

3: Duluth Campus

A. Campus Profile

The University of Minnesota – Duluth (UMD) is a comprehensive regional university. Undergraduate students can choose from 12 bachelor’s degrees in 75 majors. In addition to a two-year program at the School of Medicine and a four-year College of Pharmacy program, UMD offers graduate programs in 19 fields (16 Graduate School programs and three collegiate graduate programs), plus six cooperative programs offered through the

Twin Cities. UMD consistently ranks among the top Midwestern, regional universities in *U.S. News and World Report’s* “America’s Best Colleges.” Providing an alternative to large research universities and small liberal arts colleges, UMD attracts students looking for a personalized learning experience on a medium-sized campus of a major university. The campus is set on 244 acres overlooking Lake Superior.

Founded

1895

Leadership

Kathryn A. Martin, Chancellor

Colleges/Schools

Business and Economics
Continuing Education
Education and Human Service Professions
Fine Arts
Liberal Arts
Medicine*
Pharmacy*
Science and Engineering

*Students in UMD’s School of Medicine and College of Pharmacy are counted as part of Twin Cities campus enrollment.

Degrees and Majors Offered

Undergraduate degrees in 75 majors.
Graduate programs in 19 fields, plus six cooperative programs offered through the University of Minnesota – Twin Cities.
Two-year program at the School of Medicine and a four-year College of Pharmacy program.

Number of Buildings

54 (1,679,000 assignable square feet)

Degrees Awarded (FY2004)

Undergraduate	1,562
Master’s	185

Fall 2004 Enrollment

Undergraduate	8,850
Graduate	661
Non-degree	615
Total	10,126

Faculty (Fall 2004)*

Tenured/Tenure Track	301
Other Faculty	185

*does not include Duluth School of Medicine or Duluth College of Pharmacy faculty, which are counted as part of the Twin Cities

Alumni (FY 2004)

Living Alumni	47,173
---------------	--------

Staff (FY 2004)

Civil Service/ Bargaining Unit	736
Professional and Administrative	203

Expenditures (FY 2004)

\$150,488,241

B. Academic Priorities

UMD's current academic priorities are: advising, undergraduate research, public engagement, American Indian education, fine arts, freshwater resources, emerging technology, and study abroad programs.

Advising

Enhancing undergraduate advising has been a campus priority for the past five years. Four major areas of advising are supported:

Advisement Coordination Center (ACC): Started in 1999, ACC coordinates advising among collegiate units in an effort to increase student satisfaction in academic advising and improve retention and graduation rates.

Electronic Portfolio: Building on years of research, development, and practical application at UMD, ePortfolio changes the way a student's records are gathered, stored, and shared. University of Minnesota students, faculty, and staff across all four campuses can now safely store and access their educational records, work and writing samples, resumes, and legal documents in a secure, globally accessible computing environment. In 2003, the University released ePortfolio as open source software, providing non-proprietary, open access to the technology.

Student Affairs: Collegiate unit student affairs offices have increased their advising efforts by: piloting new advising models; enhancing peer advisement programs; working more closely with undergraduates to select majors; equipping an advising resource center; and implementing an early alert system.

Outstanding Faculty Adviser Award: This annual award honors faculty members and includes individual and departmental cash bonuses and/or travel or equipment allocations.

First Year Experience Programs

Students' first year experience is enhanced by programs such as: a one-credit introduction to college learning course; a full-day academic orientation session; social and educational events throughout the year; freshman yearbook and other publications; a freshman workshop series; and a first-year electronic portal designed for new students. In addition, parents receive a monthly newsletter and can participate in Parents and Family Weekend.

Undergraduate Research

The Undergraduate Research Opportunities Program (UROP) provides undergraduates and faculty members the opportunity to work together on research, scholarly, or creative activities. Started in 1985, this competitive program provides students with financial support while they assist with a faculty member's scholarship or carry out their own projects under faculty supervision. Students develop experience in research methods while their faculty sponsors gain useful assistance.

Table 3-1 shows UROP participation from fall 2001 to spring 2004. In addition to UROP funding, \$75,000 of undergraduate research funding was provided by UMD campus funds. Approximately 45 students received funding to carry out research under the direction of faculty mentors.

UROP students have an opportunity to present their research at the National Conference on Undergraduate Research. In each of the past three years 12-15 students and a half dozen faculty members have participated. UMD also hosts an annual undergraduate artistic fair, where 60-90 students participate each year.

