecting on and articulating learning from civic engagement, leadership and active learning experiences outside the classroom. The Strategic Plan calls for a comprehensive online portfolio tool bringing together students’ leadership activities as well as academic, media, social, political, arts, athletic, cultural, religious, governing, service, and honorary activities to augment academic transcripts and create a multi-faceted record of student accomplishments. In the 2007-08 academic year, focus groups and a successful portfolio pilot study showed that UMM students see the potential for and would use a portfolio that was integrated into campus learning and development practices. A portfolio system would also support assessment, enabling students to link projects and experiences to student learning outcomes. The development of a UMM portfolio has been slowed as the University of Minnesota Twin Cities moved away from the internally developed ePortfolio and began an RFP process for an

external portfolio tool. While a University of Minnesota centrally supported system will have the benefit of significant resources and potential integration with other student enterprise systems (e.g. UM Engage!, Grad Planner, etc.) other possibilities may need to be explored to continue progress on this important goal.

- **Integrated multi-cultural campus life and interculturally competent graduates:** UMM’s updated mission statement identifies intercultural competence as a key student outcome in UMM’s updated mission statement; efforts are underway to support this vision. The campus is also working strategically to increase recruitment and retention of traditionally underserved students, to improve student satisfaction among all student populations, and to build an effective contemporary structure to support student learning and success. Recognizing the educational benefit afforded by a diverse learning community as well as the increases projected in high school graduates of color in Minnesota, UMM’s Strategic Plan envisions U.S. students of color increasing from 15 percent of total enrollment in fall 2005 to 25 percent in 2016 with international students increasing from 1 percent to 5 percent over this same time. Fall 2009 numbers show progress, with students of color comprising 19 percent of UMM students (20 percent of degree seeking students) and international students comprising 4 percent of the student body. Efforts to increase intercultural awareness, respect, and appreciation throughout the campus community and to support the retention and success of historically underrepresented students are detailed in sections 2.1.4 and 3.3.12.

Other student development and learning goals articulated in the Strategic Plan include:

- expecting that all UMM students participate in first-year and senior capstone seminars, as well as achieve higher participation in service learning and leadership experiences;
- expanding and improving opportunities related to undergraduate research.
- providing opportunities for all students to study abroad, preparing them as global citizens.

2.1.2.4 Viability and Sustainability

The third focus of the Strategic Plan relates to the topics of viability and sustainability. The principal initiatives in this area are intended to secure UMM’s fiscal situation, both for the short-term and long-term. They are: 1) increasing enrollment to a headcount of 2100 students by 2013 by



improving recruiting activities including developing new markets (nationally and internationally) and revamping UMM's scholarships program; 2) increasing non-traditional revenue from private donors, facility use, grants, wind energy, etc.; 3) developing additional green energy initiatives; and 4) securing full funding for the Native American Tuition Waiver.

Increasing Enrollment

The *UMM Strategic Enrollment Management Plan* (SEM) establishes a framework of goals and viable strategies to enable UMM to meet its short-term and long-term enrollment goals. The attainment of these goals provides one critical source of revenue needed to sustain UMM's core components—its academic programs and overall student experience—that in turn enable the institution to fulfill its mission. The SEM Plan is best described as a flexible, working document that is intended to evolve over time. This renewable aspect of the plan allows UMM to adjust to the changing needs and realities of its internal and external environments. While UMM does not appear to be on track to achieve its enrollment goal of 2,100 students by 2013, we have plans in place to help us grow our student numbers annually.

The companion to the SEM Plan is the annually updated *University of Minnesota, Morris NHS Recruiting Strategies* document, which serves as a detailed yearly action plan. The current *NHS Recruiting Strategies* document presents seven key recruiting strategies, along with their accompanying tactics, to effect the desired campus enrollment outcomes: 1) Increased inquiries; 2) Increased number of prospective student campus visitors; 3) Increased presence of mind regarding UMM; establish or expand an understanding of UMM in the minds of prospective students, parents, guidance counselors, and other key influencers; 4) Increased New High School Student (NHS) applications; 5) Increased scholarship applications; 6) Increased conversion rates; and 7) Strengthened partnerships between Admissions, Athletics, and the Multi-Ethnic Student Program. These strategies and tactics provide the enrollment area and other key partners across campus with an annual work-plan to guide their activities related to recruiting new students. The Office of Admissions has an understanding of the changing (and frankly shrinking) pool of students of the type UMM has traditionally attracted. Recent analyses of national and Minnesota ACT-test takers data paint a stark picture of the realities that confront selective, liberal arts colleges in Minnesota.

Several important demographic changes are also underway for the nation, the Upper Midwest, and Minnesota

that will have an impact on UMM's ability to reach its enrollment goals. National statistics for the next decade project about a 10 percent decline in non-Hispanic white students, the population that traditionally has been most likely to attend four-year colleges. At the same time, a double-digit rise in the proportion of students of color is projected—especially Hispanics—who have traditionally been the least likely to attend college. In Minnesota, the number of high school graduates between 2008 and 2015 is expected to drop by 10 percent from 64,078 to 57,812, with a change in ethnic make-up that mirrors the national trends.

In light of these significant demographic realities and guided by the Strategic Plan and the SEM Plan, UMM has initiated recruiting efforts in new markets nationally and internationally. In the U.S., UMM has begun recruiting in Montana, Arizona, Texas, Colorado, and more aggressively in Illinois. These states were chosen because of a relatively large alumni base with which to partner and because of the growing number of students that are likely to meet UMM's profile.

UMM has also embarked upon more intentional international recruiting efforts in China, and exploring opportunities in India and South Korea. As a result, the international student population at UMM has experienced a remarkable increase. The total number of international students enrolled at UMM for the fall 2005 semester was 19. Three years later, after the implementation of the Strategic Plan, the SEM Plan, and the NHS Recruiting Strategies document, that number had grown to 74 students, an increase of nearly 300 percent. While positive, this growth has caused strains on UMM's infrastructure supporting international students and necessitates more planning at levels that provide specificity beyond that of the general strategic plan. An effort to establish a support infrastructure for international students began in 2005. UMM recently doubled the support for English as a Second Language and added a half-time coordinator position to work with international students. That position increased to full-time in the fall of 2009.

The Strategic Plan also led to a review of UMM's scholarships program. The "buying power" and attractiveness of UMM's scholarships was found to be lacking based on declining yield rates of students who were offered scholarships and a comprehensive review of competitors' scholarship offerings. As a result, UMM revamped its scholarship program three years ago by increasing the amounts of its automatic merit scholarships and rolling out two new scholarship programs, the Prairie Scholars Award and the Morris Scholars Award. The Prairie Scholars Award is a full-tuition scholarship designed to attract and enroll



high achieving students who are also being heavily recruited by competitors offering similar scholarships. The Morris Scholars Award is an annually renewable \$5,000 scholarship coupled with a one-time \$2,500 scholarly stipend to be used by the student to participate in undergraduate research, study abroad, and scholarly or creative projects. These changes have helped UMM maintain its quality profile in a highly competitive environment. The yield rate for recipients of these new scholarships has consistently been 20 percentage points higher than the yield for other students.

Increasing Revenues from Gifts, Grants, and Facilities

The Strategic Plan called for bolstering UMM's giving and development area by increasing the number of staff devoted to this effort. In particular, UMM identified the potential and need to cultivate major gifts and to augment ongoing development activities. Therefore, a major gifts officer was added to the giving and development area to focus on this area of revenue generation. The addition of 1.0 FTE dedicated to ongoing major gift fundraising tripled our capacity in the area of philanthropy. Though the position has been in place for less than two years, total gift activity has increased steadily. In FY99, UMM raised a total of \$723,602. In FY08, UMM raised \$1,487,703 while in FY09, UMM raised \$1,853,707. Data gathered by the University of Minnesota suggest that a major gifts officer should hit his/her stride during the third year of activity, and further suggest that a major gifts officer is capable of raising \$1 million per year after year three.

UMM is a member of the Association for the Advancement of Sustainability in Higher Education (AASHE) and the Upper Midwest Association for Campus Sustainability. In June 2007, UMM Chancellor Jacqueline Johnson and more than 250 other college and university presidents formally committed to sharply reducing and eventually eliminating campus global warming emissions by adopting the American College & University Presidents Climate Commitment during a summit of higher education leaders in Washington, D.C.

The U.S. Department of Energy (DOE) and U.S. Environmental Protection Agency (EPA) have inducted UMM into the Green Power Leadership Club for UMM's outstanding commitments and achievements in green power. In 2005, the DOE and EPA presented UMM with a Green Power Leadership Award for its commitment to on-site generation of renewable energy.

The first large-scale wind research turbine constructed at a U.S. public university overlooks the UMM campus. The 1.65 MW wind turbine supplies power to nearly all of UMM's buildings resulting in significant annual savings in electricity

costs for the campus, estimated at \$40,000 per year. An on-campus biomass reactor has also been built to use corn stover (stalks) from the region's farmers to generate steam to meet 80 percent of the campus's heating and cooling needs. When fully operational, the biomass plant will use local biofuel stocks to replace natural gas, which is estimated to save UMM more than \$200,000 per year once the plant is completed in FY09, while also helping to support the local and regional economies. In addition, this demonstration and research facility will help generate new knowledge about biomass technology. UMM's ultimate goal is to develop an integrated energy platform on a community scale that takes advantage of wind and biomass technologies. Additionally, the new plant will use ground water that it pumps from the lower level of the building for all heating and cooling processes. This will eventually save city water for human consumption and is projected to save UMM more than \$30,000 per year.

In 2008, UMM received authorization to issue Clean Renewable Energy Bonds (CREBs) for three purposes: 1) to install a second wind turbine near the West Central Research and Outreach Center (WCROC); 2) to add a steam turbine onto the biomass reactor which will produce electricity from "green" steam; and 3) to install a third wind turbine in western Minnesota, that will be shared with the Mille Lacs Band of Ojibwe. These interest free CREBs will continue to move the UMM forward as a national leader in renewable energy systems and further enhance UMM's fiscal position by helping manage the costs of utilities and increasing revenue. Once the capital for these systems are paid off, there will be significantly higher levels of revenue available for the campus. The Power Purchase Agreements now being considered will result in excess of \$300,000 of new annual income after debt retirements which is expected to take thirteen years. Finally, UMM has recently entered into an Energy Service Contract that will save energy and once the initial investment is paid off (again, 13 years) this will result in savings of more than \$230,000 annually.

Native American Tuition Waiver

As noted earlier, UMM offers a full tuition waiver to qualified American Indian students. UMM had partially funded this waiver from its own revenue streams but the Strategic Plan called for the campus to secure full funding from University of Minnesota central sources. This goal was achieved in 2007 and a plan for developing a formula for ongoing funding is being formulated.

2.1.2.5 Visibility

The Strategic Plan also called for increasing the visibility of the institution in support of key initiatives related to



enrollment, giving, green energy and sustainability. The goals related to visibility included: 1) development and/or strengthening of UMM's brand; 2) implementation of a campuswide integrated marketing plan; 3) supporting the recruitment of international students; and 4) updating the Campus Master Plan to align with strategic initiatives. To assist in these initiatives we have added 1.75 FTE in the area of communications and marketing, with the overall objective of establishing focused and integrated marketing activities resulting in more productive student recruitment efforts, increased private giving, greater public awareness, and more effective state and national relations including those with legislators and governance leaders. We recently engaged a marketing firm to better establish our brand. As a result, a new message that showcases UMM and is consistent across all publications and in our online presence is being developed to improve student, faculty and staff recruitment, national visibility, and fundraising efforts.

Marketing and Branding Initiative

UMM engaged a marketing firm in summer 2007 and embarked upon a marketing and branding initiative. The primary objectives of this initiative were to: 1) do a better job of telling UMM's story; 2) identify the core values, essential attributes, and emotional dimensions of the UMM brand; 3) strategically position UMM in the marketplace; and 4) craft marketing strategies and tactics designed to enable UMM to successfully advance its brand, communicate compelling messages and achieve the institutional objectives stated in the Strategic Plan. A brand platform, logo, style guide, and integrated marketing plan have resulted from this work. Plans for student recruitment, alumni relations, advertising, and comprehensive content and creative overhauls of our materials were also included within the scope of the effort. In particular, an entirely new suite of recruiting materials were designed and rolled out for use by the Office of Admissions for the fall 2009 incoming class and beyond. Another tangible outcome of the marketing and branding initiative was the drafting of a brand implementation guide that includes a graphic standards manual for use across the campus. Finally, multiple advertising and brand awareness products were developed, from the comprehensive marketing and branding initiative.

The market research that served as the foundation for the new branding efforts was completed in fall 2007. The research included focus groups with prospective students and parents; telephone interviews with donors; a Web-based survey with more than 1,100 alumni participating; on campus interviews and discussions with current students, faculty, and staff; interviews with Morris community leaders;

and secondary research that included a market analysis and a complete review of existing research.

New Web Site Design Initiative

The marketing and branding initiative also led UMM to realize that its institutional Web site is its most essential marketing and branding tool. As a result, a new set of strategies and tactics related to UMM's Web site presence were formulated. These included the reconfiguring of Web site content and style to concentrate on key brand framework features and benefits. In addition, central ideas that were revealed through the market research were translated to design elements for a complete revamping of UMM's Web site. This re-design has begun with the institutional home page, the admissions Web site and the external relations pages. The effort continues to re-design all of the academic and student affairs landing pages to align with the new design. Throughout the Web site, content is designed to be interactive and will showcase student, faculty, and staff accomplishments in their voices.

A number of key changes are being rolled out for the admissions Web site in support of UMM's enrollment goals and are related specifically to its national and international recruitment efforts. Among these are the creation of a new virtual tour to enable students from anywhere in the world to "visit" the campus in advance of an in-person campus visit. The admissions Web site will also be aligned with the brand platform to leverage the new institutional brand elements and platform. The Web site will have a particular focus on benefits, features, and proof points (i.e., evidence of the benefits and features). In addition, the Web site will be enhanced with new photography and will be supported by advertising in traditional print media (e.g., magazine, radio, billboards, transit vehicle signs) and in online media (e.g., Facebook, MySpace).

Another feature under development for the redesigned admissions Web site is a tool to allow admitted students to "build your own UMM admissions packet" which would feature downloadable pdfs of all recruitment brochures, fact sheets, the view book, etc. This reflects the changing reality of student expectations for on-demand access to information and will also help UMM meet its carbon neutrality goals, thus reinforcing its leadership status in green energy and sustainability initiatives.

2.1.3 External Relations Plan

UMM's Strategic Plan aims to position the campus as "the best public liberal arts college in the nation, in the top tier of national liberal arts colleges." The plan makes frequent reference to the external relations areas of



communications, development, and alumni relations as key players in achieving our goals. Pressures on UMM to stabilize enrollments, offer more scholarship dollars, stand out in the world of higher education, attract outstanding faculty and staff, compete for private gifts in a competitive market place, and advance our distinctive excellence indicate a strategic need for a strong external relations program.

Fund Development Planning

Plans for the fund development area are developed within the context of the overall campus Strategic Plan, the University capital plan, and the campus master plan. The plan is also submitted to and reviewed by the University of Minnesota Foundation. The planning is updated annually. Markers tracked include: personnel FTE, budgets, dollars raised within categories of cash versus commitments, planned gifts, annual gifts, and major gifts, alumni percentage participation using CASE reporting standards, endowment balances, scholarship dollars dispersed from private giving, and the cost to raise a dollar. Most of these are reported annually to the campus community. Many are included in UMM's data [book](#). Others are tracked for the University of Minnesota Foundation. The associate vice chancellor for external relations serves as an ex-officio member of the Campus Resources and Planning Committee to assure alignment between philanthropic objectives and campus priorities. That committee is also the campus governing group that hears reports on the activities and outcomes within external relations.

UMM is approaching a convergence of opportunities in 2010 to dramatically strengthen the campus and accomplish important strategic goals. In 2010, UMM will celebrate its 50th anniversary, and the West Central School of Agriculture, our predecessor institution, will mark the 100th anniversary of its founding. UMM will achieve carbon neutrality and energy self-sufficiency. In early 2010, the Offices of External Relations, Admissions, and Continuing Education units are scheduled to move into the refurbished historic building, providing for the first time a campus "portal" for the community to access the University's many resources and relationships. UMM plans on starting construction on a new Green Prairie Living and Learning residential facility, pending central approval by the University of Minnesota. UMM will have a fully realized integrated marketing strategy along with key messages based on market research that are supported by creative expressions including logo and tag lines, and fully revamped print and Web materials for the Offices of Admissions, Alumni Relations and Annual Giving, Fund Development, and the entire campus.

UMM is focused on achieving the largest possible

impact by integrating all of the above opportunities into a broad focal point with numerous sub-plans and initiatives all leading to a historic moment of peak recognition and financial support.

Alumni Relations and Annual Giving Plans

It is a high priority to establish an alumni network for career planning, admissions recruiting, and other means of enriching student life both in and beyond the classroom, along with inter-active e-communications, portals, and podcasts to keep alumni engaged in campus life through new media opportunities. Once established, these are cost-reducing strategies when compared to expansive travel to see alumni. Given our need to improve "connectedness" with our alumni, this strategy will be a key way to engage our alumni.

An aggressive program of increased regional events was launched under the current director and has been extremely successful in identifying interested and successful alumni around the United States. We will continue to build alumni engagement through these visits that combine alumni relations with development and sometimes admissions efforts. Other programs include the Young Alumni Program, Senior Class Legacy Program, and an alumni travel program.

Communication Plan

Campuswide interest in communications is intense as we focus on increasing enrollment and financial resources. Not surprisingly the Strategic Plan relies heavily and specifically upon our ability to conduct good branding, marketing, and visibility initiatives. Student recruiting efforts rely on UMM's overall brand awareness. Alumni, donors, and legislators are strongly influenced by UMM's positive reputation and a current understanding of our strengths and accomplishments. Our efforts in both external relations and admissions rest upon a strong and well-funded communications program with the tools to conduct market research and then follow up longitudinally, to execute branding initiatives, and to effectively tell our stories in key media outlets. It is apparent in the Strategic Plan that communications initiatives are vital to the success of our campus.

2.1.4 Student Affairs Plan

In December 2000, a Student Affairs presentation to the Board of Regents celebrated UMM's success in creating an engaged student experience, with University of Minnesota system Student Experience Surveys and National Survey of Student Engagement data. In addition, three areas were



targeted for significant improvement, addressing student concerns and a lack of performance documented in survey, benchmarking, and performance data—Intercollegiate Athletics, Residential Life facilities, and Food Service contract and facilities. This work has been central to Student Affairs evaluation, planning and improvement efforts during this decade.

Intercollegiate Athletics

UMM is reestablishing a competitive athletic program. The millennium began with Cougar Athletics outsized and out-resourced in the Northern Sun Intercollegiate Conference (NSIC), as demonstrated most dramatically by UMM's NCAA Division II 'most consecutive loss' records in football and women's basketball. A comprehensive 2001–02 athletics impact study included interviews with campus committees, staff, faculty, students, boosters and others and compared UMM data with NSIC institutions, Upper Midwest Athletic Conference (UMAC) schools—a conference considering a shift to NCAA Division III—and UMM's peer comparison group known as the [Morris-14](#). The process re-affirmed the importance of athletics at UMM and showed UMM's financial resources and high sports sponsorship were a better fit for NCAA Division III. (Division II data showed UMM ranking 126 out of 128 public universities in total athletic expenditures for 2000–01.) In April 2002, Chancellor Sam Schuman announced the decision to apply for UMAC and NCAA Division III membership.

Planning processes engaging athletics, student affairs, and finance leaders with the chancellor realigned sports sponsorship based on program potential and shifts in student interest (ending sponsorship of men's and women's wrestling in 200–04, adding women's swimming and diving in 2004–05, and adding men's soccer in 2006 and cross-country in 2007). In addition, planning teams developed a staff recruitment and retention model, established program budgets that met realistic expense projections, enhanced student recruitment, and improved capital facilities, including construction of Big Cat Stadium. Cougar teams are now competitive in virtually all sports, talented coaches are retained, assistant coaches have viable appointments, and program health is returning. Data is reviewed and priorities are established annually.

Residential Life Facilities

The Office of Residential Life (ORL), together with Plant Services, developed a seven-year strategic renovation plan in 2004–05 focused on the renovation of on-campus living environments to meet expectations for contemporary student housing (as called for in UMM's Strategic Plan.)

Data showed that students who were admitted to UMM but chose to go to attend other colleges rated UMM's residential life facilities lower than those of their chosen college. While the physical structures of UMM's 1970s and historic halls had been well maintained, student living environments were dated and worn. The Vice Chancellors Group, the Student Services Committee, and the Morris Campus Student Association have reviewed and endorsed the plan, now called the ORL Six Year Capital Plan, which is updated annually. The majority of student living environments have been upgraded significantly since the Residential Life capital plan was first adopted, including new room, lounge, and kitchen furnishings; carpeting; and contemporary wall colors. Blakely Hall, the residence hall with the greatest need for renovation, was taken out of use as a residence hall in summer 2008 and converted to swing space for Gateway/Welcome Center construction. All existing residence halls will be fully updated by fall 2011.

Planning is underway for UMM's first new residence hall since the 1970s—the Green Prairie Living and Learning Community. The Green Prairie planning team was composed of students, faculty, staff, and University of Minnesota Capital Planning staff. They utilized focus groups, Educational Benchmarking Institute data, a survey of new residential construction, and professional literature to create a green design for a model living/learning facility for students and summer educational programming. The design and program will advance UMM's leadership in providing a demonstration platform for creating a renewable and sustainable community and meet the interest from researchers and citizens who would like to learn more about these initiatives. Approval for bonding is anticipated in the next two years.

In addition, new and revamped student support programs continue to be launched in Residence Halls such as developing first-year theme floors that align with UMM's core work (e.g. civic engagement, world cultures, sustainability, and healthy lifestyles) and workshops by faculty on achieving academic success.

Annual resident surveys enable Residential Life to benchmark monitor progress in enhancing students' living experience. In spring 2009, 70 percent of students living on campus completed the resident survey, with overall resident satisfaction rising to 5.5 on a 7-point scale (with 7 being superior) and satisfaction with facilities at 5.47, both ratings of "good", with "excellent" ratings being means above 5.5. Resident satisfaction has risen consistently, with overall satisfaction up from 4.95 in 2002. In 2009 students gave



ratings of excellent for four housing factors: student staff, safety and security, sense of community, and the tolerance shown by fellow residents. Remaining housing factors were all rated as good. (Excellent ratings reflect a mean rating between 5.51 and 6.5 on a 7-point scale with 7 being superior and 1 being extremely poor; good ratings reflect mean scores between 4.5 and 5.5.)

Dining Services

Through the 1980s and 1990s, Food Service received the lowest ratings of all UMM programs and services in the ACT Student Opinion Survey. In 1998, on a 5-point scale, with 5 being “very satisfied” UMM Food Service rated a 2.38 v. 3.13 at other public colleges, an all time low. “The rates of ‘dissatisfaction’ tell the story – for on-campus residents (52 percent), for freshmen (42 percent), for seniors (54 percent), for minority students (60 percent), for women (53 percent), and for men (59 percent). With dissatisfaction with the UMM Food Service as much an issue as it is, a detailed assessment of the program leading to significant improvement seems long overdue.” (Taken from the UMM ACT Student Opinion Survey Report, 1998.)

In 1999–2000, dining services management and processes were reviewed in preparation for program changes and a request for proposals for a new multi-year management contract. The campus sought the expertise of a dining services consultant who worked with the Minnesota State Colleges and Universities in developing their dining service management RFP. The planning process established program priorities and identified UMM’s responsibilities in overseeing the contracted dining services management company. While satisfaction levels have improved significantly, work remains. Dining Services is consistently the lowest of UMM’s 15 residential life benchmarking survey factors. In 2008–09, UMM students satisfaction with Dining Services has moved up to “fair” —a 4.13 on a 7-point scale, with 7 being excellent and 1 being extremely poor. All other factors in students’ residential life ratings were ranked as good or excellent. Plans are being implemented to raise dining satisfaction to similarly high levels.

UMM’s oversight structure for dining services was modified in July 2008 to provide greater Student Affairs, Finance, and Facilities support for program enhancements and to better manage the 10-year contract valued at \$25M. The current contract with Sodexo, which began July 2008, included \$900,000 for much needed dining service facility renovations. A Dining Services master plan was completed in September 2008. Dining Services phase one renovations, completed in Summer 2009, support more display cooking of fresh ingredients and improve students’ dining

experience, as called for in UMM’s Strategic Plan.

Dining Services and Sodexo are key partners in the Morris Healthy Eating Initiative, a five-year campus and community project led by Student Affairs to enhance the food environment for UMM students, faculty, staff, and the Morris and Stevens County communities. Funded in 2009 by Blue Cross and Blue Shield of Minnesota, the initiative provides more than \$500,000 to increase access to and consumption of fruits, vegetables and other healthy foods. UMM and community partners sought the funding after a 2007 College Student Health Survey of 14 Minnesota universities showed that only 15 percent of college students at UMM and in Minnesota eat the five servings of fruits and vegetables recommended daily, and one of every three college students is overweight, obese, or very obese—a serious campus and public health concern given the links between unhealthy eating, obesity and chronic illness. The initiative builds on Dining Services wellness planning as well as the Pride of the Prairie Local Foods initiative discussed in Chapter 5.

In addition to the three areas above which were identified in 2000 as needing the greatest improvement, Student Affairs led a number of significant planning efforts in the areas noted below.

Diversity Initiatives

Enhancing campus support for diverse student populations is an important priority for UMM. Student Affairs staff have led efforts to model and strengthen campus diversity, support initiatives supporting historically underserved populations and groups protected in the university’s affirmative action statement, and fostering intercultural competence for all students. A diversity and equity summary excerpted from UMM’s strategic positioning documents spans eight pages and articulates a strong vision for a diverse and interculturally-competent campus community supporting success for all students. Major student affairs initiatives that advance this plan are summarized below.

In 2006–07, broad consultation and a review of peer institutions led the campus to elevate the role of the lead campus diversity position – the director of the multi-ethnic student program within Student Affairs—to include a 25 percent appointment as assistant to the chancellor for equity and diversity. In 2009–10, the Office of Equity, Diversity and Intercultural Programs was created, linking the Multi-Ethnic Student Program and the International Student Program to create a bridge of support for U.S. students of color, students from new immigrant communities, and international students. Residential Life adopted a new programming model aligned with student outcomes from



the updated campus mission statement; each residence hall floor will participate in activities that foster intercultural competence and global awareness as well as civic engagement and environmental stewardship.

In December 2009, a proposal was submitted to the US Department of Education to establish a federally funded TRIO Student Support Services program at UMM providing additional support for first-generation students, low-income students, and students with disabilities. The program is being developed by the Office of Equity, Diversity and Intercultural Programs in close partnership with the Offices of Admissions; Career, Advising, Retention, and Enrichment; Disabilities Services and Academic Assistance; and Financial Aid. Funding decisions will be announced in June 2010, with funds available in September 2010. Residential Life and Equity and Diversity programs are exploring a staffing partnership using existing resources in new ways to add support for the Resource Center for Gender, Women, and Sexuality and create a residential life first-year student theme floor on intercultural understanding and social justice.

Diversity initiatives are also discussed in 3.3.12.

Student Affairs Planning and Partnerships

Student Affairs staff have been engaged in a series of planning processes to forge stronger partnerships and span traditional boundaries to realize UMM's strategic vision and goals. This work is influenced by *Learning Reconsidered: A Campuswide Focus on the Student Experience*, a publication endorsed by the presidents of all of the major U.S. educational professional associations, which calls for the "integrated use of all of higher ed's resources in educating and preparing the whole student." *Learning Reconsidered* advocates for *transformative education*—a holistic process of learning that places students at the center of the learning experience." At a residential public liberal arts college with a number of integrated experiences and a strong vision for the future, the concept of using all of the institutions' resources strategically and intentionally to advance student learning makes great sense and is essential to achieving the campus vision.

• Partnerships to Support Engaged Student

Learning and Student Success: Key planning processes spanning student affairs, academic affairs and enrollment management include developing integrated communication systems for entering students; building a comprehensive first-year experience; expanding academic alerts and coordinated support for at-risk students from a Multi-Ethnic Student Program initiative to a campuswide program; the pursuit of a TRIO Student Support Services program for

the campus; and strengthening civic engagement initiatives and their impact. The Service Learning program reporting jointly to Academic and Student Affairs, was strengthened by evaluation and planning rooted in two Learn and Serve America grants. Planning efforts moved the program from grant funds to sustained institutional funding and in 2009-10 created the Office of Community Engagement—bridging service learning, community service, K-6 tutoring and mentoring programs and the residential life civic engagement theme floor.

As referenced in the Strategic Plan, UMM is known for its significant student leadership opportunities. An integrated, shared definition of leadership and a more formalized leadership program are needed to enhance student learning and better articulate the UMM experience to prospective students and our external community. Planning and action are needed in the next 10 years to create an academic and co-curricular leadership program. This work should intersect with the next phase of planning and implementation of the University of Minnesota systemwide Student Engagement Planner project and the development of a student e-portfolio. These tools will enhance student engagement and support students in capturing, reflecting on, and presenting their student leadership and engagement experiences.

• Partnerships to Advance Student Life and Strategic Initiatives: Planning processes rooted in campus and community partnerships are strengthening student life, with priorities clearly identified in UMM's Strategic Plan. UMM's last self-study for re-accreditation, retention committee analysis and the Strategic Plan have called for additional weekend programming to engage students who, contrary to campus mythology from the 1990s, spend 75 percent of their weekends in Morris. Student Activities, Residential Life, and the Multi-Ethnic Student Program developed and implemented plans to increase weekend activity on campus and in the community, with attention to variety and expectations of contemporary students. While more programs are sponsored on campus on weekends, students continue to identify the lack of late night coffee and dining options in the community as a concern.

Student Affairs and Finance and Facilities staffs collaborated in planning efforts centered on the Strategic Plan recommendation of evaluating and improving effectiveness and modernity of student life services, including housing, dining, athletics and recreation, and transportation. Since the Strategic Plan was drafted residence halls have been upgraded to meet student needs, a new dining services contract and master plan is being



successfully implemented, Turtle Mountain Café and student counseling offices were remodeled, the Resource Center for Gender, Women, and Sexuality opened in renovated space, a new joint football facility opened, and an affordable weekend bus service was started from Morris to the Twin Cities. Preliminary discussions are underway on joint planning for Briggs Library and Student Center renovations.

UMM's Strategic Plan calls for expanded summer programming and a residential life facility to support it. The new Office of Student Activities, Conferences and Events, established in July 2009, is leading planning efforts to create a vibrant summer schedule of events to enhance UMM's

recruitment efforts, reputation, and revenue. The planning team will bridge student and academic affairs, outreach, and external relations. The new green residence hall is ready for bonding.

During the past 10 years Student Affairs has been engaged in three significant planning and systems-change efforts with a large number of campus and community partners: 1) the Pride of the Prairie local foods initiative (detailed in Chapter 5), 2) the Morris Healthy Eating initiative (described under Dining Services in this section of the report) and 3) a six-year project strengthening sexual assault, relationship violence and stalking response and prevention programs on campus and in the community, funded by the U.S. Department of Justice.

2.2 Core Component 2b: The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

2.2.1 Adequacy of Resources

UMM depends on a sound resource base to sustain and develop its successful programs. As a public university, UMM receives its funding primarily from state allocation, tuition and fees, and endowments. The overall budget supports the teaching, scholarship, service, and outreach activities of its faculty and staff, and supports a full range of student services. The general operating budget as shown in the [UMM Revenues and Expenditures Report](#) reveals modest, incremental growth for 8 of the past 10 years. In spite of that modest growth, UMM has managed to support many positive changes in educational programs and program quality. Among these changes (as described more fully in section 2.1) are the development of the Academic Center for Enrichment; renewed attention to the Honors Program and the First-Year Seminar; the addition of majors in statistics, anthropology, and American Indian studies; and in alignment with UMM's green initiatives, majors in both environmental studies and environmental science.

While financial support for UMM and its programs shows modest growth until FY10, the institution has also faced serious financial challenges. These challenges are the result of a number of things, including these:

- A pattern of expenditures that exceeded revenues.

- State cuts in appropriations which have had a differential impact on UMM's operating budget, compared to the two bigger campuses (Duluth and Twin Cities) of the University of Minnesota system. UMM receives approximately 46 percent of its total annual revenue from the State of Minnesota in the form of Operation and Maintenance (O&M) funds allocated through the system. This compares to approximately 23 percent for the University of Minnesota, Twin Cities. The state of Minnesota has un-allocated funds to the University of Minnesota over the course of the past decade (most recently in FY09) and has cut spending dramatically for the University system—most recently in FY10 and FY11. The cuts have been across the board and do not reflect the disproportionate impact on individual campuses. The differential dependence of UMM on state dollars has also had a differential (and more critical) impact on its budget.

- UMM has experienced declining enrollment over the past decade. In efforts led by the system president to make the campus more competitive in relation to the Twin Cities campus, tuition was "rolled back" by \$1000 in academic year 07–08. The University system covered some but not all of UMM's tuition loss generated by this rollback.

- In recognition of UMM's history as an American Indian boarding school in the 1800's and as mandated by



federal and state law, American Indian students attend UMM tuition free. Over the past decade, the number of American Indian students at UMM has doubled, currently comprising 12 percent of the total undergraduate enrollment. The University system has, in the past, provided some assistance to UMM in covering the costs of these tuition waivers, but, for the past five years, UMM has been responsible for most of these expenses as part of its operating budget.

- In fall 2007, UMM welcomed its first group of Prairie and Morris scholars—students, selected in a competitive process, whose tuition is either fully or partly covered by scholarship dollars. As we continue to successfully recruit, retain and graduate this selective group of undergraduate students assisted by these and other merit-based scholarship programs, expenses have increased.

The points articulated above outline some of UMM's financial challenges. The campus has also engaged in these efforts to address the challenges:

- A marketing and branding campaign: for the first time in its 50-year history, the campus embarked on an aggressive marketing and branding campaign beginning in 2007. Enlisting the support of an outside marketing firm, early indicators—enrollment increases and philanthropic giving, for example—suggest that the campaign is successful.

- A series of initiatives related to recruitment and retention of undergraduate students including more intentional recruitment of transfer students have been adopted over the course of the past three years.

- New scholarship programs: In 2007, UMM added two new merit-based scholarship programs to its financial aid portfolio. Preliminary data show that these scholarships produce a higher yield for first-year students than our general “yield” and show a positive impact on retention, greater than the overall student population.

- To attract and retain more students and thus improve revenue sources, UMM has successfully migrated from NCAA Division II to Division III status and has added several sports/junior varsity opportunities for students over the past decade.

- To strengthen its ability to reconcile expenses and resources and to implement future predictive modeling, UMM has reorganized its financial area to include a senior

level vice chancellor position and a director of finance. (The salary for the latter position is supported through resources from the system office.) In addition, campus leadership is working closely with central finance, auditing, and accounting offices, including a University of Minnesota system budget development officer, who makes periodic visits to campus.

- During the past two years, the campus has adopted a more rigorous reporting and budget accountability process in developing, and managing its budgets.

- In FY09, the campus underwent significant reorganization in an effort to reduce redundancy and achieve greater efficiency.

- For the past decade, UMM has played an increasingly important role within the University of Minnesota system, the state, and the nation as an innovator in sustainability and renewable energy initiatives. These efforts have enhanced the campus' reputation and also provide the basis for a number of grant opportunities, partnerships with other academic institutions in the region, and private/public collaborations. Among other things, these aggressive actions will reduce and offset energy costs, increase revenue streams, and improve the campus financial situation.

- To increase philanthropic giving, UMM has implemented a young alumni program, has improved its annual giving program, and is preparing a major fund-raising effort connected to its celebration in 2010 of its 50th anniversary and its efforts to achieve energy independence and carbon neutrality.

- To increase support for students, especially for the high number of first generation, low income students it serves, UMM has submitted a TRIO grant Student Support Services proposal and anticipates preparing a Title III grant proposal this spring.

- In spring 2009, the system president and senior vice president made a commitment to fully cover expenses related to the American Indian tuition waiver.

In recent years, UMM has struggled to enhance its resource base but like all state-supported institutions, it faces a future of uncertain resources. We must creatively seek alternative funding to sustain the institution.



2.2.1.1 Financial Planning

UMM is governed by a systemwide Board of Regents that has authority for the five campuses of the University of Minnesota. Unlike most multiple-campus organizations in the US which have separate officers that are not affiliated with a particular campus and who oversee the system, at the University of Minnesota, system officers (the president; the provost; the chief financial officer; the vice presidents for facilities, research, university relations) double as officers of the University of Minnesota, Twin Cities. Given the size and mission of this Research I institution, the attention and day to day work of most of these officers, all of whom are located on the Minneapolis campus, is directed largely to the needs and problems of the Research I institution. Similarly, Regents meetings are dominated by issues of concern to the Twin Cities. This puts UMM in an unusual position compared to its private liberal arts counterparts and other public universities.

While there are many advantages to being part of a University system, there are also significant challenges. For example, UMM lacks authority to manipulate key variables that have the most direct impact on its financial success: tuition rates and salary increases are set systemwide. In another example, the University system imposes a “tax” on all units of the University—called a cost pool—and it is not always clear how the benefits of this tax are realized at the local level. This tax supports a number of system officers and initiatives which appear to have differential benefits for the various campuses.

Awareness of these challenges is essential to understanding the unique organizational structure within which the University of Minnesota, Morris resides.

Budget Process

The operating budget for the University of Minnesota (UM) system as a whole is determined for a two-year time span (for example 2009–2011) by the following process. The University of Minnesota president works within the administrative and governance structures to present to the state a budget request for the system late in the fall of even numbered years. In January, the governor of Minnesota typically announces a state budget proposal but it is the state legislature that passes appropriation bills and sends them to the governor in May. Once an appropriation bill has been passed by the legislature and signed by the governor, the University of Minnesota central administration determines allocations for the separate campuses. At the campus level, the chancellor and the chief financial officer develop a budget each year in consultation with vice chancellors and present it to the Campus Resources and Planning

Committee for feedback.

Capital projects from all campuses of the University are presented in one capital request to the state legislature for consideration in even numbered years. At UMM, capital requests are linked to planning process outlined in the Master Plan and the Strategic Plan. (See section 2.1.1)

In response to repeated budget overruns and to meet the demands of the complex budgeting process, UMM’s chancellor created a vice chancellor for finance and facilities position in 2008. As part of this restructuring and with financial support from the University of Minnesota central administration, an additional finance director was hired to assist with budget oversight. This position reports to the vice chancellor but is also accountable to the central administration.

The budget process at the University of Minnesota is guided by the University’s 1997 decision to use Incentives for Managed Growth (IMG) budgeting. The decision was motivated by the following principles:

- The University must grow its way out of its financial challenges through an aggressive management of growth.
- Incentives are needed for members of the University community to enhance revenues and control costs.
- Management, budgetary and reward structures need to be created that tie resources to performance.
- Management structures must be flattened and decision-making must be decentralized so expenditure decisions are made closer to the point of service delivery.
- Cross-subsidies and entitlements must be clarified.
- “Information-rich” discourse on the budget must be fostered.
- Service units must be subjected to constant scrutiny for efficiency, effectiveness and proper incentives.

The entire University budgeting model was changed when the IMG model was adopted, and a major impact on UMM was that the campus became, for the first time, tuition-dependent. Tuition became fully attributed to colleges instead of all tuition being collected and redistributed by the University of Minnesota central administration. As a result, UMM receives all tuition and fees from UMM students, but has fewer opportunities to ask for money from the central administration. Some requests for additional investments in UMM have been granted through the compact process (see next section), but for other



requests, the response from central administration has been that UMM needs to increase student enrollment and thereby collect more tuition revenue. As a result, substantial funds have been spent on the admissions and communications offices in the effort to increase UMM student enrollment and the visibility of the campus.

Compact Process

The University's compact [process](#) coordinates planning and accountability to achieve critical institutional and unit goals. The compact document is a written agreement—available to the public, though not conveniently—between the University's central administration and a campus, college, or support unit that aligns broad University goals with the directions, investments, and actions of the unit.

Compacts are used to:

- Identify strategies and partnerships to achieve Universitywide goals and priorities using available resources
- Identify areas for investment and/or reallocation
- Update long-range capital and space plans and priorities
- Provide a basis for accountability in evaluating performance.

Through the compact process, UMM has received nearly \$4,000,000 in allotments over the past six years. Approximately \$3.3M of the compact allotment was awarded as recurring funds and thus became a regular part of subsequent budgets. The projects and initiatives funded through this process include faculty compensation, Native American tuition waiver, student recruitment and admissions staff, and personnel in marketing and communications.

Reflecting current economic difficulties, the FY10 compact guidelines request the following:

- A candid assessment of the unit's strengths and challenges given the financial outlook for the next several years and the unit's strategic direction.
- A prioritized list of legal/contractual, safety, or compliance commitments.
- Other multi-year commitments from prior compacts.
- A brief description of one extremely compelling opportunity that could transform the unit and keep it on track vis-à-vis the unit's and the University's strategic goals.
- A list of the unit's lowest priority activities.
- A brief description, including dollar estimates, of current and future cost-saving initiatives and productivity gains.

- A list of activities recommended for elimination or curtailment.

- The unit's vision statement and highest priority initiatives for capital campaign gifts.

Enterprise Financial System

The University of Minnesota converted its financial management to PeopleSoft on July 1, 2008. The expected benefits of this new [Enterprise Financial System](#) (EFS) are:

The new financial system reduces manual efforts and reliance on redundant systems. Improvements in processes, quality, and quantity of information will also occur. The new system better supports staff at all levels of expertise in terms of ease of use, access, and navigation. It also provides the University more flexibility in gathering data for increasingly complex and demanding internal and external reporting requirements. An overarching goal is to ensure that each financial business process, and by extension the financial system as a whole, supports a strong internal control environment.

In spite of extensive training in the year leading up to the implementation of the new system, the change has been difficult for UMM staff as well as for personnel across the University system, but will eventually result in more accountability in UMM's financial systems.

2.2.1.2 Revenues

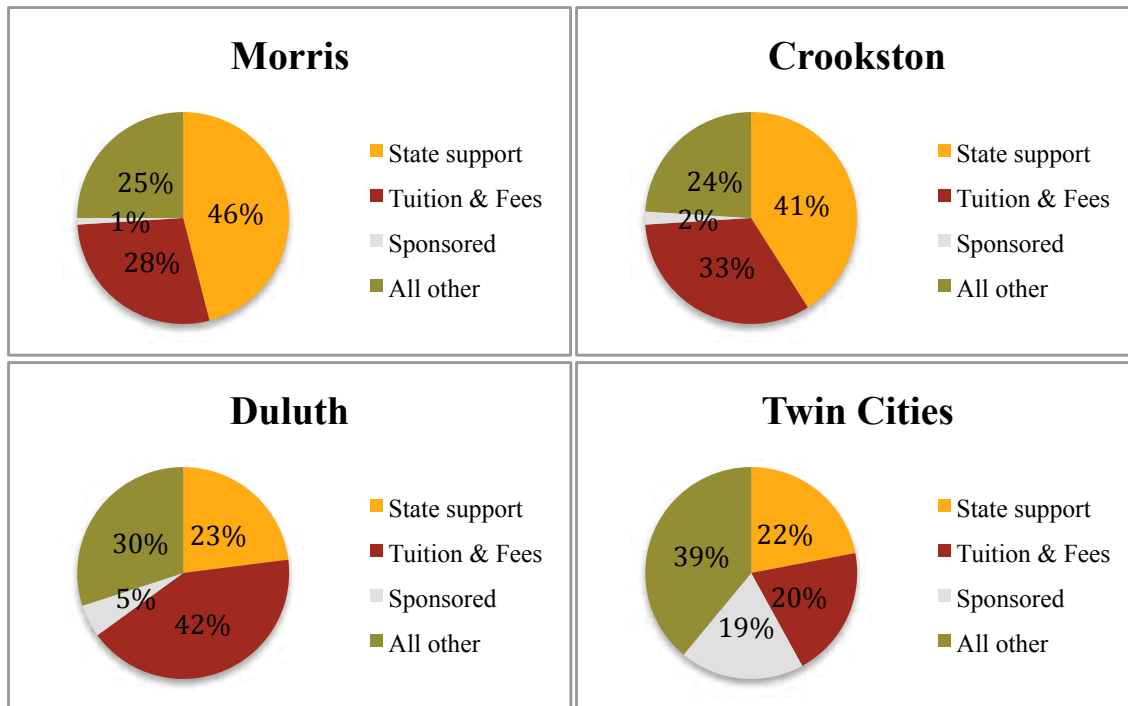
State Allocation

UMM draws most of its revenue from state allocations and tuition. In recent years, the University system has become increasingly reliant on tuition revenue. UMM has been partially insulated from the impact of this shift through internal University allocations. As shown in the [UMM Revenues and Expenditures Report](#), the state's allocation to UMM over the past 10 years, as a percentage of UMM's total revenues, has fluctuated up and down and then up again from 37.5 percent in FY99 to 42 percent in FY02 to 36 percent in FY05 to 47 percent in FY08. The recent upward swing is partially due to an intentional central administration policy to reset the undergraduate tuition rate for all the University of Minnesota campuses. The result of that decision was a decrease of UMM's tuition by approximately \$1,000 and an offsetting increase in state funds allocated to UMM.

As states struggle with the current economic downturn, funding for higher education is at risk. Because UMM continues to receive a higher proportion of its revenue from the state than the larger campuses of the University of Minnesota system, it is particularly sensitive to projected state funding freezes or reductions. The following graphs illustrate how much more heavily UMM is dependent on state funding.



Figure 2.1: Revenue by Source (FY08)



Tuition and Fees

Tuition at UMM is priced strategically to be significantly lower than private institutions but higher than institutions in the Minnesota State Colleges and Universities system (MNSCU). UMM doesn't set its own tuition rate but works with the central administration to set the rate. At the system level, tuition is set by taking into account how the amount relates to competitors and how it will affect families based on the economics of our student profile. Tuition-setting is also a part of the political process with the state legislature. A primary goal is to keep the University of Minnesota education affordable for residents of the state in keeping UMM's mission as a public liberal arts college. In an effort to recruit students from a wider area, UMM charges the same tuition rate for out-of-state and international students.

In the early 1990s, UMM's tuition rate was set higher than the Twin Cities campus as a marketing and financing strategy but as competition for talented students increased, the higher tuition was thought to be having a negative impact on enrollment. In 2006, our tuition was decreased by \$1000 per year so that it would be slightly less than the rate on the Twin Cities campus. This was a strategic move that had the result of making UMM more affordable. The financial impact was a tuition revenue reduction of \$1.3M that was largely offset by a recurring allocation of \$970,200 from the central administration.

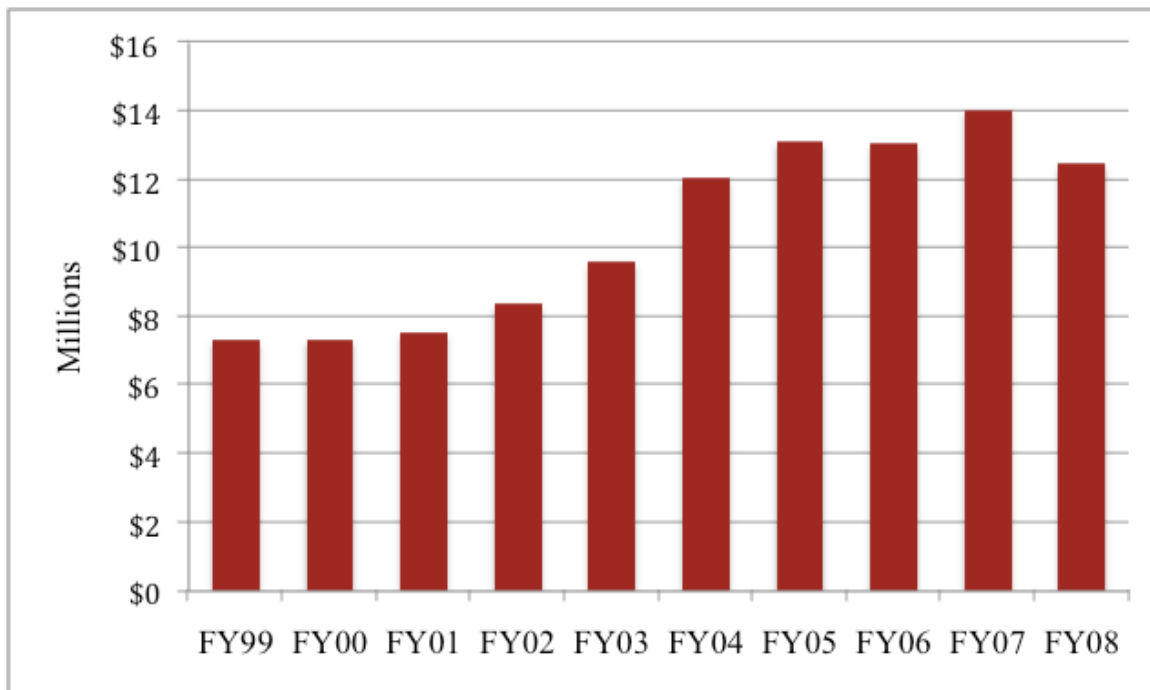
The Native American tuition waiver, as explained previously, is an honored part of UMM's history and identity, and UMM must manage the budget challenges it brings with respect to lost revenue. In 2008, the central administration increased its support to UMM for the tuition waiver, raising the recurring allocation to \$600,000.

Enrollments have not met enrollment goals and this has contributed to revenue shortfalls. For example, one hundred students generate \$700,000 in revenue, so failure to enroll to capacity is directly related to a significant amount of lost revenue.

Though UMM continues to make efforts to control additional fees for students, students are charged approximately \$1800 a year in fees. Fees include a systemwide university fee and campus fees for technology, the Student Center, Regional Fitness Center, Health Service, student activities, and other student services.



Figure 2.2: Tuition and Fee Revenue



Fundraising and Endowments

Another revenue stream for UMM is provided through fundraising and endowment disbursements. As shown in [Trends in Fund Raising and Endowment Growth](#) and in the figure below, our Office of Fund Development has

been effective in increasing annual giving to UMM. This is particularly important to our educational programs because each year approximately 75 percent to 85 percent of the funds are designated to scholarships and student support.

Figure 2.3: Gifts and Commitments

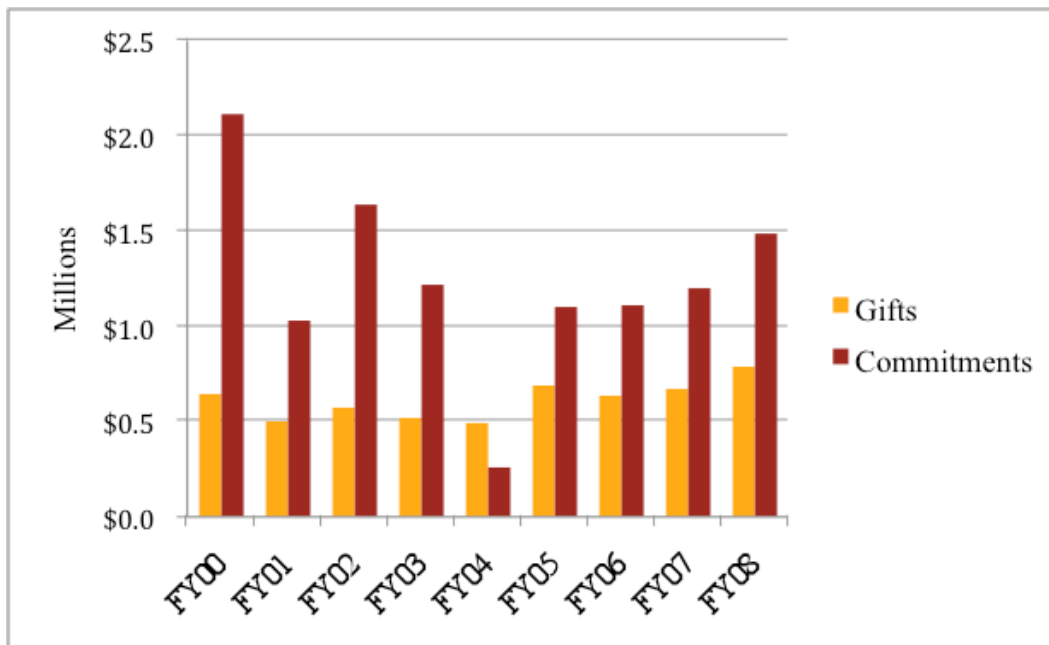
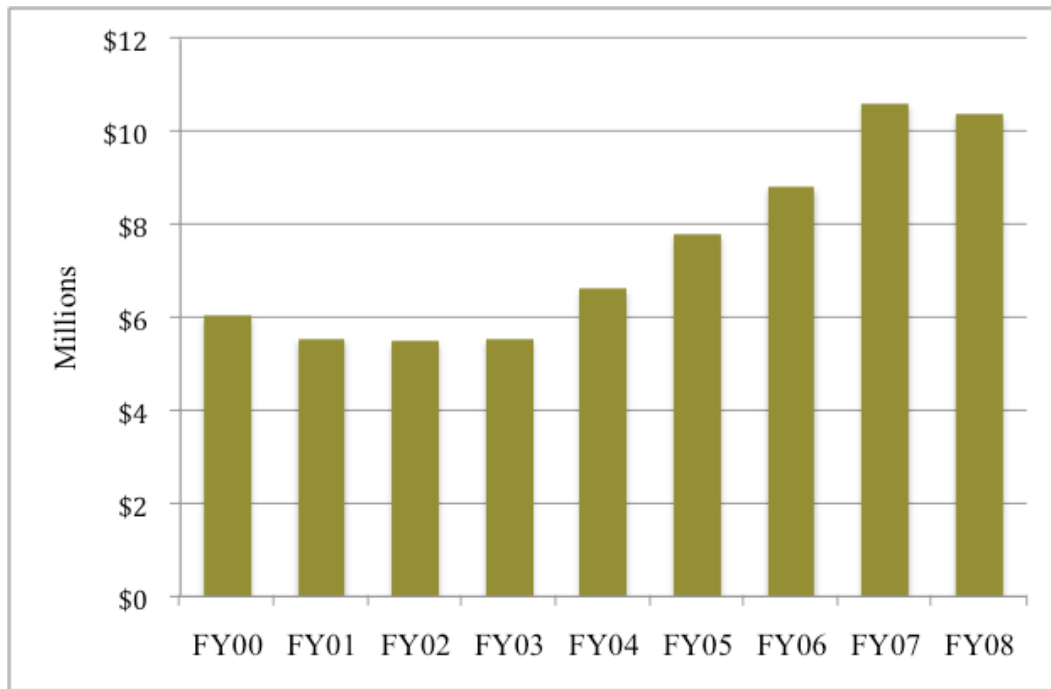


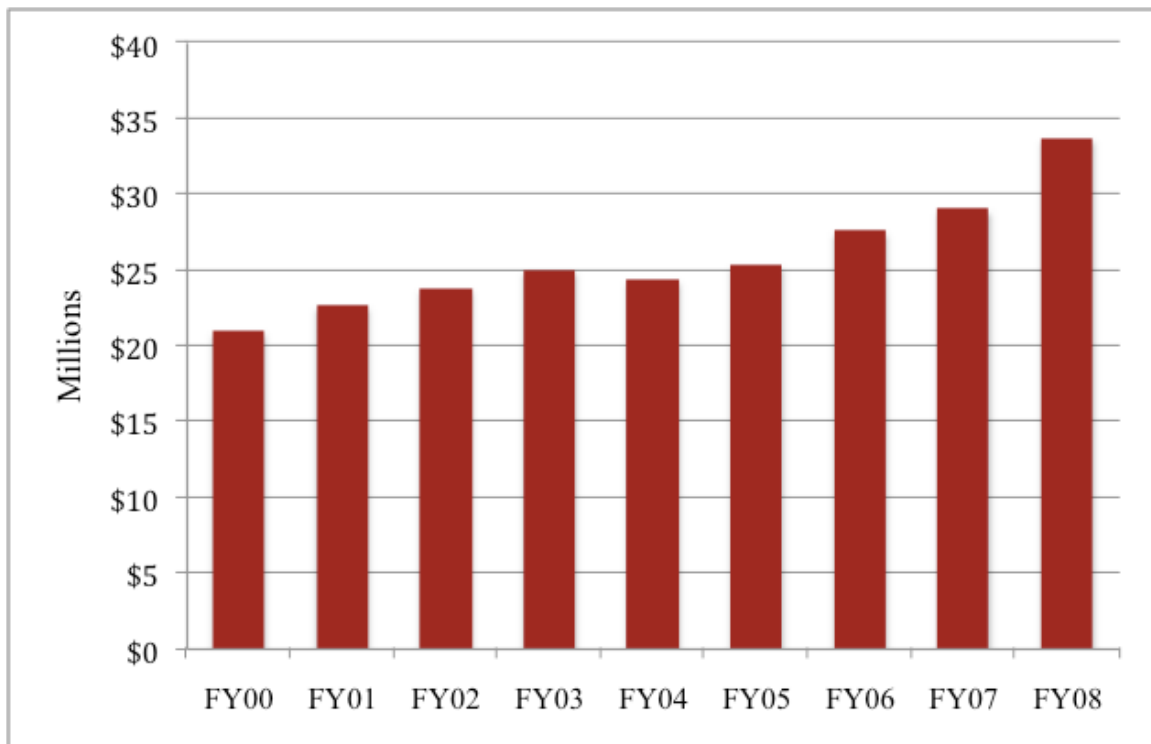
Figure 2.4: Endowment Value



2.2.1.3 Expenditures

The following figure shows UMM's total expenditure from operations and maintenance funds over several years.

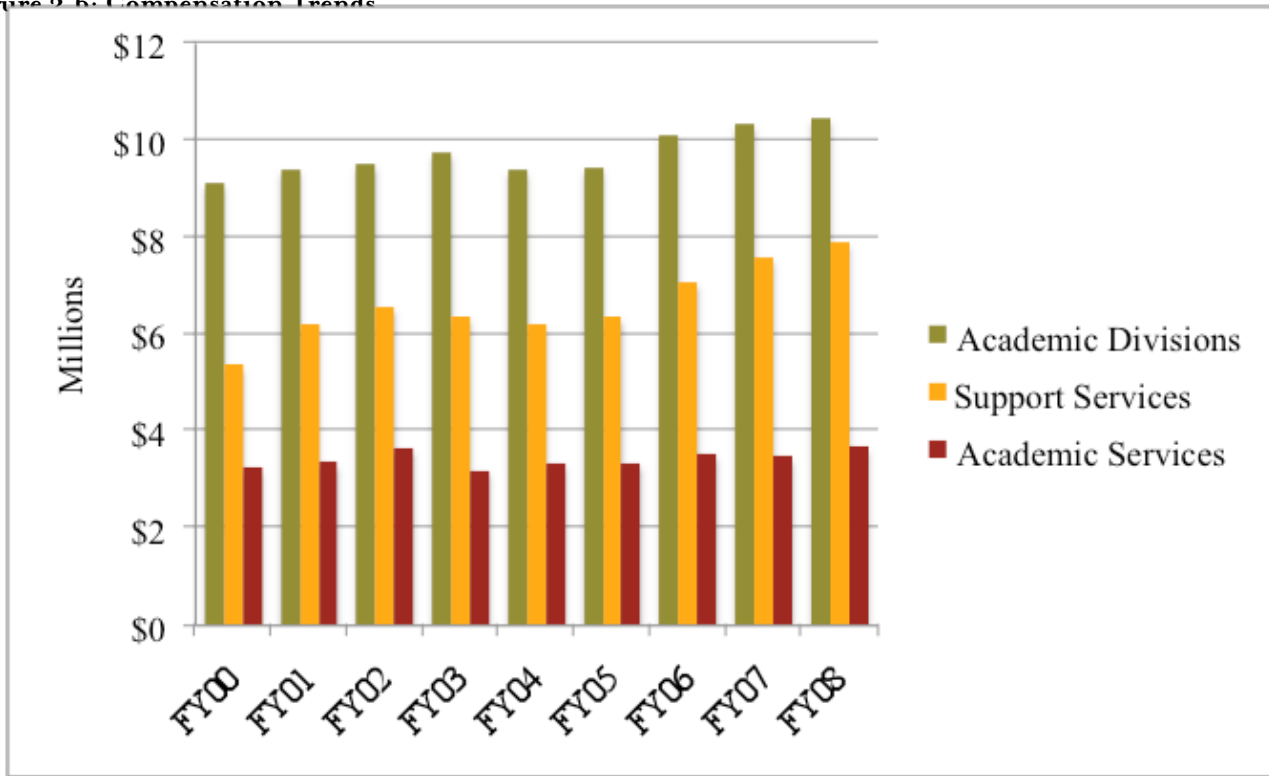
Figure 2.5: Total Expenditures from O&M Funds



Compensation

About 70 percent of UMM's budget is allocated for faculty and staff salaries and benefits/fringe compensation. As revealed in the [Five-Year Summary of Expenditures for Compensation](#), this percentage has remained fairly stable.

Figure 2.6: Compensation Trends



Faculty salaries and compensation are reported each year in the University Accountability [Report](#). For these comparisons, UMM has an established peer group called the [Morris 14](#). This group includes small liberal arts colleges and universities, both public and private. The Morris 14 includes:

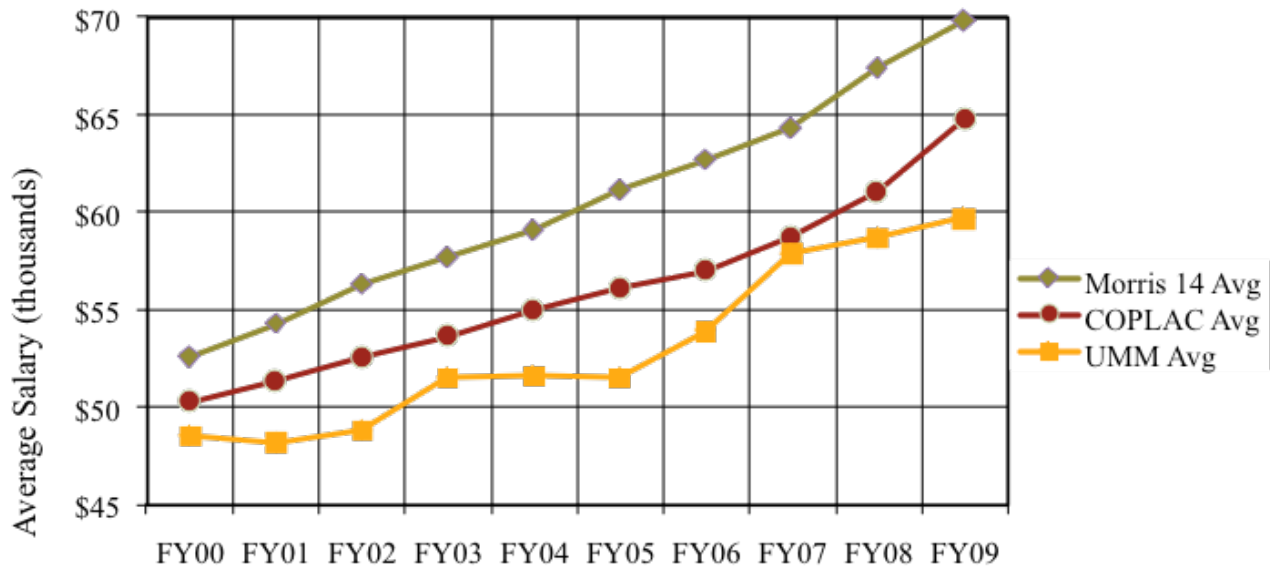
- [Ramapo College of New Jersey](#)
- [Macalester College \(MN\)](#)
- [Carleton College \(MN\)](#)
- [St. Mary's College of Maryland](#)
- [Hamline University \(MN\)](#)
- [University of North Carolina at Asheville](#)
- [St. Olaf College \(MN\)](#)
- [University of Mary Washington \(VA\)](#)
- [Concordia College \(Moorhead\) \(MN\)](#)
- [St. John's University \(MN\)](#)
- [Gustavus Adolphus College \(MN\)](#)
- [University of Maine at Farmington](#)
- [St. Benedict College \(MN\)](#)

[Evergreen State College \(WA\)](#)

UMM has successfully obtained recurring funds to improve faculty salaries through the compact process, but as reported in the Annual Accountability Reports, UMM salaries still rank below peer group averages. For the past five years, faculty salaries at all ranks fall in the bottom half of the comparison group. In the last two years, UMM has ranked 10th to 13th (of 14) for full, associate, and assistant professors. When total compensation is included, the rankings at all levels are consistently above peer group average, often in the top third at the associate and assistant levels because of competitive benefits package.

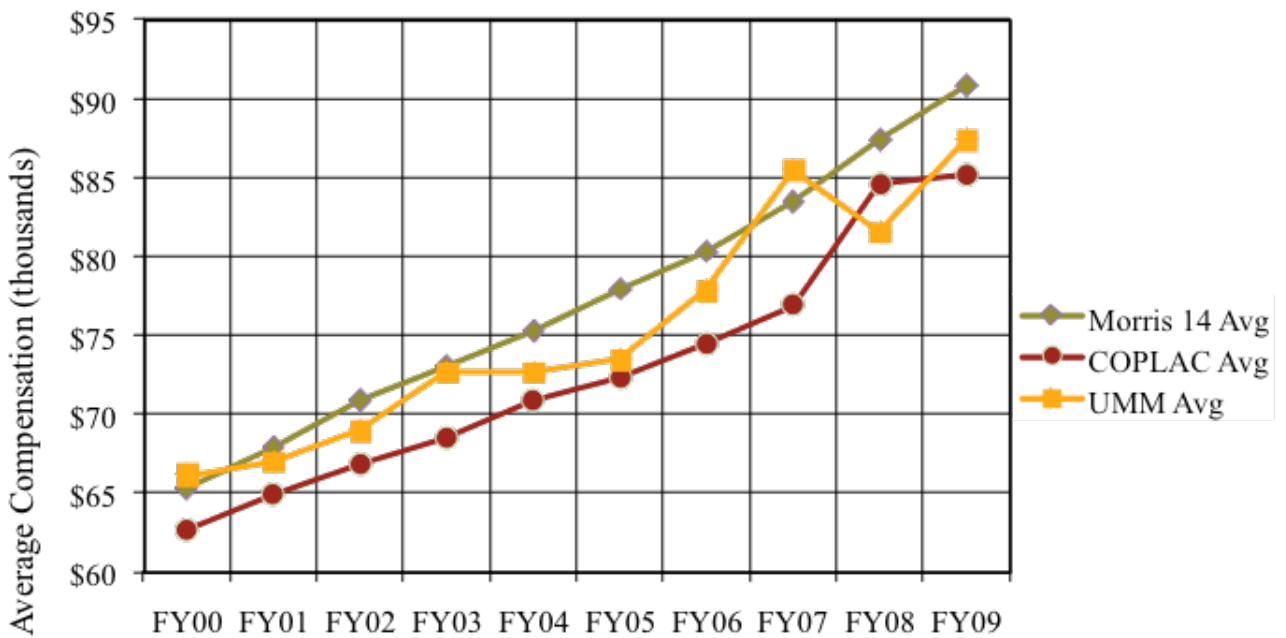
UMM was a founding member of the Council of Public Liberal Arts Colleges (COPLAC) and considers COPLAC institutions as a peer group. As shown in the figure below, average salaries for UMM faculty are consistently lower than both COPLAC and Morris-14 peers.

Figure 2.7: Salary comparisons, FY99 through FY09



The following figure compares average total faculty compensation for the same sets of institutions.

Figure 2.8: Compensation comparisons, FY08-FY09

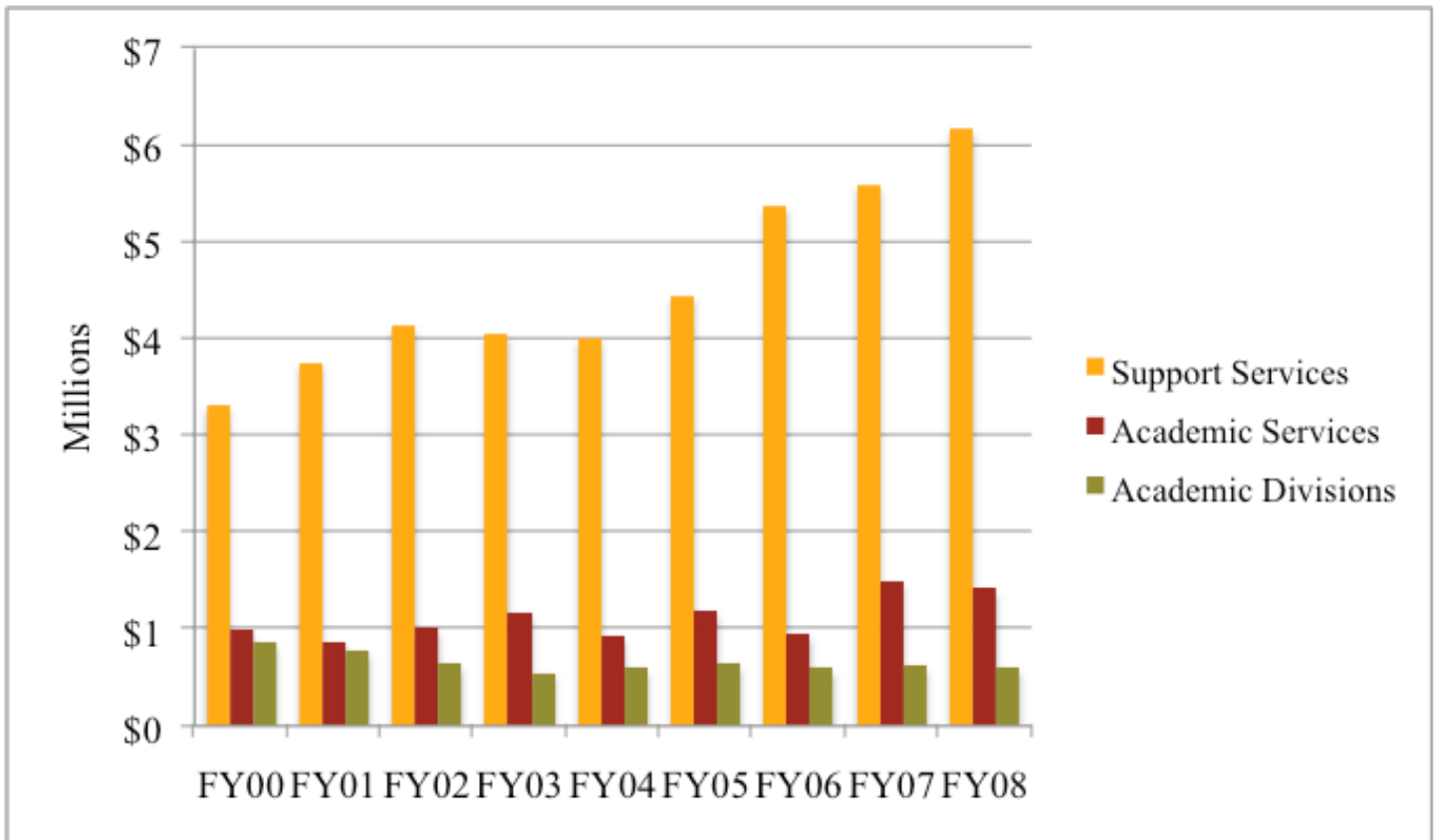


Supplies, Expense, and Equipment

Supplies, expense, and equipment (SE&E) expenditures support educational and support programs on campus. Recent data can be found in the [Five-Year Summary](#) of the UMM data book. The graph below shows SE&E expenditures in three categories. The Support Services category includes Administration, Student Services, Intercollegiate Athletics, and Plant Services. The Academic Services category includes the Office of the Vice Chancellor for Academic Affairs, Computing Services, Continuing Education, Briggs Library, and Media Services. The Academic Divisions category includes the four academic divisions and Interdisciplinary academic programs, faculty recruiting, and travel support. The graph indicates that SE&E expenditures in the category of support services have increased rapidly over

the past decade while SE&E expenditures in the academic divisions have actually decreased. SE&E expenditures in the academic services category show a slight upward trend with considerable variations from year to year. The increases in SE&E expenditures in support services are explained by a number of factors, including fluctuating utility costs, investment in additional sports in NCAA Division III athletics (including men's cross country, men's junior varsity soccer; and women's volleyball), and investments in marketing and branding.

Figure 2.9: Supplies, Expense, and Equipment Expenditures



Financial Aid

Providing excellent educational programs at affordable prices is a major goal for UMM. Just under 90 percent of the student body receives some sort of financial support. Students may receive federal, state, and/or institutional dollars. This includes both need-based grants and merit-based scholarships. The financial aid is packaged in a way that helps meet the most need that we can possibly meet. The financial formula is examined every year to maximize the impact of the gifts—spread the dollars for students as far as we can. Staff in the Office of Financial Aid actively review new scholarships and grants to find sources that meet UMM's needs. For example, a new federal program is the TEACH grant, designed to increase the number of teachers who are prepared and then work with high-need students in high-need content areas (e.g. physical science). UMM staff members attended informational meetings, met with faculty members to determine how to identify qualified UMM students, and implemented a system. Currently, three students are receiving TEACH grants. The FAFSA now requires information that will make the TEACH grants even more accessible.

Under the direction of the associate vice chancellor for enrollment management, UMM revised its institutional scholarship opportunities. The Prairie Scholars and Morris Scholars programs are competitive scholarships that follow a process modeled after peer institutions that seek similar students. These scholarships and others (see the [webpage](#)) not only make UMM an affordable choice but support student participation in excellent programming that is in line with our mission. For example, in addition to 50 percent tuition for four years, the Morris Scholars program provides students with a stipend to be used for an eligible scholarly experience that might allow students to study abroad, to participate in a research or artistic project or for travel to academic conferences. The program has helped UMM maintain the high profile of admitted and incoming students as evidenced by high school rank and ACT scores. UMM has increased the number of students in the top 25 percent of their high school class. The hope is that as more high achieving students enroll, UMM will bolster its reputation and other students will be attracted for that reason—academic reputation.

Facilities

Successful capital requests to the state of Minnesota have resulted in improved facilities. The campus recently completed a state-of-the-art renovation of Imholte Hall, the social science instruction and faculty office building. The Humanities Fine Arts Center houses two theatres, a

recital hall, a gallery, art studios, music rehearsal rooms, two television studios, and a variety of special purpose classrooms. UMM has laboratory facilities for psychology and anthropology students as well as many laboratories for the natural sciences. Students also have access to the Computing Services center, which supplies support services for instructional, research, and administrative programs on campus. The Student Center, intended as the community center for students, faculty, staff, alumni, and guests, contains meeting rooms, a café, a major auditorium, lounges, recreation rooms, study space, a banquet room and ballroom, student activities and student organization offices, and the campus radio station. UMM and community partners share the Regional Fitness Center facilities and Big Cat Stadium, home to the University and local high school's football teams. Construction of a new science building was completed in 2000 with the renovation of the existing science facilities completed in 2002. The 60,000-square-foot science complex houses laboratories and computer classrooms to support the science and mathematics curriculum.

Scheduled for occupancy in January, 2010, the newly-renovated Welcome Center will be the central location for offices of admissions, communications, and other community-oriented services. Soon to follow will be our green residence hall, the Green Prairie Living and Learning Community. A library renovation project has been at the top of the campus capital projects list for a number of years. This project continues to increase in urgency due to considerations of health and safety, programmatic needs, expanding user expectations, changing service requirements, and lack of collection space.

The creation of a learning commons within a renovated library has been discussed in recent years as part of a collaborative effort bringing together a number of academic support units in one convenient location.

Overall, most classrooms at UMM are well maintained, and efforts are made to ensure that the physical environment is safe. Most have adequate instructional technology. However classrooms located in two of the oldest buildings on campus do not meet the same standard of other classrooms. Efforts have been made to upgrade them, but they clearly lag behind the campus's promise of state-of-the-art facilities.

Approximately 12 percent of the UMM budget supports the operation and maintenance of the physical plant according to UMM's IPEDS [report](#). The need for ongoing repairs and maintenance of old and new buildings remains a concern.



Technology

The [Rodney A. Briggs Library](#) at the University of Minnesota, Morris, provides essential support to the campus. Its mission is to advance and enrich instruction, research, and scholarship in the liberal arts tradition. Integral to the academic life of the college, the library focuses on the learner in providing resources and services that promote the effective access, evaluation, and synthesis of information. Guided by an emphasis on lifelong learning, the library also supports the informational and cultural needs of the west central Minnesota region.

[Computing Services](#) at UMM provides networking and technology support to the campus. The facilities are open to all UMM students, staff, and faculty. Accounts are provided without charge to all students. The campus network reaches every building on campus. All residence hall rooms have a network connection available to each resident. Wireless technology is also available in most buildings. Computing Services maintains six public computer labs on campus with approximately 125 computers, all less than four years old, available for student use. Two of the labs are open 24 hours a day during the academic year. The computing labs, especially the library lab and the two 24-hour labs, are well used.

As of fall 2009, instructional technology support that was formerly part of Computing Services has combined with [Media Services](#) to form the Instructional Technology and Media Services office. This brings together support for instructional technology such as course management tools and instructional design software together with support for technological tools that aid the teaching, learning, and research of the campus community such as classroom equipment, the interactive television system, and television production facilities. Recent initiatives encourage even greater electronic communication through the use of Moodle, Adobe Connect, and Wikis. [Bush Interactive Teaching Groups](#) and [Technology-Enhanced Learning \(TEL\) grants](#) have helped UMM provide support for a variety of faculty projects.

Classroom technology remains a significant issue on campus affecting virtually all aspects of the campus teaching mission. The need for ongoing attention to replacement, maintenance, and improvement is a budgetary challenge that has been addressed through several plans, including the master plan and the technology plan. The division chairs also put forward a proposed Policy on Maintenance and Replacement of Classroom Technology in October 2008. This proposed policy suggests using a portion of the student technology fee for classroom technology. This proposal is under discussion by the Academic Support Services Committee and the Morris Campus Student Association.

In addition, the recent reorganization effort on campus has resulted in the formation of two newly restructured units in order to better meet the needs of the campus community: (1) Instructional and Media Technologies and (2) Computing Services.

2.2.2 Human Resources and Services Effectively Support Educational Programs.

Employee knowledge and expertise is effectively used at UMM to provide educational and support services. Through its highly participatory governance system, UMM also draws upon that knowledge and expertise to strengthen its policy-setting and decision-making processes.

Governance

UMM campus [governance structure](#) effectively and appropriately utilizes employee expertise in decision-making processes. The Campus Assembly as defined in the [campus constitution](#) is the policy-making and legislative body of UMM. The Campus Assembly exercises general legislative authority and responsibility in all educational matters concerning the Morris campus delegated to it by the University Senate and the Board of Regents. Unlike most universities, the membership of the primary campus governance organization at UMM, the Campus Assembly, includes faculty, administrators, professional employees, representatives from the civil service/bargaining unit employees, and representatives elected by the students. Faculty, student, and staff representation is also present on all committees. This form of governance gives staff employees and students a true voice in campus decisions and discussions.

Workload

Job descriptions are written for every position, and all positions are classified within the University of Minnesota (UM) classification system. The system includes a pay schedule that is associated with degree of responsibility. All positions are reviewed on an annual basis as required by University policy. All agreements and work rules are directed to evaluation, coaching, and disciplinary action when necessary. [Performance policies](#) are clear, well defined and easily accessible on the University Web site. [Workplace Rules and Guidelines](#) also provide information needed to clarify expectations and maintain high standards of performance for all employees.

All UMM academic divisions and departments maintain documents that outline work expectations. For faculty members this includes the criteria statements used for promotion, tenure, and post-tenure review. Faculty



members are expected to teach five courses (20 credits) per year, serve as student advisers, serve on discipline and campus committees, and, for those in tenured positions, meet high expectations for scholarship or performance in their field. This is clearly communicated to candidates in the position descriptions (e.g. see the philosophy position [announcement](#)). [Institutional data](#) reveal that the campus teaching load averages have stayed close to the 20-credit guideline.

Faculty and Staff Development

Faculty development is supported by many institution and system [opportunities](#). These include [out-of-state travel](#) funds which support travel to conferences, research stipends as part of the [Faculty Research Enhancement Fund](#) program, [single-semester leaves](#) and [sabbaticals](#). Faculty members also have the opportunity to work with talented UMM students through the [Morris Academic Partner Program](#) and [Morris Student Administrative Fellowships](#). [Educational Development Program](#) Grants also support faculty members working to develop new pedagogies or courses. Other opportunities include [International Enhancement Grants for Curriculum Development](#), [Grants-in-Aid](#), and [Research and Creative Collaboratives](#). UMM provides a range of services and opportunities that allow the faculty members to learn and also to share knowledge and expertise with others. UMM also sponsors the [UMM Faculty Enrichment Project](#) which is designed to assist probationary tenure-track faculty in becoming fully integrated into UMM's teaching mission.

Until recently, UMM had a Faculty Center for Teaching and Learning that supported faculty development through programs such as the Thursday Afternoon Faculty Seminars, the Faculty Enrichment Project, faculty technology study groups, and the Fall Faculty Retreat. Many of the center's functions will continue but be managed differently as a result of the campus reorganization described in section 0.2.8.

One of the ways the University of Minnesota helps employees take advantage of opportunities to advance their professional skills and knowledge is by providing the [Regents Scholarship Program](#). This program covers a portion of tuition costs for eligible employees enrolled in University of Minnesota credit-bearing courses. The Regents Scholarship Program is available to faculty, P&A, civil service, and union-represented employees on continuing, probationary, or temporary appointments, who hold 75 to 100 percent time appointments for the entire semester in which the course is taken. The portion covered is:

- 90 percent of the tuition cost for eligible employees matriculated for the first time in a baccalaureate degree program.

- 75 percent of the tuition cost for all other eligible employees enrolled in courses covered under the Regents Scholarship program.