Table 3-1. Undergraduate Research Opportunities Program (UROP) participation, University of Minnesota – Duluth, fall 2001 – spring 2004.

Unit	Proposals Funded Fall 01-Spring 03	FY04 Funding	Total Proposals Funded	Total Amount Funded
Business Administration	\$7,990	\$6,673	9	\$14,663
Education and Human Services Professions	\$58,830	\$21,598	50	80,428
Fine Arts	\$49,313	\$21,615	47	70,928
Liberal Arts	\$27,242	\$31,903	38	59,145
Science and Engineering	<u>\$230,336</u>	<u>\$103,251</u>	<u>211</u>	<u>333,587</u>
Total:	\$373,711	\$185,040	355	\$558,751

Source: Undergraduate Research Opportunities Program, University of Minnesota – Duluth

Public Engagement

UMD is one of 190 schools participating in the American Democracy Project, a nationwide project sponsored by the American Association of State Colleges and Universities (AASUC) and the *New York Times*. The project grows out of a concern about decreasing participation rates in voting, advocacy, volunteerism, and other forms of civic engagement.

In addition, UMD has two other major civic engagement programs: the Darland Connection and SERVE (Students Engaged in Rewarding Volunteer Experiences). The Darland Connection helps Duluth-area youth with academic and personal development. Last year, 655 fall semester volunteers and 453 spring semester volunteers worked at 119 sites delivering 34,046 hours of community service.

SERVE strengthens campus-community relationships by matching students with volunteer opportunities. Last year, 265 students took part in activities including: clothing, school supply, book, and food drives, adopting families for the holidays, and highway clean-up.

American Indian Education

UMD has a longstanding commitment to American Indian education. Current programs and initiatives include:

- a major in American Indian studies and a statewide Upward Bound Early Intervention program for American Indian students.
- a master of education degree for special tribal cohorts.
- a cooperative service learning initiative with Fond du Lac Tribal and Community College (FDLTCC) to encourage, recruit, train, and support American Indian students in a culturally responsive curriculum in residence at the FDLTCC in Cloquet.
- American Indian projects in social work;
- American Indian Learning Resources Center provides additional support to American Indian students.

In fall 2003, 115 American Indian students were enrolled at UMD; the campus has seven tenure-track American Indian faculty.

Fine Arts

UMD’s School of Fine Arts has been acknowledged as having one of the top university theatre programs in the United States. The School of Fine Arts houses the art and design department, which is rapidly

gaining a national reputation in graphic design; its international faculty is recognized in product design and branding. The music department is a leader in music education and its jazz program has received consistent recognition. Italian American Festival 2004 was a year-long celebration of art, academics, and culture involving UMD and academic institutions in Palermo, Italy. The festival was one of the largest Italian American festivals in the country, with more than 100 faculty and 700 students participating.

Freshwater Resources

UMD's initiative in freshwater resources is located in the Minnesota Sea Grant program, the Center for Water and the Environment, the Large Lakes Observatory, and the physical and biological science departments in the College of Science and Engineering.

Minnesota Sea Grant: This program's mission is to help maintain and enhance the environment and economies along Lake Superior and Minnesota's inland waters. Sea Grant engages university faculty and staff, federal and state agencies, tribal interests, the public, and industry to understand the multidisciplinary problems and opportunities facing this region.

Center for Water and the Environment: Scientists at this center within the Natural Resources Research Institute focus on environmental research and resource management for lakes, streams, rivers, northern forests, and the Great Lakes. It has completed more than \$13 million in Great Lakes research projects over the past 12 years.

Large Lakes Observatory: The observatory's mission is to conduct basic research on Lake Superior and other large lakes worldwide; investigate the impact on their ecosystems of physical, chemical, geological, and biological processes; and use

research to develop sound public policy for protecting these freshwater resources.

College of Science and Engineering: Faculty and students from biology, chemistry, mathematics, engineering, and other departments engage in interdisciplinary teaching, learning, and research related to water and the environment.

Emerging Technology

The use of technology to enhance teaching and learning continues to be a priority at UMD, as demonstrated by the following initiatives.

Tech Camp: This intensive, one-week program helps faculty enhance their teaching through technology.

Laptop Pilot Program: This program provides laptop computers for students taking courses specifically modified for laptop use. During 2003-04, 28 faculty members and 320 students in accounting, theatre, early childhood education, and journalism participated in the program.