This program has been well utilized by employees working toward a bachelor's degree at UMM.

2.2.3 Recent Economic Challenges

UMM has faced difficult financial circumstances since the last review as a result of a decrease in tuition revenue and a downturn in the state and national economy. All divisions and units have shared the responsibility of ensuring institutional and program viability. Changes include permanent reductions in the general budget in FY03 and FY05, a one-year reduction in FY07, and another permanent reduction in funding in FY10. The University of Minnesota (UM) system has dealt with the budget reductions in various ways including salary freezes, position eliminations, voluntary pay cuts, and an across-the-board reduction on travel, conference fees and expenses, and food expenditures.

The current economic crisis has resulted in even greater difficulties. In his communication to University faculty and staff on [February 9](#) and [March 2](#) of 2009, University of Minnesota President Robert Bruininks outlined the serious financial challenges faced by the University due to the historic state and national economic downturn, the state's unallocation of the current budget appropriation, and a proposed reduction to the University's base beginning in 2009–2010. All units—including UMM—were and are expected to bear a share of the reductions and received planning guidelines with specific recommendations for internal cost and program reductions, compensation and tuition. Thus, the budget has been a topic at several campuswide meetings.

Even in extraordinary times, UMM continued to work through a careful budget process for FY10. Budget instructions required budget models with reductions of 5 to 8 percent (between \$1.6 and \$2.6 million). The chancellor outlined the process and timeline for addressing the reductions in a campus e-mail in March 2008. The chancellor described a plan to meet with the vice chancellors group, division chairs, and the leaders of three governance committees—the Campus Resources and Planning Committee (CRPC), the Executive Committee, and the Consultative Committee. The plan involved the



elements outlined by the University president as well as other possible changes in UMM's organizational structure and business practices intended to promote more effective, efficient, and less redundant practices. The Chancellor described the schedule of meetings with campus leaders, UMM administrators, and central administration that would be followed. The plan included meetings with individuals whose areas would be impacted by the changes, subsequent meetings with CRPC and the Consultative Committee, and a campus community meeting. The chancellor wrote:

“As I said in February, there will be a brief period of comment at that time—a chance for responding, listening, and revising—and subsequent to that a final plan to address budget reductions for our campus will be presented and implemented. While this plan will be shaped by a variety of groups and individuals on this campus, in the end it is my responsibility as chancellor to effect the required changes.”

The chancellor acknowledged the uncertainty and anxiety felt by the UMM community, but added:

“Nevertheless, our mission and the importance of fulfilling it for our students and for this region remains our highest priority. And, there continues to be much to celebrate here, even in the midst of challenging circumstances: against the tide, our philanthropic contributions are very strong this year, already exceeding our accomplishments at the END of last year. And our numbers continue to track very well for next fall. While it is still very early in the enrollment season, we have reason for hope. Our community is strong and our mission distinctive and compelling: our commitment to these factors will be especially important as we move through the next few months. “

UMM is continuing to formulate plans to enable it to maintain or strengthen the quality of its programs. Processes are underway to develop a set of interdependent plans that will help UMM position itself for the next 10 years. These plans include an enrollment plan, an academic staffing plan, a facilities plan, and a fiscal model.

2.3 Core Component 2c: The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Evaluation and assessment processes related to student learning and effective teaching are described in Chapter 4. This section describes other ways that UMM determines institutional effectiveness and uses data and information for continuous improvement.

2.3.1 Institutional Data Reports

UMM's Office of Institutional Research maintains a system for collecting, analyzing, and using organizational information. The office produces many useful reports including the *Institutional Data Book*, *Student Credit Hour Report*, and *Student Body Information Report*. The *Institutional Data Book* provides comprehensive, current and historical data related to academic and other programs, students, personnel, budget, and other key information areas. The *Student Credit Hour Report* provides summary data on student credit hour attribution for the entire campus, each academic division, and disciplines. The *Student Body Information Report* presents summary demographics and enrollment data about UMM students. These reports are available [online](#) and in hard copy from the UMM Office of Institutional Research. Individual

units across campus also produce reports that provide data and evaluation information for programs and units. These include unit-specific annual reports and internal audit reports, as well as academic support and student life reports.

Administrators and offices at UMM use data and information from evaluation and assessment processes to determine institutional effectiveness, achieve continuous improvement and provide information for planning for the future. Information contained in the UMM Institutional Data Book and in the extensive on-line data sets (known as [UM Reports](#), login required) maintained centrally by the University of Minnesota are used by the academic dean and academic division chairs to decide on allocation of faculty resources. The finance office and the Campus Resource and Planning Committee consult these data sources in discussion of campus staffing, budgets, and enrollment patterns. As evidenced by the array of sources and uses of data and information, members of the campus community believe that one of the keys to informed decisions is the availability of relevant and accurate information and data.

A number of surveys and assessment projects are carried out at UMM on a regular basis. The following schedule tracks the history of such projects.



Table 2.1: Evaluation and Assessment Projects at UMM

Evaluation and Assessment Projects at UMM

Activity	Natl	UM	Year								
			'00-01	'01-02	'02-03	'03-04	'04-05	'05-06	'06-07	'07-08	'08-09
NHS Surveys											
UofM New Students Characteristics by college		Δ						x	x	x	x
* ACE/UCLA CIRP (Astin) Survey of new freshmen	Δ				x					x	
* Beginning College Student Survey (BCSSE/NSSE)	Δ										x
* Admitted Student Qstn (Image Study)--The College Board	Δ		x				x		x		x
ACT Surveys											
Class Profile of new freshmen	Δ		x	x	x	x	x	x	x	x	x
Prediction Research (acad achievement of freshmen)	Δ			x			x	x	x	x	x
Retention Research, see "Retention & Grad Rates"	Δ										
* Student Opinion Survey, see "Stud Exper Surveys"	Δ										
Retention & Graduation Rates:											
Freshmen cohorts	Δ	Δ	x	x	x	x	x	x	x	x	x
Minority student cohorts	Δ	Δ	x	x	x	x	x	x	x	x	x
* Followup of UMM dropout/non-returning students				x	x	x	x	x	x	x	x
ACT Retention Research (returning/nonreturning 2nd yr)	Δ				x	x	x	x	x	x	x
The Consortium for Student Retention Data Exchange (CSRDE)	Δ									x	x
CSRDE-ACT Partnership	Δ									x	x
Student Experience Surveys:											
* National Survey of Student Engagement (NSSE)	Δ			x					x		x
* Beginning College Survey of Student Engagement (BCSSE)	Δ										x
* All-University Student Experience Survey		Δ	x		x		x		x		x
* Graduate Exit Survey		Δ		x (long)	x (short)	x (long)	x (short)	x (long)	x (short)	x (long)	x (short)
* Harvard Alcohol Study	Δ		x				x				x
* U of MN College Student Health Survey		Δ									x
Follow-ups:											
* Annual follow-up of graduates of UMM			x	x				x	x	x	x
* 10 yr. Follow-up of all UMM graduates											
* UofM Graduate Tracking Survey (1-yr, 3-yr, 5-yr, 10-yr)		Δ								x	
* Alumni Relations & Annual Giving Senior Survey									x	x	x
* Followup of UMM Education students 1 yr after grad											
Student/faculty program evaluations:											
* Student evaluations of each course			x	x	x	x	x	x	x	x	x
* Student and instructor evaluation of common course			x	x	x	x	x	x	x	x	x
* Discipline evaluations of senior student performance			x	x	x	x	x	x	x	x	x
* Community Satisfaction Assessments			x	x	x	x	x	x	x	x	x
* New Student Orientation Evaluation			x	x	x	x	x	x	x	x	x
* General Education Survey			x	x	x	x	x	x	x	x	x
* Advising Survey			x	x	x	x	x	x	x	x	x
* Advising in the Major					x	x	x	x	x	x	x
* Health Services Student Satisfaction Survey						x	x	x	x	x	x
* ACUHO-I/EBI Resident Study	Δ			x			x	x	x	x	x
The College Sports Project (Athletics and the Academy)	Δ									x	x
Faculty/Discipline/Staff Surveys											
* HERI Faculty Survey (workload, practices, acad climate)	Δ							x			
Discipline Profiles of instructional data			x	x	x	x	x	x	x	x	x
* UofM PULSE Survey		Δ					x		x		x

* Surveys that require students to fill out a survey instrument.

(Revised 01/12/10)



2.3.2 Accountability Reports

In 2000, the University of Minnesota Board of Regents approved the creation of the systemwide University Plan, Performance, and Accountability Report. In its resolution, the board noted “its [accountability] to the public for accomplishing the mission” and that the report should be the principal documentation of that accountability. Three years later, the Minnesota Legislature took action making these [reports](#) the University’s “principal accountability report to the legislature and the state”. The most recent of these reports is referred to as the 2009 report and includes sections devoted to each of the University campuses, including UMM. Each year, UMM’s chancellor is required to submit to the University central administration an annual report for the Morris campus. This campus-specific report is the basis for much of the content that is submitted as the UMM section of the University Plan, Performance, and Accountability Report. Several UMM reports contribute to the UMM chancellor’s annual report to central administration. These include: National Survey of Student Engagement reports, Assessment of Student Learning reports, Student Ratings of Teaching reports, Trends in Student to Faculty Ratios, Morris Academic Partners and Morris Student Academic Fellowship Program reports, and Honors Program reports. A systemwide emphasis on increasing four-, five- and six-year graduation rates has helped guide the themes and emphases of recent reports and UMM is the system leader in graduation rates. Recent reports have also highlighted the fact that UMM graduates are substantially more satisfied with the quality of their educational experience than students from other campuses in the University system. Reports have been used to build central support for our efforts to become a green campus and to become a more international campus.

2.3.3 Programs Reviews, Annual Reports, and Assessment

For many years, UMM required units to submit Annual Reports to the Office of the Chancellor. As of 2002–03, these began to be posted to a [Web site](#). In 2002–03 and 2003–04, all the units supplied annual reports (reflected in which links are active in the list). Even though UMM did not utilize these reports in any systematic fashion, many felt they provided an important mechanism for focusing unit efforts and for solidifying unit plans.

In fall 2006, all units and academic disciplines were required to submit a program review to the Chancellor’s Office. In fall 2009, academic program reviews were formally reinstated on campus. This review process is designed to support opportunities for continuous

improvement in our academic programs. Through the systematic integration of annual program assessments with other institutional data, programs are asked to refine and redirect program curricula, faculty resources, and improve effectiveness and efficiency.

Already in the process of re-establishing this review process, we have determined the need for the compilation of annual reports across the campus. Therefore, at the end of this academic year, all academic offices on campus will be asked to prepare annual reports. This practice of preparing annual reports and conducting program reviews in a systematic way is being reinstated with a renewed emphasis on documenting unit effectiveness and continuous improvement.

2.3.4 National Survey of Student Engagement

UMM’s first-year and senior students have completed the National Survey of Student Engagement (NSSE) every two years since 2002, with the Council of Public Liberal Arts Colleges (COPLAC) consortium. NSSE data provides UMM’s with COPLAC and Carnegie classification peer comparisons for student engagement in effective educational practices and enriched learning. The survey is implemented, analyzed and presented on campus through a Student Affairs and Academic Affairs collaboration, with a shared celebration of campus successes and a team approach to needed work. NSSE results have affirmed successes in increasing students’ engagement in transformational learning experiences—civic engagement, undergraduate research, and study abroad—all parts of the core UMM liberal arts experience.

Trend data and peer comparisons are used to tell the UMM student life story to the Board of Regents, prospective students, and others. The campus has also discovered areas where student engagement measures were below the level expected. The chancellor’s Disappearing Task Force on the First-Year Experience, rooted in the campus Curriculum and Student Services Committees and chaired by the director of student activities, used NSSE results as the basis for its work. Their report is driving campus efforts to create a robust beginning for UMM students to rival the engaged experience reported by graduating seniors.

2.3.5 First-Year Experience Taskforce

The following is an example of UMM’s use of a structured approach to evaluation and assessment for achieving continuous improvement. The areas of focus are UMM’s First-Year Experience and First-Year Seminar: In the fall of 2007, Chancellor Jacqueline Johnson convened a task force to review existing First-Year Experience programs



and initiatives at the UMM as recommended by the Strategic Plan. The task force, known as the Disappearing Task Force (DTF), shared their findings and recommendations with the chancellor in a January 2008 report. The recommendations from DTF led to the following changes that have been completed or are currently in-process:

An assistant dean was appointed and charged with central coordination of the First-Year Experience (FYE) and, specifically, the First-Year Seminar (FYS). The assistant dean is also now convening a subcommittee of the Curriculum Committee to better assess the curricular components of UMM's FYE and how to revise activities to align with UMM's mission, learning outcomes, and general education as the next step for further developing UMM's FYE.

Regarding New Student Orientation, DTF recommended that more academic content be included in orientation together with more intentional interaction between incoming students and faculty. DTF also recommended a number of short-term 'fixes' for orientation. Among these were better links and communication among orientation, registration, residential life, and FYS. Orientation planning for 2009 involved directors from all of these areas plus the assistant dean and led to more integration of activities and added academic success sessions to orientation.

Because 95 percent of first-year students at UMM live on campus, the residential life program for first-year students needs to be a key element of the first-year experience. It is clear that the current residence life program works hard to build community between students in the residence halls, but there is need for a greater focus on the first-year student communities. DTF recommended continued use and expansion of theme floors, a change, which has been made.

Recent changes impacting students' first-year experience include:

- Greater communication and direct cooperation among offices and units involved with first-year students from the point of admission through their first year [e.g., Admissions, Advising, Student Activities (which coordinates Orientation and Welcome Week), Residential Life, Academic Assistance Center, Disability Services, and the Multi-Ethnic Student Program] with direct involvement of the assistant dean.

- A new approach for advising students admitted with conditions that includes greater assessment of their needs and matching their initial schedules based on those needs.

- A new course added for 2009, available to all students, that addresses transitions into college: IS 1055 – Pathways to Success in College and Life (1 credit). This is an assessment and planning workshop course to allow students to capitalize on their personal strengths which impact on academic, life, and career goals.

- Placement of FYE and FYS in the assistant dean's portfolio creates an avenue for central coordination and oversight previously lacking for this segment of our curriculum.

2.3.6 Assessment of Student Learning Committee

According to the UMM by-laws, the Assessment of Student Learning Committee (ASLC) oversees and provides support to all aspects of the assessment [of student learning] process, receives all data and materials generated by assessment activities, recommends improvements in the assessment program and disseminates reports on the results of assessment and the initiatives based on assessment intended to improve student learning.

In 2008–09, the ASLC asked each discipline to identify goals and measures for those General Education courses within the discipline offered specifically for non-majors to satisfy a General Education requirement. This year (2009–10) the ASLC is reviewing these discipline reports with the intention of providing the disciplines with feedback aimed at enhancing the implementation of the assessment process set out last year. The initial focus will be on how well courses aimed at satisfying General Education requirements are meeting the stated General Education objectives.

The committee is also providing feedback on assessment aspects related to the proposed Student Learning Outcomes such as the possible need to develop a method for assessing extracurricular contributions to these outcomes.



2.4 Core Component 2d: All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

UMM has several levels of planning as described in section 2.1. UMM’s mission statement is at the core of all planning and committee work, while the Strategic Plan, solidly focused on the mission statement, provides the map to help our institution move forward.

2.4.1 Centrality of Mission Statement

UMM’s [mission statement](#) is central to planning. One of UMM’s strengths mentioned in the April 10-12, 2000 accreditation review by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools was the “passionate commitment to this mission shared by the university’s constituents”. This has not changed. Faculty, staff and students know and value UMM’s mission to provide a rigorous, residential, liberal arts education as part of our land grant status.

Evidence of the centrality of UMM’s mission statement can be found in the fact that it is quoted at the beginning of most important documents, including the Strategic Plan, the NCATE report, the all-University Accountability Reports written by the chancellor, and the 2008 Technology Report. One document in which the mission statement is absent, however, is the 2008 Campus Master Plan.

Further evidence of the centrality of UMM’s mission statement can be found in the debates the campus community has had surrounding its revision. UMM recently concluded a multi-year process of revising its mission statement to update it for the 21st century. Although the wording has changed, the core mission is not: UMM understands and embraces its role as a public liberal arts college whose duty is to be a place of research, teaching and outreach. It is important to UMM constituents to sustain those parts of the mission that are most central to UMM while renewing the articulation and addition of new goals, such as our new focus on being an environmentally sustainable campus. It is characteristic of UMM that the process of revising the mission statement has been long and involved, because the faculty, staff, and students care deeply about what it says. The process took three years, and different versions of the mission statement were presented to the Campus Assembly at least three different times (April, 2006, September 23, 2008 and February 19, 2009). Each time, the discussion about the statement was passionate. The revision of the mission statement was also an important

topic of discussion at the 2008 Fall Faculty Retreat. Again, many divergent viewpoints arose, indicating the degree of investment on the part of UMM’s campus constituents in who we are as an institution.

2.4.2 Strategic Plan’s Focus on Mission

UMM’s [Strategic Plan](#), which focuses on the mission statement, is central to planning.

UMM wrote its current Strategic Plan in 2005–2006, and this plan is guiding the campus as it undertakes new initiatives in the areas of faculty and staff support, student services, campus viability and sustainability, and marketing.

The mission statement is at the core of the Strategic Plan, focusing its vision and guiding all plans for future investment. The first major section of the “Executive Summary” of the Strategic Plan is a quotation of the mission statement (2), and the plan contains an entire section devoted to the mission (“UMM Mission and Strategic Goal.” 5). The Strategic Plan also refers to the mission statement in its discussions of research (3, 10-12), “Introduction and Processes” (4), “Ensuring the Future: Viability, Sustainability, Visibility” (5), partnerships (8), “Faculty and Staff Support” (13), “Student Support” (13-14), and “Operations and Structure” (15).

In the writing of the Strategic Plan, one can also find evidence of the vitality and importance of our mission, especially its focus on creating “engaged global citizens.” As is typical of UMM, there was broad input and participation in the creation of the Strategic Plan.

Since its completion in 2006, the Strategic Plan has been central to all planning. Each recommendation it contains articulates the person or group responsible for its implementation, and a timeline. Although many of the goals are ongoing and some are being reexamined (the goal of acquiring a study body population of 2100 by 2013 may be unrealistic, for example), many of the goals have already been addressed or are in the process of being implemented as presented in section 2.1.2.

2.4.3 Other Decision-Making Processes’ Focus on Mission

The mission statement is also central in other decision-making processes at UMM including the following examples.



Campus Assembly

There are many layers of decision-making at UMM. The main decision-making body at UMM is the [Campus Assembly](#), which must ratify policy recommendations made by the various committees. The Campus Assembly is governed by the UMM [constitution](#). UMM is currently in the process of revising its constitution.

A constitution revision task force, appointed in 2006, included 11 members representing all campus constituencies. The task force solicited input from the campus community at open forums and through online discussions, and a revised constitution was sent to the Campus Assembly on May 11, 2007. The assembly's Executive Committee took up the matter in fall 2007, and created a six-member revision group that refined the draft based on additional campus input. The Executive Committee submitted the [new constitution](#) to the vice provost for faculty and academics in the central administration in August, 2008. UMM recently heard back from the central administration and the Campus Assembly is moving forward to ratify the new constitution.

One important change in the new constitution is its reference to the mission. While the current constitution does not mention UMM's mission anywhere, the new constitution begins with the statement that, "the Campus Assembly and its committees shall introduce, develop, consider, debate, and adopt policies that move the campus forward in meeting its institutional mission of being a top quality national public liberal arts institution" (preamble). The new constitution also refers to UMM's mission in two other places: in "Section 2. Power", the description of the Campus Assembly directly states that UMM's mission is under its purview; and in section 6 it is clearly stated that the Planning Committee will consider "matters relating to institutional mission, organizational structure, marketing, fund development, energy policy, and the development and maintenance of physical facilities." These changes are important and good, insuring that UMM's mission will be even further integrated into all decision-making processes as they pass through the committee structure and Campus Assembly.

Administrative and Unit Decisions

Because UMM is part of the University system, some decisions, plans, and policies require approval from the central administration, from the Board of Regents, or from the University Senate. For example, promotion and tenure criteria documents, the new UMM constitution, and capital bonding requests all require approval from the central administration. At times this approval process reduces the ability to move forward efficiently or make timely decisions.

As UMM's mission is central to decision-making at the highest levels of administration, so too is its importance for decisions made at the division level, at the discipline level, and by various units, such as Residential Life, Plant Services and so on. For example, the office of [Residential Life](#) states its vision as follows: "Aligned with the vision of the University of Minnesota, Morris, Residential Life intentionally creates safe and inclusive communities that facilitate involvement for personal and academic growth. Our well trained staff strives for the highest standards of civility, service and cleanliness within stimulating and supportive learning environments." Although this vision statement does not explicitly use the terms, "mission statement", it is clear that it aligns with the "vision" of UMM. Residential Life is aligning its community programs model and new theme floors with the student outcomes articulated in mission statement—global citizenship, civic engagement, intercultural competence and environmental stewardship. Established [first-year theme floors](#) include: a world cultures floor, a civic engagement floor, and a sustainability floor, with a floor exploring social justice and intercultural competence to be introduced next.

There is a degree of symbiosis between these decision-making units, as discussion frequently happens on all levels before decisions are made. Community members at all levels know and respect UMM's core mission. Most of the important decisions must pass through the Campus Assembly, where UMM's mission is frequently quoted and referred to as a reason to either enact or disapprove proposals.

Assembly Committees

In UMM's governance structure, the Campus Assembly has established committees to assist in discharging its responsibilities. These Assembly Committees also refer regularly to the institution's mission in their proceedings. For example, in a discussion on recruitment of students at the [November 20, 2008](#), Campus Resources and Planning Committee (CRPC) meeting, Jacqueline Johnson, the minutes recount, "shared a story regarding a comment from one of the regents about remembering our mission and what we are as a public liberal arts institution. The elements of mission, she hopes to see factor into the discussion." Similarly, in discussions at CRPC committee meetings about the capital campaign, UMM's mission was frequently discussed (see [October 2, 2008](#), and [February 4, 2009](#)). The Curriculum Committee provides more evidence of the ways in which committees refer to the mission statement. See, for example, the discussion of program reviews in the minutes for the [February 25, 2009](#), meeting; the discussion



of areas of concentration at the [February 11, 2009](#), meeting; and the discussion on how to decide if a program continues to be viable on [February 4, 2009](#). In their discussion of conditionally admitted students, the Scholastic Committee also referred to the mission on [October 6, 2008](#), while the Assessment of Student Learning Committee referred to the mission during their [March 27, 2008](#), discussion of campuswide learning objectives.

Faculty Hiring

Further evidence concerning the centrality of the mission in planning for the future lies in the procedures for filling open faculty positions. When a discipline has an open

faculty position, the discipline's current faculty must explain how the open position aligns with UMM's mission. In an e-mail to the campus community on September 17, 2008, explaining the procedure in deciding which positions to fill, Vice-Chancellor for Academic Affairs and Dean Cheryl Contant mentioned the mission as one of the four criteria used. One of the determinants in making the decision is, "how does this position relate to the campus mission and strategic positioning document?"

2.5 Conclusion

UMM engages in thorough and substantial planning processes driven by the changing needs of society, future challenges and opportunities, and feedback from its internal and external constituents. UMM's Strategic Plan represents a comprehensive effort to develop new initiatives that will propel UMM forward, ensuring a stronger future. The External Relations Plan reflects the important role that office needs to play in support of UMM's development activities. The Student Affairs Plan is designed to support an engaging student experience which strengthens UMM's ability to recruit, retain, and broadly educate students. The Master Plan coordinates multiple forms of physical planning on campus including technology infrastructure, building renovations, sustainability, and the campus grounds. While UMM has consistently sustained its focus on undergraduate liberal arts education, it has also invested in new initiatives in curricular and co-curricular programming, facilities, information technology, and sustainability initiatives.

UMM's resource base is strong, yet significant financial challenges have arisen because of lower enrollments, changing state support, and increasing costs. UMM has successfully increased its funding through the University compact process and recent fund development efforts have been successful. Many of UMM's physical facilities have improved dramatically over the past 10 years. On the other hand, looking towards the near future, state allocations can no longer be relied upon to grow, and public pressure to moderate tuition increases may limit the growth of tuition revenue. UMM will continue to face financial challenges in the years ahead.

UMM regularly collects a wide variety of data and produces annual reports. The UMM Institutional Data Book

provides selected institutional data on students, personnel, and other key metrics. Information about UMM is included in the annual University Plan Performance & Accountability Report that is submitted to the state legislature each year. The National Survey of Student Engagement, the New Student Characteristics report, the University of Minnesota Student Experience Survey, the UMM Graduate Survey, and the HERI Faculty Survey are examples of some of the rich information that is available to planners, instructors, staff, and administrators at UMM to identify concerns, to assess activities and programs, and to improve institutional effectiveness. In addition to the ongoing assessments, it would serve the institution well to reinstate the practice of requiring each office or unit to prepare an annual report and to do so in a manner such that the results would be valued and utilized. These reports in addition to existing reports would assist in future planning efforts.

In summary, UMM practices a "liberal arts" approach to the criterion of "Preparing for the Future." UMM explores by looking to the future for new ideas, new capacity, and new territories. UMM community members explore new ways to serve our changing society while holding on to its fundamental mission of undergraduate liberal arts education. Planning is essential for success in such endeavors. UMM has demonstrated a willingness to explore new directions by creating new academic majors, new student support services, by undertaking dramatic cutting-edge initiatives in the environmental and sustainability areas, and by engaging in its first branding and marketing research, all aimed at enabling UMM to recruit and educate students for the 21st century. UMM seeks to renew itself through planning processes that recognize the need for



change and improvement. The investment made by the campus community to examine and improve the mission statement, constitution, curriculum, and facilities are clear examples of the renewal present on the campus. To sustain the institution and its mission, especially under current economic circumstances, the campus is committed to providing a rigorous liberal arts education to our students. This is a major focus of our current planning efforts. As we explore, renew and sustain our institution, UMM also seeks to lead. UMM provides leadership opportunities to its students, faculty and staff through participation in governance, curricular and co-curricular activities and training. UMM's planning processes focus on forward looking initiatives that provide a model for other institutions in the areas of service learning, civic engagement, study abroad, student research, environmental studies and renewable energy.

Recommendations related to Criterion 2:

- Continue developing processes and tools for long-term planning that are consultative and evidence-based.

- Continue the development of interdependent enrollment, staffing, facilities, and financial plans that will help UMM position itself for the next 10 years.

Reinstate annual reviews for campus offices and programs and develop a periodic comprehensive review for those offices and programs analogous to the academic program reviews. Utilize and value these reports and reviews.

Make institutional data widely available and readily accessible.

Continue improving physical facilities that support the academic and student support activities in order to keep up with health and safety issues, programmatic needs, and energy efficiency.

Continue to develop a technology plan and act on it.

Continue pursuing sustainable energy initiatives in order to serve as a model for other small communities, to demonstrate social responsibility, and to reduce costs.

Complete implementation of the new Web site design, building on the communications and marketing study recommendations.

Cultivate a culture of evidence-driven decision-making in all areas of the campus, academic, administrative, and support.



CHAPTER 3: Criterion Three: Student Learning and Effective Teaching.

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

3.1 Core Component 3a: The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

UMM is currently in the process of reviewing of a set of Proposed Student Learning Outcomes. These learning outcomes, prepared for the campus by the Curriculum Committee, state explicitly what competencies our students should have achieved by the time they complete their UMM degree. These outcomes are based on the "Liberal Education and America's Promise" (LEAP) project of the Association of American Colleges and Universities and have been adapted to capture the distinctive aspects of the UMM mission and education experience. At the time of writing this self-study, these learning outcomes had been proposed to Campus Assembly by the Curriculum Committee, after dozens of hours of formal campus input through standing committees, divisional meetings, student and staff forums, and input through student government. These learning outcomes, if approved, will establish the basis for ongoing assessments of educational programs, courses, general education requirements, and student activities and service programs.

In the absence of campus-based learning outcomes, our current assessment of student learning at the University of Minnesota, Morris is made possible at multiple levels and includes many direct and indirect measures. These assessments occur annually in many disciplines and are intended to help address challenges and weaknesses in student learning outcomes. The Assessment of Student Learning Committee routinely reviews discipline-based assessment reports and plans. A complete listing of current plans and reports, by discipline, is found on the [committee's Web site](#).

An extensive compilation of assessment data on student learning may be found in the October 2007 [Assessment Report on Academic Programs and General Education at the University of Minnesota, Morris](#). The organization of the report reflects the academic organization of the college, namely that the heart of teaching and learning is centered

at the program level, that is, at the level of the major, or, as it's called at UMM, the discipline. The report is also rich in assessment data in courses used for meeting both major and general education requirements. It does not address institutional assessment per se, although naturally course and program assessments are part of institutional assessment. The college's many direct and indirect measures of student learning described below bear on the broader issue of institutional assessment.

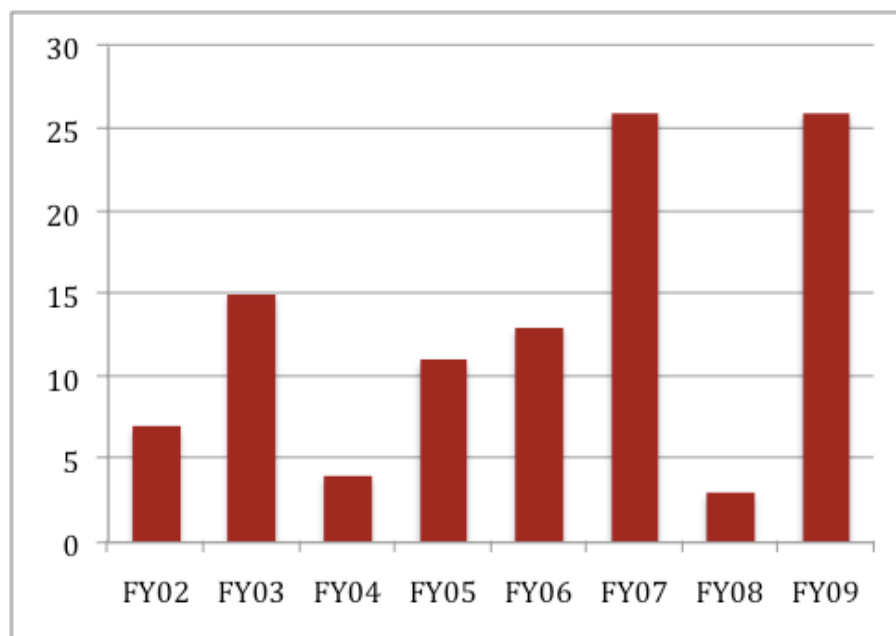
3.1.1 Assessment and Improvement of Student Learning in the Majors

Assessment occurs in all academic units but it does not occur with equal rigor and depth in all disciplines. There are many excellent examples of how student learning at UMM has been improved through assessment. What follows is graphical summary of assessment reporting at UMM, followed by a summary for one major in each of the four academic divisions, and concluding with briefer examples. Many of these focus on the capstone experience.

The history of assessment at UMM is partially reflected in the graph below. The raw data for the graph may be found by simply counting reports posted to the [assessment Web site](#). The larger number of FY07 reports was driven by processes leading up to the October 2007 report mentioned above. In FY08, the campus turned its attention to the assessment of general education and reports from individual programs declined dramatically. In FY09 and FY10, efforts are being made to regularize the reporting process. Although some assessment goes on without being reported, no attempt to quantify that has been made.



Figure 3.1: Number of Assessment Reports Received Each Year



Here are seven examples of assessment activities in various programs across the four academic divisions as reported in the October 2007 report:

The capstone experience in mathematics is the senior seminar, in which each senior writes a research paper and gives a forty minute public presentation. Assessment documents dating back to 2002, demonstrates how annual critiques and revisions have led to improvements in student learning. All of the faculty in mathematics contribute extensively to the learning experience of each student, which is a striking outcome of the annual assessment cycles. “The annual critical assessments of the senior seminar have led to the mechanisms that made possible the [senior seminar’s] growth and success.”

The *Morris Catalog 2005–2007* shows that the capstone in psychology centered on a series of Empirical Investigations courses. Ongoing assessment revealed weaknesses in that series, one of them being that the course design proved to be best suited for students who would pursue graduate degrees in psychology. Since not all majors pursue graduate education, some students were not being served optimally. The *Morris Catalog 2007–2009* now lists a series of Advanced Seminar courses, whose purpose is “to both unify and provide a broader context for knowledge about the field of psychology.” These will now be assessed to determine if they improve learning for all students.

Elementary education is a major at UMM, whereas secondary education is a licensure program. This brief paragraph focuses on the former. Of course, assessment in education was routine long before it became a universal expectation. Elementary education uses three principal assessment tools: PRAXIS II exams; summative evaluation scores for the final student teaching experience; and key assignments in the capstone course, where students create a professional portfolio. The portfolio consists of 10 sections, one for each of Minnesota’s Standards of Effective Teaching. The discipline’s “data clearly show that most of the students far surpass the minimum requirements set by our own program and those of the state and national accreditation agencies.”

Assessment in studio art in 2003 revealed four areas of concern: the quality of the senior review, the quality of writing about art, weaknesses in framing and other exhibition skills, and student concerns about too little learning in some areas. Faculty responded to those areas by having students create a portfolio for their junior and senior reviews, by instituting more writing assignments in the Basic Studio course, by revising the capstone course, by bringing in an outside juror for the annual show, by introducing new courses, and by using other course-embedded assessment methods.



The English discipline assesses at three levels: college writing; the gateway course to the major; and the major's capstone course. The first level also serves general education assessment. The October 2007 report describes the feedback loops that improve student learning in the gateway course, as well as the assessment methods in the capstone course, which is partly modeled on professional conferences attended by English academics.

Sociology's senior seminar is its capstone course and principal assessment vehicle in the major. Past assessment led to the expansion of this research experience from one to two semesters. Current assessment centers on the feedback loops in the faculty's critiques of successive drafts of the research paper.

Perhaps the most complex assessment program is in the statistics discipline, with its three-phase discipline-wide approach, its course-embedded assessment in general education courses, and the senior seminar with its e-portfolio. The October 2007 report describes assessment driven actions in statistics, and identifies nine positive and three negative findings in its most recent assessment data. The discipline's cumulative data reaches back beyond 2003, which the discipline identifies as the dividing line between earlier and recent graduates.

The October 2007 report reveals that program assessment is much wider than the summaries presented here. It is also the case that two or three disciplines have vigorous on-going assessment, but do little to document it, so the details are known only to discipline members.

3.1.2 Assessment and Improvement of Student Learning in General Education

The campus has begun a two-phase program for General Education student learning assessment. In Phase I each discipline was being asked to review its own general education courses and assess how well they meet the stated goals of that general education category. Phase II will include groups of faculty who teach courses in each general education category to review (among those faculty) what changes and improvements could be made to the courses. Phase I was completed in spring 2009 and Phase II is in process for fall 2009. A report on the result of a survey of seniors is available [online](#).

A variety of assessment methods are currently in practice. The following paragraph is merely a sampling of assessment in General Education. Nearly all courses of two

credits or more carry a general education designator, but, in this assessment context, General Education is restricted to entry-level courses.

As noted in the section following this one, the foreign languages use nationally standardized assessment methods in their entry-level courses (and, of course, in courses designed for majors). Chemistry for the first time in 2009 will use nationally standardized, comprehensive exams for its entry-level course, which is widely used to satisfy general education requirements in science. The October 2007 report shows that art history has used effectively the pre-test/post-test method for improving student learning in its 1000-level courses that satisfy the fine arts general education requirement. The College Writing course has three broad goals, 10 specific learning objectives, and requires each student to keep a portfolio of third drafts of papers; two English faculty were awarded a grant to 'revise the course syllabus to "result in more effective cross-disciplinary preparation for our students."' The instructor of the Physical Anthropology course "implemented a number of new learning strategies...based on student performance over the past few years"; the course's three broad learning objectives were assessed by the pre-test/post-test method. Perhaps the most exotic assessment tool was the "retention of student learning study" undertaken by the statistics discipline, in which forty-eight students who had taken introductory statistics an average of two-and-one-half years earlier agreed to take a comprehensive final exam that measured what knowledge they had retained.

Direct Measures of Student Learning

The following direct measures of student learning are utilized at UMM:

- the capstone experience;
- portfolio assessment;
- standardized tests;
- performance on national licensure, certification, or professional exams;
- locally developed tests;
- essay questions blind scored by faculty across the department, division, school, or college;
- qualitative internal and external juried review of comprehensive senior projects;
- externally reviewed exhibitions and performances in the arts;
- external evaluation of performance during internships based on stated program objectives.



Of the 25 programs represented in the October 2007 report, 21 reported using the capstone experience, 8 reported using standardized tests, 6 assessed student portfolios, 5 used external review of student projects or performances, and 4 used national licensure exams. Among the standardized tests used were the American Chemical Society standardized test in organic chemistry; the PRAXIS and Pedagogy, Teaching, and Learning exams in education; the Iowa Placement Test and the American Council for the Teaching of Foreign Languages Proficiency Guidelines for Speaking and Writing by the foreign language programs; and the national Putnam competition in mathematics. All but one program reported using course-embedded assessment.

Indirect Measures of Student Learning

The following indirect measures of student learning are utilized at UMM:

- alumni, employer, and student surveys;
- exit interviews of graduates and focus groups;
- graduate followup studies;
- retention and transfer studies;
- length of time to degree;
- SAT scores;
- graduation rates and transfer rates;
- job placement data.

The Office of the Vice Chancellor for Academic Affairs and Dean oversees course ratings by students, who rate every course and its instructor every time the course is offered. The rating instrument is one developed by the all-University Senate Committee on Education Policy. These course ratings are supplemented by program self-assessment surveys by the faculty, discipline profiles of instructional data, and opinion surveys of the quality of instruction and of the general education program.

The Assessment of Student Learning Committee administers annually the General Education Survey for Graduating Seniors, which asks graduating seniors to self-assess the degree to which they have achieved general education goals and to rate whether or not they hold the goals to be important.

Surveys administered by the UMM Office of the Director of [Institutional Research](#) include the University of Minnesota New Students' Characteristics by College, the ACT Class Profile of New Freshmen, ACT Prediction Research of Academic Achievement of Freshmen, Retention and Graduation Rates of Freshmen Cohorts, Retention and Graduation Rates of Minority Students, ACT Retention Research of Returning/Non-Returning Second Year Students, and the All-University Student Experience Survey.

The [Career Center](#) conducts an Annual Followup of UMM Graduates, and a Ten-Year Followup of All UMM Graduates.

The Offices of the [Vice Chancellor for Student Affairs](#) and the Vice Chancellor for Academic Affairs administers the National Survey of Student Engagement (NSSE) biennially. Survey results have documented increases in student engagement in transformational learning experiences like study abroad, undergraduate research and civic engagement with COPLAC and liberal arts college comparisons. Recent student responses have also raised questions about the quantity of writing students do and about students academic workload at UMM that have been considered by UMM's Curriculum Committee.

The [Advising Office](#) formally gathers student opinion on advising with two surveys, one on the advisee's satisfaction with the adviser, and one on advising in the major.

Role of faculty in assessment

The faculty are the prime movers in establishing a discipline's learning objectives, and in devising methods of assessment and the associated feedback loops to improve student learning.

Formal adoption of learning objectives requires a series of approvals that follow the discipline proposals, viz., by the home academic division, then by the Curriculum Committee, and finally by the Campus Assembly, the college's legislative body. Faculty, of course, participate at all four levels. Students hold voting memberships at all four. Curriculum Committee membership also includes the vice chancellor for academic affairs and dean, the registrar, one civil service/staff person, and the Commission on Women coordinator. The Campus Assembly also includes academic staff personnel, civil service members at roughly the director level, and elected civil service/staff members.

By contrast, devising assessment and feedback methods is purely the jurisdiction of discipline faculty, sometimes an individual, sometimes a subgroup, and sometimes the discipline faculty as a whole. The role of the Assessment of Student Learning Committee does not parallel that of the Curriculum Committee in this instance.

Role of administration in assessment

There is a three-fold structure in the academic flow-chart: the Office of the Vice Chancellor of Academic Affairs and Dean; the division chair; and the academic discipline. The role of these units in assessment has not been well resolved. For example, past assessment efforts were conducted by faculty and reported directly to the Assessment of Student Learning Committee, bypassing the



division chairs and dean. More recently, division chairs in humanities, science and math, and social sciences have taken the initiative in their respective divisions to help disciplines progress with respect to learning objectives and assessment of student learning. (It should be noted that the Division of Education has long been deeply involved in program assessment due to the nature of the field and to state and national standards in teacher education.) The Office of the Vice Chancellor for Academic Affairs and Dean supports this initiative and is working with division chairs to formalize this process.

Institutional assessment

UMM is instituting a series of program reviews beginning in fall 2009. Assessment of student learning will be an element of these review cycles, along with use of resources, faculty staffing, student demand, centrality to mission, and compatibility with other institutional functions. Changes in majors, minors, general education,

and staffing will be influenced, in part, by the program review process. At an institutional level, assessment results will be important.

As noted above, UMM is deliberating the adoption of college-wide student learning outcomes, which will certainly influence the upcoming (2009-2010) review of general education.

UMM has a part-time director of Institutional Research, who is an ex-officio member of the Assessment of Student Learning Committee. The office publishes a data book annually, which is rich in information useful for institutional assessment. Recent data books may be accessed [online](#).

Availability of results obtained through assessment

Anyone can access UMM's assessment reports online without needing a password, which is not the case for many colleges and universities.

3.2 Core Component 3b: The organization values and supports effective teaching.

3.2.1 Profile of Faculty

Nearly all faculty (97 percent) at UMM received the highest degrees in their disciplines. All faculty and instructors have obtained advanced degrees. This institutional commitment to excellence is reflected not only in training, but in the continued activity that faculty demonstrate through memberships and participation

in international, national, and regional professional organizations. Several faculty in all of the divisions belong to multiple organizations, and frequently UMM faculty provide service and leadership to those organizations. This level of involvement indicates that UMM faculty continue to explore, conduct and present research and/or creative activity, and lead their colleagues across the nation in scholarly pursuits.

Table 3.1: Highest Degree Obtained by Faculty (Fall 2008)

Terminal degrees (Ph.D., M.F.A., D.M.A., D.M.E, Ed.D.)	97.0%
Masters degrees (M.A., M.S., M.Ed.)	3.0%

Table 3.2: Faculty Rank (Fall 2008)

Professors	30.3%
Associates	38.5%
Assistants	29.4%
Instructors	1.8%
All Ranks	100.0%

3.2.2 Evaluation of Faculty

Evaluation of the faculty at UMM occurs in numerous ways:

- student evaluation in individual classes of all faculty;
- merit pay review of all faculty;
- annual performance reviews for tenure track faculty;
- tenure and promotion review for tenure track and tenured faculty;
- post-tenure review for tenured faculty; and
- less formal peer evaluations of teaching through faculty mentor programs.

Students provide evaluation of the faculty through the Student Rating of Teaching (SRT) for each course they are enrolled in. The SRT provides both a numerical rating of the faculty member, as well as a chance for more detailed and substantive comments. The SRTs are returned to the faculty member the following semester, along with a summary of divisional data for very small, small, medium, and large classes (since pedagogy will be different depending on class size). This feedback allows the faculty member to assess how effective they are being in their teaching, and indicate possible areas for improvement. The SRT replaces the Student Opinion of Teaching (SOT) that was used prior to 2008. The SRT was created beginning in 2006 through committees of the all-University Senate. The SRT results are utilized in annual salary reviews, tenure and promotion reviews, and nominations for awards such as the all-University Horace T. Morse award. Campus averages for SRTs for the years 2003–2008 are available [online](#).

The evaluation of faculty in formal tenure and promotion procedures, annual review, and post-tenure review all involve demonstrated quality in the areas of teaching, research, and service but as a public liberal

arts college *teaching* serves as a core criterion in all faculty evaluation. Teaching is broadly defined to include activities that occur outside of traditional classroom instruction, such as:

- academic advising of students;
- curricular innovations;
- involvement in educational programs such as study abroad or service learning; and
- supervising directed studies, internships, MAP or UROP students, and other enrichment experiences.

Evaluation of faculty is based upon evidence such as SRT forms, a statement of teaching philosophy and self-evaluation, course materials, peer evaluation, student letters, course syllabi, evidence of curricular innovations, and course assessment materials. Effectiveness in teaching is an essential quality for a faculty member to receive tenure and promotion to associate professor at UMM. The tenure and promotion documents for each division were reviewed and revised starting in 2006. These [documents](#) are often referred to as “7.12” documents because they are required in section 7.12 of the University of Minnesota tenure regulations.

Each division also has an annual review process to determine merit raises each year. A key component in the annual evaluation is again teaching, including the variety of extra-curricular activities mentioned above.

In post tenure review, again teaching is universally accepted as our most important activity.

The following table shows data from the 2004–2005 *Higher Education Research Institute (HERI) Faculty Survey* indicating that a much higher percentage of faculty at UMM feel that excellence in teaching is rewarded than at other four-year institutions.

Table 3.3: UMM Faculty Responses to Reward Structures Compared to Similar Institutions

<i>Attributes noted as being “very descriptive” of your institution</i>	UMM “Yes” Responses (n=73)	All Four-Year Institutions “Yes” Responses	Difference (UMM - All Four-Year)
Faculty are rewarded for being good teachers	44%	17%	27%
Faculty are rewarded for their efforts to use instructional technology	31%	17%	14%
Faculty are rewarded for their efforts to work with underprepared students	12%	4%	8%



3.2.3 Faculty Awards

There are three main awards that faculty can receive to be recognized for outstanding contributions to teaching and advising.

The University of Minnesota, Morris Alumni Association Teaching Award (AATA) was created in 1997 to honor individual University of Minnesota, Morris faculty members for their outstanding contributions to undergraduate education. The AATA is open to regular faculty (tenure-track and tenured) or temporary faculty and professional academics salaried through the University and holding a 66 2/3 time or greater appointment, who have been at the University of Minnesota, Morris for at least three years. The Alumni Association Teaching Award has been awarded to one faculty member each year since 1997. A full description of the AATA and the criteria for choosing the recipient is available [online](#).

Table 3.4: UMM Alumni Teaching Award (1999–2009)

Year	Awardee	Division	Discipline
2009	Bradley Deane	Humanities	English
2008	Julie Pelletier	Social Science	Anthropology
2007	Sarah Buchanan	Humanities	French
2006	Janet Schrunk Ericksen	Humanities	English
2005	Pareena Lawrence	Social Science	Economics
2004	Gwen Rudney	Education	Education
2003	Pieranna Garavaso	Humanities	Philosophy
2002	Nancy Carpenter	Science & Math	Chemistry
2001	Paula O’Loughlin	Social Science	Political Science
2000	Jon Anderson	Science & Math	Statistics
1999	Bart Finzel	Social Science	Economics

The Horace T. Morse–University of Minnesota Alumni Association Award for Outstanding Contributions to Undergraduate Education is an excellent illustration of the University’s commitment to undergraduate education, and UMM has a long legacy of Morse award winners. Faculty who receive the award become members of the Academy of Distinguished Teachers, and receive the title “Distinguished University Teaching Professor”. Throughout the University of Minnesota system, there are up to eight recipients per year. Since 1999, of the 80 recipients named, 10 have been UMM faculty members—an amazingly high proportion compared to our size. The full list of UMM recipients, viewable [online](#), shows that 37 UMM faculty have received this highly competitive award since it began in 1965–66. Of those 37, 18 continue to teach and do research on the UMM campus today.

Table 3.5: UMM Recipients of the Horace T. Morse–Minnesota Alumni Association Award for Outstanding Contributions to Undergraduate Education

Year	Awardee	Division	Discipline
2007–08	Janet Schrunk Ericksen Barry McQuarrie	Humanities Science & Math	English Mathematics
2006–07	Paula O’Loughlin	Social Science	Political Science
2005–06	Pareena Lawrence	Social Science	Economics
2003–04	Pieranna Garavaso	Humanities	Philosophy
2002–03	Jon Anderson Leslie R. Meek	Science & Math Social Science	Statistics Psychology
2001–02	Nancy Carpenter	Science & Math	Chemistry
2000–01	Dwight Purdy	Humanities	English
1999–00	Peh Ng	Science & Math	Mathematics



The John Tate Award for Excellence in Undergraduate Advising serves to recognize and reward academic advising. The award calls attention to the contribution that academic advising makes in helping students formulate and achieve intellectual, career, and personal goals. Each year, up to four faculty, academic, and/or career advisers at the University of Minnesota receive the Tate Award. Since 1999, three UMM faculty members have been awarded the John Tate Award for Excellence in Undergraduate Advising. The list of past recipients of the Tate award (all campuses) is [online](#).

Table 3.6: UMM Recipients of the John Tate Award for Excellence in Undergraduate Advising

Year	Awardee	Division	Discipline
2004–05	Leslie R. Meek	Social Science	Psychology
2001–02	Dian R. Lopez	Science & Math	Computer Science
2000–01	Paula O’Loughlin	Social Science	Political Science

3.2.4 Grants Related to Teaching

There are campus grants available to faculty to support curricular development. Two areas that are specifically targeted are technological and international components of courses.

Educational Development Program Grants

The UMM Educational Development Program (EDP) is designed to stimulate and support curricular development at UMM by allocating small grants for specific projects. Each year the Curriculum Committee, upon the recommendation of its EDP Subcommittee, sets funding priorities in response to perceived curricular needs. The EDP Subcommittee screens all proposals and recommends how to allocate the current year’s funds. Since 1998, 78 EDP grants have been awarded.

Bush IT Grants

The University of Minnesota received a \$990,000 grant from the [Bush Foundation](#) entitled Enhancing Student Learning through Innovative Teaching and Technology Strategies. The grant includes all campuses of the University and focuses on the improvement of student learning through faculty development and coordination, faculty/student interactions, and the use of assessment to shape teaching. From 2005 through 2008, UMM supported 27 projects that resulted in a wide range of pedagogical tools to address the main project goals. In 2008, the fourth year of the grant, under the supervision of the [Bush IT Core Group](#), the outcomes of the first three years’ projects were tested for reproducibility and sustainability. At this stage six projects were completed, including those in statistics and elementary education.

Faculty, staff, administrators, and students were very interested in the activities funded by the grant. Based on the [evaluation](#) of the administration of the grant during

the first three years, the IT CORE group modified the project development/implementation process for the fourth year. During the fourth year of the grant, the focus was on reproducibility and sustainability. To achieve sustainability of project efforts, the instructional support system that was created within the grant was institutionalized. This group designed and implemented various campus wide events. Intra-campus communications regarding innovative teaching will be continued with enhancements during the coming years through various events such as the UMM Fall Faculty Retreat, and Brown Bag Lunches.

International Program Committee Grants

UMM’s International Program Committee (IPC) grants funds to faculty to support internationalization efforts through two programs. One program supports the development of new courses with an international content or the incorporation of an international component or perspective into an existing course with grants of up to \$1,500. A second grant program supports the development of international study experiences emerging from our on-campus curricular offerings with grants of up to \$2,500.

3.2.5 Faculty Development

The University of Minnesota, Morris supports teaching in a variety of ways. Less formal than the Student Rating of Teaching evaluations is the use of data on faculty involvement in the Tenure Tracking Seminar and the Faculty Enrichment Program (FEP). Both of these programs provide support for new faculty through year-long mentorship and discussion sessions focused on preparing for tenure.

Two trial seminars to support faculty were proposed in 2000–2001. A Mid Career Seminar was first offered at UMM in 2000–2001 with seven faculty members participating. This was followed in 2001–2002 with the Tenure Tracking Seminar for new, probationary faculty.



Sixteen faculty members participated in the first Tenure Tracking Seminar, representing all four divisions. Early goals for the Tenure Tracking Seminar were to help probationary faculty members:

- balance concerns in the tenure process and learn what other disciplines do;
- make effective use of evaluations and
- use practical advice and become aware of campus resources.

Leaders of early Tenure Tracking Seminars hosted four sessions per semester for second- and third-year faculty. The also met with the Faculty Development Committee to seek input and support for the seminars.

The Tenure Tracking Seminar today focuses on issues related to teaching, research, and service and supports new faculty in the review and tenure process. Due to the small numbers of eligible faculty, the seminar is now held every three years.

Since 2000, the faculty leaders of the Tenure Tracking Seminar have been drawn from across the divisions on campus, and typically a tenured and newly tenured leader are chosen to share multiple perspectives in discussions.

Table 3.7: Tenure Tracking Seminar Participation

Year	# of Faculty Participating
2000–2001 (Mid Career Seminar)	7
2001–2002	16
2004–2005	16
2008–2009	7

The UMM Faculty Enrichment Project (FEP) is aimed at assisting probationary tenure-track faculty in becoming fully integrated into UMM's teaching mission. FEP fosters the professional development of tenure-line faculty by pairing them with a senior mentor and providing a stipend for professional development purposes. For example, the stipend (for both tenure-line and tenured faculty) may be used for the purchase of professional books, journals, software, teaching aids, or attendance at professional meetings and conferences. FEP mentees complete midterm and final reports to reflect on and document the activities of the mentee/mentor partnership. Applications for FEP are reviewed by members of the Faculty Development Committee.

Table 3.8: Faculty Enrichment Project Participation

Year	Number of Mentor/Mentee Partnerships
1996–1997	4
1997–1998	5
1998–1999	3
1999–2000	5
2000–2001	6
2001–2002	5
2002–2003	8
2003–2004	6
2004–2005	4
2005–2006	5
2006–2007	6
2007–2008	6
2008–2009	7

In addition to the Tenure Tracking Seminar and the Faculty Enrichment Project, both tenure-line and tenured faculty have the opportunity to grow professionally through Thursday Afternoon Faculty Seminars (TAFS) and the Fall Faculty Retreat.

TAFS provides a venue for faculty to formally present their work in areas of teaching and research and for other faculty to learn about current themes in a variety of fields, research practices, applications of research, and creative activities. TAFS presenters represent faculty from all disciplines across UMM's four divisions.

Between 1998 and 2009, 108 TAFS presentations have been made. TAFS presentations include single presenters, research teams from particular disciplines, interdisciplinary teams, and panels of presenters. Attendance at TAFS varies each month, ranging from 20–50 as reported by the Faculty Center.

The Fall Faculty Retreat is held each year prior to the beginning of the new academic year. With direction from the Faculty Development Committee, a working group is formed each year to review evaluation data from the previous Fall Faculty Retreat, consider campus issues and themes to be addressed, and plan the retreat. While outside presenters have been brought in to present information and facilitate discussion, most often retreat presenters are UMM faculty members who share expertise and lead discussions in research, teaching, advising, and assessment. Retreat topics and presenters may be found [online](#). Evaluation data is used to address the needs of faculty and follow up on retreat sessions as is noted in the Faculty Development Committee [minutes](#).



Table 3.9: Fall Faculty Retreat Attendance

Year	Attendance
2005	69
2006	72
2007	68
2008	65
2009	55

3.2.6 Instructional Support Services

Briggs Library, Instructional and Media Technologies, and Computing Services provide support and resources to the educational programs of the campus.

3.2.6.1 Rodney A. Briggs Library

Briggs library provides assistance for many kinds of instruction through formal group instruction sessions, distributed tools (such as EndNote), desk-side assistance, and web-based guides. The library offers in-house workshops on new databases and also partners with Computing Services and Media Services in training and workshop opportunities for the campus community. Over the years the approach varies from noon hour “Lunch ‘n Learns” to late afternoon “Fireside Technology” sessions. There is usually an annual event that showcases campus technology applications as well.

The library makes available discipline specific databases, multi-disciplinary electronic works and technological tools. An example of the latter is EndNote that is provided for the entire campus. As it was introduced, the library sponsored many training sessions and welcomed individual desk side coaching requests to facilitate effective use of this bibliographic management software.

The library offers reference assistance in a variety of venues: face to face (either making office calls or face to face assistance in the library); instant messaging; e-mail; or phone. Librarians solicit faculty input in the maintenance of online topical listings of electronic and print resources. Research QuickStart pages are linked to the library’s Web site, where individual Web pages are created and updated for all UMM majors as well as general topics such as Laws and Legislation, Minnesota, Agriculture and others. Course Web pages can be set up within the same software application or faculty can link to the appropriate Research QuickStart pages from individual course pages. Each discipline at UMM has one of the five librarians designated as library liaisons to facilitate communication about Research QuickStart sources, collection development

and other library services. Each discipline is given an annual allocation and is encouraged to assist in library collection development.

Additional examples of how pedagogical information is shared by Briggs library:

Briggs Library welcomes opportunities to teach information literacy and research strategy sessions for individual classes. All First-Year Seminar sections spend at least two class periods in the library for introductory research skills sessions (see <http://www.morris.umn.edu/library/infolit.php>). The instruction coordinator also provides discipline-specific sessions and often participates in a more integrated fashion in capstone and senior research courses. The concept of the “embedded librarian” has been used effectively in a number of courses to integrate research practices throughout the class.

Briggs Library also offers course reserve services with electronic reserve utilization increasingly popular each year. A number of faculty still utilize the traditional print reserve for class use of books, CDs, DVDs, videos and realia (e.g., a collection of rock specimens for a geology class).

The staff and resources of Briggs Library work effectively as faculty/ instructor partners in research and teaching, and assist in making sense of the ever-changing world of information gathering and synthesizing. The Library is open 94 hours a week; additionally the Library provides electronic access 24 hours a day. Librarians provide instant message text messaging support when the Reference Desk is staffed, and a link to AskMN Reference at all times.

3.2.6.2 Instructional and Media Technologies

In fall 2009, instructional technology support that was formerly part of Computing Services was combined with [Media Services](#) to form the Instructional and Media Technologies office. This brings support for instructional technology such as course management tools and instructional design software together with support for technological tools that aid the teaching, learning, and research of the campus community such as classroom equipment, the interactive television system, and television production facilities.

Usage tracking of equipment and services provided by Media Services over the past 10 years indicates a change in technology use. While the use of traditional projection type media equipment has decreased there is comparable increase in the use of electronic media. The technology Media Services supports has moved from linear tape based tools and materials to non-linear digital formats.



Instructional and Media Technologies supports the digital media lab in HFA26 by providing installation, maintenance, and instruction of the lab equipment and software. This computer lab hosts an array of software that supports students and faculty in the creation of audio, video and image digital programs. While the lab is open to entire campus it is used primarily by classes taught in the humanities including: Speech Communication (Communication, Media & Rhetoric), Studio Art, and Theatre Design. On average, three classes are taught in the lab each semester with approximately 12 students per class. In addition to classes, Media Services provides workshops and training sessions to other disciplines in the use of the various software programs. These disciplines include: Secondary and elementary Education, Spanish, First-Year Seminar sections, individual students and campus wide sessions. On average, over a year, approximately 150–200 students are served by the lab.

Media Services provides the campus with digital media support. These services include: still image archiving, video editing, video on demand—either podcasting or streaming. Formats supported include: Flash, Real, QuickTime, and Mpeg4 for podcasting.

Media production is possibly the most visible service Media Services offers. Faculty, staff and students can receive assistance in producing video and audio programs free of charge (materials excluded if it is for classroom use.) Media Services' professional staff will advise and assist in the technical and production aspects of a project using broadcast quality equipment. In addition to educational projects, Media Services also produces the popular horticulture series [Prairie Yard and Garden](#) for [Pioneer Public Television](#) based in Appleton, Minnesota.

Detailed usage statistics for Media Services that have been tracked over many years suggest that electronic media is a preferred method of instructional support but the impact of room-installed equipment on usage statistics is not known. Almost all general purpose classrooms are now equipped with a computer, projector, DVD player and screen. The hours of use of this equipment is not tracked but it seems reasonable to assume, by looking at class schedules, that the installed equipment in each room is used about three to four hours per day.

Instructional technology support is available via, phone, e-mail, and office visits. Faculty may learn what technological options are available to them by visiting the [Web site](#) on Instructional Technology and Support. The instructional technology specialist also maintains a [blog](#) on instructional technology.

Some of the instructional technologies supported at UMM are:

- Online course materials—embedded in some standard faculty HTML Web pages. Sixty-nine faculty and staff have listed Web pages in the directory at http://www.morris.umn.edu/directories/faculty_staff.html;
- E-mail—the official mode of communication of the campus;
- Online Office Hours (via UMConnect, UMChat, MSN Messenger, Moodle Chat, WebVista Chat);
- Discussion Boards (in WebVista and Moodle course sites);
- Discipline-specific technologies such as WebWork in mathematics, Inspiration in education, statistics software.

UMM delivers a number of courses online through GenEdWeb. Since 1997, the GenEdWeb program has served online students around the world by offering liberal arts courses that are traditionally taken in the first two years of college (lower division), require no previous study on the college level, and are taught by UMM faculty. Courses in the GenEdWeb program provide a foundation for undergraduate study by building skills and knowledge in diverse subject areas. Each course will fulfill at least one general education requirement, is one semester in length, and earns credits that may be applied toward a degree program at UMM or other colleges in Minnesota and throughout the U.S. A list of courses that have been offered via GenEdWeb can be found in the [archive](#).

Table 3.10: GenEdWeb

	Number of Sections of GenEdWeb Courses Offered	Number of Distinct UMM Faculty Teaching in GenEdWeb Program
2003–04	12	12
2004–05	15	11
2005–06	17	14
2006–07	18	15
2007–08	23	17
2008–09	26	15



Instructional Technology and Media Services also assists in supporting the use of clickers. These were demonstrated in an activity at the 2007 Fall Faculty Retreat, and later additional training was held on campus. To date, relatively few faculty members at UMM have explored the use of clickers. A student evaluation of the effectiveness of clickers was conducted during fall 2008. (See [Clicker_Use_Eval.pdf](#).) In that evaluation, students generally thought that the use of clickers had improved their understanding of the course content.

The University of Minnesota's iTunes U is a new initiative accessed (with secure login) [online](#). To date, there is not much content on the University of Minnesota's iTunes U.

The use of computing technology in higher education is constantly changing, and the UMM is doing its best to take advantage of this technology. Faculty and staff explore and adapt new options, and seek to use the tools appropriate to be effective. UMM faculty and staff willingly try new computing technologies. Improved assessment (and systematic record-keeping) regarding computing technology usage may be appropriate to determine which techniques are most effective for our campus.

Partnerships formed around technological collaboration as existing structures are sustained by the professional expertise and work ethic of the staff members involved and new technologies are explored to enhance curricular success and administrative efficiencies. Partners meet regularly to plan joint professional development activities. Examples of these workshops include: Tech Tuesdays (brown bag lunch session), Technology Firesides (late afternoon series of workshops) and Wine 'n Wiki's (showcase of technological innovations utilized at UMM). The UMM [Digital Collections](#) online repository is the result of collaboration by several on-campus offices.

3.2.6.3 Computing Services

[Computing Services](#) at UMM provides networking and technology support to the campus. The facilities are open to all UMM students, staff, and faculty. Accounts are provided without charge to all students. The campus network reaches every building on campus. All residence hall rooms have a network connection available to each resident, and all UMM systems are Internet connected. Wireless technology is also available in most buildings. Computing services maintains six public computer labs on campus with approximately 125 computers, all less than four years old, available for student use. Two of the labs are open 24 hours a day during the academic year. The computing labs, especially the library lab and the two 24-hour labs, are well used.

3.2.7 Support for Academic Advising

Academic advising of students is done by faculty at UMM and is actively supported. The advising office and the Office of the Registrar provide a great deal of regular, timely support to advisers. This includes basic information about University regulations, procedures, and systems including how to get and read student transcripts, how to access advisee information online, how to utilize campus advising resources, and financial implications of advising. Such assistance may be provided individually by office staff, at the annual Fall Faculty [Retreat](#), in the Faculty [Newsletter](#), at occasional brown bag lunch meetings,

First-year faculty typically do not advise students. They begin advising students in their second year at UMM, and for the most part new advisers will be advising students in their own major. Support for new advisers includes an intensive four-hour training session prior to beginning their work as advisers. In response to feedback from the previous year's new advisers, the new adviser training was redesigned in 2006, with a new focus on practical applications, scenarios, and a systematic introduction to the common electronic tools used in advising, all with the goal of helping new advisers hit the ground running. Concepts currently covered include: developmental advising, campus specific expectations and practices (including Scholastic Committee issues and Academic Alert), and using technology in advising.

In August 2007, the Adviser Mentor Program began. Each new adviser is paired with an experienced adviser. The mentors join the new advisers during the last segment of new adviser training and they continue to work together for the following academic year. This program helps new advisers deal with the sometimes overwhelming amount of information that a new adviser must deal with. The complete rationale for creating this program is included in the Scholastic Committee 2006-07 Annual Report.

Table 3.11: Number of Advisers in Mentor Program

Academic Year	2007-08	2008-09
# of Mentor/New Adviser Pairs	4	9

Another key advising activity is the registration of new students. Advisers who participate attend a briefing prior to each session to review key advising issues related to first-year student registration and issues that are specific to that particular registration session.

The Deciding Project was implemented in 2004. This project aims to provide structure to the advising that undecided students receive and bring together faculty who



advise undecided students to share experiences on how to best meet the needs of this population of students. A workshop is held each August to allow advisers to come together to discuss issues relevant to working with undecided students. Advisers are contacted via e-mail at various times of the year to address relevant issues. Paper resources were converted to an interactive Web-based program in August 2006.

In the future, the Advising Office would like to initiate the Master Adviser Program as a companion to the Adviser Mentor Program. This program seeks to improve the quality of advising at UMM by providing a systematic in-depth approach to advanced adviser training. Successful candidates for this program must have mastered a broad spectrum of advising competencies, receive additional training and agree to participate in an outreach program to other advisers. The Master Adviser Program proposal can be found in the Scholastic Committee 2006–07 Annual Report.

Table 3.12: Number of Advisers in Deciding Project

Year	2004–05	2005–06	2006–07	2007–08	2008–09
# advisers	22	20	23	26	28

The Advising Office conducts two assessments of advising effectiveness. Students are surveyed at the end of their first term at UMM and again as graduating seniors. Summaries are sent back to each adviser to provide them with constructive feedback. In addition, campuswide summaries are assembled and the advising coordinator provides some interpretation of trends in the campus norms and gives some guidance on areas the campus as a whole might choose to focus on improving. Assessment survey results for both advising in the major (2002–2008) and freshman advising (2000–2008) are available [online](#).

3.3 Core Component 3c: The organization creates effective learning environments.

Evaluation and assessment has led to a number of changes in the structure of the learning environments at UMM in the past 10 years. We have recently reinstated an academic program review process to systematically evaluate each academic degree program every seven years. Major curricular review occurs every two years, in conjunction with the production of a new college catalog but curricular review continues to happen year-round. Other changes that have impacted the learning environment include: an evaluation of the first-year experience, the restructuring of the Honors Program, the institutionalization of our Undergraduate Research Symposium (URS), the creation of an Academic Center for Enrichment (ACE), and the consolidation of academic support services into the Center for Advising and Learning (CAL). Here we highlight some of these changes and their impact on the learning environment at UMM.

3.3.1 Program Review

In the mid-1990's, UMM instituted a process of academic program reviews. These reviews occurred for two years and were interrupted by the process of semester conversion. In 2006, the new chancellor reinstated an accelerated review process of all units on campus. In 2009,

the academic dean reinstated an Academic Program Review for all programs with majors or minors or providing substantial learning functions (licensure, honors, etc.). This process includes the preparation of a self-study by the program under review. Faculty and students in the program are asked to provide a discussion of: distinctive aspects of the program, national trends in the field, how the program has designed its curricular content, research and creative activity by the faculty and students in the program, innovative activities in teaching or curriculum, and methods for program improvement. Annual assessment reports are incorporated into the self-study report.

A faculty review committee from within campus reviews the self-study, conducts interviews with relevant campus stakeholders and participants, and drafts a program review document that describes the program's strengths, areas for improvement, and suggestions for future investment of resources and/or time and expertise.

Program reviews are scheduled on a seven-year cycle.

3.3.2 Curricular Review at UMM

Faculty are centrally involved in curricular revision at UMM. Curricular content and the structure of the major



and minor for a discipline are determined by faculty in the major, but reviewed and approved by others at a variety of levels. The bulk of these changes occur on a two-year cycle when the new catalog is created (such years are commonly termed “catalog year”). This means every discipline is assessing its curriculum at least every two years and using discipline specific assessment tools to determine what changes to make to their courses (see section 4.1 for more detail on discipline assessment). Typically a discipline will make multiple concurrent changes during a catalog year—deleting courses, creating courses, modifying courses, and altering major or minor requirements.

Curricular changes must pass four levels of review:

- **Discipline:** Curricular revision usually begins at the discipline level, where the faculty (and elected student representatives for the discipline) will determine the appropriate courses and course structure for the major and minor. New courses can be proposed and existing courses revised. Changes are proposed based on how well students are meeting the outcomes they are expected to achieve, as well as how effectively service courses are working for other disciplines. Discipline specific data on student success in courses, the changing nature of the discipline beyond UMM, and the requirements of graduate schools and industry all play a role in redesigning the curriculum.

- **Division:** The divisional review gives the faculty in several other disciplines the opportunity to ask questions or raise concerns about the proposed curricular changes, to suggest amendments to the proposals, and to verify that standards are being met (for example that the course workload matches the number of credits, that the general education designator is appropriate, or that the structure of major is reasonable).

- **Curriculum Committee:** The Curriculum Committee consists of sixteen members, including four faculty members, four division chairs, four students, and four ex-officio, nonvoting members of the administration. The Curriculum Committee reviews the proposed changes, with a broader all-campus lens but similar intent to the previous divisional review. The Curriculum Committee may make suggestions back to the proposing discipline. If that occurs, the changes must be approved by the discipline and division before returning to the Curriculum Committee for approval.

- **Campus Assembly:** The proposed changes then go before Campus Assembly for further discussion and final approval. The Campus Assembly, UMM’s primary

governance body, includes more than 220 faculty, professional and administrative (P&A) employees, staff, and students.

The full curricular approval process can consume several months so a faster, provisional approval process has also been established for use when there is not sufficient time to go through the regular approval process before a new course is to be offered. The provisional approval process allows for the vice chancellor for academic affairs, with the concurrence of the division chairs, to approve the new course so it can be offered for a limited period of time.

Curricular changes to interdisciplinary studies majors are initiated by the group of faculty associated with the interdisciplinary major.

Table 3.13: Interdisciplinary Studies Majors

American Indian studies	gender, women and sexuality studies
environmental science	Latin American area studies
environmental studies	liberal arts for the human services
European studies	

The process of curricular change has evolved over the years, based on recommendations from the Curriculum Committee and the division chairs but two of the most notable changes of the past decade were driven by all-University system changes—UMM moved to the Electronic Course Authorization System (ECAS) in 2003 and to the Program and Curriculum Approval System (PCAS) in 2006. ECAS is basically the course database while PCAS is the database of majors, minors, and other programs. The two systems are linked, providing a single source for curricular information, avoiding the conflicts that too often arise when such information is held in multiple repositories (such as in the catalog as well as on a webpage.)

3.3.3 First-Year Experience

In fall 2007, recognizing the need to address a number of concerns in the experience of first-year students, Chancellor Jacqueline Johnson convened a task force made up of faculty, staff and students to review existing first-year experience programs and initiatives at UMM. The goal of this First-Year Experience Disappearing Task Force (DTF) was to review current and historical data and practices at UMM as well as best first-year practices at other institutions in order to provide information to the UMM community about how the first-year experience could be improved. The “road map” developed by this group’s assessment



(available [online](#)) is leading to current changes in the first-year programming and communications and is directing approaches for rehabilitation of the First-Year Seminar (FYS) course required of all freshmen. The appointment of an assistant dean with duties overseeing the FYS and coordinating other academic aspects of the first-year experience is a direct result of this group's assessment and recommendations.

3.3.4 Honors Program

As has been described in Section 0.6, UMM reviewed and redesigned its honor program in 2001 and 2002 in response to concerns identified through the self-study 10 years ago. The current design encourages collaborative multi-disciplinary teaching.

On average six honors courses are offered per year. Approximately 10 percent of UMM faculty participate in any given year. The figure for current faculty who, at some time or other, have participated in the program is closer to 20 percent.

Honors course topics/titles for the 2008–09 academic year:

- Traditions in Human Thought (gateway course with variable topics)
 - Introduction to Game Theory
 - Global Encounters and the Making of the Modern World
 - Intersections of Art and Science
 - Theory and Practice of Community-Based Learning
- Previous Honors offerings included:

- The Early Modern Body in Literature, Philosophy, and Science
- Utopia(s)
- Totalitarianism: Imagination, Theory, and Experience
- Apocalypse Now? The Science and Policy of Preparing for a Catastrophe
- Republic or Empire: The American 1890s
- Open Source vs. Proprietary Technologies: The Economics of Networks and Innovation
- Drama, Philosophy, and Politics in Classical Greece
- Coexistence and Conquest: Muslim Women in Islamic Spain

The Honors Program involves learning beyond the classroom. Each year, students in the program elect an Honors Council that plans a number of activities. Typical events include dinners with invited faculty members, trips to the Minneapolis and St. Paul to attend plays or visit museums, reading events, and film screenings and discussions.

3.3.5 Student Engagement

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

Table 3.14: Student Involvement in Key Engagement Areas

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

University of Minnesota Student Experience Survey



Initiatives to foster similarly high levels of student engagement in additional transformational student learning opportunities (e.g. service learning, study abroad, undergraduate research, civic engagement, multicultural/intercultural opportunities, and green campus programs) are underway and showing success. Current engagement rates (summarized in Table 3.15) lead the University of Minnesota system and exceed public liberal arts peers (summarized in Table 3.16) as measured through the National Survey of Student Engagement.

Table 3.15: UMM Student Engagement Rates

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

Table 3.16: UMM Student Engagement Rates Compared to Peer Institutions

Engagement Areas	UMM 2008 Seniors	UMM to COPLAC	UMM to Bac LA	UMM to NSSE All
Community Service Volunteering	77%	+ 6% - 4% <u>+ 2%</u>	+ 1% - 2% <u>+ 1%</u>	+ 9% - 7% <u>+ 2%</u>
Service Learning	57%	+ 7%	+ 8%	+ 8%
research with a faculty member	50%	+ 20% - 4% <u>+ 16%</u>	+14% - 2% <u>+ 12%</u>	+23% - 5% <u>+ 17%</u>
study abroad	48%	+ 25% - 1% <u>+ 24%</u>	+ 9% - 0% <u>+ 9%</u>	+ 27% - 3% <u>+ 24%</u>

Through campus strategic positioning work, UMM faculty, staff, and students have articulated a vision for more universal participation as part of the core UMM experience. These experiences are recognized as best practice in undergraduate education, fostering transformational learning and student success. They directly support UMM's mission to prepare interculturally competent graduates equipped for lives of leadership and service in a diverse, global society. Specific initiatives are detailed in the sections that follow.



3.3.6 Service Learning

“College Learning for the New Global Century” identifies “personal and social responsibility, including civic knowledge and engagement—local and global” as an essential student learning outcome. This American Association of Colleges and Universities (AAC&U) report highlights service learning as one of ten “effective educational practices,” a way for student learning to be “anchored through active involvement with diverse communities and real-world challenges.” Over the past decade, UMM has supported faculty in bringing this pedagogy to their classrooms. UMM defines service learning as “a pedagogy that utilizes community service, community-based research, or other civic engagement activities along with regular reflective activities and assignments to meet both course goals and identified community needs and to teach students the skills they need to grow as thoughtful citizens and leaders.” (Service Learning Faculty Fellows Manual, 1)

UMM’s Service Learning program was initiated in 2000 (though individual faculty have been conducting service learning for much longer). In the first three years of the program, the program was supported by a national Learn and Serve America grant. The grant provided faculty with mini-grants to start a service learning project, and service learning staff assisted faculty in determining partners that fit with course goals. During this period, 13 faculty received mini-grants to conduct service learning projects that connected with 10 community-based agencies or businesses on projects that affect the public good.

Program review prior to seeking a second Learn and Serve America grant in 2003 identified clear priorities for the future. Service learning needed to strengthen UMM as a rigorous public liberal arts college rather than create add-ons. It needed to be thoroughly integrated into the academic program and supported by coordinated leadership and involvement from the vice chancellors for academic affairs and student affairs. It was time for a sustainable program structure moving beyond good but scattered one-time projects. Projects should be focused, meeting high priority needs identified in recent community visioning processes. Fundamentally, the program needed to advance the mission, vision, and core work of the college during a time of state budget reductions.

During the second phase of the program, supported with a second Learn and Serve America grant from 2003 through 2007, core program components were established to meet the identified goals including: a) faculty fellows with a multi-year commitment for course development, implementation and mentoring (vs. course mini-grants), b) multidisciplinary, multi-class projects addressing compelling

community needs and aligning with campus initiatives, focused in five areas: Arts and Cultural Opportunities, Elder Partnerships, Youth Partnerships, Sustainable Living and Social Responsibility, c) in-depth, ongoing partnerships with community agencies, with a lead agency supporting each service learning initiative, d) effective service learning practice defined and shared, and e) established ongoing support structures.

An advisory board of community partners, faculty, staff, and students determined a list of goals for each constituency group and 12 attributes of high quality service learning at UMM. Goals for student learning are as follows.

UMM Service learning Goals for Students

- Increased commitment to civic engagement and improved skills and knowledge relevant to effecting social change
- Increased understanding of human diversity and comfort interacting with people of diverse backgrounds
- Improved leadership skills, including communicating effectively in different settings
- Improved critical thinking and problem solving skills
- Increased understanding of the connection between academic work and community needs

Service Learning, Information for Students

A faculty manual of 150 pages was created for faculty to assist them in planning a course that would effectively connect service to academic goals and program goals that reflect the liberal arts and best practices in the service learning field. Faculty could choose to use the manual on their own or to work with the service learning coordinator in planning their classes, although in all cases, the faculty member, partner, and coordinator met to put together a project planning worksheet that outlined the goals and elements of each project.

In addition, a faculty fellows program was implemented. Faculty applied to participate in a three-week intensive course on service learning, during which they used the manual to plan a project. These fellows, chosen by the advisory board, made a three-year commitment to the service learning program. After teaching their first course, these



fellows worked with mentees to train them in service learning pedagogy and help them teach their courses.

The program's advisory board drafted documents to assist those reviewing tenure and promotion documents in assessing whether an individual's service learning practice was high quality. The advisory board also created documents to assist those using service learning in their tenure and promotion files with explaining their work. Finally, the program implemented an assessment process that provides faculty with a summary document of how well each project met its goals for faculty, students, and partners. During this phase, twenty-seven faculty used service learning in their courses. Twenty-four of these faculty were either fellows or mentees.

With grant funding ended in 2007, the campus institutionalized funding for Service Learning and supported its continuation. All but one of the faculty fellows or mentees who participated in the fellows program and are still employed by UMM continue to use service learning on a regular basis. The service learning coordinator works with faculty on a case-by-case basis, using the faculty manual as a guide. An average of 25 service learning courses are offered each year, with at least one course in each of the four divisions.

UMM's Strategic Plan encourages the offering of service learning courses in each academic discipline. Work is underway to assess progress and determine next steps toward this vision. In 2008-09 UMM secured an Engaged Department Grant from the University of Minnesota Office of Public Engagement to establish community engagement as a hallmark of the interdisciplinary environmental studies major. A team of four faculty and four outreach leaders are working to integrate service learning activities into core introductory courses, infuse community engagement into student-faculty collaborative research efforts, and explore opportunities for further engagement in required capstone courses. This is the first comprehensive approach by an academic program outside the Division of Education.

Beginning in fall 2009, a new organizational structure is bringing UMM civic engagement programs together into one office to increase coordination and assist students in building a four-year civic engagement plan. The new Office of Community Engagement connects the work of Service Learning; Community Service and Volunteerism; Tutoring Reading Enabling Students (TREC); and the Residential Life Civic Engagement Theme Floor. The office will work closely and collaboratively with the Center for Small Towns.

The results of these service learning investments have been significant. In 2008, nearly 60 percent of UMM

graduates had completed at least one course that directly connected their learning experience with a real community need. UMM students see the link between course goals and their service project, with 93 percent clearly articulating the connection in a recent semester. (Learn and Serve America grant report, July 2007)

3.3.7 Academic Center for Enrichment

UMM's Academic Center for Enrichment (ACE) was created in response to assessment findings and the Strategic Plan (page 3) and was endorsed by Campus Assembly in fall 2006. A formal committee was appointed in fall 2006, and the center officially opened in October 2008. UMM is currently the only University of Minnesota campus with such a program, UMM joins a unique community of other renowned higher education schools like Williams and Amherst Colleges with similar programs. ACE reflects a need for central coordination and information for students who often become involved in more than one enrichment program (e.g., honors, study abroad, undergraduate research, National Student Exchange, national scholarships) while opening doors to more students for these invaluable opportunities.

3.3.8 Center for Advising and Learning

In response to the Strategic Plan, the Center for Advising and Learning (CAL) was created in July, 2007, combining the Offices of Academic Advising, Academic Assistance, and Disability Services, in order to provide strengthened academic support to students. The staff includes coordinators of each of the three academic support areas and support staff who work together to provide office support for all three programs.

Further restructuring began in spring 2009, and is ongoing to functionally combine the areas of Academic Assistance, Disability Services, and Academic Advising with the aforementioned Academic Center for Enrichment, the Career Center, plus the new retention coordinator. These combined areas report to the assistant dean who is facilitating the merging of these areas. Although each of the six offices has individual emphases and primary duties, the goal is to build synergy among them by recognizing the ways in which students can gain through interactions with each. Recent budget challenges led to decreases in support staff for these areas (by two full-time staff) and reductions in professional staff time (from 100 percent to 80 percent in Academic Assistance). By combining offices it is hoped that redundancy will be eliminated while maintaining services to students.