Visualization and Digital Imaging Lab: This joint facility of the School of Fine Arts and the College of Science and Engineering provides a dynamic, multi-media environment for research in animation, visual imaging, and scientific visualization.

Technology Infrastructure: UMD continues to upgrade its general-purpose classrooms to accommodate rapidly changing technology:

- All are Internet connected and have Ethernet connections, digital projectors, and teaching stations with computer/laptop connections. Many rooms also have VCRs and DVD or Laserdisk players.
- 30 percent have additional features: wireless Ethernet connections, electronic whiteboard, stereophonic-surround sound,

student laptop station, closed circuit television, and digital document camera;

- 26 percent have wired or wireless student laptop connections (25 percent wireless);
- five campus buildings have full wireless network access, as do six floors in other classroom buildings and 17 other classrooms and conference rooms ;
- one large classroom has an electronic student response system;
- portable technology equipment includes digital cameras, laptops, and six “Nomad” presentation carts for general check-out.

Study Abroad

UMD has study abroad programs in England, New Zealand, Western Australia, Poland, and Mauritius, and exchange programs at seven institutions in Sweden and Finland. In addition to yearlong and semester programs, students may choose from a wide variety of short-term programs. Strong relationships with other organizations provide students with opportunities to study in many countries around the world.

Table 3-2 shows the significant increase in the number of students studying abroad.

Table 3-2. Study abroad participation, University of Minnesota – Duluth, 1999-2004.

	1999-00	2000-01	2001-02	2002-03	2003-04
Undergraduates studying abroad	109	160	214	317	390
Undergraduate enrollment	7,473	7,809	8,181	8,575	8,662
Percent of undergraduate enrollment studying abroad	1.5%	2.0%	2.6%	3.7%	4.5%
UMD undergraduate degrees granted	1,218	1,164	1,221	1,387	1,562
As percentage of total undergraduate degrees granted	8.9%	13.7%	17.5%	22.9%	25.0%

Source: Study Abroad Program, University of Minnesota – Duluth.

Academic Rankings

The University of Minnesota – Duluth is ranked by *U.S. News & World Report* among 142 institutions in the Midwest that provide undergraduate and master’s programs but few, if any, doctoral programs. Fifty-six of these institutions are public.

The University of Minnesota – Duluth ranked 9th among them, as shown in Table 3-3, a drop of one place from the previous year.

Table 3-4 shows the rankings of University of Minnesota – Duluth Medical School programs.

Table 3-3. Ranking of University of Minnesota – Duluth among top public universities – Master’s (Midwest).

Rank	Institution
1	Truman State University – Kirksville, Missouri
2	Univ. of Northern Iowa – Cedar Falls, Iowa
3	University of Wisconsin – Eau Claire
3	University of Wisconsin – La Crosse
5	University of Michigan – Dearborn
6	Washburn University – Topeka, Kansas
7	University of Wisconsin – Stevens Point
7	Eastern Illinois University – Charleston, Illinois
9	University of Minnesota – Duluth
10	University of Wisconsin – Whitewater

Source: *America’s Best Colleges: 2005, U.S. News & World Report.*

Table 3-4. University of Minnesota Duluth Medical School programs ranked in the top 15 nationally by U.S. News & World Report, 2001-2004.

Program	2001	2002	2003	2004
Primary Care	8	14	5	5
Rural Medicine	6	8	5	7

Source: *America's Best Graduate Schools, U.S. News & World Report, 2001-2004.*

C. Students

Undergraduate education at UMD strives to provide high-quality education as well as social and developmental opportunities to enhance the educational experience. Strategies to enhance campus community and provide exemplary education and experience, while balancing costs and access, include:

- enhanced advising with accurate, timely assistance through increased staff, training, assessment, and communication;
- enhanced first year of college through a new honors program, introductory courses, freshman trips, welcome program, and communications;
- improved student life opportunities with late-night programming, musical events, and recreational and outdoor options; and
- increased opportunities and interactions via the Web and electronic systems with courses, instructor communication, student services, and feedback.

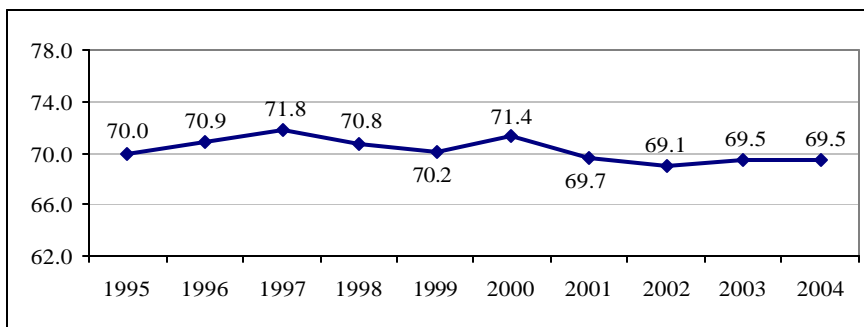
These strategies are assessed in an effort to continuously improve the student experience.

Figure 3-1 and Table 3-5 provide trend data for high school rank percentile and high school rank. The fact that both of these variables have remained flat over the last decade reflects UMD's efforts to maintain academic preparation standards of entering students while providing access in accordance with its public institution mission.

Figure 3-2 shows that the average ACT score of new, entering freshmen at UMD increased nearly a full point during the past decade, from 23.6 in 1995 to 24.4 in 2004.

During the same period, UMD has maintained consistent entrance requirements while gradually increasing freshman (new high school student) enrollment from 1,694 in 1995 to 2,248 in 2004.

Figure 3-1. Average high school rank percentile of new, entering freshmen, University of Minnesota – Duluth, 1995 – 2004.



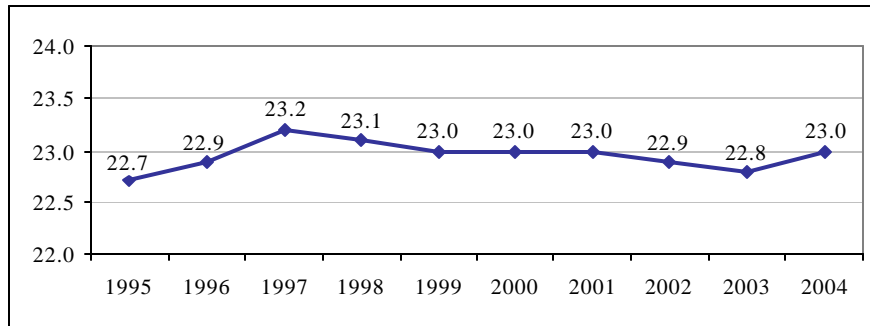
Source: Office of Institutional Research and Reporting, University of Minnesota.

Table 3-5. High school rank of freshmen, University of Minnesota – Duluth, 1995 – 2004.

Rank	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
90-99%	16%	18%	18%	19%	18%	19%	18%	16%	16%	17%
75-89	29	30	30	29	27	29	25	26	28	26%
50-74	40	40	39	39	39	38	40	41	40	40%
1-49	15	13	13	14	16	14	16	17	16	17%

Source: Office of Institutional Research and Reporting, University of Minnesota.

Figure 3-2. Average ACT score of new, entering freshmen, University of Minnesota Duluth, 1995-2004.



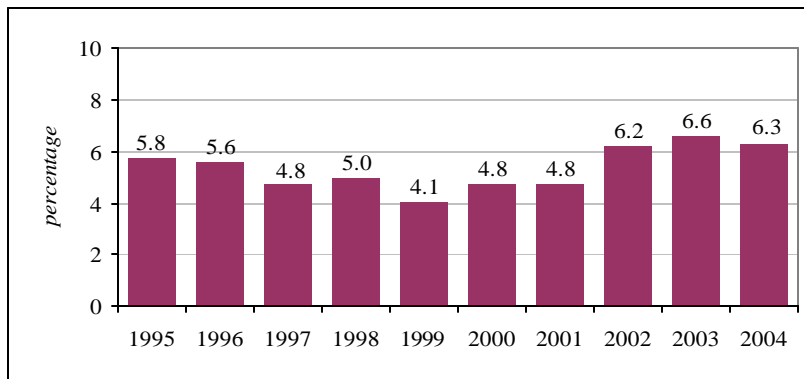
Source: Office of Institutional Research and Reporting, University of Minnesota.

Diversity

UMD has placed a high priority on diversity and creating an environment that is open, accepting, and just. To this end, one key strategy is to increase the diversity of the campus community. Through programs such

as the Page and Wallin scholarships and the Minority Enrichment Program, UMD has experienced steady growth in underrepresented student groups (Figure 3-3 and Table 3-6) over the past five years.