3.3.9 Learning to Learn (Mastering College Skills)

With implementation of the Assessment of Student Learning Committee, the Academic Assistance Center (AAC) joined other units in systematic assessment. (For example, see the Web site for the assessment plan for tutors.) Since then, development of the Academic Alert program and involvement of the AAC coordinator with the campus triage group and Scholastic Committee have allowed for sharing of information leading to continued development of the services provided by the AAC. Based on assessment of student progress, suspensions, and skill development changes were made to the Learning to Learn course (now “Mastering College Skills”). These changes affected when the course is offered, the approaches taken, and the content. Further, the addition of more discipline-specific study tables is the direct result of recommendations arising from first-year experience consultant Randy Swing’s assessment of courses with high DFWI ratios (see Appendix E of the FYEDTF report). In response to the FYEDTF report, another one-credit course was developed to help students with the transition to college: IS 1055 Pathways to Success in College and Life.

3.3.10 The Writing Room

The Writing Room is directed by a faculty member for whom it is a 20 percent-time appointment. The room is staffed by that faculty member and trained student assistants. Assistance is provided in general writing, and specialized areas such as history, American literature, sociology, women’s studies, Spanish and interdisciplinary studies. Specialized assistance is also provided for students for whom English is a second language.

3.3.11 Student Organizations

Extra-curricular and co-curricular experiences are an integral part of the college experience for students at UMM. As noted earlier, the University of Minnesota Student Experience Survey showed that 86 percent of UMM’s 2009 graduating seniors had participated in student organizations. A faculty adviser to student organizations is yet another opportunity for faculty to guide and teach students outside of a classroom setting. The Campus Assembly adopted a new classification system for student groups in spring 2009. Organizations classified as campus life programs, those most closely affiliated with campus programs and offices, are required to have a faculty adviser. In fall 2009, only 20 of UMM’s 84 registered student organizations had a faculty or staff adviser, down from previous years.

The 2009 Student Interest Survey implemented by the Office of Student Activities, Conferences and Events shows that students feel participation in student organizations is an important component of their university experience. Nearly half (45 percent) of students responded that “Although my academic work and progress are important, I believe an equally significant part of the college experience exists outside of the classroom. Participation in Campus Life and activities is important to me.” (See the table below.)

Table 3.17: Student Interest Survey: Importance of Various Activities

Question 5: Below are four statements. Which statement best describes you?	
Although my academic work and progress are important, I believe an equally significant part of the college experience exists outside of the classroom. Participation in Campus Life and activities is important to me.	45%
Of greatest importance to me is getting a degree in my chosen field. Consequently, other intellectual and social activities are necessarily of secondary importance to me.	25%
Although I may be ultimately concerned about a career, currently I am interested in enriching myself through education focusing on the world of knowledge and ideas.	24%
Although I find the University environment stimulating, I feel alienated from the institution and its formal programs and activities. Currently, I am interested in pursuing the meaning and purpose of life through involvement and self-exploration outside the University.	6%

Over the past 10 years approximately 85 percent to 95 percent of UMM graduating seniors report in the University of Minnesota Student Experience Survey that they have participated in student organizations. The Student Interest Survey explores the depth of students’ involvement, aggregated for all student respondents, first-year through senior. In 2009, 58 percent of students reported that they were moderately, largely or deeply involved in student organizations while 33 percent were involved only to a slight degree.



Table 3.18: Student Interest Survey: Participation in student organizations.

To what extent do you or have you participated in student organizations on campus?	
I have been/am deeply involved in student organizations	15%
To a moderate or large degree	43%
Only to a slight degree	33%
Not at all	9%

Research on student learning shows students who are involved in their education and in campus life reap rewards in their intellectual and personal development. In *How College Affects Students*, Josey Bass, 2005, Pascarella and Terenzini observe:

“In some areas of intellectual development (including critical thinking,) it is the breadth of student involvement in the intellectual and social experiences of the college, rather than any particular type of involvement that matters most... The greatest impact appears to stem from students’ total level of campus engagement, particularly when academic, interpersonal, and extracurricular involvements are mutually reinforcing, and relevant to a particular educational outcome.”

Proposed campus learning outcomes offer the opportunity to more intentionally connect students’ extracurricular involvement with their co-curricular and curricular learning experiences. The Student Interest Survey includes students’ assessment of their skill development from involvement in activities and organizations, as shown in the following table. Students identify interpersonal and leadership skills as the areas most greatly impacted by their involvement. Approximately one-third of students report their interpersonal and leadership skills have been greatly improved by their involvement in campus organizations. While these impact levels are significant, they are not as high as some of the faculty and staff that work closely with students in these engagement opportunities expected.

Table 3.19: Student Interest Survey: Impact on Personal Development

What has been the impact of your involvement in campus organizations, or activities on your personal development in the following areas?	No Impact	Some Impact	Great Impact
Interpersonal Skills	19%	45%	36%
Leadership Skills	33%	32%	35%
Decision Making Skills	31%	43%	25%
Program/event planning skills	42%	34%	24%
Conflict Resolution Skills	36%	43%	21%
Multicultural awareness	43%	40%	17%
Commitment to civic involvement	44%	42%	14%
Development of global perspectives	45%	42%	13%
Critical Thinking Skills	35%	52%	13%
Ethical development	49%	38%	12%

The Student Interest Survey is one of the tools used to assessing student’s sense of his/her skill development from first year to senior year, along with more direct measures developed using the planned e-portfolio. The student engagement e-portfolio will aid students in capturing, reflecting on and articulating learning from leadership, civic engagement and active learning experiences outside the classroom. In addition, the UMM Strategic Plan calls for a more formalized curricular and co-curricular student leadership program to increase students’ learning and development associated with their campus involvement. The social change model of student leadership was introduced in fall 2009 in the annual Student Organization Leaders Workshop as a foundational model to frame students’ leadership experiences. The director of student activities, conferences and events is creating an Adviser Handbook and a more formal training of advisers to begin in spring 2010 to assist faculty advisers. The training of advisers is in part a response to the student survey results and will include helping advisers assist students in recognizing and enhancing the skills they are developing from participation in the student organizations.

3.3.12 Off-Campus Study

Many UMM students will spend part of their college career engaged in study away from UMM through programs such as Global Student Teaching, National Student



Exchange, Multi-I, and Study Abroad. During any one of these activities, students are able to access all their academic information via the Portal, their adviser, financial aid or other support personnel. Likewise, advisers and approved others can access the student's records making advising, other support, and other such interactions much more feasible and effective than ever before no matter where the student is. The shifts toward electronic record-keeping and communication have made such travel a nearly seamless effort.

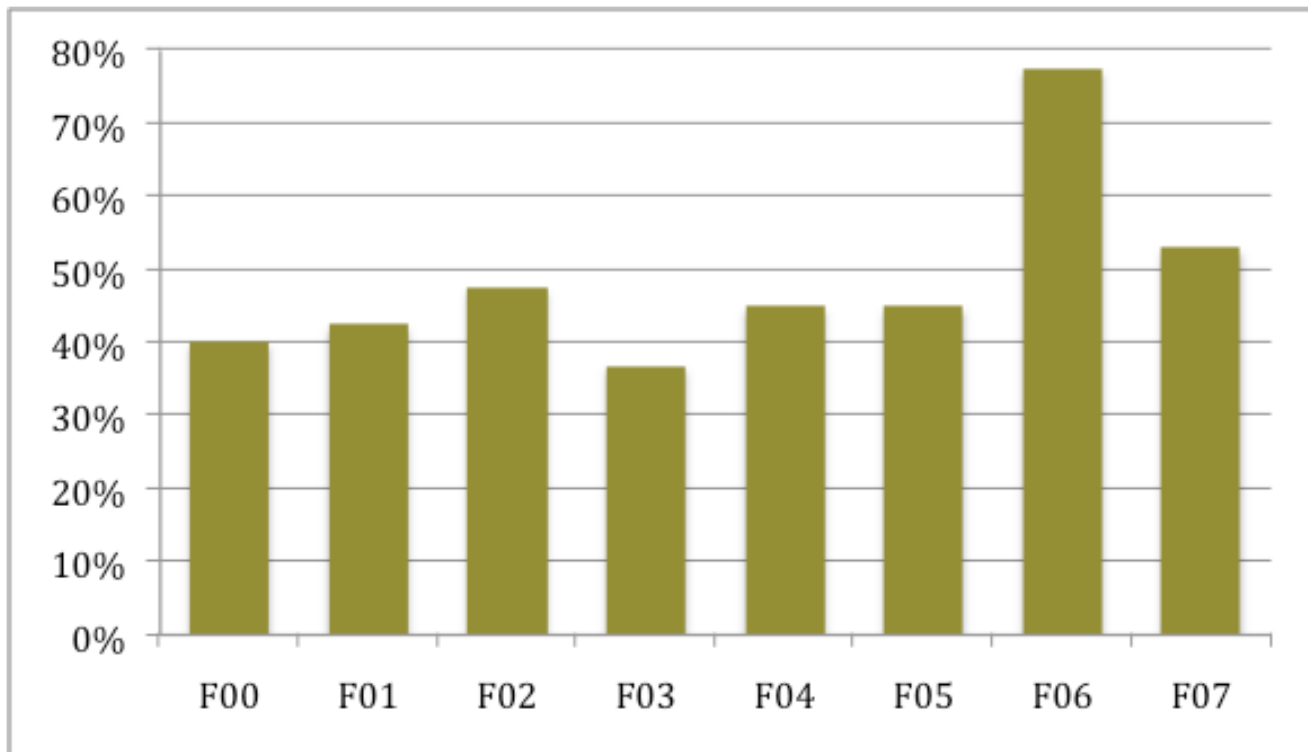
Geography is also not a barrier in terms of information access for those students not in residence on campus. Library resources are available 24/7 at any location with Internet access. The library's holdings include subscriptions to over 30,000 electronic journals as well as online reference sources and e-books. The library maintains and continues to refine online resource guides (called Research QuickStart) for all of the UMM disciplines as well as topical areas as government, Minnesota, genealogy, and religious studies. In addition to references to print resources, these guides include links to recommended Web sites. The library's electronic course reserve service is frequently used by faculty to make course readings, class notes and other relevant materials available to students regardless of time or location. It is not necessary to be physically on campus to

access reference assistance and help with designing search strategies. The library offers e-mail, phone, and text and instant messaging connections. Interlibrary loan is another library service that is not dependent on physical location. Link-resolving software enables researchers to go from a citation either directly to the full text of an article or to an interlibrary loan request form. In the case of articles, excerpts or digitized formats, the requested information can be delivered to a desktop. Thus, utilizing new technological options enables the library to sustain traditional content and services while exploring new formats.

Study Abroad

UMM has a strong commitment to its students studying abroad. As the Study Abroad Web site notes, "Studying abroad has long been a hallmark of a good education. International travel helps students gain language, reasoning, and interpersonal skills, and a global perspective that will serve them throughout their lives and careers". The Institute of International Education stated in its "Open Doors Report 2008" that UMM ranks third in the nation, among bachelor of arts colleges, in undergraduate study abroad participation as a percentage of degrees granted. The graph below shows that data.

Figure 3.2: Study Abroad Students as Percentage of Degrees Granted



Source: UMM Data Book



As part of a systemwide Curriculum Integration initiative, UMM created the *Discipline Study Abroad Advisers Group (DSAAG)* who work with students to coordinate their wish to study abroad with the requirements for their major. Faculty members assisted in creating Discipline Study Abroad Sheets which offered guidelines and advice to students about when to go abroad, how to afford it, the number of transfer credits that will be accepted in the major, and a list of programs the discipline recommends. As of fall 2008, there were 21 disciplines with an identified study abroad adviser. Since the funding for the Curriculum Integration initiative has ended, the DSAAG group has fallen somewhat idle.

All study abroad advising is done before students leave campus. Beginning in 2005, the campus transfer specialist works with students and study abroad advisers before students leave, so courses are seamlessly applied to the UMM record upon their return. Students remain in contact with their faculty advisers by e-mail and often contact the Center for Advising and Learning for guidance as questions arise.

Global Student Teaching and English Language Teaching Assistant Programs

For more than 25 years, the Global Student Teaching Program (GST) has offered students from around the world their choice of outstanding placements with host schools in a wide variety of countries. University course credit is granted upon completion of program requirements. Through UMM's Global Student Teaching program, students have the opportunity to learn first-hand how culture affects teaching and learning. Experiences in the field provide valuable insight into how curriculum and instructional practices are influenced by history, religion, and social norms.

The English Language Teaching Assistant Program (ELTAP) is a short term study/volunteer international experience for English language speakers offered by UMM. ELTAP participants become part of another culture and community sharing knowledge of their culture and language with teachers and students studying English. In return they experience life in another culture as no tourist can and earn credit toward an undergraduate or graduate degree or a certificate for international service.

In 2007 under new leadership, the GST and ELTAP programs added an emphasis on research and service to their existing teaching components. This emphasis recognizes the need for teachers to both grow professionally and contribute to the field of education. Student teachers do these things through action research, attendance at workshops and conferences, and dissemination of effective practices as they interact with professionals in the field. This component of GST encourages professionals to use their skills and talents

to further the missions of schools and benefit members of the schools and communities in which they teach.

Through the work of individuals at UMM and partnering universities and host schools around the globe, Global Student Teaching continues to be a signature program, one that ensures student teachers address the learning needs of the K-12 students they teach while meeting the high standards required for licensure.

3.3.13 Academic and Social Support for a Diverse Student Body

As UMM's Strategic Plan notes, "the campus commitment to educating a diverse student body and building a respectful inclusive culture is rooted in the public liberal arts college mission articulated in the 1960s and in the campus history as an American Indian boarding school (established in the 1890s). Diversity (including but not limited to GLBT, individuals with disabilities, international, veterans, racial and multi-ethnic, and spirituality) in students, faculty and staff is an important commitment for the University." The Strategic Plan calls for UMM to maintain and strengthen this commitment, continuing efforts to build an inclusive respectful campus community, educating a diverse student population for intercultural competence and leadership in a global community. Key elements of the plan are being implemented today:

- The new campus mission statement affirms intercultural competence as a student outcome and diversity as a core commitment.

- The campus is on track to increase U.S. students of color from 15 percent to 25 percent of total enrollment and international students from 1 percent to 5 percent in a rich learning environment.

- Programs are being created that bridge academic and student life to build an inclusive campus that supports student success and educates interculturally competent graduates.

- The structure supporting equity and diversity programs is developing as an inclusive, contemporary model recognizing and supporting students' multiple identities.

- Programs have been developed and implemented promoting intercultural awareness, respect, and appreciation throughout the campus community, including professional development for faculty and staff.

Information on key student populations and academic and social support programs follows.



First Generation Students/Students with High Financial Need

UMM's commitment to serving first-generation students and students with high financial need is rooted in the founding of the college as an affordable, accessible public alternative to private liberal arts colleges. Student survey data shows that typically 30 percent to 40 percent of UMM's student body are first-generation college students. In fall 2009, 42 percent of UMM's entering first-year students were first-generation college students, with no parent holding a four-year college degree. Students of color are more likely to be first-generation students than Caucasian students – 58 percent v. 39 percent.

Table 3.20: First-Generation UMM Students by Ethnicity, Fall 2009

Ethnicity	Freshmen Class			New Transfer Students			All Students		
	Total	First Gen #	First Gen %	Total	First Gen #	First Gen %	Total	First Gen #	First Gen %
Native American	58	36	62%	19	11	58%	197	82	42%
Asian American	10	4	40%	1	1	100%	49	21	43%
African American	5	2	40%	2	1	50%	41	19	46%
Hispanic/Latino	7	4	36%	0	0	%	26	8	31%
Students of color	80	46	58%	22	13	59%	313	130	42%
Caucasian	316	123	39%	66	23	35%	1198	325	27%
Unknown	3	1	33%	4	2	50%	28	9	32%
Total	399	170	42%	92	38	41%	1539	464	30%

** It is likely that the All Student first-generation count is underreported. First generation students were not officially tracked in student data systems until 2008; first-generation students enrolling prior to 2008 were identified through FAFSA and student survey data.*

Source: University of Minnesota Institutional Research, enrollment tables.

UMM students are more needy than state and U.S. populations as a whole, as displayed in the following table. UMM and the University of Minnesota, Crookston campus typically enroll the neediest student populations in the University of Minnesota system. UMM students had the highest financial need in the University of Minnesota system in 2008–09. More than one-third of UMM degree-seeking students received federal financial aid offered to the neediest students, including PELL and SEOG grants, compared to 21 percent of University of Minnesota students overall.

Table 3.21: Percentage of UMM Students with High-Need Federal Financial Aid

Low-income populations	
UMM students, fall 2009	37%
State of Minnesota population	10%
United States population	12%

Source: University of Minnesota financial aid tables; Minnesota Office of Higher Education; US Census Bureau Report, Income, Poverty, and Health Insurance Coverage in the United States 2007.

While the majority of UMM's low-income students are Caucasian, students of color are disproportionately impacted by financial need. One-half (51 percent) of UMM's students of color have low incomes compared to one-third (33 percent) of Caucasian students.

Table 3.22: UMM Students with High-Need Federal Financial Aid by Ethnicity

UMM Low-Income, Degree-Seeking Students in Fall 2009 by Ethnicity					
Ethnicity	Enrolled	Low Income		Not Low Income	
		#	%	#	%
Native American	197	96	49%	101	51%
Asian American	49	25	51%	24	49%
African American	41	25	61%	16	39%
Hispanic/Latino	26	15	58%	11	42%
All Students of color	313	161	51%	152	49%
Caucasian	1198	390	33%	808	67%
Unknown	28	11	39%	17	61%
Total	1539	562	37%	977	63%

Source: University of Minnesota financial aid tables.

National studies show first generation students with high financial need are significantly less likely to earn a 4-year college degree than other students. The Office of Equity, Diversity and Intercultural Programs and its Multi-Ethnic Student Program has provided holistic assistance and support for students of color, many of whom are first generation and/or students with high financial need. The academic alert team has noted that first-generation students are overrepresented among at-risk students since the campus began tracking first-generation student as a PeopleSoft student group in 2008.

Student Affairs, the Office of Equity, Diversity and Intercultural Programs, and Grants Development have worked with a number of academic affairs and enrollment partners to analyze data and determine ways to better support UMM's significant populations of first-generation students and students with high financial need. The group submitted a federal TRIO Student Support Services grant application in December 2009. Student Support Services programs are designed to a) increase college retention and graduation rates for first generation college students, students with high financial need and students with disabilities; b) foster an institutional climate supportive of the success of students from groups that are traditionally underrepresented in postsecondary education; and c) improve students' financial and economic literacy. Planners reviewed successful Student Support Service program models from Minnesota liberal arts colleges including Carlton College, St. Olaf College, Augsburg College, and the College of St. Scholastica as well as COPLAC institutions (e.g. Evergreen College, and Keene State University, Southern Oregon University, and the University of Wisconsin, Superior.) The proposed program would serve a minimum of 140 students for a period of

five years, with continuation funding available. Decisions will be announced in June 2010, with funding available in September 2010. The program is highly competitive, particularly for new proposals. The campus is also exploring other TRIO programs such as The Ronald E. McNair Postbaccalaureate Achievement Program and Upward Bound.

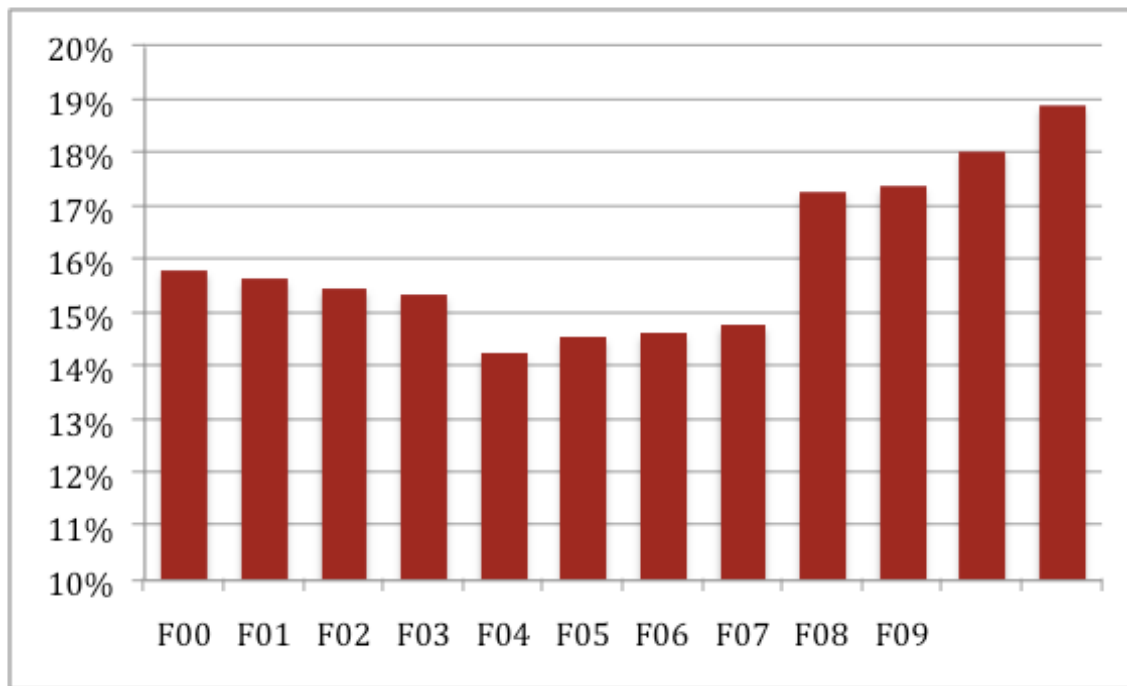
Students of Color

UMM values and celebrates diversity and provides numerous services and programs to support the learning needs of our large student of color population, over 18 percent of the student body. One of the key areas for support of diversity efforts is the Multi-Ethnic Student Program in the Office of Equity, Diversity, and Intercultural Programs. The program works to ensure a stable, strong, and supportive environment for students of color by providing academic assistance and other quality student support services. These services are designed to improve the opportunities for students of color to participate fully in the life of the University. MSP creates opportunities and partners with other offices, organizations, and committees to aid all university students in gaining a better understanding and appreciation for diversity.

From fall 1999 to fall 2009, the percentage of the student body composed of students of color has increased from just under 16 percent to 18.9 percent. (See the figure below.) Students of color comprise 19.8 percent of degree-seeking students. UMM has the highest percentage of American Indian students in the University of Minnesota system, a reflection of its legacy and its historic commitment to providing an education tuition-free to qualified American Indian students.



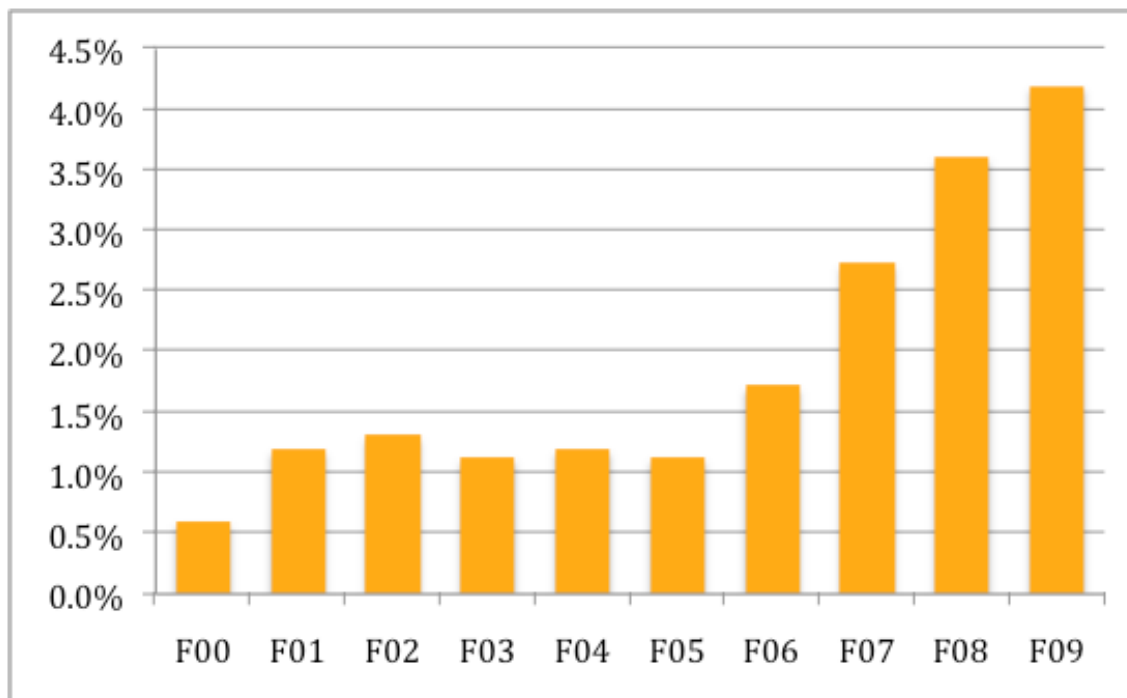
Figure 3.3: Student of Color Enrollment as Percentage of Total Enrollment



International Students

In addition, the international student population continues to rise in numbers and percentage as reported in the UMM Institutional Data Book. In fall 2009, UMM enrolled 72 international students 4.2 percent of all students, up from 6 students (.03 percent of the student body in fall 2000.) Students from 17 countries are represented at UMM.

Figure 3.4: International Student Enrollment at UMM



In 2009, the fall orientation program for entering international students was expanded to a two-week program to better prepare students for college life in the U.S. and at UMM. A course on the American University with an English as a Second Language (ESL) component provided additional preparation for academic course work at UMM. Another portion of the orientation focused on familiarizing students with UMM policies, procedures, and life. Student evaluations were very positive with 100 percent of the participants reporting that the orientation helped prepare them for academic and social life at UMM.

Students from China comprise the majority of UMM's international student population. There has been some campus discussion about the varied language skills of Chinese students and concern about their ability to succeed at UMM due to their language skills. As a group, these students actually do quite well at UMM. In spring 2009, 84 percent of the Chinese students had a cumulative GPA of 3.0 or better. As fall semester 2009 began, the International Student Program and ESL staff were closely monitoring a small number of students (one or two) due to poor language skills.

As a cohort, international students' academic performance is slightly better than that of the general UMM student population. In spring 2009, international students' average cumulative GPA was 3.2, compared to an average of 3.05 for the entire UMM student population. In spring 2009, 73 percent of UMM international students had a grade point average of 3.0 or better, compared with 52 percent of our entire student body. Careful monitoring of student cohorts and program adjustments are being planned to ensure that the international students continue to be academically successful at UMM.

Table 3.23: International Students' Cumulative GPAs, Spring 2009

International Students' Cumulative GPAs Spring 2009		
GPA Range	Students	Percentage
3.5 to 4.0	25	39%
3.0 to 3.49	22	34%
2.5 to 2.9	8	12.5%
2.0 to 2.49	7	11%
0 to 1.9	2	3%

Support for international students was led for a number of years through the Center for International Programs with growing support from a campus team. Beginning in summer

2009, the position of international student program coordinator reports to the new Office of Equity, Diversity, and Cultural Programs. The office coordinates support for students on a variety of issues ranging from immigration issues to personal and academic areas and serves as a conduit between these students and the faculty and staff who interact with them. Social programs include an adopt-a-student program pairing international students with a local friend to facilitate cross-cultural friendship, Cultural Hour conversations with students from around the globe telling their cultural stories co-hosted with the Residential Life global perspectives floor, and holiday break home stays. A number of academic units offer coordinated and expanding support as the international student population continues to grow. In addition to ESL courses, the ESL instructor now offers assistance in the Writing Room. Academic Support Services offers tutors trained to help international students with course content and other academic areas of concern.

International students are represented in all four divisions on campus with many clustered in science and mathematics and the social sciences.

Table 3.24: International Students' Academic Majors

International Students Academic Majors		
Division of the Social Sciences	Anthropology	1
	Economics	21
	Management	19
	History	3
	Sociology	1
	Political Science	4
	Psychology	5
Division of Science and Mathematics	Biology	5
	Chemistry	3
	Computer Science	1
	Environmental Science	1
	Math	7
	Statistics	8
	Physics	2
	Pre-Medicine	2
	Pre-Engineering	2
	Pre-Dentistry	1
Division of the Humanities	Communications	3
	English	1
	Studio Art	1
Division of Education	Elementary Education	2



Retention of international students at UMM is strong, with 94 percent of degree seeking international students enrolled in spring of 2009 returning in fall semester 2009. In addition, two spring 2009 exchange students transferred to UMM from their home institutions.

Students with Disabilities

UMM is supporting an increasing number of students with disabilities. In fall 2009, 137 students (8 percent of students) were registered with and supported by UMM's Disabilities Services program. The Office of Disability Services obtains and files disability-related documents, certifies eligibility for services, determines reasonable accommodations, and develops plans for the provision of such accommodations. Reasonable accommodations are provided to ensure that students have access to all University courses, programs, services, jobs, activities, and facilities, including those that are off-site, such as study abroad, field trips, student teaching, internships, and field work.

Demand for services has continued to rise steadily as shown by the table below:

Table 3.25: Number of Students Registered with Disability Services

2004–05	2005–06	2006–07	2007–08	2008–09	2009–10
55	70	84	89	97	137

The Disability Services office also provides or arranges a variety of auxiliary services to the University community, such as document conversion, assistive technology, academic assistance, and exam modifications. Requests for exam accommodations have also steadily increased to more than 400 per year. Most requests for exam modifications are requests for extra time to complete the exam and/or a quiet environment in which to take the exam.

Another common accommodation is the use of note-takers in class. Some students need note-takers for every class in which they are enrolled, while others need note-takers for only specific classes. The number of note-takers hired is dependent on the types of disabilities of the students who are registered for services.

In addition, Disability Alliance, a registered student organization, works to promote a broader understanding of diversity and human experiences by exploring disability issues and promoting a more accessible and accepting environment.

Resource Center for Gender, Women, and Sexuality

The Queer Issues Committee's Safe Zone training, Equality's Coming Out and Pride Weeks, and Commission on Women programs are ongoing, long time efforts to support student success, build community and provide educational opportunities. A new, long-awaited Resource Center for Gender, Women, and Sexuality opened in the lower level of the Multi-Ethnic Resource Center in the 2007–08 academic year. The center brings together student organizations, governance committees and campus resources to support women students and gay, lesbian, bisexual and transgendered students and foster campus awareness and understanding, promoting intercultural competence for all students. A shared staff position with the Office of Equity, Diversity and Intercultural Programs and the Office of Residential Life is expected to provide additional staffing for the center in the 2010–11 academic year.

Veterans Services

The Office of Financial Aid coordinates veterans' support on the campus, working with about twenty students each year. UMM is approved by the Minnesota State Approving Agency to participate in all Veterans Education Assistance Programs. These programs include Veterans Administration (VA) benefits for those who have served on active duty and their eligible dependents, as well as members of the Reserve and National Guard. A Veterans Resource Center staffed by a work-study veteran resource student and a lounge provide a center for connecting with other veterans. Staff work closely with state and University of Minnesota veterans resources to provide a supportive and welcoming campus environment. An annual Veterans Day lunch and recognition event has been initiated with support from the University of Minnesota system. The events have been well attended by student veterans, veterans on the faculty and staff, and others showing their appreciation for veterans' service.

Additional Student Success Programs

• Gateway

The Gateway Program was founded in 1995 with the goal to recruit, retain and graduate talented students of color at UMM. The Gateway Program is a four-week transition program that includes a four-credit umbrella course that covers the areas of mathematics, English and computer science. In addition, students in the program participate in workshops, seminars, and recreational/athletic activities. The strength of the program lies not only in motivating students to succeed at UMM but also in giving students an understanding of the level of work expected in college.



The Gateway program encourages talented students to expand their educational and career aspirations. It provides an environment that is conducive to learning and personal development, with a dedicated staff and faculty to assist students with their educational pursuits. Students work with peer mentors (Gateway student mentors), who have expertise in the challenges of college life. Students are exposed to a meticulous pre-collegiate experience and an abundance of

campus resources that prepare them to enter and persist in college.

The Gateway Program has been successful in achieving its retention goals for participants in the first and second year. A TRIO Student Support Services program proposal is being developed with a focus on understanding and overcoming gaps in degree completion.

Table 3.26: Cohort Retention/Graduation Rates for UMM Freshmen, Freshmen Students of Color and Gateway Students

Entered	Total Cohort	Returned for Subsequent Year			Graduated			
		Soph Year	Jr Year	Sr Year	In 4 Yrs	In 5 Yrs	In 6 Yrs	To Date
Fall 2000	All	85.0%	71.7%	68.3%	40.9%	56.7%	61.9%	63.0%
	SoC	81.7%	58.3%	51.7%	25.0%	40.0%	40.0%	43.3%
	Gateway	88.2%	70.6%	58.8%	23.5%	41.0%	47.0%	
Fall 2001	All	82.5%	70.0%	68.6%	44.3%	57.4%	60.8%	61.4%
	SoC	84.1%	66.7%	62.3%	27.5%	42.0%	47.8%	49.3%
	Gateway	100.0%	93.3%	66.7%	26.0%	40.0%	40.0%	
Fall 2002	All	79.6%	74.3%	68.0%	47.4%	62.5%	65.9%	
	SoC	75.0%	61.7%	55.0%	23.3%	46.7%	51.7%	
	Gateway	100.0%	86.7%	66.7%	33.0%	53.0%	60.0%	
Fall 2003	All	86.7%	76.7%	72.8%	44.9%	62.1%		
	SoC	80.4%	67.9%	60.7%	23.2%	44.6%		
	Gateway	100.0%	90.9%	63.6%	7.0%	21.0%		
Fall 2004	All	85.6%	80.7%	77.3%	55.6%			
	SoC	77.3%	72.7%	71.2%	40.9%			
	Gateway	88.9%	72.2%	72.2%	44.0%			
Fall 2005	All	82.6%	73.3%	71.1%				
	SoC	75.0%	64.7%	58.8%				
	Gateway	91.7%	75.0%	58.3%				
Fall 2006	All	84.1%	72.3%					
	SoC	84.8%	67.1%					
	Gateway	94.1%	82.3%					
Fall 2007	All	87.5%						
	SoC	84.7%						
	Gateway	93.0%						

(Rates are shown for freshmen who entered UMM and remained or graduated from any campus within the University of Minnesota System.)



• Multi-Ethnic Mentorship Program

Second year students are matched with a faculty/staff mentor and receive a stipend to begin a research project. Students work with their mentor throughout the academic year and present their findings in the spring to invited members of the campus community. Students are encouraged to continue with their research and present during their junior or senior year at the Undergraduate Research Symposium and other professional organization conferences.

• Global Issues Honors Consortium

UMM is a member of the Global Issues Honors Consortium (GIHC) sponsored by the Andrew Mellon Foundation. The goal of the consortium is to prepare bright and motivated undergraduate students of color for graduate or professional study with an international focus. Moreover, the program seeks to inspire participants to become the next generation of activists, policymakers, scholars and public intellectuals addressing challenges that face the world's marginalized people. Since the program began in 2006, thirty-six students have or will shortly complete the GIHC curriculum across the four cooperating institutions. Eleven of those students were from UMM.

• Grant Support for Underrepresented Student Populations in the Sciences

UMM is participating in the Louis Stokes Alliance for Minority Participation (LSAMP), an initiative funded by the National Science Foundation (NSF) that is intended to increase the number of graduates from under-represented minority groups in university baccalaureate science and engineering programs. The NSF-funded Minnesota alliance, North Star STEM Alliance, is comprised of sixteen higher education institutions and two community partners—the Science Museum of Minnesota and Minnesota High Tech Association. The academic institutions are representative of the breadth of higher education institutions in Minnesota, and include both public and private colleges and universities, as well as technical colleges, and a tribal college.

The UMM STEP Program (funded by the National Science Foundation) is designed to increase the representation of American Indians in the Sciences. The campus history, state-of-the-art facilities, engaged recruiting and advising staff, and committed, quality faculty uniquely poises UMM to successfully encourage an underrepresented group in the sciences. During their undergraduate careers American Indian students participating in the UMM STEP program complete faculty mentored undergraduate research. The UMM STEP program fosters a summer research environment where under-represented individuals are in the

majority and peer interaction and mentoring creates a Web of support. The grant (\$500,000 over five years beginning in 2008) is designed to support the research of 42 UMM American Indian science students.

The UMM Geology REU program (funded by NSF-REU) is designed to increase the representation of women in the geosciences. Established in 1989, 93 women from 60 U.S. colleges and universities have participated in this summer residential research program. Grants in 2005, 2007, and 2009 totaling \$236,700 have funded the research of 24 women at UMM.

3.3.14 Academic Alert

The Academic Alert program was proposed in 2003 by a subcommittee of the Scholastic Committee with representatives from the Scholastic Committee, the Office of the Vice Chancellor for Student Affairs, the Retention Task Force, and Academic Assistance. The model initiated at UMM in the fall of 2004, based on a program at Edgewood College, focused on all students, not just freshmen and sophomores. The proposal included an Early Alert/At Risk Student Intervention Team to oversee the process, develop intervention strategies and support campus communication and culture change. The Early Alert process consists of input by instructors, via a Web-based form, at any time during the term, regarding the student's attendance, submission of required work, and performance. This information is collated by the Academic Alert chair and given to the faculty adviser for follow up. Additionally, if the student is at significant risk, the Academic Alert team also responds.

Each year, the Scholastic Committee reviews the annual report from the Academic Alert co-chairs and discusses possible changes to procedures based on the information in the annual report.

From 2004 through the fall of 2008, an average of 248 students have been alerted each semester (range 184–308). Freshmen are the most likely group to be alerted. On average, 40 percent of the alerts are given to freshmen.

Starting in fall 2007, a weekly meeting is held to discuss students in need of possible intervention by one of the meeting's participating offices. Regular meeting participants included people from: the Office of the Vice Chancellor for Student Affairs Office, Academic Alert chairs, the assistant dean, Counseling Services, Residence Life, Athletics (starting spring 08), the Multi-Ethnic Student Program, Disability Services, Academic Assistance, and the Scholastic Committee. Students come to the attention of the group via the alert system when they have multiple alerts or one alert that was particularly troubling. Students can also be brought up for discussion by any meeting participant.



3.3.15 Academic Assistance Center

The mission of the Academic Assistance Center (AAC) is to provide UMM students with the help they need to be successful in their courses. Half of the graduating students at UMM report having taken advantage of at least one of the services offered through the AAC. Services include small-group tutoring, one-on-one academic counseling and drop-in help rooms. The Center hires about 50 tutors each year from a wide variety of disciplines—from calculus to music. All services are free to registered students.

In a typical semester, AAC provides drop-in table several times each week for chemistry, math, biology, physics, and statistics. It also offers weekly sessions on study skill for athletes and organizes small study groups for students in a large variety of introductory level courses. Individual tutoring sessions are provided for a small number of students whose needs cannot be addressed in partnerships or small groups.

Table 3.27: Peer Tutoring Statistics for fall 2008

	Students	Visits
Drop-In	181	514
Small group and Individual sessions	39	162
Football Tables	37	360
Learning to Learn mentors	42	110

3.3.16 Advising Services

As curriculum changes are made, it is the responsibility of the Advising to update curriculum guides to insure that students and faculty advisers have access to accurate planning materials. A systematic review of all academic planning resources and access to those resources is completed bi-annually as new course catalogs take effect. In addition, when new academic programs or planning tools are implemented, the staff evaluates and addresses needs as they change. All planning information is made available to students and faculty advisers via the Advising Web site. The office also evaluates the effectiveness of the Web site by monitoring Web usage.

First-year students assess their advising experiences each year using a questionnaire that addresses not only the mechanical aspects of the advising system (course registration), but also addresses the learning process that occurs through the advising relationship. Graduating seniors also evaluate their faculty adviser and the level of satisfaction they have with advising in their major. An aggregate report is distributed to the campus and each individual adviser receives data pertaining to him or her.

Deciding Project for Undecided Students

Implemented in August, 2004, this program was created to work specifically with the students who are undecided about their major. Faculty advisers volunteer to work with this student population and are brought together by workshops and an e-mail listserv to discuss issues relevant to undecided students. Students have access to a web-based program in August 2006. Students and their advisers can use this self-paced, self-directed program to provide a systematic approach to major exploration and self-reflection. No systematic assessment is being done for this program at this time. This tool can be accessed on the Advising Office [Web site](#). The number of students placed into this program is shown in the table below.

Table 3.28: Number of Students in the Deciding Project

2004	2005	2006	2007	2008
66	38	54	53	50

Graduation Planner

This academic planning tool went “live” in August, 2007. This is a student-initiated academic planning tool that supports strong academic planning and graduation. Students begin the process by creating one or more academic plans and advisers can review and respond to those plans electronically. Advising took responsibility to introduce faculty to it via division meetings, paper handouts, detailed e-mail instruction and the “lectures at lunch” series while students were introduced to the system by the Office of the Registrar.

Student Engagement Planner

This online tool is being developed to intentionally link students to meaningful experiences outside of the classroom. Students would be able to search a wide-range of engagement opportunities that match their academic interests, outcome development needs, and/or personal interests. Units would be able to work with students to develop an intentional and customized “critical path of engagement” from the freshmen to senior year, which could be tailored to specific academic majors and disciplines. This project was implemented because it will fundamentally enhance the student experience at the University of Minnesota in civic engagement and service learning as called for in both University of Minnesota and UMM strategic plans.