Figure 3-3. Percentage of entering freshmen of color, University of Minnesota – Duluth, fall 1995 – fall 2004.



Source: Office of Institutional Research and Reporting, University of Minnesota.

Table 3-6. Proportion of students by racial/ethnic group, UMD fall 1996 – fall 2004.

	1996	1997	1998	1999	2000	2001	2002	2003	2004
African American	0.7%	0.6%	0.9%	0.8%	0.8%	1.0%	1.2%	1.2%	1.3%
American Indian	1.1	1.0	1.1	1.1	0.9	1.1	1.0	1.1	1.2
Asian/Pacific Islander	2.4	2.5	2.5	2.0	1.8	1.9	2.2	2.4	2.5
Caucasian	91.9	91.5	91.2	89.8	90.6	90.3	90.0	89.0	88.2
Chicano/Hispanic	0.8	0.8	0.9	0.8	0.8	0.9	0.8	0.9	0.9
International	1.4	1.3	1.4	1.7	1.8	2.0	2.2	2.3	2.1
Not Reported	1.6	2.2	2.1	3.8	3.3	2.9	2.6	3.1	3.8

Source: Office of Institutional Research and Reporting, University of Minnesota.

Note: Prior to fall 2004, UMD medical students were included in Twin Cities enrollment figures.

Retention and Graduation Rates

Figure 3-4 shows first-, second-, and third-year student retention rates that were fairly consistent during the last decade and slightly above UMD’s peer group average. First-year retention rates are up over last year but second- and third-year rates are lower. First- and second-year rates are currently lower than they were for students who matriculated in 1994.

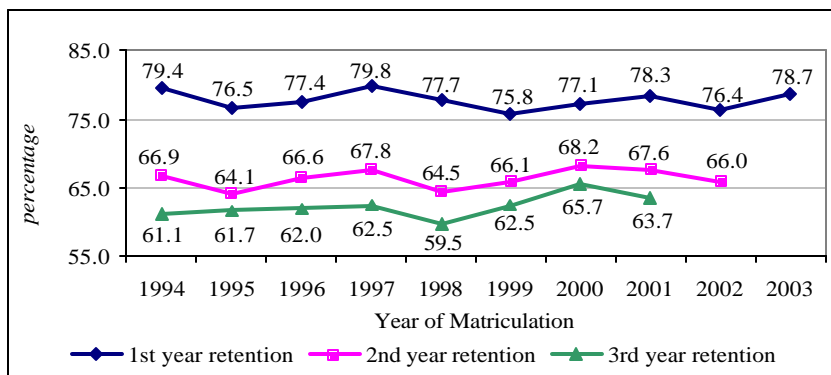
Figure 3-5 compares retention of students of color from 1993-2002. First- and second- year retention are currently lower than they were for students who matriculated in 1994 but third-year rates have risen significantly.

Four-year graduation rates for all students are up 3.4 percent over the previous year and are approaching the high of 27 percent for students who matriculated in 1995. Four-year graduation rates for students of color rose slightly this year, continuing to rebound from low four-year rates set by students who matriculated in 1996 and 1997.

Four-, five-, and six-year graduation rates for all students matriculating during 1992 – 2000, noted in Figure 3-6, remained fairly constant, while those for students of color, shown in Figure 3-7, rose significantly.

UMD has established four-, five-, and six-year graduation rate goals for 2012 of 30 percent, 53 percent, and 58 percent, respectively.

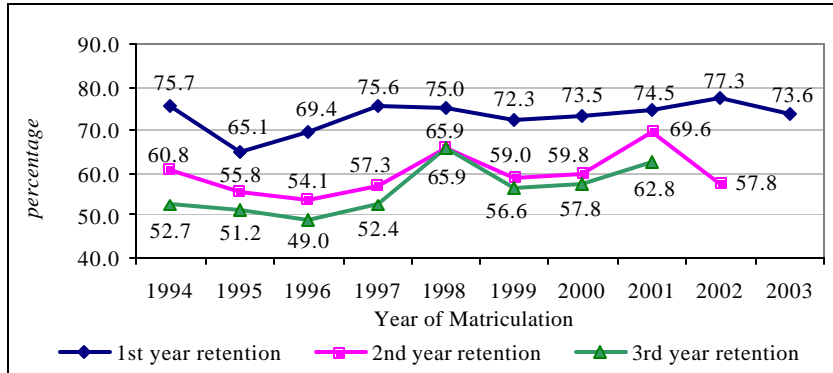
Figure 3-4. First-, second-, and third-year retention rates (percentage) for first-time, full-time new entering students, by year of matriculation, University of Minnesota – Duluth, 1994-2003.