Annual Planning

In March each year, students with fewer than 60 completed credits are required to meet with their advisers to develop an academic plan for the upcoming year. An administrative hold is removed from the student's record after the planning session takes place and the student is allowed to register for classes. All returning students are expected to register for their fall semester courses during this period.

Improvements For Students on Probation

In the fall of 2006, the Campus Assembly approved a standardized process for registering probationary students. All probationary students have a "probation hold" on their record that can be released only by the faculty adviser. The default registration is a 14 credit limit but advisers can use their discretion and allow additional credits, if circumstances warrant it.

In addition, a trial program to provide intrusive advising for probationary students was implemented in February, 2009. All first-year probationary students meet with the academic assistance coordinator to discuss course load and strategies for success. Students are referred to resources across campus as needed.

Intrusive Advising for Students Admitted Conditionally

Beginning fall 2009, all students who are "conditionally admitted" registered for their first semester courses with the assistance of faculty advisers who are attentive to the special advising needs of this at risk population. The coordinators

of academic advising and academic assistance identified advisers with the proper skill set and provided additional training to develop advisers with expertise in this area to insure efficient and effective academic planning.

3.3.17 Use of Campus Built Environment as Teaching Tool

While students on many campuses are engaged in environmental studies and active learning it is rare for a campus to offer the range of learning opportunities afforded by the UMM campus built environment. The on-site wind turbine, biomass gasification plant, comprehensive recycling program, energy efficiency modeling and infrastructure enhancements contribute to a campus poised to generate more energy on site than it consumes, using existing technologies. Students in natural and social sciences, the humanities, and the new summer biomass program engage in course-based and independent research projects connected to these green technologies. In addition, on-site prairie plantings, a wood-fired ceramics kiln, the student organic garden, and partnerships with West Central Research and Outreach Center and U.S.D.A. Agricultural Research Service Soils Lab projects enrich students' curricular and co-curricular experience. The planned Green Prairie Living and Learning Community will offer students and summer program participants the opportunity to live in a model sustainable community, with energy use monitoring, gardens and a greenhouse for food production, and full kitchens to support community meals within each living group.

3.4 Core Component 3d: The organization's learning resources support student learning and effective teaching.

3.4.1 Rodney A. Briggs Library

Briggs Library is both a physical and virtual destination for the UMM community as it continues to refine and renew the content and services provided. The library Web site serves as the gateway to all the electronic resources available as well as information about the wide array of services, print collections, research assistance and staff resources offered by the library. The library is open 94 hours a week, with extended hours the last two weeks of each semester.

In addition to the circulation of materials, services include: reference assistance (face to face, e-mail, phone, text and instant messaging), interlibrary loan (with direct borrowing available within the University of Minnesota

and Minnesota State University systems) and course reserve (both traditional print and electronic formats). The library provides information literacy sessions as requested by individual faculty members. These sessions range from First-Year Seminar presentations to all sections, introductory general research topics, discipline specific topics, to specialized capstone course support. The concept of "embedded librarian" has been utilized to further integrate information literacy and research skills in the substance of a course. In addition, librarians participate in new student orientation sessions and provide general research tool workshops available to all students.



The various library collections serve the campus in specific ways. In addition to the traditional general, reference and journal collections, the library also includes: Curriculum Collection (supporting the Teacher Education program), Music Scores, Government Publications (federal depository), UMM Archives, West Central Minnesota Historical Research Center, Rare Books, American Indian Boarding School (reflecting the campus origins), DVDs, CDs, videos, Poetry, and Best Sellers. The latter is encouraged by donor-designated gifts for the purchase of recreational materials (DVDs and popular literature) with retention goals in mind. The library is also a partner in the formation of the UMM Digital Collections. This online collection features campus historical as well as contemporary images, but the software can be utilized in institutional repository projects still in discussion stage by various campus units.

In terms of technology, the library provides photocopiers, microform equipment, public scanners, printers (web account, cash, or free dot matrix) and 33 computers always available plus 20 Instruction Lab computers available when instruction sessions are not being held.

Rodney A. Briggs library developed and implemented a self-assessment plan in 2005–2006 with the goal of evaluating current collections, services, and policies and gathering information to renew its mission and inform future decisions. The self-study included faculty/staff and student surveys, focus groups, paper and online suggestion venues, information literacy session evaluations, analysis of quantitative measures, comparative data for peer institutions, and utilizing a collection analysis service available through a national library utility. As a result, changes were implemented in hours, policies, furnishings, collection management and services. A separate and more informal collection analysis was completed by two retired librarians in 2005 and those results are used by the Rodney A. Briggs Library Associates (the friends of the library group) as they designate collection enrichment areas as part of their annual financial support of library resources. Each year \$1000 is given to build up one of the specific areas of the collection currently lacking in quantity, quality or recent scholarship.

3.4.2 Academic Facilities

Academic facilities at UMM have been significantly updated over the past decade. In particular, major additions to and renovations of the Science building and Imholte Hall were completed. These two projects were shepherded through the University of Minnesota system six-year

capital planning process and were funded by the state of Minnesota through the legislative bonding process. Building maintenance and improvement projects, such as the recent window replacement in the Humanities building, are supported by O&M funds and by three biennial funds tied to allocations from the Minnesota State Legislature. The three funds are Higher Education Asset Preservation and Replacement (HEAPR) funds, Repair and Replacement (R&R) funds, and Classroom Improvement funds. The University allocates these funds across the system to support projects aimed at health and safety improvements, building system improvements, and utility infrastructure. In the most recent round of funding, UMM received \$800,000 in HEAPR funds, \$297,000 in R&R funds, and \$20,000 in Classroom Improvement funds which were used to accomplish approximately 48 maintenance and improvement projects across the campus.

Science Building

In addition to doubling the number of classrooms in the Science building, the quality and functionality of the classroom spaces were dramatically improved through better layout, acoustic dampening, and the incorporation of modern audio-visual technologies. Making a computer and video projector a permanent part of many of the classrooms in the science building has had a significant effect on the way most courses are now taught. The quality of the laboratories was dramatically improved. By providing proper ventilation and plumbing, laboratory experiences can now be carried out without sacrificing air quality standards. New and enlarged spaces were created to support technology-intensive curricula such as in computer science, mathematics, and statistics. Spaces to support faculty research spaces were added, making it possible for faculty and students to carry out research projects of greater scope and intensity than had been possible before. Several gathering spaces were intentionally included in the building design in recognition of the role such spaces can play in promoting a sense of community through student-faculty and student-student interactions. Finally, the building of a new office wing as part of the construction project enabled each science and mathematics faculty person to have an individual office in the Science building. The new offices were furnished in a way that supports faculty-student interaction in an environment that provides the necessary privacy.

Social Science Building

The renovated Social Sciences building (now Imholte Hall) opened fall, 2006. The interior of the building was completely gutted and spaces were designed based



on extensive input and interviews with faculty, staff, and students. Continuing the tradition of the Division of the Social Sciences, the research and lab spaces were designed to optimize student access and collaborative use. Policies were also developed to assure students access to keys needed for approved work and for maintaining a 24-hour computer lab space while maintaining security for the rest of the building. Lab spaces include an anthropology lab/classroom, an animal housing area with animal lab/classroom, human testing area with a sound proof testing room along with other observation and testing rooms and video/audio recording capability, a child testing suite, and three reservable individual research rooms.

Special Use Spaces

The Theatre Discipline's main practice room is HFA 125, Rehearsal Hall. The room is generally left unlocked so that students may use it to rehearse theatre and dance work for classes and performances. Theatre and dance classes are also conducted in this space. When not being used for class, students may sign up for allotted time slots to use the space. The Dance Ensemble, dance classes and the improv clubs also use this space on a weekly basis to rehearse performance/class material. Our two main theatre spaces (Proscenium and Black Box Theatres) are used as classrooms, as well as performance spaces. The discipline rehearses and produces productions in these spaces over the academic year; occasionally the student theatre club, the Meiningens, and various other student organizations also use the theatres for performances or events. We also allow students to use these spaces to rehearse scenes for classes—although this is done on a less formal basis than the Rehearsal Hall. Demand and capacity are about equal. During peak hours (late afternoon/early evenings on weekdays and Sundays), demand can exceed capacity. During the afternoons, when the theatre shops are in operation and dance classes in session, these spaces are not generally available for theatre faculty/student use. Consequently, there is often no space available for such things as faculty/student private coaching.

The music performance and practice rooms are open to the students from 7 a.m. until 11 p.m. daily. Demand does not exceed capacity. All of the full time faculty have their own offices and teaching stations and the part time faculty share offices and teaching stations. Facilities are adequate for everyday small group use but UMM lacks a performance venue with adequate capacity for the choir and band onstage and for the increasing audiences that wish to attend.

3.4.3 Technological Infrastructure

Computer Labs

The Computing Services department maintains six computer labs on campus. Both PCs and Macs are provided in labs and some of the labs are open 24 hours per day.

Instructional Technologies

The UMM Media Services department provides a wide range of instructional technology services. Media Services provides a pool of instructional technology equipment such as laptop computers, data projectors, video cameras and other digital media equipment available for check out by the campus community for instructional purposes. The department maintains a digital media lab that is available to faculty teaching classes in studio art, broadcasting, and theatre scene design. The lab is open to all students who are interested or are required to produce digital media for classes or enrichment. The lab supports a wide variety of digital media software programs. Media Services provides training to classes, groups and individuals on the use of the various digital media software. It also supports and maintains an interactive television network for the campus allowing worldwide interactive video connections with other institutions. The department supports a full complement of media production services including the creation and distribution of web-based video on demand. The department provides some support for instructional technology in classrooms but should take on more responsibility for upgrading and maintaining that technology.



3.5 Conclusion

UMM has made progress over the past 10 years in developing assessment tools for disciplines that are both focused on student learning outcomes and sustainable. The current financial constraints of the University will require disciplines and units to do more with less. Disciplines and units should not lose sight of the fact that annual reports, assessment, and planning become even more critical when allocations are being decreased. Administration continues to work with the campus to create clear, manageable procedures to ensure information and data is collected, shared, and utilized.

Effective teaching is recognized and valued at UMM. Performance, promotion, and salary reviews all include teaching as a core criterion. Many UMM faculty have been recognized for excellence in teaching through campus and all-University awards.

Although teaching and learning are central to the mission of UMM, it is not entirely clear that budgeting priorities are designed to improve teaching and learning as much as maintain teaching and learning. Engaging with students during their first year of college will likely become more critical to retention in the future, which will require extra resources in support areas like student services, student counseling, academic assistance, disability services, and advising as well as enhancing enrichment opportunities through study abroad, honors classes, research opportunities, and internship opportunities. At the same time that UMM must invest in these areas also comes the need to invest in the infrastructure of the University itself, through necessary computer and other instructional technology upgrades that have already been set aside due to past financial challenges. The campus needs to systematically study the student profile and ensure we are funding initiatives that best support and help retain our students.

The curriculum at UMM is reviewed and revised on a regular two-year cycle in a faculty-driven process. Programs such as the First-Year Seminar, the Honors Program, and service learning have been reviewed and revised in ways intended to strengthen the academic program while creating opportunities for students to explore topics not otherwise found in the curriculum. Student academic support services are continually changing to adapt to the changing needs of students. Many students are choosing to enrich their educations through study abroad and involvement in on-campus student organizations and are reporting that doing so has positively impacted their personal development.

UMM values diversity, enrolling significant populations of students from historically underrepresented groups and

providing access to a rich liberal learning environment for all students. The campus offers numerous support services and programs to support the learning needs of its student populations. The Gateway program, two National Science Foundation supported recruitment and retention programs, campus mentorship programs, and the Multi-Ethnic Student Program are evidence of UMM's commitment to supporting multi-ethnic students success. With the Resource Center for Gender, Women, and Sexuality; Disabilities Services; International Student Program; Veterans Services; and proposed TRIO Student Support Services program these programs create a strong Web of support for students. These efforts and the evolving campus structure for equity, diversity and intercultural programs recognize students multiple and intersecting identities, offering culturally-relevant programs for success, building community, and offering opportunities designed to foster intercultural competence among all UMM students, faculty and staff.

UMM's physical facilities are generally well suited to support the academic program. Two of the major academic buildings were renovated in the past decade and classrooms in those buildings were outfitted with updated instructional technology. Classrooms in other buildings are being outfitted similarly, as time goes on, but there is no comprehensive long-term plan for the replacement of this equipment in classrooms.

In summary, UMM practices a “liberal arts” approach to the criterion of “Student Learning and Effective Teaching”. The faculty are deeply committed to undergraduate teaching and scholarly work. They explore new ways to teach, utilizing new technologies and approaches, and modify what they teach in order to offer students the knowledge, skill, and attributes needed for a productive and rewarding future. As students explore majors, courses, and ideas that can be quite new to them, they also discover new perspectives through study abroad, service learning, community engagement, or undergraduate research. The University provides a broad array of support services as well as the necessary physical, financial, and technological infrastructure to sustain this activity.

Recommendations related to Criterion 3:

- Adopt student learning outcomes for the campus;
- Continue developing and refining measures for student learning outcomes for academic programs;



- Review the general education program in light of the learning outcomes that are adopted. Articulate clearly the value and meaning of the general education requirements for students;

- Develop a more cohesive first-year experience that emphasizes academics while recognizing the importance of co-curricular activities;

- Clarify how co-curricular experiences contribute to the achievement of student learning outcomes and develop mechanisms allowing students to plan and track their engagement activity;

- Obtain external resources to enable proactive support for all students, improving retention and graduation rates, and closing the gap for students of color;

- Take advantage of UMM's facilities, location, and mission to renew and expand summer programming to provide enrichment and development opportunities to children and adults in the region as well as to alumni;

- Support faculty and staff with competitive salaries and support them with sufficient financial resources to do their work;

- Continue developing assessment procedures for all areas of the curriculum including interdisciplinary programs, areas of concentration, honors, and general education;

- Define structures and procedures that will help make the assessment of student learning most effective;

- Further develop and assess plans for supporting UMM's growing international student population.



CHAPTER 4: Criterion Four: Acquisition, Discovery and Application of Knowledge

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

The University of Minnesota, Morris (UMM) tangibly supports the acquisition, discovery and application of knowledge.

4.1 Core Component 4a: The organization demonstrates, through the actions of its board, administrators, students, faculty and staff that it values a life of learning.

The mission of UMM as an undergraduate liberal arts campus of a major university clearly includes the role of research and scholarly activity. UMM faculty are active scholars. More importantly, what makes the campus an especially exciting one is that faculty involve students directly in their professional work in a variety of ways. These collaborative efforts between students and faculty create an exceptional learning environment and have had a lasting impact on many of its graduates. The scholarly activities benefit also by strong support from both UMM campus and Universitywide administrators. UMM values a life of learning which is best reflected by the following categories of data outlined below.

4.1.1 UMM Supports and Rewards Faculty Research and Scholarly Activity

The emphasis on faculty research (the commitment to discovering knowledge) is, in part, reflected in the teaching loads of faculty. In theory, UMM's 10-hour per semester teaching load is intended to allow faculty time to engage in a productive research program. In practice, much faculty research is achieved in the summer when faculty are not on contract.

There exists strong institutional support for not only maintaining research and scholarship on the UMM campus, but for advancing these activities. This is accomplished by a variety of infrastructure and programs that are unique only to UMM or are part of Universitywide programs. The following sections describe examples of such infrastructure and support.

UMM Grants Development Office

The Grants Development Office is a cooperative effort between UMM and Sponsored Projects Administration

on the Twin Cities campus. The office, consisting of three full-time staff, assists in all phases of the granting process. The office has been successful in assisting faculty to secure and utilize both external and internal resources for their research, teaching, public service and outreach.

UMM Faculty Research Enhancement Fund (FREF)

FREF funds have been provided by the University of Minnesota Office of the Vice President for Research (OVPR) to UMM. Established in 2006, the program provides funding assistance to help UMM faculty members increase their scholarly and research related activities. The funds are an effort to help offset some of the challenges of isolation that can be associated with UMM's rural location, and are specifically meant to support faculty scholarly activity. These funds have been awarded in three categories: a) New Research/Creative Activity; b) Collaborative Activities; and, c) Research/Scholarly Travel. A review of the program was conducted in late 2008 and it was concluded that FREF continues to have an enormous impact on the quality of UMM faculty research and scholarly activity. Based on these positive results, the OVPR agreed to support the program for an additional two years. Data for the program thus far are outlined in the following table.

Table 4.1: Faculty Support from Faculty Research Enhancement Fund (FREF)

Academic Year	Total Faculty	Total Awarded
2008-09	65	\$42,394
2007-08	73	\$47,608
2006-07	53	\$38,287
2005-06	19	\$10,763



UMM Faculty Travel Funds

UMM provides financial assistance to faculty members attending national or international conferences or professional meetings as an important aspect of faculty development. Each faculty member currently receives an annual allocation of \$650 that can be rolled over into subsequent years up to \$2,050. These funds are administered through the UMM Dean's Office. The following table shows the amount of funds provided to UMM faculty over a 10-year period.

Table 4.2: Faculty Support from Travel Funds

Fiscal Year	Requests Funded	Total Funded
2008-09	57	54,733
2007-08	74	\$75,066
2006-07	59	\$51,821
2005-06	72	\$39,278
2004-05	77	\$42,871
2003-04	66	\$43,135
2002-03	64	\$44,958
2001-02	67	\$44,048
2000-01	94	\$58,776
1999-00	73	\$62,992
1998-99	74	\$37,615

UMM Start-up Funding

Research start-up funding is another manifestation of support for faculty research at UMM. New tenure-track faculty each receive between \$2,000 and \$15,000 in start-up funds.

UMM International Travel Grants

The University of Minnesota, through the Office of International Programs, supports the international activities of its faculty through travel grant programs. The programs are designed to enable University faculty on all campuses to participate in one-time research or conference opportunities, or to fund initial phases of projects that will ultimately be supported by other sources. Proposals from departments requesting funds for planning or initiating activities are also welcome. The table below outlines support for international travel and collaborative research activities.

Table 4.3: Faculty Support from International Travel Grants

Year	# of Faculty	International Travel Total Support
2008-09	1	\$2,500
2007-08	2	\$1,200
2006-07	3	\$1,790
2005-06	2	\$1,200
2004-05	4	\$14,250
2003-04	0	\$0
2002-03	1	\$700
2001-02	3	\$4,500
2000-01	0	\$0
1999-00	1	\$1,500
1998-99	4	\$4,800



Grants Received

Grant activity at UMM has grown over the past 10 years due to increased activity of the faculty as well as increased institutional grant activity.

Table 4.4: External Grants and Contracts

Year	Proposals Submitted		Awards Received		Grant Expenditures
	#	Amount	#	Amount	Amount
FY09	23	\$ 5,042,289	12	\$ 563,527	
FY08	14	\$ 9,959,734	9	\$ 425,596	\$ 704,942
FY07	16	\$ 2,240,167	11	\$ 503,382	\$ 643,446
FY06	20	\$ 2,653,643	11	\$ 2,344,481	\$ 666,151
FY05	27	\$ 3,444,201	13	\$ 646,616	\$ 631,794
FY04	28	\$ 4,365,965	12	\$ 533,414	\$ 813,921
FY03	19	\$ 2,872,061	14	\$ 559,174	\$ 660,408
FY02	28	\$ 1,185,161	18	\$ 700,017	\$ 693,697
FY01	30	\$ 2,772,346	12	\$ 125,728	\$ 408,300
FY00	20	\$ 4,033,099	18	\$ 677,851	\$ 687,310
FY99	33	\$ 1,102,539	15	\$ 120,280	N/A
FY98	33	\$ 693,312	17	\$ 198,088	\$ 211,184
<i>Total</i>	<i>268</i>	<i>\$ 35,322,228</i>	<i>150</i>	<i>\$ 6,834,627</i>	<i>\$ 6,121,153</i>
Note: N/A indicates data not available for that year. FY09 data not yet available.					
Source: University of Minnesota, Office of Oversight, Analysis, and Reporting, 1999–2009.					

UMM Support for Community-based Research

In addition to the campus support and opportunities for scholarly activity, the institution supports faculty interest in the curriculum based research through the Bremer Faculty Fellows program, funded by the Minnesota based Bremer Foundation. This program links faculty and student expertise in response to community requests for applied research projects based upon a community's or organization's special needs. Projects have included a study of school bus travel and overlap patterns in a community served by three separate school districts. Still another explored the financial viability of day care services in a particular community. Such projects serve the needs of the broader community while supporting the research programs of the faculty and/or providing "real life" examples of research in practical settings. In short, the Faculty Fellows program links University faculty and students with the community through its research capabilities.

UMM Recognition of Research Excellence

Further, as evidence of the value placed on excellence in research and scholarly activity, UMM established a campus faculty [Distinguished Research Award](#) in 2000. This award recognizes sustained research and/or artistic productivity of a UMM faculty member over the course of a career.



Table 4.5: UMM Faculty Distinguished Research Award

Year	Awardee	Division	Discipline
2008–09	none awarded		
2007–08	none awarded		
2006–07	David P. Roberts	Science & Math	Mathematics
2005–06	none awarded		
2004–05	Seung-Ho Joo	Social Science	Political Science
2003–04	Cyrus Bina	Social Science	Economics
2002–03	Vicente Cabrera	Humanities	Spanish
2001–02	Ishtiyaque Haji	Humanities	Philosophy
2000–01	Vasilikie Demos	Social Science	Sociology
1999–00	Eric Klinger Harold Hinds Dwight Purdy David Hoppe James Cotter James Carlson	Social Science Social Science Humanities Science & Math Science & Math Humanities	Psychology History English Biology Geology Music

Systemwide University of Minnesota Faculty Leaves and Sabbaticals

Academic development leaves allow faculty to devote concentrated time to studies, investigations, research, scholarly writing, and artistic projects. Such leaves may also be used for curriculum development and other improvements in teaching practice.

Sabbatical leaves provide eligible faculty with the opportunity to devote one academic year to research and creative activity and receive at least one half of their normal compensation. The sabbatical stipend may be supplemented through the University of Minnesota Sabbatical Supplement Program that can provide up to an additional 30 percent of the faculty members’ base salary (although in recent years, depending on the number of applicants, the supplement has averaged about half that amount). Faculty may also

pursue other fellowships and research grants to supplement their income, in keeping with University policies. The campus has limited funds to assist disciplines in hiring replacement faculty members for faculty on sabbatical, so some small disciplines have difficulty in covering courses and distributing advising loads during sabbaticals. The total number of sabbaticals taken over a 10-year period and the total supplement allocated to the pool of applicants are shown in the following table.

Single semester leaves provide eligible faculty members with the opportunity to devote one full semester to research and creative activity at full pay. In keeping with University policies, it is assumed that the faculty member will devote all of the leave to research and creative activity. The campus receives no additional funding for this program. The total number of single semester leaves over a ten-year period is also documented in the following table.

Table 4.6: Sabbatical Leaves and Funding Supplements

Year	Sabbaticals Taken	Sabbatical Supplements	Total Sabbatical Supplement	Single Semester Leaves
2008–09	8	6	\$29,909	4
2007–08	6	6	\$29,880	5
2006–07	7	7	\$29,880	6
2005–06	7	7	\$29,880	5
2004–05	5	5	\$29,568	5
2003–04	3	3	\$29,568	5
2002–03	5	5	\$33,600	5
2001–02	7	7	\$33,800	5
2000–01	5	5	\$29,070	5
1999–00	3	3	\$14,535	5
1998–99	2	none	none	5



Systemwide University of Minnesota Grant-in-Aid of Research, Artistry and Scholarship Program

The Grant-in-Aid (GIA) program is administered by the Office of the Dean of the Graduate School on the Twin Cities campus. This program represents one important means by which the institution is able to promote the scholarly and artistic activities of the faculty and their students and to foster academic excellence within the University. Funds from this program are distributed uniformly across all disciplines and have been effective in sustaining the vitality and quality of research at UMM. Funds from this program have also been used as seed money to help stimulate the awarding of funding from external sources. The following table outlines support from the GIA program to UMM faculty over a 10-year period. The data indicates substantial support to UMM faculty for research and scholarly activities.

Table 4.7: Faculty Support from Grant-in-Aid (GIA) Program

Fiscal Year	Total Faculty	Total Awarded
2008	4	\$79,480.00
2007	8	\$107,367.00
2006	3	\$43,089.00
2005	5	\$60,075.00
2004	3	\$45,050.00
2003	4	\$47,787.00
2002	5	\$67,033.00
2001	2	\$24,008.00
2000	3	\$59,121.40
1999	4	\$27,026.00

Other Systemwide Sources of Research or Creative Activity Support

Several UMM faculty have been awarded fellowships to conduct research at the University of Minnesota [Institute for Advanced Study \(IAS\)](#) which began in 2005. The IAS seeks to encourage collaborative research and discovery in the sciences, humanities, and the arts by bringing together scholars from across the University for a semester.

Table 4.8: Residential Fellows at the University of Minnesota Institute for Advanced Study

Year	Faculty
Spring 2009	Michael Lackey, English
Spring 2008	Marynel Ryan Van Zee, history
Fall 2007	Michael Eble, studio art
Fall 2006	Ray Schultz, theatre arts

Thirteen UMM faculty received grants from the University of Minnesota Imagine Fund in the spring of 2009. The program supports projects in the arts, humanities and design.

4.1.2 Evidence of Faculty Research/Scholarship

The support that UMM provides—through sabbaticals, leaves, start-up funds, community-based research grants, and other activity—has created a favorable environment for faculty research and many faculty are indeed actively engaged in scholarly activity. This is reflected in a general increase over the past decade in the number of refereed articles, conference presentations, creative exhibits and books, book chapters and monographs produced by the faculty. The scholarly activity of the faculty is also reflected in the culture of undergraduate research at UMM.



Table 4.9: UMM Faculty Publications, Presentations, and Creative Activities

Year	Refereed Published Articles	Conference Papers, Presentations	Creative Exhibitions, Concerts, Performances	Book Chapters	Published Books/ Monographs	FTE Faculty
2007	56	142	30	24	8	108.8
2006	54	121	23	21	2	111.9
2005	46	101	30	21	4	118.8
2004	50	98	27	18	3	116.2
2003	43	100	30	13	3	120.1
2002	46	110	25	17	2	119.3
2001	46	126	24	16	2	116
2000	29	94	37	11	1	116.5
1999	43	89	28	10	0	111.7
Totals	413	981	282	151	26	

4.1.3 UMM Supports and Rewards Student Research

There exists a solid institutional commitment to undergraduate research and scholarly activity. Support of research and scholarly activity is accomplished through funding programs that include: institutionally dedicated funds, funds procured from Universitywide programs and outside grants .

Student research and scholarly activity is rewarded by the opportunity for students to present the results of their research and scholarly activity and by institutional awards

Morris Academic Partners

UMM offers the Morris Academic Partners (MAP) program, in which faculty select academically talented, qualified third-year students to assist them in scholarly and creative projects. Selected MAP students undertake assignments intended to enhance their intellectual competence and increase their interest in graduate or professional study. Annual expenditures in support of this program are shown in the following table.

Table 4.10: Morris Academic Partners

Academic Year	Total Students	Total Awarded
2008–09	36	\$66,800
2007–08	29	\$68,800
2006–07	25	\$51,000
2005–06	21	\$45,000
2004–05	32	\$54,000
2003–04	24	\$44,000
2002–03	24	\$44,000
2001–02	33	\$64,000
2000–01	31	\$43,500
1999–00	32	\$45,750



Undergraduate Research Opportunities Program

The goal of the Undergraduate Research Opportunities Program (UROP) is to help students become involved in research and creative activity, broaden their perspectives, expand intellectual and social networking and strengthen their connections to the UMM community, as well as the research and creative communities nationally and throughout the world. UROP provides stipends of up to \$1400 and research expenses of up to \$300 for undergraduate students working with a University of Minnesota faculty mentor.

Table 4.11: UMM Undergraduate Research Opportunity Program Participation

Academic Year	Total Students
2008–09	16
2007–08	17
2006–07	24
2005–06	14
2004–05	23
2003–04	17
2002–03	17
2001–02	18
2000–01	16

Multi-Ethnic Mentorship Program

The Multi-Ethnic Mentorship Program (MMP) connects second-year standing students of color with faculty and staff in a relationship based upon a research, creative, or applied project that promotes academic success while developing greater involvement in out-of-class activities. Benefits include a \$1,000 stipend and exposure to an array of programs and services that develop practical academic skills and clarify professional interests.

Bos and Tate Research Funds

The Bos Research Fund and the Owen W. & Frances A. Tate Memorial for Student Learning are privately supported funds created to enhance the undergraduate research experiences of UMM students. Funds are available for travel expenses, conference registration, and production costs associated with undergraduate research and creative activities. The Bos Research Fund began in 2001 and has provided \$15,473 to 81 students. The Tate Memorial fund started in 2003 and has provided \$4,063 to 10 students.

Division Travel Funds

Some UMM academic divisions make gift funds available for travel expenses and conference registration associated with the presentation of research results.

Outside Grants in Support of Undergraduate Research

On a regular basis UMM faculty will obtain grants from outside agencies (state and federal) to support student research and scholarly activity. Frequently these funds involve one or two students per faculty grant. Programs dedicated to undergraduate research opportunities have also been funded at UMM, including the National Science Foundation Research Experience for Undergraduates program (NSF-REU) and the National Science Foundation Science Talent Enhancement Program (NSF-STEP). In 2005, 2007 and 2009 the UMM Geology REU program funded eight students each year. In 2008 and 2009 the NSF-STEP program funded the research of four and eight students respectively.

4.1.4 Results of Student Research and Scholarly Activity

Frequently UMM students present the results of their research and scholarly activity at professional conferences and regional and national undergraduate research conferences (e.g. NCUR). Students can also present results at UMM's own conference.

Undergraduate Research Symposium

The UMM Undergraduate Research Symposium (URS) celebrates student scholarly achievement and informs the campus community about the variety and quality of research on campus. Oral and poster presentations are held.

Research projects from all disciplines are invited. Types of presentations might include but are not limited to: posters; oral presentations; display of artwork; short or abbreviated theatrical, dance or musical performances accompanied by a discussion; multimedia presentations or installations (where equipment allows). Presentations are no longer than 15 minutes in length (except under special circumstances). A faculty sponsor must support the research and its presentation. Statistics for the URS Program are found in the following table.



Table 4.12: Undergraduate Research Symposium Statistics

Academic Year	Total Abstracts	Total Students
2008–09	95	102
2007–08	74	80
2006–07	65	72
2005–06	55	68
2004–05	50	58
2003–04	58	70
2002–03	34	52

Scholar of the College Award

The Scholar of the College Awards are selective and are presented annually to students who have demonstrated distinguished contributions to scholarship (e.g. research, artistic endeavor, performance) in one or more of the academic disciplines. Students are nominated by faculty and endorsed by the Functions and Awards Committee.

A student must be nominated with substantiation by one or more faculty. The Functions and Awards Committee reviews nominations. Those nominations endorsed by the committee are submitted to the Executive Committee for approval, must be circulated to faculty for perusal, and finally are submitted to the Campus Assembly for discussion and approval.

Student Response

Student feedback about efforts by UMM to support research and scholarly activity have been quite positive. Data from the 2007 University of Minnesota Student Experience Survey indicate that UMM students have worked with faculty on a shared research or artistic project at a much higher rate than students at other campuses of the University of Minnesota. In that same survey, UMM students also rated the quality of UMM’s research facilities more highly than students at the other campuses in spite of the fact that both the Twin Cities and Duluth campus have graduate programs while UMM does not. The following table shows the student responses. (In the table, UMTC is the Twin Cities campus, UMD is the Duluth campus, and UMC is the Crookston campus.)

Table 4.13: Student Research Survey Responses

Question	UMM	UMTC	UMD	UMC
Reported working with a faculty member on a shared research or artistic project	57%	34%	36%	28%
Described the quality of laboratories and research facilities as very good or excellent	60%	45%	42%	30%



4.2 Core Component 4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

UMM has a strong, general education program that requires a breadth of learning as well as the foundation skills essential to a liberal arts education. This general education program has been carefully crafted through broad campus consultation with clearly defined goals and with attention to applying the general education criteria to every discipline.

4.2.1 The General Education Program

Students must complete 120 semester credits to earn the bachelor of arts degree. Of those credits, 60 must be outside the discipline of the major and distributed across three groups: First-Year Seminar; Skills for the Liberal Arts; and Expanding Perspectives. The skills group is further divided into four categories and the perspectives into six. Catalog copy of the general education program can be found on the [Web](#).

The General Education requirements and the goals of each are noted below:

I. The First-Year Seminar

I. First-Year Seminar: First-Year Seminar aims not only to teach students to think critically and to assess sources of information, but also to help students to become aware of the lenses through which they perceive and to recognize that their perceptions are not universal.

II. Skills for the Liberal Arts

II. A. College Writing: To understand the writing process through invention, organization, drafting, revising, and editing; and develop writers who can write about a range of ideas for a variety of readers.

II. B. Foreign Language: To develop some fluency in the skills of speaking, listening, reading, and writing in a second language; and critical insight into another culture.

II. C. Mathematical/Symbolic Reasoning: To strengthen students' ability to formulate abstractions, construct proofs, and utilize symbols in formal systems.

II. D. Artistic Performance: To introduce an understanding of the creative process through individual performance, and demonstrate skill in such activities as composition, theater, dance, studio art, and music.

III. Expanding Perspectives

III. A. Historical Perspectives: To increase students' understanding of the past, the complexity of human affairs, the ways in which various forces—economic, cultural, religious, political, scientific—influence efforts to control events, and the ways historians verify and interpret their findings.

III. B. Human Behavior, Social Processes, and Institutions: To increase students' systematic understanding of themselves as functioning humans, their individual similarities to and differences from others, their awareness of the nature and significance of their conscious experience, and the forces that shape their interpersonal attachments and interactions; or to increase students' understanding of methods of analyzing modern society or some significant legal, political, economic, religious, social, or scientific component of it.

III. C. Communication, Language, Literature, and Philosophy: To expand students' capacity to understand, analyze, discuss, and evaluate discourse concerning the complexity of the human condition through the study of languages and works of thought and imagination.

III. D. Fine Arts: To develop students' understanding, analysis, and appreciation of the arts.

III. E. Physical and Biological Sciences: To increase students' understanding of the structure and dynamics of the physical and biological worlds, and of the scientific method.

III. F. The Global Village: To increase students' understanding of the growing interdependence among nations, peoples, and the natural world.

III. F. 1. Human Diversity: To increase students' understanding of individual and group differences (e.g., race, gender, class) and their knowledge of the traditions and values of various groups in the United States.

III. F. 2. People and the Environment: To increase students' understanding of the interrelatedness of human society and the natural world.

III. F. 3. International Perspective: To increase students' systematic understanding of national cultures substantially different from those in which they received their prior schooling.



III. F. 4. Ethical and Civic Responsibility:

To broaden and develop students' capacity to question and reflect upon their own and society's values and critical responsibilities, and to understand forces, such as technology, that cause them to modify these views and often mandate creation of new ways to resolve legal, social, and scientific issues.

Direct measures of student learning in the general education categories are found at the course level. Assigning of general education designators through a three-tiered review process is a rigorous way of matching course and general education goals. According to the [2007 assessment report](#), there is evidence that the course-embedded program assessments reveal student learning in line with the goals of general education. The report cites several examples that show the alignment of course objectives to the corresponding general education goals and describe how they are assessed and the results of the assessment.

A [General Education Survey for Graduating Seniors](#) administered annually, asks graduating seniors to self-assess the degree to which they have achieved general education goals and to rate whether or not they hold the goals to be important. This survey is an indirect measure of student learning and provides a student perspective that could be useful in guiding program review and development of UMM's general education program.

The 2009 survey results reveal that 75 percent of the seniors rate their overall achievement in the general education program at moderate or above while 63 percent of the seniors rate the overall importance of the general education program at moderate and above. These results suggest that student understanding of the goals and their relevance to their UMM education needs greater attention. The data also suggest that students see more value in the general education categories most closely related to their own area of study. This reinforces the need for increased efforts to help students see the value of the liberal arts.

As part of planning and ongoing assessment efforts, alumni have been asked to complete surveys and participate in various focus group activities. Overall alumni report a high level of satisfaction with UMM and attach value to certain aspects of their liberal arts experience. (See for example the following reports: the report [Initial Findings from Stakeholder Input](#) from the strategic planning process, the report of former student surveys conducted by Lipman-Hearne, and UMM graduate followup survey [reports](#).)

4.2.2 Advanced Level Experiences

The strength of the general education program is matched by advanced level courses that provide an academic framework for research within a discipline, for internships (off campus) in a variety of settings (such as business, human services, or politics), for study abroad, and for a huge array of career opportunities. Both internships and service learning provide an opportunity to apply their learning in settings beyond the University while still having the support and guidance of University faculty.

Methodology Courses

UMM develops curricular approaches that promote acquisition, discovery and application of knowledge—some examples follow:



Table 4.14: Discipline Methodology Courses

Discipline	Course Name
Anthropology	Seminar in Anthropological Methodology Archaeological Field Study
Chemistry	Introduction to Research I & 2
Communication, Media, & Rhetoric	Communication Research Methods
Computer Science	Seminar I
Economics	Seminar for Social Science Majors
English (Writing)	Understanding Writing
English (Literature)	Critical Approaches to Literature
Education—Elementary and Secondary	Multiple Courses
Environmental Studies	Internship/Field Experience
Environmental Science	Field Camp
French	July in Paris (offered at 3 levels)
Geology	Field Camp
History	The Study of History: Schools, Rules, & Tools
Latin American Area Studies	Bibliographical Tools & Journals in LAAS
Mathematics	Mathematical Perspectives
Political Science	Field Study in Political Science
Psychology	Research Methods in Psychology Field Experience
Sociology	Research Methodology
Statistics	Statistical Consulting

Capstone Courses

Virtually every discipline offers a capstone experience where students must demonstrate that they grasp the tools of research in their major, know the important literature in their field and understand how to convey information in that field within the accepted canons/standards of the field.

Internships

An **internship** is an educational experience in an environment providing field application of a student’s theoretical classroom learning. Internship arrangements are determined by the student, a faculty member, and a field supervisor and approved by the academic dean. The internship will be evaluated by the faculty member based upon some tangible product (e.g. papers, reports, or presentations) and upon a report from the field supervisor.

Service Learning

Service Learning is a classroom experience that utilizes community service, community-based research, or other civic engagement activities along with deliberative reflection to meet course goals and community needs.

The service learning program hopes to further institutionalize service learning by developing a series of ongoing, multi-discipline, multi-class service learning experiences related to five initiatives, listed below:

- Arts and Cultural Opportunities
- Elder Partnerships
- Youth Partnerships
- Sustainable Living
- Social Responsibility

These initiatives grew out of community needs identified by community partners and build on the interests of students and faculty in multiple disciplines and advance key campus initiatives.

UMM’s service learning program supports faculty, students, and community members in making and sustaining partnerships that meet course goals and the needs of Morris-area community members, agencies, and organizations. The program is overseen by an advisory board of students, faculty, and community partners. Program staff support faculty and community partners in the creation of syllabi, reflection activities and assignments, and clear project goals for course-based service learning projects. The program seeks to provide support for multi-disciplinary, long-term projects.

Service learning is discussed in greater detail in Chapter 5.



4.3 Core Component 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, technological society.

4.3.1 Curriculum

There are numerous ways by which the institution assesses its curriculum to meet the needs of students in a changing global, diverse, technological society. The primary review of the curriculum takes place every two years as the new college catalog is being created. This review process occurs under the purview of the Curriculum Committee but begins in the disciplines. The faculty consider how well courses are achieving their learning objectives, changing expectations or opportunities in the field, and evolving student needs as they add, delete, or modify courses, programs, or majors. Proposed changes are submitted on forms that require written justification for the change. In the case of a new major, the form requires information about mission-relatedness, demand, comparative advantage, effective use of resources, and program quality and assessment. Proposals are reviewed by the appropriate division, by the Curriculum Committee, and finally by the Campus Assembly.

In the past 10 years, UMM has introduced new majors in environmental studies, environmental science, gender, women and sexuality studies, and American Indian studies. These majors, as well as the content of several of our general education areas, reflect our understanding of the changing needs of our students in living and working in a changing global and diverse society.

4.3.2 Areas of Concentration

As continued changes occur in society and as students interests change, UMM offers opportunities for students to develop their own major, what we call an area of concentration. A student works with a faculty academic adviser (or possibly more than one) to determine a plan of courses that reasonably constitute the equivalent of a major. The proposal must be approved by the faculty member working with the student, the appropriate division chair, and the vice chancellor for academic affairs and dean. During the years 1997-2008 graduating students have earned 264 area of concentration degrees in 58 different areas, and the number of areas of concentration degrees awarded has been increasing. The increase is almost entirely driven by students studying sports management, making that a natural area for consideration as a potential new major at UMM.