Source: Office of Institutional Research and Reporting, University of Minnesota.

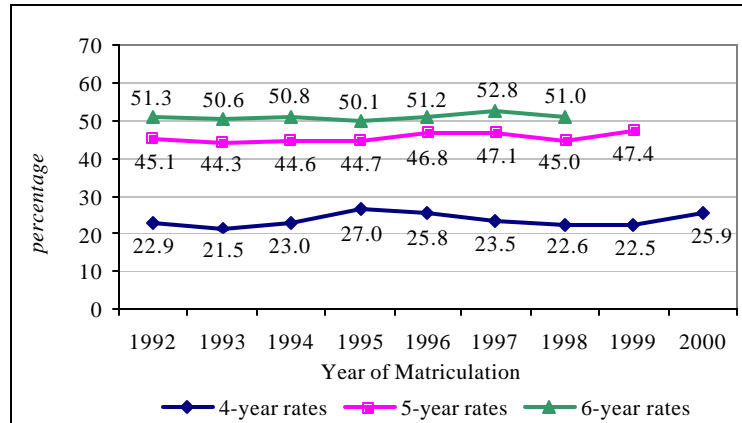
Duluth Campus

Figure 3-5. First-, second-, and third-year retention rates (percentage) for first-time, full-time new entering students of color, by year of matriculation, University of Minnesota – Duluth, 1994 – 2003.



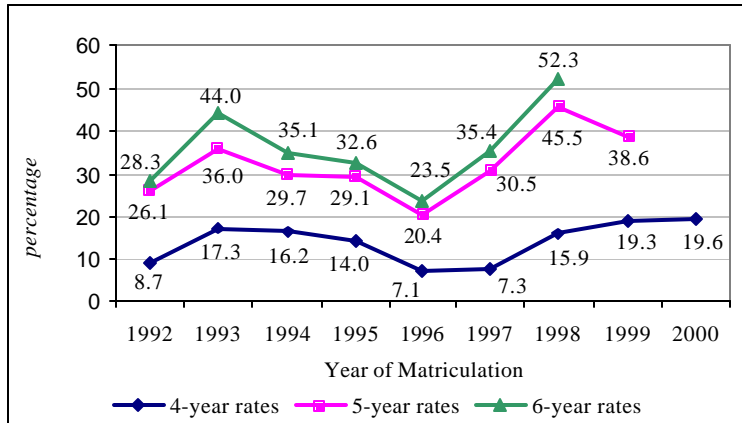
Source: Office of Institutional Research and Reporting, University of Minnesota.

Figure 3-6. 4-, 5-, and 6-year graduation rates, University of Minnesota – Duluth, 1992 – 2000.



Source: Office of Institutional Research and Reporting, University of Minnesota
 Note: Rates include students who transferred from one University campus to another and graduated (e.g., a student who matriculated at Duluth and graduated from the Twin Cities is counted as a Duluth graduate). The University also reports graduation rates to a national database (IPEDS); it includes only students who matriculated at and graduated from the same campus; these rates are somewhat lower than those shown above.

Figure 3-7. 4-, 5-, and 6-year student of color graduation rates, University of Minnesota – Duluth, 1992-00.



Source: Office of Institutional Research and Reporting, University of Minnesota.
 Note: See note for Figure 3-6 above.

Student Satisfaction

The University has placed increased emphasis on improving the student experience. The Student Experiences Survey has been administered every other year since 1997 to measure results.

Recent results reflect a number of UMD priorities. The campus’s attempt to diversify its community and provide support for students of color has been met with an increase of general satisfaction from students of color. The campus also has made substantial

improvements in its physical environment with the addition of new buildings and upgraded classrooms. These improvements have been followed by increases in satisfaction with the physical environment. Decreased satisfaction in the cost of attendance remains a concern. Figure 3-8 summarizes undergraduate student responses in the 10 survey areas.

Figure 3-9 shows findings from the graduate student survey.

Figure 3-8. Undergraduate student experiences survey results, University of Minnesota – Duluth, 1997-2003.

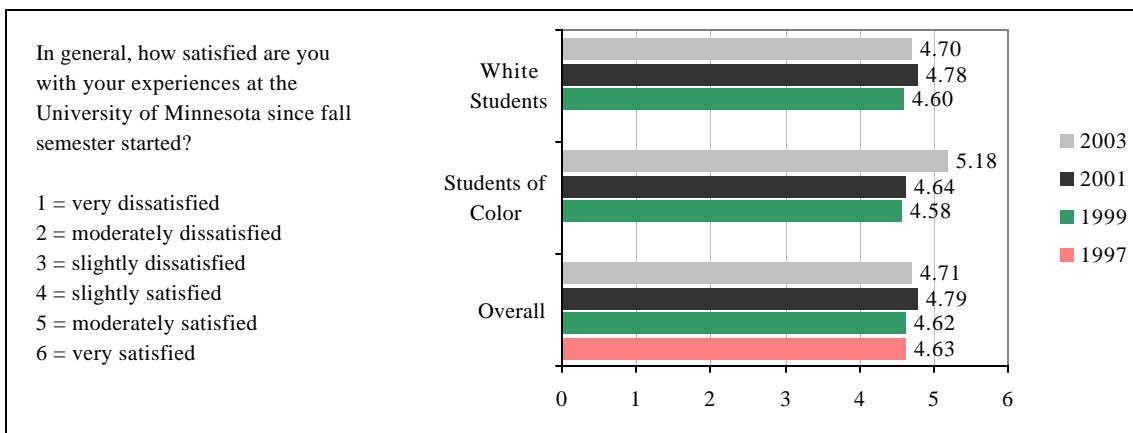