Table 4.15: Number of Areas of Concentration Awarded (1998 to 2008)

Year	Number Awarded
1997-98	18
1998-99	19
1999-00	14
2000-01	29
2001-02	22
2002-03	22
2003-04	13
2004-05	24
2005-06	30
2006-07	34
2007-08	39
Total	264

Of these 264, 59 were in areas that have since become regular majors, namely American Indian studies, anthropology, women's studies, statistics, environmental studies, and environmental science. Other areas of concentration that students have earned in recent years include sports management, athletic training, international studies, and biochemistry. In fact, the number of students in an area of concentration is often used as data in the consideration of proposed new majors or minors at UMM. This illustrates one of the ways in which student wishes are utilized to set the direction.

4.3.3 Pre-Professional Programs

Students who are interested in a number of professional careers, for which UMM does not offer a degree but is able to provide excellent preparatory studies, can benefit greatly from UMM's small-college, liberal arts experience. Many pre-professional and dual-degree programs have been set up to create opportunities for such students. Special faculty advisers have been identified who can assist students interested in these areas and program worksheets have been made available to guide academic planning for those students. These worksheets are revised every year in cooperation with the partnering institutions.



Table 4.16: Pre-Professional Programs

Dentistry	Medicine
Aerospace Engineering	Nursing with Biology or Chemistry major
Biomedical Engineering	Nursing - Bachelors of Nursing transfer
Bioproducts & Biosystems Engineering	Pharmacy with Biochemistry track
Chemical Engineering	Pharmacy with Biology major
Civil Engineering	Pharmacy with Chemistry major
Computer Engineering	Pharmacy – early admission
Electrical Engineering	Physical Therapy
Geological Engineering	Veterinary Medicine
Materials Science Engineering	Veterinary Food Animal Scholars Program
Mechanical Engineering	

4.3.4 Global and Diverse World

The mission of the University of Minnesota, Morris, includes the empowerment of the campus community to participate fully and thoughtfully in a diverse society, regionally, nationally, and globally. This mission is reflected in our general education requirements that require all students to take at least two courses from those included in the thematic category of The Global Village. The goal of these courses is to expand students' perspectives on human diversity, people and the environment, the international scene, and issues of ethical and civic responsibility.

UMM organizes opportunities for students to live and function confidently in a global, diverse, technological society. The specific programs that provide the means to live and work in a diverse world are supported by institutional policy statements and on-campus curricula. There are many examples of this from student teaching in ethnically diverse communities in the U.S. to student teaching placements in international settings around the world through UMM's Global Student Teaching program.

Indeed, students are actively encouraged to study abroad through the course of their undergraduate studies. Options for study abroad are many and vary in location, length, focus and cost. The emphasis given to this throughout the past decade has resulted in the largest percentage of students going abroad in the University of Minnesota system and the third highest in the United States, as reported in the 2008 issue of Open Doors, the report of the Institute of

International Education (IIE).

The Graduate Exit Survey indicates that from 2002–2006, 31 percent of graduates believed they had developed a global perspective on issues and problems and 21 percent thought they had an understanding of U.S. cultural diversity. In the same five-year period, 36 percent of graduates traveled or worked in another country, and 39 percent participated in a study abroad program.

In addition, research conducted by the University of Minnesota Curriculum Integration (Study Abroad) project found that students on the Morris campus have the greatest awareness across the University of Minnesota of the importance of international experiences.



4.4 Core Component 4d: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply the knowledge responsibly.

What follows is a discussion of some of the institutional policy statements and organizational structures, as well as a brief consideration of UMM's emphasis on excellence in teaching, undergraduate research and such activities as internships in various forms, that assure that faculty, students and staff acquire, discover and apply knowledge responsibly.

4.4.1 Responsible Liberal Arts

Perhaps most fundamentally, the commitment to ensure that faculty, students and staff acquire, discover and apply knowledge responsibly is imbedded in the UMM mission statement. Although there have been variations and changes in the language of the mission statement, it has been consistent in its focus on the value of the liberal arts. Over time, the document has reflected current societal concerns and sensibilities, but the core commitment is still to that of a strong liberal arts undergraduate education. Further, the document emphasizes the University's commitment to teaching, research and outreach. More recently, there has been a growing sense of the importance of an education that embraces diversity, globalization, and sustainability.

4.4.2 Responsible Energy Use

UMM is a national leader in the use of sustainable energy resources. The University of Minnesota, Morris is deeply rooted in the tall prairie grass and connected to the blue prairie sky. The campus community has advanced sustainable, environmentally friendly initiatives since the first Earth Day. Since 2000, these efforts have grown to levels of national leadership and touch nearly all aspects of campus life—power, food, water, transportation, waste stream infrastructure, academic study, and quality of life.

Wind power supplies up to 60 percent of UMM's electricity needs. The first large-scale wind research turbine ever constructed at a U.S. public university is located at the University of Minnesota's West Central Research and Outreach Center, near Morris. The renewable energy turbine, which began generating power in March 2005, produces 5.6 million kilowatt hours of power each year for UMM. The turbine was funded by the University of Minnesota's Initiative for Renewable Energy and the Environment (IREE). IREE has provided nearly \$4 million for renewable energy research and demonstration at UMM.

In April 2005, the Minnesota Legislature approved a bonding bill that allocated \$6 million to construct a biomass gasification demonstration and research facility at UMM. Using corn "stover," or stalks, from the region's farmers, this plant-scale project will provide up to 80 percent of the campus' heating and cooling needs.

UMM also boasts strong research programs in this area. Renewable energy research on the UMM campus includes photovoltaic research, alternative methods of ammonia production using wind energy and the investigation of biofuels.

The institution also provides the essential administrative/organizational structures that assist the faculty, students, and the staff, to acquire, discover, and apply knowledge responsibly. This, of course, varies from group to group, but some examples underscore the institutional support provided to faculty, staff and students.

4.4.3 Responsible Research

New faculty members and others eligible to serve as principal investigators have 12 months from the date of their initial appointment to complete instruction in the Responsible Conduct of Research (RCR). This Universitywide policy was established by the University of Minnesota Office of the Vice President for Research. Recently, RCR has been changed to Fostering Integrity in Research, Scholarship, and Teaching (FIRST). The change has been made to better extend elements of RCR to the entire community of scholars, not just principal investigators on a given project. For example, undergraduates are typically neglected when it comes to issues of RCR. Under this new program, undergraduates will become more aware of the issues of research compliance so that they can become responsible scholars. For example, in spring 2009, elements of RCR were implemented into the Chemistry Discipline's Introduction to Research course for the first time. UMM will play a lead role in adopting policies, procedures and guidelines for undergraduates in the University of Minnesota system.

UMM has a Grants Development Office which assists faculty/staff in identifying grant opportunities appropriate to the research interests in their fields, aids in the development and submission of grant applications and in the implementation/monitoring of grants following awarding



of funds. This is a vital service to faculty and one that has been essential in increasing the number of grants awarded to UMM faculty over the past decade.

4.4.4 Responsible Teaching

Perhaps the most fundamental way in which the institution assists faculty to acquire, discover and apply knowledge responsibly is through its priorities and practices. First and foremost, it places primary importance on teaching. This is underscored by the moderate teaching loads of the faculty and the strong student faculty ratio. Further, the quality of teaching is assured through consistent evaluation and review by students and colleagues.

Courses are subject to periodic review by faculty colleagues within the field. New courses and program changes are also approved by their colleagues within their academic division, by the campus curriculum committee, and by the campus assembly. While faculty have considerable latitude in the development of courses, there are institutional structures in place to ensure the quality of courses and that courses are consistent with institutional policies.

Underscoring the importance that the institution places on teaching, there are campus and all- University awards given for excellence in undergraduate teaching and research. The Morris campus has led the University of Minnesota in undergraduate teaching awards.

4.4.5 Intellectual Property and Data Security

Another way in which the University helps members of the campus community acquire, discover and apply knowledge responsibly is by taking precautions to define and protect intellectual property and to ensure the integrity of data collected and maintained on students, faculty, and staff.

With regard to intellectual property, UMM shares in the services and expertise of Universitywide units in the Twin Cities that provide advice, protection and oversight of [intellectual property](#), both for the sake of the institution and the individual faculty/staff. The University of Minnesota has both an administrative [policy](#) and a Board of Regents [policy](#) on copyright ownership to establish rules governing the ownership of works created by University faculty, staff, and students. The service is strengthened by the support of the University [Office of the General Counsel](#), and the [Copyright Permissions Center](#).

Data security is viewed and acted upon as institutionally important. Every faculty/staff member and student employee is expected to have [training](#) that ensures that they have the knowledge appropriate to their work and position, to protect data of all kinds from intentional or unintentional misuse.

4.4.6 Responsible Learning

From a student perspective, the institution has in place a number of critical structures that insure that students will acquire, discover and apply knowledge responsibly. First and foremost, the institution has a curriculum that is consistent with the best liberal arts colleges and fulfills the mission of the institution. The emphasis on a broad liberal education, as well as in-depth majors, is embedded in the institution's history and is reflected in the structure of the curriculum. The curriculum is reviewed at least every two years in preparation for the revision of the college catalog. Students are expected to pursue the liberal arts curriculum as well as majoring in a particular field(s).

Secondly, the institution is in the process of identifying and specifying the learning outcomes it wishes its students to have. These outcomes include mastery of a subject area, exposure to a variety of fields of learning, mastery of a set of skills, an understanding of personal and social responsibility, and the ability to integrate knowledge and skills. When approved, these learning outcomes will be operationalized at the course, degree program, general education, and co-curricular levels through current and revised assessment programs and throughout the institution.

Third, students are expected to conduct themselves in accord with policies pertaining to academic integrity including the Regents' [Student Conduct Code](#) and the [Academic Integrity Policy](#). This was already mentioned in Section I.5.

In addition to the traditional classroom, the institution has created other experiences that promote the acquisition, discovery and responsible use of knowledge. Virtually every discipline on campus has a capstone experience, for example, which requires students to address major issues and use the intellectual tools in their field of study.

The institution places a special emphasis on the importance of collaborative research between students and faculty, as evidenced by the research activity presented at the Undergraduate Research Symposium, an annual celebration of the student research projects. Research activity frequently results in presentations at professional meetings or articles jointly authored with faculty. Undergraduate research has emerged over the past decade as an extraordinarily important institutional distinction.

The institution's commitment to helping students to acquire, discover and apply knowledge responsibly is further evidenced by the internship opportunities in many fields. There is an established office, the Career Center, which organizes internship activity. This office is supported by the considerable efforts of faculty to identify student internships relevant to their field of study. Internships in business,



in state local and national government, in human services and health care professions are widely employed by our undergraduates. Internships offered for academic credit must be approved by the appropriate faculty, and in most cases, the dean of the college. The integrity of the internship is maintained through a learning contract negotiated between the student and the faculty supervisor, and is approved by the dean and by an on-site supervisor.

The institution also assists students in acquiring, discovering and using knowledge responsibly through the Academic Center for Enrichment (ACE). ACE is a relatively new entity at the university and encompasses study abroad, national scholarships, the Honors Program, the undergraduate research program, and a domestic student exchange program. There is considerable evidence that the institution has been successful in assisting students to apply their knowledge in domestic and international settings. Throughout this past decade, for example, UMM has led the University of Minnesota in the percentage of students studying abroad and a growing number of students have effectively competed for national scholarships, such as the Marshall, Truman and National Security Education Program.

Further, the institution provides numerous co-curricular opportunities to acquire, and responsibly use knowledge for students who serve as discussion leaders, research assistants, and lab assistants under faculty supervision.

In every respect—in the structure of the curriculum, in research activity, as well as unique opportunities for internships, scholarships and on campus research/teaching assistantships—there are ample opportunities for students to acquire, and discover knowledge and to use it responsibly.

Academic, professional, and support staff play a critical role in the acquisition, discovery and responsible use of knowledge. Staff frequently direct the units that students, faculty, and staff avail themselves of in their pursuit of knowledge or its responsible use. For example, directors and staff in the library, the Career Center, the Grants Development Office, the Academic Center for Enrichment, and the Center for Small Towns provide resources and carry out the day-to-day activities associated with acquiring, assisting, delivering, and assuring the responsible use of knowledge on the campus.

UMM staff members also demonstrate responsible learning and leadership in their work, from the exploration and application of new technology in renewable energy to research and systems-change work addressing barriers to healthy eating. In addition to affording staff the opportunity to take courses through the Regent's Scholarships, there are

numerous professional development opportunities for staff to keep current in their work.

In review, the University of Minnesota, Morris actively assists students, faculty and staff in acquiring, discovering and using knowledge responsibly. Evidence of this takes many forms including the productivity of the faculty, the number of faculty who are recipients of all-University teaching awards, and the establishment of research and teaching awards at the undergraduate level at UMM. It is also affirmed in the accomplishments and satisfaction of our students. UMM students have consistently stated their satisfaction with the education that they receive at UMM in terms of intellectual development, critical thinking skills, preparation for the world of work and civic involvement. It is also evidenced by the accomplishments of students at UMM in terms of graduate school attendance, study abroad activity, and a long history of public engagement.



4.5 Conclusion

The University of Minnesota, Morris (UMM) tangibly supports the acquisition, discovery and application of knowledge. The institution provides significant support for faculty research and places exceptional emphasis on strong teaching. The strength in research as evidenced by the scholarly productivity of the faculty and the universitywide recognition of teaching excellence affirms the quality of teaching and learning at UMM. Faculty research has served as the foundation of UMM's unique emphasis on collaborative student-faculty research, in and outside the classroom, and the quality of instruction is reflected in the high degree of student satisfaction with their educational experience at UMM.

Active engagement in research by the faculty has an exceptionally important impact on the undergraduate curriculum and on the undergraduate experience. There is an expectation across the curriculum that students will explore important issues/topics in the field and present their work to the faculty and their peers. Moreover, there are many disciplines in which students will join faculty in collaborative research resulting in scholarly presentations and publications. The latter is an institutional strength; indeed it underscores our commitment to exploration in the classroom, in research, and in the field.

UMM tangibly supports student research activity through a variety of funded programs such as the Morris Academic Partner program, the Undergraduate Research Opportunity Program, and the Multi-Ethnic Mentorship Program as well as through funding to support student travel to research conferences. Students present the results of their research at regional, national, and international conference as well as at the annual UMM Undergraduate Research Symposium and publish papers in highly respected journals.

The quality of faculty is matched by the strength of the curriculum, particularly the general education program. The latter is at once a foundation of a liberal arts college, both as a broad introduction to a wide range of disciplines and to the skills essential to functioning in a literate, technologically sophisticated, and culturally and ethnically diverse world. Building upon the strengths of the general education program, nearly every discipline offers advanced level courses that focus on the tools of inquiry in that field, and the ways in which the discipline frames questions and discovers and advances knowledge. Learning in the classroom is reinforced and complemented by experiences in a host of off-campus internships and volunteer settings—from scientific laboratories to archeological digs to political settings.

In summary, UMM practices a “liberal arts” approach to the criterion of “Acquisition, Discovery, and Application

of Knowledge”. Since its inception, UMM has had a clear commitment to and a focus on liberal arts education, as evidenced by strong general education curriculum. Equally strong has been the commitment to research activity that engages both students and faculty. Both are now traditions and demonstrate an enduring commitment to a broad liberal arts education and an expectation that students will master the important tools of inquiry in their fields and have the capacity to make new contributions and discoveries in their fields of endeavor.

UMM's academic community both creates and sustains strong and exciting learning environments for students and faculty in which they can both explore and lead. In the strength of its curriculum, in its support of scholarship for students and faculty, in excellence in teaching, in the opportunities for applying knowledge outside the classroom, and in the community, the University of Minnesota, Morris demonstrates that it prepares students for further study and a lifetime of learning. In addition, UMM prepares students to assume leadership in the communities of which they are a part—be they local, national or international.

In addition, it suggests a leadership role among undergraduate institutions because of our commitment to collaborative student-faculty research. Put simply, there is considerable evidence in a number of key areas—in faculty research and teaching, in undergraduate research, in civic engagement, in renewable energy, and in study abroad—that indicate that UMM holds a leadership position in the University, among its institutional peers, and some cases, nationally.

Recommendations related to Criterion 4:

- Maintain and enhance support for faculty teaching and scholarship using University of Minnesota systemwide resources as well as campus resources;
- Further develop opportunities for students to engage in research and creative activity, particular in the summer;
- Improve data security awareness;
- Increase campus awareness of University of Minnesota intellectual property rights issues both as creators and users and provide the means for people to keep up with frequent changes in this area;
- Strengthen and expand student, staff, and faculty opportunities to gain experiences that aid in developing intercultural competence;
- Create a mechanism for the regular, systematic collection of data regarding faculty, staff, and student research and creative activities.



CHAPTER 5: Criterion Five: Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

As a public institution of higher education, UMM recognizes that it serves many constituencies. Externally, UMM serves the people of Minnesota both as taxpayers, as beneficiaries of the University's programs and services, and as partners in engaged learning, leadership, research and outreach. UMM is responsible to the University of Minnesota Board of Regents that is ultimately responsible for overseeing all of the University of Minnesota. UMM serves its alumni and community partners by building and maintaining mutually beneficial relationships with them. Internally, UMM serves its students by offering them opportunities to learn and grow. UMM serves its faculty and staff by providing them with meaningful work opportunities that also enable them to learn and develop new skills and advance in their professional lives. Because previous chapters have discussed how UMM serves its internal constituencies, this chapter will focus on primarily external constituencies.

UMM's strong ties to the surrounding community date back to the late 1950s when local citizens actively

and effectively lobbied to have a public liberal arts college established on the campus site. Today the goals, vision, opportunities, and resources of the campus, City of Morris and west central Minnesota are clearly bound together. As the college approaches its 50th year, an expanding Web of campus-community partnerships enriches virtually every aspect of campus life. This shared work embodies the Carnegie Foundation for the Advancement of Teaching's definition of community engagement: "the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity." As UMM deepens its roots in the region, the college is also expanding strategic partnerships across the University of Minnesota; with Minnesota community and technical colleges; and with national and international leaders in education, the arts, sciences, and humanities, and green energy.

5.1 Core Component 5a: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

UMM analyzes its capacity to serve its constituencies. Needs and expectations inform decisions on initiatives that are in line with UMM's mission as a public liberal arts college. Academic programs and support services at UMM are attentive to the greater community and the changing needs of its members. Many of the initiatives highlighted below demonstrate that UMM pays attention to the needs of its constituents.

5.1.1 Serving West Central Minnesota through Service Learning and Community-based Research Service Learning

The Service Learning program, now part of the Office of Community Engagement, has established five core initiatives aligned with UMM's mission, vision, and priorities, as well as with the curriculum, faculty interests, and the needs of the community. The five initiatives -- [arts and culture](#), [elder partnerships](#), [sustainable living](#), [social responsibility](#),

and [youth partnerships](#) – focus the program's work and impact. The service learning advisory board reviews and realigns the initiatives every five years. The 2005 review determined that the "regional, sustainable agriculture" initiative should be broadened to "sustainable living," and a "social responsibility" initiative should be added. The social responsibility initiative, added to reflect the growing diversity of our community and to respond to feedback from UMM's diverse student body, focuses on increasing awareness of community diversity and eliminating social ills such as poverty and violence and their impact on modern society.

A core community partner from each of the service learning initiatives serves on the service learning advisory [board](#). These lead partners identify community needs for the initiatives, at their agency and in other agencies doing related work. Service learning community partners active in the initiatives are listed in the following table.



Table 5.1: Service learning Initiatives and Community Partners, 2005-2009

Arts and Culture	Elder Partnerships	Sustainable Living
Cyrus Elementary School Land Stewardship Project Morris Area Public Schools Morris Senior Citizens Center Morris Theatre Cooperative Prairie Renaissance Cultural Alliance* St. Mary's Elementary School Stevens Community Medical Center Stevens County Historical Society West Wind Village	Grandview Apartments Legacy Living* Morris Senior and Community Center Skyview Court West Wind Village	City of Morris Land Stewardship Project Morris Area School District Native Harvest Pomme de Terre Food Coop Pride of the Prairie Local Foods Initiative University of Minnesota West Central Regional Sustainable Development Partnership* University of Minnesota West Central Research and Outreach Center
Social Responsibility	Youth Partnerships	
Meals on Wheels Morris Area Public Schools Salvation Army Sisseton-Wahpeton Oyate Someplace Safe* Stevens Community Humane Society Stevens County Food Shelf Stevens County Adult Mental Health Drop-in Center	Cyrus Elementary School Heartland Girls' Ranch Morris Area Child Care Center Morris Area Community Education* Morris Area Elementary School St. Mary's Elementary School	<p style="text-align: right;"><i>* Lead partner for the initiative.</i></p>

The service learning coordinator meets with the service learning advisory board monthly. This group of stakeholders determines key needs and updates the community needs list, which is available on the program's Web site. Each partner on the board is also responsible for referring service learning staff to other partners who do similar work; staff members regularly meet with other community leaders to add to or update the needs list. The program coordinator then identifies faculty whose courses match these needs and works with faculty and partners to plan course-based projects around these needs. Needs are referred to the Center for Small Towns community-based research program or to Community Services and Volunteerism Programs when a need is better met through these programs or when service learning courses are at their capacity. UMM has the resources to effectively support 25 service learning courses per year as determined by a 2004 study done with the help of an outside evaluator.

In the fall 2009 semester, the service learning program became part of the new Office of Community Engagement, providing an opportunity to better align service learning and co-curricular service. The office will continue to focus on the five initiatives noted here and to use the service learning advisory board as support through the transition. Its staff and core partners are working on making clearer connections for students between course-based service learning and co-curricular service, expanding both opportunities for, learning outcomes related to, and assessment of co-curricular service to better match the thorough process used for service learning. By the end of summer 2010, after interviewing current and potential partners, faculty, and student leaders, Community Engagement staff will clarify engagement pathways for students with particular majors, career goals, or areas of interest, and make these pathways explicit on the Office's new Web site.



Continuing Education, Regional Programs

UMM's Continuing Education, Regional Programs and Summer Session (CERP), currently in the midst of reorganization to create a single unified fiscal and educational planning model for the campus, has a history of providing access to the University of Minnesota through innovative educational outreach to lifelong learners in western Minnesota and beyond, and of enhancing the programs and services of UMM for current and potential students. CERP also functions as one of the primary outreach arms of UMM.

CERP has functioned as an academic entity but also like a small entrepreneurial business. Much of CERP's success has come because it was able to try new programs and provide new opportunities. New ideas were tried and adopted if successful, or abandoned if not. CERP has operated with a small, dedicated staff, and with leadership that understands the needs of CERP clientele, and recognizes the ways to address those needs. It should be noted that CERP, while operating in an entrepreneurial spirit, has always been grounded in the mission and academic priorities of UMM and the University.

As an affirmation of its outreach and service mission, UMM established the Center for Small Towns (CST) in 1995 as a community outreach program dedicated to meeting the enormous challenges and opportunities to the communities of western Minnesota. Since its inception, the Center for Small Towns has served as a point of entry to the many resources of the University of Minnesota. Small towns, local units of government, K-12 school systems, non-profit organizations, and other University units are able to utilize CST's resources when working on rural issues or making contributions to rural society. CST has provided assistance in data analysis and research, community planning, program evaluation, student involvement, and information technology.

CST has a board that meets regularly and involves a wide range of key community leaders, including government, education, business, and nonprofit leaders. At these meetings, community needs are discussed and projects to meet those needs in partnership with UMM are planned. In addition, CST regularly conducts community assessments to determine needs, ranging from individual and group consultations with key people involved in a particular issue to community surveys. Other sections of this report explain some such projects and outcomes in more detail, but all projects that the Center for Small Towns takes on are a result of needs that were identified through assessment of community needs.

CST works to involve UMM faculty and students in the challenges and issues facing rural communities, which provide rich opportunities for applied learning. Examples include design improvements for downtown areas, economic impact research, marketing studies, park surveys, and strategic planning for communities and school districts. A list of partners UMM has worked with in community-based research projects is shown in the following table.



Table 5.2: Community-Based Research Partners

4-H Adult Volunteer	Ottertail County Public Health
Adult Farm Management	Ottertail Power
Allina Healthcare Foundation	Otto Bremer Foundation
Annie E. Casey Foundation	Pomme de Terre Watershed
Blandin Foundation	Pope County Chamber of Commerce
City of Milan	Prairie Renaissance Cultural Alliance
City of Morris	Region 4 Council on Domestic Violence
Stevens County Commissioners	STEPS for a Healthier Willmar
Diversified Energy LLC	Stevens County Economic Improvement Commission (SCEIC)
Friends of the Prairie	Stevens County Historical Society
Minnewaska Area High School	Stevens County Housing and Redevelopment Authority
Grey Eagle School District	Stevens County Technology Transfer Task Force
Heartland Community Action Agency	University of Minnesota West Central Region Outreach Center (WCROC)
Institute for Agriculture and Trade Policy (IATP)	University of Minnesota West Central Regional Sustainable Development Partnership
Kandiyohi County Economic Development Commission	U.S. Fish & Wildlife Service
Land Stewardship Project	WACCO (Western Area City County Cooperative)
Master Gardeners	West Central Minnesota Initiative Fund
Mid-MN Regional Development Commission	West Central Integration Collaborative
Morning Sky Greenery	Willmar Area Food Shelf
Morris Housing and Redevelopment Authority	Willmar Area Public Schools—Farm to School Program
Morris Area Public Schools	

5.1.2 Learning From and Serving Alumni, Community Leaders and Friends

The roles of the UMM Alumni Association (UMMAA), the UMMAA Board of Directors, and the UMM Office of Alumni Relations and Annual Giving are highly integrated and layered. The UMMAA board, which is representative of the UMM Alumni Association, supports programming and efforts that are then enacted by the Office of Alumni Relations and Annual Giving on behalf of UMM alumni and the UMM campus community.

Alumni and friends are invited to re-connect with the UMM through several communication vehicles including *Profile* (3 printed issues per year), the E-Express monthly electronic newsletter, and the UMM alumni [Web site](#).

In conjunction with the University of Minnesota Foundation, the Office of Alumni Relations and Annual Giving is able to leverage limited resources in connecting with alumni and friends numerous times each year. Collaborative efforts include mail solicitations and telemarketing programs.

Face-to-face meetings with alumni occur via both on- and off-campus events including:

- Homecoming is celebrated each year with numerous activities planned throughout the weekend for alumni who are able to return to campus.

- The UMMAA on the Road Program has been established as an outreach effort for alumni who are unable to return to campus.

- Approximately one alumni related event per month is scheduled each year, and for each event, a post card invitation is mailed to alumni in the target area.

In addition, the establishment of a young alumni program within the alumni association has been an effective tool in better engaging more recent graduates.



The Office of Alumni Relations and Annual Giving also serves as the link between UMM and the West Central School of Agriculture alumni population. The director of alumni relations and annual giving serves as ex-officio on the WCSA Alumni Board of Directors. The board meets twice per year. The director works closely with the board in maintaining relationships with the WCSA alumni population and helps facilitate the WCSA All-School reunion that is held on campus each summer.

Chancellor's Advisory Council

The Chancellor's Advisory Council assists UMM to achieve its mission and vision by providing guidance and a fresh perspective on challenges and opportunities that face UMM. In addition to a current student, a faculty member, and representatives of the UMM Alumni Association Board of Directors, the council is comprised of 8-20 individuals

drawn from education, business, government and the non-profit sector.

The council members serve as active advocates with both internal and external constituent groups including legislators, school districts, potential donors, the business community, community organizations and the media. In recent meetings topics for discussion focused on image promotion, market branding, and public relations. Consideration has been given to important strategic issues and means by which UMM can network with key constituents. The council also serves as an advocacy group on state and national policies that impact higher education.

5.2 Core Component 5b: The organization has the capacity and the commitment to engage with its identified constituencies and communities.

With approximately 1,700 students, expert faculty and staff that are well-integrated into the west central community, and an array of academic programs in the arts, social sciences, education, and the sciences, the campus is well-positioned to provide a variety of services and programs for constituencies throughout the west central region and beyond.

5.2.1 Strategic Plan Commitments

UMM's current Strategic Plan, adopted in fall 2006, calls for UMM to undertake numerous initiatives that commit UMM to greater engagement with its external constituencies and communities. This work is underway. UMM's Strategic Plan calls for the campus to:

- "(Further) integrate civic engagement, a strength of our campus community, ...into our teaching, learning, and research responsibilities through opportunities for students and faculty to serve the local, national or global community. Expand institutional support for partnerships that transfer university knowledge and resources to support the public and private sectors, enrich our mission, and contribute to the public good through formalized civic engagement and service learning and informal community service and volunteerism." (p. 14 of the Strategic Plan)

- "Expect that all UMM students participate in first-year and senior capstone seminars, as well as achieve higher participation in service learning and leadership experiences. Our successful service learning program, which has a 50 percent student participation rate, is grant funded until 2007, and must have institutional support if we want to reach our goal of increased student participation. Further development and curricular integration of these innovative and rigorous components will ensure fulfillment of our responsibility to incorporate teaching, learning, and civic engagement in UMM's honors experience. This approach ensures a unique academic experience for all students regardless of their academic priorities and financial abilities." (p. 12)

- "Meet the needs of our community by developing partnerships with regional organizations like the Community Outreach Partnership Center Program and other University campuses and programs like the University of Minnesota's Office of Public Engagement. This will ensure access to educational opportunities for all University stakeholders and meet our obligations to incorporate engagement and outreach into research, teaching, and learning." (p. 10)



- “Enhance existing research partnerships with federal, state, and University efforts like the West Central Research and Outreach Center while building our international research opportunities in the developing world and elsewhere. This will strengthen our commitment to undergraduate research, faculty scholarship and creative activity.” (p.10)

- “Explore opportunities for partnerships, development opportunities, and expanded programming for a cultural center for west central Minnesota. To best serve our region and honors college mission, top tier creative and performing arts events and facilities should be available at UMM.” (p.10)

- “Provide opportunities to meet the current and lifelong educational goals of area residents, high school students, and other stakeholders. Continuing Education and Regional Programs will actively work to develop programs to meet these needs.” (p. 14)

- “Enhance our direct engagement with the community of west central Minnesota by providing outreach to benefit the public and private sectors through our Center for Small Towns. This will provide our students, faculty and staff the opportunity to actively collaborate with the community and build experiences to prepare them for ongoing success.” (P. 14)

- “Collaborate for the benefit of area residents through academic support and mentoring relationships provided by UMM students to PK–12 students. This will support the University’s mission of engaging in support of PK–12 education and provide a broader experience for UMM students.” (p. 14)

5.2.2 Center for Small Towns

As has already been mentioned, UMM established the [Center for Small Towns](#) (CST, or the ‘Center’) in 1995 as a focal point for numerous community outreach programs. CST’s strong data analysis and research capabilities have been critical to planning and programmatic success, and is closely tied to the community agenda. CST works to provide usable, tangible, affordable, understandable, and user-friendly data for all steps of the community process. Historical census and other data can be retrieved for grant applications, community planning, or general knowledge; GIS mapping of community data services allows a visual representation of selected variables; research assistance is provided to groups that are confronted with a problem that requires data and analysis. Through trained staff, CST has

been able to provide vital, current, timely data as goals were formulated, strategies set, solutions planned, and baselines established to evaluate progress and impact. Typically, data collection and research provides opportunities for students who do much of the analysis and interpretation so that, at the same time a valuable service is being provided to the community, UMM students are gaining valuable skills and an understanding of community issues.

UMM’s partnership with the City of Morris, led by CST, which garnered the Carter Partnership Award for Campus-Community Collaboration in 2006, has become an established mechanism for effecting change in Morris. The process is rooted in shared decision-making, continual examination of opportunities, provision of expertise from University faculty and staff, and civic engagement on the part of UMM’s students. From the partnership’s inception, attracting other partners beyond the campus and community has been built into the plan of work. For example, CST has engaged a variety of University of Minnesota partners in work with the City of Morris including the [Center for Rural Design](#), the [Center for Urban and Regional Affairs](#), the [Extension Service](#), the Rural Development Council, the [Council on Public Engagement](#), and the [Regional Sustainable Development Partnerships](#). Non-university collaborators include the [Western Area City and County Cooperative](#) and the [Midwest Assistance Program](#). From the community, the [Morris Area Chamber of Commerce](#) and the [Stevens County Economic Improvement Commission](#) have represented business interests. Representatives of a variety of nonprofits including government, education, service agencies and faith-based institutions actively participate on advisory committees. Today, the partnership’s goals are oriented to the culture of the community.

5.2.3 Civic Engagement

The American Association of Colleges and Universities (AAC&U) identifies “personal and social responsibility, including civic knowledge and engagement—local and global” as an essential student learning outcome in its report “College Learning for the New Global Century.” Service learning is highlighted as one of 10 “effective educational practices,” a way for student learning to be “anchored through active involvement with diverse communities and real-world challenges.” Civic engagement opportunities abound at UMM. Service learning activities, community service and volunteerism programs, projects in the Center for Small Towns, the local foods initiative, and a civic engagement theme floor in residential life (begun in fall 2007) provide students and faculty with entry points for a broad Web of community-based learning and involvement opportunities.



The new Office of Community Engagement connects service learning, community service and volunteerism programs, Tutoring Reading Enabling Children (TREC), the Residential Life civic engagement theme floor, and support for student organizations with a service mission. This reorganization will expand UMM's capacity to meet community needs in a more seamless manner and also facilitate students' civic engagement efforts by linking multiple opportunities to connect with a particular agency or issue throughout a student's four-year experience at UMM. Community partner input, student feedback, and UMM's Strategic Plan were instrumental in crafting the new structure and vision.

Incoming students frequently bring both a commitment to and experience in civic engagement to college. Data from the 2006 Cooperative Institutional Research Program (CIRP) [survey](#) of entering freshmen shows 85 percent of UMM's entering first-year class had performed volunteer work in the year prior to coming to college, comparable to students entering other highly selective public four-year colleges. Entering students who consider "helping others who are in difficulty" as an essential or very important objective is at 67 percent, the highest level reported since UMM began participating in the CIRP survey. Interestingly, only 29 percent of entering students estimate that the chances are very good that they will participate in volunteer or community services work in college (up from 18–19 percent in the early to mid-1990s).

The tenure and promotion code encourages faculty to use their expertise to benefit the community. Faculty work with the Center for Small Towns to plan and implement community-based research projects that will benefit their tenure and promotion cases and also meet community needs. Faculty also engage in course-based service learning that can be used to enhance their teaching portfolios. The Service Learning program has provided guidelines that describe high quality service learning to those reviewing tenure and promotion files and assists faculty in explaining their service learning work in their files.

The Service Learning program supports between 20–25 service learning courses each year in projects that meet identified community needs and learning goals. Service learning students work with or complete projects for an average of 30 different organizations each year. The needs on the community needs list are matched with learning goals in particular classes. The service learning coordinator works with partners and faculty to complete a project planning worksheet that outlines how the need and learning goals will be met and oversees training of faculty and students, project logistics, and other aspects of the project.

5.2.4 Rodney A. Briggs Library

Community patrons are welcomed as they visit and utilize UMM's library and its services. Whether searching for specific data, borrowing materials for recreational reading, gathering local historical background from our Archives and West Central Minnesota Historical Research Center, or seeking an information session for an organization's program, the services of Briggs Library are available. Students from area schools are invited to use the library's resources for assignments and projects. Community members are able to obtain a library card at no cost.

5.2.5 Media Services

Media Services, now part of the Instructional and Media Technologies department, has a long history of public service through the production of television shows and documentaries. For 20 years, it has produced the popular horticulture series "[Prairie Yard and Garden](#)" for [Pioneer Public Television](#) based in Appleton, Minnesota. In 2007, Media Services worked in cooperation with several local partners to produce the documentary [Echoes of the Cry of the Marsh](#) that takes a deeper look at wetland restoration in Minnesota and chronicles one citizen's dedication to that issue. In 1999, Media services worked with several UMM faculty and other regional partners to produce [Minnesota: Rivers and Fields](#) in which the history and agricultural development of the Minnesota River watershed is examined.

5.2.6 Leveraging University of Minnesota Resources in West Central Minnesota.

Morris is home to a number of University of Minnesota centers and programs in addition to UMM, including the [West Central Research and Outreach Center](#), an [Extension Service](#) regional office, and the [West Central Regional Sustainable Development Partnership](#). The University strategically co-located programs in key regional centers to foster partnerships and leverage resources for the greatest benefit to the community, region, and state. This centering of University resources expands UMM's capacity to serve its external constituents. Partnerships that span these University of Minnesota entities form a strong foundation for community-based renewable energy demonstration projects, research and educational programs; local food systems development; and a comprehensive need based approach to addressing community needs through community-based research and service learning.



5.2.7 External Funding to Expand Capacity

The strength of UMM's outreach activity is matched by its capacity to leverage external resources received over the past several years to serve this area. Significant federal, state, and foundation grants have supported campus and community partnerships and initiatives, with the highest levels of support provided for renewable energy initiatives and community partnerships fostered by Continuing Education and the Center for Small Towns. The campus has also successfully managed a U.S. Department of Education grant (\$900,000) to infuse computer technology into area schools, two National Learn and Serve grants (totaling more than \$500,000) to further establish and institutionalize service learning methodologies, two U.S. Department of Justice grants (totaling more than \$300,000) to prevent violence against women on campus through a campus/community response and prevention partnership, and a \$180,000 Getty Foundation grant for the historic preservation of the UMM campus.

UMM is one of only eleven sites selected to receive funding for the Biomass Research and Development Initiative, a joint effort of the USDA and the Department of Energy. The UMM award will benefit the biomass gasification project, a comprehensive demonstration of a community-scale biomass energy system. This \$1.89 million grant, the largest received by UMM to date, allowed UMM/WCROC to add the USDA Agricultural Research Service-North Central Soil Conservation Research Lab into the partnership to conduct research on carbon sequestration.

Continuing Education, received \$175,000 from the Minnesota Renewable Energy Marketplace (MNREM) for the project Developing Talent for the Bio-Energy Economy: A New Partnership for Biomass Gasification Education, developing an innovative curriculum in biomass gasification technology culminating in a hands-on biomass course helping to prepare the new wave of workers for the biomass industry. UMM's project leadership team is partnering with Minnesota West Community and Technical Colleges, University of Minnesota West Central Research and Outreach Center, Nova-Tech Engineering (Willmar, Minnesota), Hammel, Green and Abrahamson, Inc., and Rural Minnesota Concentrated Employment Program.

UMM partnered with the Minnesota Pollution Control Agency (MPCA) and ServeMinnesota to launch a new program in 2009—Minnesota GreenCorps. The program is an environmentally focused AmeriCorps program administered by MPCA to protect and preserve Minnesota's environment while developing the next generation of

environmental professionals. The Corporation for National and Community Service and ServeMinnesota funded the program through the MPCA, with UMM CST as a key project partner.

Additional community partnership efforts led by Continuing Education and the Center for Small Towns have been supported by an Otto Bremer Foundation grant (\$200,000) to develop a Faculty and Student Fellows program to enhance regional community development activities across western Minnesota and a U.S. Housing and Urban Development (HUD) grant (\$399,494) in the [Community Outreach Partnership Centers](#) (COPC) program to partner with the City of Morris on the project Adapting to Change: Managing Urbanization in Rural America. Early CST work was supported by two Blandin Foundation (Grand Rapids, Minnesota) grants (totaling \$379,000) to deliver Blandin Foundation programs and then to strengthen and sustain the work of CST.

Private gifts from campus donors and friends recognize and support UMM's outreach and service missions. Donors have established new student scholarships like the Nathan Goldberg Scholarship for Community Service and provided funding for new programs such as the Community Conversations series connecting students in David C. Johnson Independence Hall with area residents to foster mutual understanding.



5.3 Core Component 5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service.

UMM is recognized for innovative, long-lasting campus/community partnerships that foster systems and population-level change supported by policy, practice, environment, and infrastructure improvements. As a land grant institution and the lone four-year institution of higher learning in the region, UMM serves a wide geographic area and constituents with a variety of needs. UMM responds to external constituencies that depend on it for service within the constraints of available resources. During the past 10 years, leaders from virtually every major program area of the campus have worked with campus and community partners to meet key campus and community needs, develop and implement long-range plans, and execute projects identified as transformational opportunities in community visioning processes.

5.3.1 Examples of Community-based Research Projects

Over the course of a typical year, the Center for Small Towns serves several dozen communities, and involves more than 100 students and a dozen or more faculty in community-based projects. Many of the projects were planned and funded in collaboration with the University of Minnesota West Central Sustainable Development Partnership. Here are brief summaries of some of the projects that have been accomplished.

Big Stone Refuge Shorebird Project

Research project to help improve the accuracy of continental population estimates of shorebirds and educate both the local community and interested members of the public about shorebirds and the role of Big Stone National Wildlife Refuge in the conservation of this group of birds. Community Partners: U.S. Fish & Wildlife Service; Friends of the Prairie; local volunteer and civic groups.

WACCO Mental Health Illness Project

Student interns worked with WACCO (Western Area City County Cooperative) and county law enforcement agencies to determine the number of current inmate mental illness cases and research successful programs to deal with the issue and develop a protocol to assist in getting mental illness services. Community Partners: WACCO staff and cooperating cities, counties and law enforcement agencies

Skills, Careers, Employees and Employers

Identify gaps between employers in the region who have entry-level positions that will lead to higher-wage positions and those individuals seeking employment. Community Partners: West Central Initiative with funding from the Annie E. Casey Foundation

Region 6W RDC Flood Mitigation

Creation of an all-hazard mitigation plan for communities of four counties of the 6W region (Big Stone, Chippewa, Lac qui Parle and Yellow Medicine). Community Partners: 6W Regional Development Commission; local leaders in the designated communities and counties

Milan Senior Care Facility

Student interns conducted research on the development of an assisted living facility, which includes a marketing study, code requirement, facility layout, staffing requirements, ownership and financing options, and services offered to the residents. Community Partners: City of Milan and community leaders

Pomme de Terre Impaired Waters Project

Conduct an inventory of watershed stakeholders, develop education materials, and engage citizens to increase awareness of the problem and potential solutions. Community Partners: County Commissioners and SWCD supervisors on the joint powers board and Pomme de Terre Watershed staff.

Kandiyohi County Food System Project

The goal of this project is to create an economically viable, environmentally friendly, socially just, safe and nutritious food system with access for all in Kandiyohi County, Minnesota. Community Partners: Institute for Agriculture and Trade Policy, Willmar Area Food Shelf, STEPS for a Healthier Willmar, Heartland Community Action Agency, J&L Bison Ranch, Kandiyohi County Economic Development Commission, Willmar Area Public Schools, Mid-MN Regional Development Commission, West Central Integration Collaborative, Land Stewardship Project



5.3.2 Partnership Outcomes

UMM has successfully joined with local and regional communities in several major, long-term partnerships that have created strong positive changes for all involved.

Carter Partnership Award

In 2006, UMM and the City of Morris were recognized with a Carter Partnership Award for Campus-Community Collaboration for our 10+ year sustained partnership. The award, named for President Jimmy and Rosalyn Carter, and presented by Minnesota Campus Compact, recognizes vital campus/community partnerships that support healthy, caring communities. Fruits of the UMM/Morris collaboration, coordinated through the UMM's Center for Small Towns include enhanced city parks, a new cultural center/art gallery, city and school district long range plans, a U.S. Housing and Urban Development (HUD) funded housing study and plan, and a small, rural community with "a clearly changed sense of its ability to effect change and seize opportunity." (Riley, press [release](#))

Regional Fitness Center

The creation of the Regional Fitness Center (RFC), a campus and community recreation and fitness center, that opened in September 1999, brought campus and community partnerships to a new level and laid the foundation for future collaboration. When they could not meet the needs of their varied populations on their own, leaders from our rural community including UMM, Morris schools, the City of Morris, Stevens County, and a host of area citizens pooled resources to create the first fitness/recreation center for the campus, city, and county. Located on the UMM campus, the RFC serves from 150 to 300 people daily, seven days/week, meeting the needs of families with young children, area youth, college students, working adults, people with health challenges, and senior citizens. Eighty percent of UMM students use the facility annually, averaging 26 visits/student. With a \$5 million construction budget, the facility includes a walking-running track, a warm water zero-depth-entry pool with a waterslide, an eight-lane competition pool, a multi-purpose gym, and a state-of-the-art cardiovascular/strength training room.

With 2,600 members, the RFC is used heavily by people of all ages and provides fitness training, recreation options, and healthy activities. Lessons learned in this facility, infrastructure and systems-change effort include: a diverse team working together effectively toward a shared goal can accomplish great things; the team needs people who are connected to all key population segments; people want to make a difference in their community on things that

matter; clear communication with planners and citizens is vital; and finally, a really successful partnership makes future partnerships easier to envision and achieve.

Big Cat Stadium

The Regional Fitness Center's success led directly to UMM and the Morris Area Public Schools collaborating to build "Big Cat Stadium". In the fall of 2006, our community opened a state-of-the-art facility for college and high school football and regional events. The \$2.8 million project came to fruition thanks to \$1.8 million in legislative funding and \$1 million from a school district referendum. Like the RFC, the stadium is a huge success for the Morris community.

Sustainability

Partnerships have been essential in UMM's sustainability efforts—with University of Minnesota programs and a multitude of organizations, neighbors, and friends, as well as state and national funding and resources. The Green Prairie Alliance, a local collaboration, leverages the resources and expertise of the USDA Agricultural Research Service—North Central Soil Conservation Research Lab, the University of Minnesota West Central Research and Outreach Center, the Minnesota Department of Natural Resources, local farmers, and UMM.

The University of Minnesota renewable energy [center](#) at Morris is led by the University of Minnesota in partnership with more than 25 key stakeholder organizations in west central Minnesota, including university and research organizations, government agencies and programs, energy companies, and non-governmental organizations. A number of agriculture producers, citizens, and University of Minnesota faculty have also been key partners. The list of partners is available [online](#).

The first large-scale wind research turbine ever constructed at a U.S. public university is located at the nearby University of Minnesota's West Central Research and Outreach Center. The turbine, which began generating power for the UMM campus in March 2005, is an important step in integrating renewable energy into Minnesota's rural economies as well as developing Minnesota's research and education strength around renewable energy.

In April 2005, the Minnesota Legislature allocated \$6 million dollars to construct a biomass gasification demonstration and research facility at UMM. This plant-scale project will provide up to 80 percent of the campus heating and cooling needs. In addition to being a model for commercial application of biomass in heating and cooling systems, the facility will also enable researchers to address



important collection, processing, and storage issues, enable improved permitting, establish best management practices to insure environmental sustainability of biomass systems, and provide valuable information on the economic impact of using biofuels on rural economies. The Agricultural Utilization and Research Institute (AURI), and Minnesota Corn Growers are partners in this project.

With the biomass gasification plant, existing turbine, and a planned second turbine, UMM will offer a demonstration project for a carbon-neutral renewable, on-site community-based energy system, a rural model for the nation. Planned research and demonstration projects will focus on wind storage and on-demand renewable energy systems such as biodiesel generation, biomass, and hydrogen fuel cells.

Local Foods Initiative

As a founding partner in the [Pride of the Prairie](#) local foods initiative, UMM is supporting community farms and bringing fresh, nutritious local food to campus diners. UMM added language to the campus dining services management contract to begin UMM's local foods program, "The Contractor shall give first preference to products purchased from community-based family farmers (to include organic produce) when the product meets menu requirements and price expectations." Established in 2001, Pride of the Prairie is one of Minnesota higher education's longest running "farm to college" programs and is having regional and national impact as we rebuild a sustainable local food system. A dedicated group of collaborators advance this capacity-building, systems-changing work: farmers; college students, faculty, and staff; nonprofit/civic leaders; dining services managers; and area citizens.

Today, UMM students explore food and farm issues (health, nutrition, food security, economics, and the environment) through academic coursework, as volunteers and interns, in directed studies, at campus events, on farms and at dinner. Virtually all fruits and vegetables served on campus during the growing season travel an average of 150 miles from Minnesota farms to our tables (compared to the 1500 miles identified as the national average). Pride of the Prairie campus dinners are held each semester featuring homegrown foods, most raised within 70 miles of campus, in a seasonal menu. The 500-700 campus and community diners in attendance at each meal offer rave reviews.

Early surveys showed that people in our region wanted to buy fresh local foods but faced barriers in finding them. Today farmers markets are held on campus twice per year; more are desired. The campus helps fund and distribute

printed and online Pride of the Prairie Buy Fresh, Buy Local® food guides describing more than 50 area farms marketing foods directly to people. An expanding circle of Morris diners enjoy regular meals sourced entirely from local farms, with foods raised using sustainable and organic practices.

UMM hosted and assisted in planning U.S. Congressman Collin Peterson's conference, "The Home Grown Economy: Foods from Local Farms as an Economic Development Tool," in April 2007. As chair of the U.S. House Committee on Agriculture, Congressman Peterson's leadership engaged new stakeholders in the systems-change work needed to supply fresh, local foods for Minnesota. A panel presentation highlighted UMM's local foods partnership with Sodexo Campus Services, Food Alliance Midwest, and Pastures A' Plenty Farm. Campus leaders are called on to tell UMM's local foods story at regional and national meetings.

While still a work-in-progress, UMM students, faculty, staff, the Morris community, and the larger communities we touch have increased access to fresh, local, sustainably raised foods; the campus population is more aware of the health, nutritional, environmental, and economic impact of their food choices and are eating more healthy, good food.

5.3.3 Student Engagement

Civic engagement is *an institutional commitment to public purposes and responsibilities intended to strengthen a democratic way of life*. Civic engagement has been a fundamental characteristic of this institution since it was established in 1960. Our campus encourages active involvement in the community in a broad range of programs established to respond to community needs.

UMM's [Community Service and Volunteerism](#) programs have grown significantly in the past decade. The percentage of UMM seniors who had participated in a community service project increased from 49 percent in 2002 to 76 percent in 2007 according to the Graduate Exit Survey.

An increasing portion of UMM students are engaged in community service, volunteerism and service learning. National Survey of Student Engagement results show that 57 percent of graduating seniors in 2008 had completed at least one service learning course, an increase of 12 percent from 2002. More than three-fourths of the 2008 seniors participated in community service and volunteerism, up nine percent from 2002. UMM student participation levels exceed the averages reported for COPLAC institutions, baccalaureate liberal arts colleges, and all participating institutions.



Table 5.3: NSSE Trends 2002 to 2008

Percent of UMM graduates who:	2002 Seniors	2008 Seniors	Change '02 - '08
Participated in Community Service/ Volunteering	68%	77%	+ 9%
Completed a Service Learning course	45%	57%	+ 12%

UMM has a strong co- and extra-curricular program that engages students in civic, cultural and recreational organizations. While the activities of each organization differ, the underlying theme of each program reflects a commitment to building a sense of community involvement and responsibility.

5.3.4 Service Learning

UMM defines service learning as follows, “Service learning is a pedagogy that utilizes community service, community-based research, or other civic engagement activities along with regular reflective activities and assignments to meet both course goals and identified community needs and to teach students the skills they need to grow as thoughtful citizens and leaders.” (Service learning Faculty Fellows Manual, page 1) Service learning is therefore not only a valuable activity for the community that is served but is a valuable learning experience for students. In 2006, 44.60 percent of UMM graduates took academic courses with a service learning component.

UMM Service learning Goals for Students:

- Increased commitment to civic engagement and improved skills and knowledge relevant to effecting social change;
- Increased understanding of human diversity and comfort interacting with people of diverse backgrounds;
- Improved leadership skills, including communicating effectively in different settings.
- Improved critical thinking and problem solving skills;
- Increased understanding of the connection between academic work and community needs.

The youth partnerships initiative of UMM’s Service Learning program includes approximately five courses each year that partner with K–12 schools. Post-course assessments of these activities have indicated a high level of satisfaction from the community partners. The social responsibility initiative demonstrates a concerted effort to increase partnerships across diverse communities; at least four classes each year are in this category. Projects all come from needs articulated by community partners and members and that also meet collegiate course goals. By having project planning worksheets that clearly lay out the goals and outcomes UMM and the partners agree upon in advance, the likelihood of both partners being satisfied with the results is greatly increased.

Examples of Service Learning Projects:

- In Sociology of Gender, students work with community members on a series of community-based research projects, ranging over the years from projects focusing on health and nutrition to projects focusing on how well the needs of people in poverty were being met by county agencies.
- In Adulthood and Aging, students plan intergenerational dialogues with community elders, and then work with the elders to implement a fundraiser for the Morris Senior Center. They also partner with an elder to complete a project documenting a part of that elder’s life for his or her family.
- In all UMM painting classes, students plan one painting project for the community. For example, in spring 2009, students worked with kindergarteners on paintings for the local agency Someplace Safe, which includes a playroom for children who need a safe space to play during an exchange between estranged parents and during parental visits. This fall, students painted townscapes in the City of Morris and auctioned them off in collaboration with the local non-profit coffee shop to raise money for a youth activity fund for young people in poverty to have the opportunity to participate in extra-curricular activities.



• In Econometrics, students partner complete a large-scale community survey to help a local agency better meet the community's needs. Last year the class assessed household habits to determine how the City of Morris and other agencies could assist community members in acting in ways that would be more environmentally responsible. The class has conducted surveys for the City of Benson and the Regional Fitness Center, and plans to complete surveys for two area nonprofits in 2010.

• In Creative Drama with Children, students plan and implement lesson plans designed to use dramatic techniques to teach parts of the core curriculum.

5.3.5 Community Service Programs and Activities

Community Services and Volunteerism Program

The [Community Service Program](#), now within the Office of Community Engagement at UMM, has an ongoing relationship with all nonprofits in the Morris area that use volunteers or are in need of fundraisers or other services. The Community Service Program places individual students, student organizations, athletic teams, and other groups in volunteer projects in the community. The program learns about and responds to these needs through ongoing conversations with leaders in each area nonprofit and service organization.

The program engages UMM students, staff, and faculty in positive community projects. This interaction fosters a better understanding between the school and town and improves student awareness of local issues and concerns. Projects include: Native Prairie Restoration, Meals on Wheels delivery, Morris Area Adopt-a-Highway for litter pick up, Trick-Or-Can Food Drive, Toys for Tots, Adopt-a-Family, the Ice Cream and Lollipops Children's Art Show, food shelf collections, and Halloween Fun Night for Morris children. During annual New Student Orientation and Welcome Weekend projects new students have planted more than 600 trees and 3,000 tulips in the City of Morris, landscaped around the City of Morris welcome sign at the edge of the community, and collected winter clothing in partnership with the Salvation Army.

Student organizations that focus on community service and engagement include: [Arbor Club](#), [Big Friend Little Friend](#), [Blood Drive Committee](#), [UMM](#), [Circle of Nations Indian Association \(CNIA\)](#), [Education Minnesota Student Program](#), [Habitat for Humanity](#), [UMM Peer Health Educators](#), [Student DFL](#), and [Students Today Leaders Forever](#).

Tutoring, Reading, Enabling Children

The Tutoring, Reading, Enabling Children (TREC) Program is a collaborative relationship between UMM students, area schools, and families in the surrounding communities. The TREC program is designed to meet three goals: (1) To promote literacy in school age children and throughout the community, (2) To provide UMM students with service and learning opportunities, and (3) To provide children with meaningful tutoring and mentoring experiences. Through TREC, UMM students tutor and mentor area children and youth in multiple academic disciplines. TREC emphasizes a balanced approach to meeting learners' needs by providing assistance to both low achieving and gifted learners, while encouraging parental involvement. Eight key program areas have been identified as areas of need for K–12 children including: In-Class Tutoring, Elementary Homework Helping Center, K–3 Reading Corner, High School Homework Helping Center, Early Childhood Family Education, Morris Area Child Care Center, Head Start, and Story Time at the Public Library.

Approximately 50 UMM students serve as tutors every semester and reach about 300 K–12 students in the eight key programs. While the service to the area school children is valuable, UMM students also gain from this experience. Tutoring provides an opportunity for students to explore possible careers in teaching or related education fields. UMM students also explore ways to serve the community in which they live as a tutor. Students design lessons and activities for the K–12 children and demonstrate leadership in the organization of the program.

Two programs focused on literacy have been piloted recently. A summer program serving high-need students in Willmar was implemented in 2007 and 2008 and a new TREC Track literacy program was introduced in Morris in fall 2009.

Performing Arts Series

The UMM Performing Arts Series brings a variety of performances—dance, musicians, plays and other performance genre—to the region. In most cases, the performers also give master classes for students interested in the learning more about the specific type of performance being brought to campus. The campus receives support from the Minnesota State Arts Board through an appropriation by the Minnesota Legislature and a grant from the National Endowment for the Arts.



Academic Lecture Series

Each year, UMM brings noted speakers to campus through academic lecture programs including the Driggs Lecture, the Barber Lecture, the Latterell Lecture, and the UMM Midwest Philosophy Colloquium.

Jazz Fest

In its 31st year, Jazz Fest brings together college student jazz musicians, along with guest jazz artists, UMM Alumni Jazzers and more than 800 high school jazz musicians each year for three days of clinics and public performances. High school and college students get a rare opportunity to perform for and attend clinics that are conducted by some of the nation's greatest jazz artists.

Tinman Triathlon

Participants from as far away as Colorado and Florida travel to Morris to compete in the annual Tinman Triathlon which was held for the 25th time in April 2009. The competition includes an 1100-yard swim in an eight-lane competition pool, a 19-mile bike ride through Minnesota's rolling prairie and a 6.2-mile run through the city's Pomme de Terre Park. The alumni association hosts a spaghetti meal for alumni, family and friends prior to the competition.

Cougar Fest

Now in its sixth year, Cougar Fest offers free admission for Cougar fans to the first college home football game. Activities have included pre-game activities for children, music by a campus jazz combo, stadium food surrounding the entrance to Big Cat Stadium, fifth and six-grade youth football teams competing in Big Cat Stadium prior to the college game kickoff, and half-time activities.

Campus Activities Council Convocations and Lecture Series

The annual Campus Activities Council Convocations and Lecture Series brings speakers to the region with a variety of viewpoints and genres such as Maya Angelou (1998), Sherman Alexie (2000 and 2008), Ralph Nader (2003), Nadine Strossen, the president of the American Civil Liberties Union (2005), and Mythbusters (2006). The Series is made possible with funds from the UMM Student Activity Fee. In addition to the Series, a number of speakers are invited by faculty and sponsored by academic disciplines. The public is invited to attend at no charge. In 2006, the campus brought the popular "A Prairie Home Companion" with Garrison Keillor to the region.

Café Scientifique

Café Scientifique is an international grassroots movement in which people are invited to local cafes to talk about science in an informal, thought-provoking way. A couple dozen such meetings have been held at a main-street café in Morris since the program began in 2005.

Science Sensations

Science Sensations is an outreach program began at UMM in 1994. It offers university students an opportunity to travel to area elementary schools to present science demonstrations to third-grade students in an effort to both entertain and educate the audience about concepts in science.

Art-o-Rama

Since 2001, UMM Art Club students have offered an art experience for children in grades kindergarten through sixth grade known as Art-o-Rama. The student Art Club members teach area children a variety of art-related skills such as silk-screening T-shirts.

Film Festivals

Several film series are held in Morris each year including the Spanish Film Festival, the French Film Festival, and the Classic Film Festival to which the general public is invited.

World Touch Cultural Heritage Week

The Circle of Nations Indian Association at UMM sponsors a Wacipi (pow-wow) during the annual World Touch Cultural Heritage Week, which features invited dancers and drums from the region. The Wacipi, which celebrates the campus' history as an American Indian boarding school, is a gathering of people whose purpose is to bring people together to share friendship, courage and strength from the music and dancing. The public is invited to view the pow-wow and to participate in the dances. American Indian handmade jewelry and other items are on display and for sale.

Institute for Creative Study

UMM established an [Institute for Creative Study](#) in 1974. This is a two-week summer enrichment program for gifted students, grades 6–12, which has served over 4,200 students from the region. Courses offered have included creative writing, robotics, digital media, painting, photography, and junk sculpture.



Cross Program Coordination and Collaboration

The many outreach efforts on campus that are coordinated by other individuals or offices always involve people from these outreach offices/programs in some way. For instance, the Environmental Studies Discipline recently received an Engaged Department Grant from the University of Minnesota's Public Engagement Office; staff from the Center for Small Towns and the Service Learning program assisted the discipline in writing the grant and will assist with the programs that result from the grant. In addition, the local foods efforts on campus, overseen by the Vice-Chancellor for Student Affairs, has engaged service learning courses, Center for Small Towns student interns, and faculty community-based research projects overseen by the Center for Small Towns in its work. All outreach efforts, even if overseen by someone other than a staff person in these offices/programs, reflect an effort to involve students, faculty, and staff in multiple ways through these offices/programs.

Faculty, staff, and administrators are involved in multiple ways in such programs. They serve as advisers to student organizations or coaches to athletic teams, thus assisting these organizations/teams with their volunteer work. The coordinator of the program also contacts faculty/staff whose interests or expertise might be a good fit for a particular organization; several UMM employees serve on community boards or volunteer in the community with their families due to contacts made by the coordinator. Finally, the program provides several opportunities for a variety of people in the community to come together for fellowship and dialogue. For instance, the recent community meals, occurring once monthly, involve faculty, students, staff, administrators, and community members in cooking and serving a free meal together for anyone who wants to attend. The food for these meals is donated by businesses and community groups, and these events have fostered fellowship among a wide range of people.

5.3.6 Expanding Higher Education Partnerships to Serve the Region

In 2009 UMM partnered with the Minnesota West Community and Technical College to develop a new innovative curriculum in biomass gasification technology culminating in a hands-on biomass course helping to prepare the new wave of workers for the biomass industry. The team secured grant funding to support course development and participant tuition scholarships. The course, Environmental Science 1131 Renewable Energy with Biomass Gasification was offered in May/June and served renewable energy associate degree and certificate students;

environmental science and environmental studies majors and other liberal arts majors; students attending any college, university, technical or community college; and adults seeking workforce training or re-training, and adults who are not currently college students (all interested participants are encouraged to apply). Grant funding was secured to continue the program in 2010, with Alexandria Technical College added as an additional partner.

UMM is exploring other curriculum connections and partnerships with area higher education institutions. UMM's significant renewable energy infrastructure can be of particular value in helping community and technical colleges meet their educational missions.

5.3.7 Transfer Credits

Students are one of UMM's most important constituencies and how students are able to transfer credit from institution to institution is very important. The Admissions Office has a [Web page](#) that can help students understand the transfer process at UMM. Another [Web page](#), on the Scholastic Committee site, informs students about the process used to determine how transferred courses will count toward General Education requirements. UMM has a designated Transfer Specialist to work with those students in determining how courses will transfer to UMM. In all decisions pertaining to transfer of courses, UMM is guided by the University of Minnesota transfer [policy](#).

UMM accepts the Minnesota Transfer Curriculum as fulfilling all UMM General Education requirements except for the foreign language requirement. According to the original 1994 [agreement](#), "The Minnesota Transfer Curriculum is a collaborative effort among all two- and four-year public colleges and universities to help students transfer their work in general education. Completion of a defined transfer curriculum at one institution enables a student to receive credit for all lower-division general education upon admission to any other institution."



5.4 Core Component 5d: Internal and external constituencies value the services the organization provides.

UMM determines the value of its service to external groups in a variety of ways. Administrative advisory groups meet regularly to provide feedback on service and initiatives for future consideration. In addition some divisions, disciplines, and centers have established advisory groups. The general public and members from public and private sector organizations serve in an advisory capacity and provide information and feedback to all units involved. This involvement is an indication that the service UMM provides is valued by its constituents.

5.4.1 Rodney A. Briggs Library

Briggs Library is well utilized by the community. In 2008, 1,640 transactions were completed by community members and 587 community patrons held library cards. Community members explore new topics and ideas, study and read in new areas and expand their understanding through the use of the Briggs Library.

Briggs Library provides service to the Morris Area Elementary School and students completing the 6th grade history project. Since 2004, Briggs Library has coordinated with the Morris Public Library, Stevens County Historical Society and West Central Minnesota Historical Research Center (a special Briggs Library collection) to demonstrate to 6th grade students how to use print and online resources to complete a research project in history. In addition to this project Briggs Library serves many students and teachers from area schools; through fieldtrips to Briggs Library by area high school honors and senior English classes, students explore new ideas and locate information while completing research papers.

In 2001 the Rodney A. Briggs Associates was formed and includes membership from across the campus and community. In fiscal 2009 the associates numbered 80 members. The willingness of these members to sponsor events open to the public including speakers, special book readings, and book sales testifies to the value they see in the services provided by Briggs Library.

5.4.2 Service Learning

In 2006, the Service Learning program at UMM underwent a formal program review from an outside evaluator as part of a requirement for funding from Learn and Serve America. An independent consultant and

former Associate Director of Minnesota Campus Compact, visited UMM four times and interviewed faculty, students, staff, and community partners. Among the consultant's recommendations in terms of better meeting the needs of community members was the following recommendation: "Service Learning staff members have regular contact with community partners to ensure expectations are met and any challenges are addressed. Monthly meetings also take place with partners to discuss future projects, and a Community Partner survey tracks satisfaction levels with the program. However, formal evaluation of community outcomes is not performed across the program as a whole and reported to the campus or community. Overall, both faculty and students expressed concerns that there should be more formal or systematic ways for community needs to be assessed, reported to the campus, and addressed by the Service Learning program."

This recommendation was addressed, beginning in the 2006-2007 academic year, when a new evaluation plan was implemented that included end-of-semester partner surveys to track how well students' work on the project met partners' needs. For the last three academic years, 2006-07 through 2008-09, the community partners' survey has been mailed out to community partners within a week of the completion of the project. Within one month after the survey has been completed, the coordinator meets with the partner and, when possible, the faculty member, to plan ongoing/followup projects and to address any concerns articulated in the survey. When asked to indicate agreement with the statement, "The students' participation made a positive difference for my agency/organization," using a scale of 5=strongly agree to 1=strongly disagree, the average response of partners over the three years was 4.5. When asked to indicate agreement with the statement, "I would collaborate with UMM students in a service learning course again," using the same 5-point scale, the average response of partners was 5.00. The response rate on the surveys was 65 percent in 2006-07, 80 percent in 2007-08, and 60 percent in 2008-09.

Results show that 100 percent of respondents over the three years would collaborate with the program again. Most partners rated their satisfaction as very high (strongly agreeing or agreeing that the students' work made a positive difference for the agency, with only two exceptions in



three years). When partners were not completely satisfied, additional information was assembled from other questions on the survey and from our followup meetings with them, so those issues could be addressed on a case-by-case basis, or through additional training or other interventions in new projects. In addition, the fact that even those not completely satisfied would partner with the program again indicates that they viewed any challenges as being related to specific, unforeseen circumstances and not to the quality of the program as a whole.

5.4.3 Community-Based Research

Community partners have used the research results to create a base for policy decisions, organizational structuring, education and training, and activities and actions. This extensive use of the research results is a clear indication of the value given this group of activities.

In 2008, William J. Craig, Associate Director of the Center for Urban and Regional Affairs at the University of Minnesota, Twin Cities reviewed the *Small Town Faculty and Student Fellows Program* operating at the Center for Small Towns (CST). His findings indicated that the results were very well received. He wrote:

“Community organizations are quite pleased with their projects. Each of them evolved from their original focus into something more useful to them. They were pleased to work with their particular faculty member, finding each open to the new direction and even helping to define it.”

In addition, the constituents involved in community-based research used the research results in a variety of ways, including reports and articles, workshops, community forums, and organizing. Over the ten-year period 1998-2007, thirty-one publications and twenty-seven presentations to local, regional, and national audiences resulted from these projects.

5.5 Conclusions

UMM has established numerous mechanisms to identify community needs and opportunities and to match them with appropriate resources and programs. Campus representation in local and area organizations (Lions, Kiwanis, school, city), committees (COPC, [Stevens Forward](#)) and boards (SCEIC, Chamber of Commerce) provides frequent and varied opportunities to engage in conversation, to listen to expectations, and to explore the preferences of a diverse group of regional constituents. Several programs at UMM have created advisory boards consisting of community members with a special interest or expertise in the work of that program. The UMM Alumni Association Board and the Chancellor’s Advisory Council also provide a broad spectrum of external input to the campus.

The campus continues to nurture its longstanding commitment to engage the region in its efforts to serve as a cultural and economic center, and strategically uses its services and resources to serve its diverse student population and the surrounding region. UMM’s Strategic Plan reinforces this commitment in several of its

recommendations. The [Center for Small Towns](#) has created a network of community partners, faculty, staff, and students that are engaged in a mutually beneficial research process.

Partnerships and shorter-term projects have resulted in outcomes that have been beneficial to everyone involved. Numerous community-based research projects were successfully completed and very well received by the community partners. Partnerships with local schools, governments, and other organizations have resulted in the Regional Fitness Center, Big Cat Stadium, a successful local foods initiative, and innovative world-class sustainability initiatives. UMM students are active in the community through service learning courses and through many volunteer opportunities. The campus annually brings a vibrant selection of opportunities to the area through diverse artistic, athletic, educational and cultural events held on campus.

The Center for Small Town’s work was honored through the prestigious Carter Award and UMM’s service learning program has been recognized through two Minnesota State Service Awards.



In summary, UMM practices a “liberal arts” approach to the criterion of “Engagement and Service”. It explores needs and opportunities in partnership with external constituents and works to provide services that meet those needs. Programs and projects are evaluated with an eye toward improving the effectiveness of the program both for the external partners and for UMM. UMM has played a leadership role in many initiatives, most notably in the renewable energy and sustainability area in which UMM has attracted international attention.

Recommendations related to Criterion 5:

- Continue evaluating the mission and role of UMM programs and offices involved in outreach;
- Set up a sustainable infrastructure at UMM to build and expand strategic alliances with other higher education institutions in our region to encourage incoming transfer students who want to complete four-year degrees and to develop joint curricula;
- Continue to develop strategic alliances with non-educational groups in our region in order to share needed expertise while enhancing research, learning, and outreach opportunities;
- Make UMM’s record of significant campus-community partnerships and their impact more visible through an integrated Web presence that can become an online repository of success stories;
- Sustain efforts to create and disseminate a stronger message regarding UMM’s value to the region, state, and beyond that can assist in getting external funds, recruiting students, influencing legislators, persuading donors, and building strategic alliances.



CHAPTER 6: Conclusions

The special emphasis that guided this self-study focuses on “practicing the liberal arts.” The steering committee for the self-study, with the approval of UMM’s campus governance body, elected this focus because we believed that it captures a distinctive quality of this campus that differentiates it from other similar institutions. Here, there is love of learning for its own sake but also an enduring commitment to “learning by doing.” Here, students, faculty and staff are not satisfied with simply “knowing” but are equally interested in exploring the connections between knowledge and application, in aligning intellectual pursuits and ideas with action. This self-study has provided evidence of this distinctive orientation in its outline of student, faculty and staff explorations and accomplishments, both in and outside the classroom; in its articulation of student involvement and scholarly exploration in undergraduate research and study abroad; and in its documentation of student, faculty, and staff leadership in service learning, civic engagement, and environmental stewardship.

As we further developed the concept of “practicing the liberal arts,” we came to describe it as having four active components: we believed that an institution distinguished by an emphasis on *practicing* the liberal arts should be dedicated to exploration, renewal, sustainability, and leadership. Thus, these four “action” verbs—**explore, renew, sustain, and lead**—guided our analysis. The recommendations and the articulation of “strengths” found in this final chapter relate to these four action verbs and provide the basis for further direction as we continue our efforts to review our accomplishments and to improve the UMM educational experience.

Explore: This self-study has provided evidence that exploration, in every sense of the word, permeates the learning environment at UMM—it documents the exciting research and artistic activity, creative teaching, and interdisciplinary curricular, co-curricular, and service efforts that encourage the broad vision that liberal arts education promises. The self-study documents faculty exploration of the frontiers of their disciplines and their participation in professional communities beyond the campus. It documents the service and outreach activities of faculty, staff and students and their local, regional, and national impact. A liberal arts institution enables this exploration, not only by bringing together the necessary people (students, faculty, and staff), but also by providing the necessary physical, financial, and technical

infrastructure to enable that activity, and the self-study explores the adequacy of these resources and includes related recommendations.

Renew: Practicing the liberal arts also entails renewal. A liberal arts college renews itself by periodically examining its mission and policies—the self-study documents UMM’s efforts here in its description of the re-articulation of UMM’s mission; in its summary of the process of the redrafting of the campus constitution; and in its documentation of the ongoing work in discipline-based assessment, the emerging work on general learning outcomes, and the revival of program review. An institution renews its faculty and staff by supporting research and professional development opportunities, and this self-study documents the multiple opportunities available to faculty and staff for this purpose.

At UMM, practicing the liberal arts in the context of “renewal” also refers to the distinctive connection found on this campus between the learning environment and the lived environment. The self-study provides evidence of this component of practicing the liberal arts in its discussion of the manner in which UMM serves as a national leader in its efforts related to renewable energy and sustainability and in its description of the development of new curriculum (environmental studies and environmental science) and a myriad of co-curricular activities which maximize this integrative “lived” and “learning” relationship.

Sustain: At UMM, practicing the liberal arts entails attention to sustainability. The self-study documents the way in which this campus operates as an entity within the complex organizational structure of the University of Minnesota system. It describes the significant enrollment and financial challenges which UMM has experienced over the course of the past 10 years, and its efforts to manage these challenges.

A liberal arts education is sustaining in that it prepares its students for graduate and professional school, for employment, and for lifelong learning and adaptability. The self-study documents graduation and retention rates, describes our efforts to improve them, and notes the career and professional successes of UMM students, thereby providing evidence of the way in which a UMM education provides intellectual sustenance or “nourishment”—a foundation for learning (exploration and discovery) that is lifelong.



Lead: As we noted in the introduction to this self-study, members of the UMM community aren't content to sit on the sidelines and watch. The self-study documents the ways in which our faculty members lead in their fields and the multiple opportunities for leadership and public engagement which our students experience in and out of the classroom. These individual traits of thoughtful and bold leadership translate into our institutional persona—as a public, liberal arts institution, we lead the University of Minnesota system in terms of undergraduate student accomplishment; in terms of access for students of color; in terms of study abroad and student participation in undergraduate research; and in terms of student and alumnae satisfaction with their educational experience. We are also a regional and a national leader in our work to create a sustainable campus by producing more energy than we consume. And, we lead in terms of the relevance of our mission for the 21st century—a living and learning community that fosters civic engagement, intercultural competence, global citizenship, and environmental stewardship.

In the introduction to this self-study, we hoped that the selection of the special emphasis theme would stimulate fresh discussions on campus about the meaning of liberal arts education in the 21st century and would ultimately create a stronger shared vision for how we can put that meaning into practice both inside and outside the classroom. We indicated our intent to accomplish this by focusing on the manner in which this institution “practices” the liberal arts. Our self-study process has reinforced our belief that UMM’s strengths are characterized by our persistent, pervasive, essential, and fiercely loyal commitment to our work at practicing the liberal arts. This self-study has provided us with the opportunity to review our institutional accomplishments and challenges and from that, to shape recommendations that will strengthen the institution in the decade ahead. Some recommendations seek to address a problem; others to support existing program activities and still others suggest new initiatives. We expect these recommendations to shape our conversations and actions which will further strengthen our institution over the course of the next 10 years. By building on our strengths and attending to the challenges we face, we expect to be better positioned to provide the student-centered education and regional anchor that has been the hallmark of this institution since its inception.

6.1 Recommendations

This section collects together the specific recommendations that emerged from and were reported at the end of chapters one through five, clustering them in several broad categories.

Improve communication, collaboration, and outreach.

- Make UMM’s record of significant campus-community partnerships and their impact more visible through an integrated Web presence that can become an online repository of success stories. (Criterion 5)

- Set up a sustainable infrastructure at UMM to build and expand strategic alliances with other higher education institutions in our region to encourage incoming transfer students who want to complete four-year degrees and to develop joint curricula. (Criterion 5)

- Continue to develop strategic alliances with groups and organizations in our region in order to share needed expertise while enhancing research, learning, and outreach opportunities. (Criterion 5)

- Complete implementation of the new Web site design, building on the communications and marketing study recommendations. (Criterion 2)

- Communicate the meaning of UMM’s liberal arts mission to internal and external audiences. (Criterion 1)

- Continue efforts to communicate effectively with the surrounding community and base claims in empirical data. (Criterion 1)

- Sustain efforts to create and disseminate a stronger message regarding UMM’s value to the region, state, and beyond that can assist in getting external funds, recruiting students, influencing legislators, persuading donors, and building strategic alliances. (Criterion 5)

- Take advantage of UMM’s facilities, location, and mission to renew and expand summer programming to provide enrichment and development opportunities to children and adults in the region as well as to alumni. (Criterion 3)



Continue to develop and refine assessment systems that will provide necessary data for decision making and ease of communication.

- Operationalize and measure progress toward new elements in UMM's mission statement. (Criterion 1)
- Establish better mechanisms for effective communication and systematic assessment in the campus governance system. (Criterion 1)
- Reinstate annual reviews for campus offices and programs and develop a periodic comprehensive review for those offices and programs analogous to the academic program reviews. These reports and reviews must be utilized and valued. (Criterion 2)
- Make institutional data widely available and readily accessible. (Criterion 2)
- Create a mechanism for the regular, systematic collection of data regarding faculty, staff, and student research and creative activities. (Criterion 4)
- Adopt student learning outcomes for the campus. (Criterion 3)
- Continue developing and refining measures for student learning outcomes for academic programs. (Criterion 3)
- Review the general education program in light of the learning outcomes that are adopted. Articulate clearly the value and meaning of the general education requirements for students. (Criterion 3)
- Continue developing assessment procedures for all areas of the curriculum including interdisciplinary programs, areas of concentration, honors, and general education. (Criterion 3)
- Define structures and procedures that will help make the assessment of student learning most effective. (Criterion 3)
- Continue evaluating the mission and role of UMM programs and offices involved in outreach. (Criterion 5)

- Implement a timetable and an instrument for the evaluation of UMM campus administrators in a way that provides for feedback to campus administrators and an opportunity for the campus community to assess their effectiveness. (Criterion 1)

Improve planning processes.

- Continue developing processes and tools for long-term planning that are consultative and evidence-based. (Criterion 2)
- Continue the development of interdependent enrollment, staffing, facilities, and financial plans that will help UMM position itself for the next 10 years. (Criterion 2)
- Cultivate a culture of evidence-driven decision-making in all areas of the campus, academic, administrative, and support. (Criterion 2)

Increase and Manage Resources

- Continue to grow UMM's enrollment and decrease its dependence on state funding by exploring new sources of revenue and new enrollment strategies. (Criterion 1)
- Obtain external resources to enable proactive support for all students, improving retention and graduation rates, and closing the gap for students of color. (Criterion 3)
- Support faculty and staff with competitive salaries and support them with sufficient financial resources to do their work. (Criterion 3)
- Maintain and enhance support for faculty teaching and scholarship using University of Minnesota system resources as well as campus resources. (Criterion 4)
- Continue pursuing sustainable energy initiatives in order to serve as a model for other small communities, to demonstrate social responsibility, and to reduce costs. (Criterion 2)
- Continue improving physical facilities that support the academic and student support activities in order to keep up with health and safety issues, programmatic needs, and energy efficiency. (Criterion 2)
- Continue to develop a technology plan and act on it. (Criterion 2)



Maintain a focus on mission and curriculum alignment and improvement.

- Develop a more cohesive first-year experience that emphasizes academics while recognizing the importance of co-curricular activities. (Criterion 3)
- Clarify how co-curricular experiences contribute to the achievement of student learning outcomes and develop mechanisms allowing students to plan and track their engagement activity. (Criterion 3)
- Further develop opportunities for students to engage in research and creative activity, particular in the summer. (Criterion 4)

Maintain the high quality of students, staff, and faculty.

- Develop and implement strategies to address the challenges of recruiting and retaining a diverse pool of staff

6.2 Strengths

As the UMM community compiled data, discussed measures of success and identified the ways in which the liberal arts are practiced on this campus, a number of institutional strengths also became apparent. These strengths provide a foundation for growth as UMM continues to renew, sustain, lead and explore in order to ensure a quality education for its students in the next decade and beyond.

Strong and enduring commitment to public liberal arts education:

- Distinctive mission that results from the combination of UMM's history and its emphasis on public liberal arts.
- Accomplished faculty dedicated to discovery and to involving students in the discovery process.
- Loyal and dedicated campus and regional community committed to the success of the institution.
- Longstanding commitment to use services and resources to support the region and serve as a cultural and economic center.
- Visionary leadership over the long term and from across the campus leading to a distinctive mission and an ability to face difficult challenges.

and faculty members, especially in relation to racial diversity. (Criterion 1)

- Further develop and assess plans for supporting UMM's growing international student population. (Criterion 3)
- Improve data security awareness. (Criterion 4)
- Increase campus awareness of University of Minnesota intellectual property rights issues both as creators and users and provide the means for people to keep up with frequent changes in this area. (Criterion 4)
- Strengthen and expand student, staff, and faculty opportunities to gain experiences that aid in developing intercultural competence. (Criterion 4)

Community of scholars:

- Articulate, hardworking and award-winning faculty who are actively engaged in research and artistic production.
- Students who, as active participants, seek and demand faculty and staff time, expertise and attention.
- Intentional involvement of students in faculty research.

Importance of people:

- Articulate, engaged and energetic students who desire to make a difference in the campus community and beyond.
- Strong mentoring relationships between faculty and students.
- Talented and versatile staff who see their role as ensuring student success and enhancing the quality of the institution.
- Consistently high student satisfaction ratings.
- Shared governance system in which faculty, staff and students all participate.
- Strong and increasing support from alumni and donors, from the local community and from the region.



Importance of place:

- Small intimate campus within the infrastructure of a large university.
- Beautiful campus with historical significance.
- Integration of curricular and co-curricular activities in a residential environment.
- Commitment to sustainability, renewable energy and environmental responsibility.

6.3 Request for Reaccreditation

The self-study process has documented UMM's fulfillment of the criteria for accreditation. The mission is clearly articulated and consistent with its founding purpose. The members of the UMM community engage in thorough, substantial, and participatory planning processes. Teaching and learning are present in campus goals and activities. Faculty engagement in research and creative work is well documented and often links to instruction. Numerous programs document the continued efforts to build and nurture collaboration and service to the region.

The University of Minnesota, Morris requests that the Higher Learning Commission renew its accreditation for the next 10 years.





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