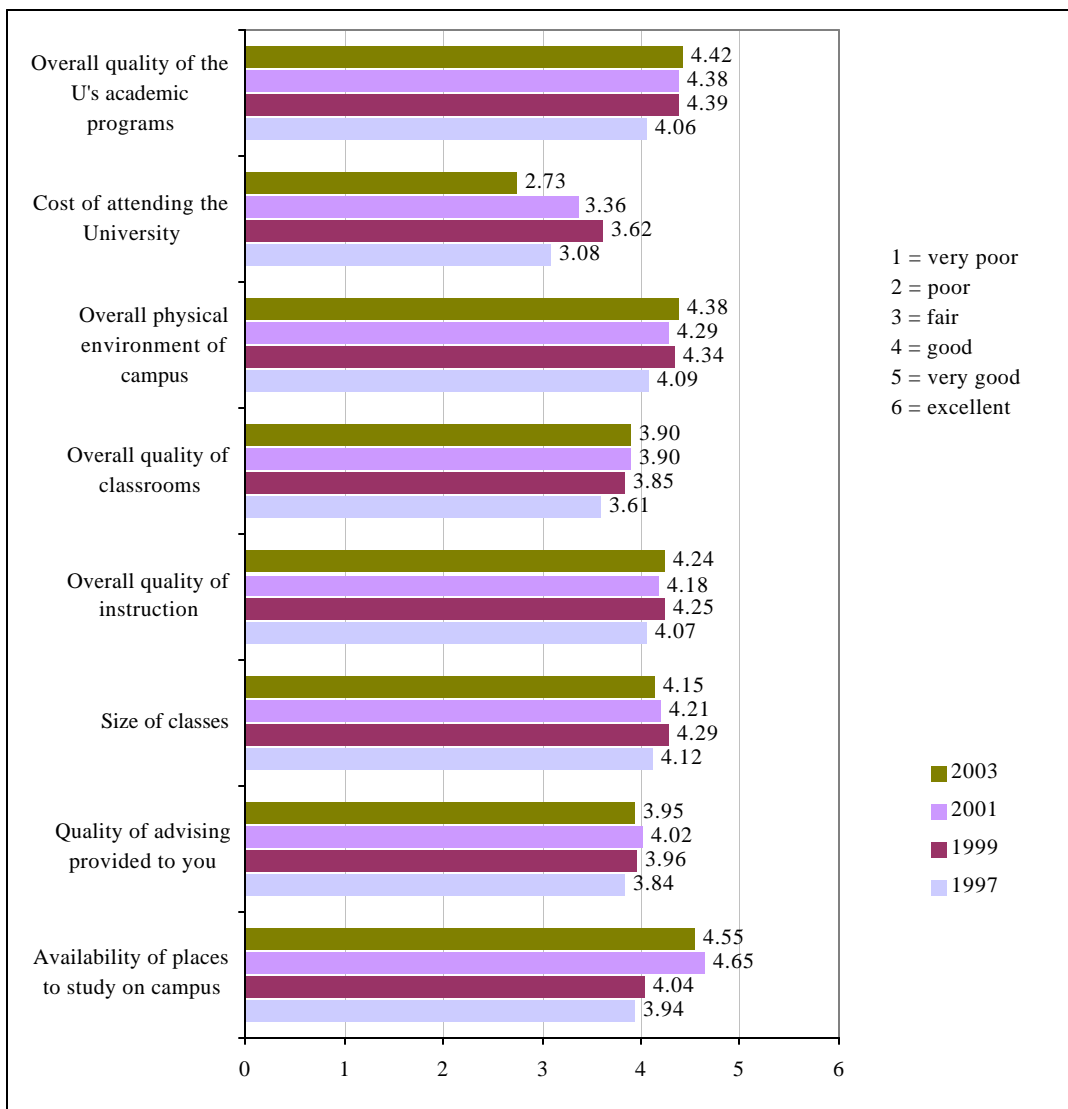
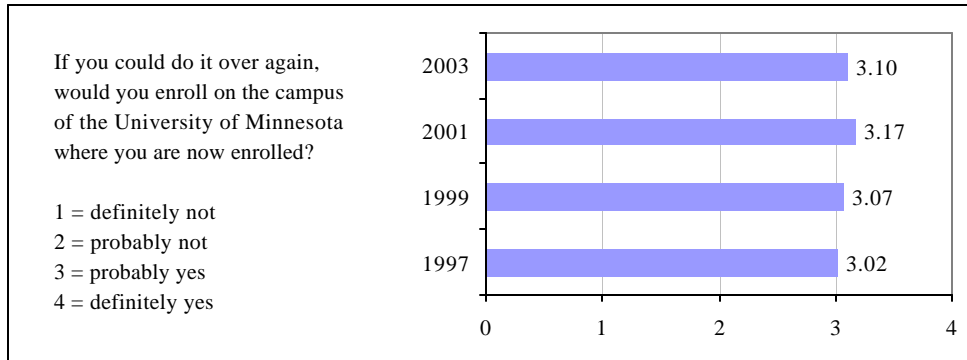
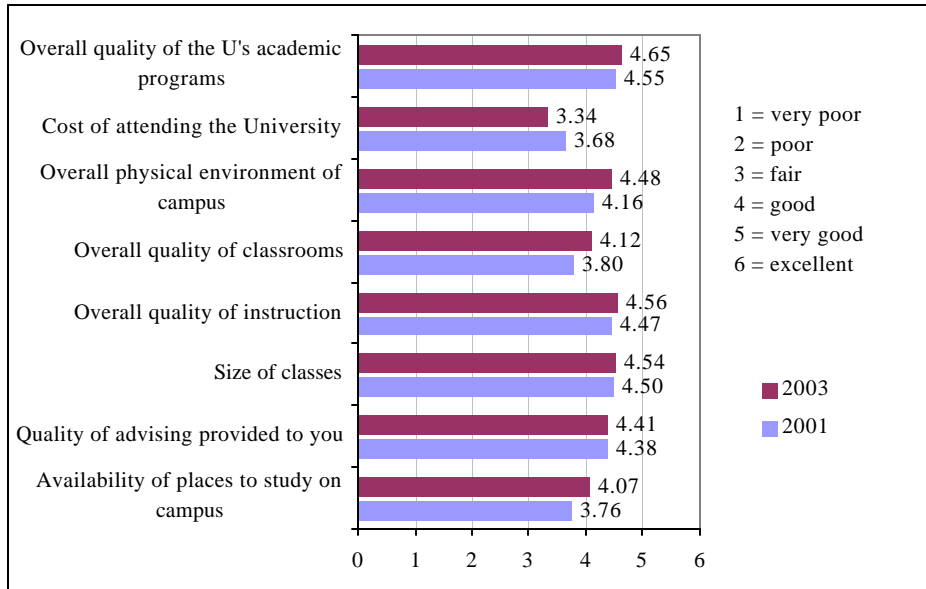
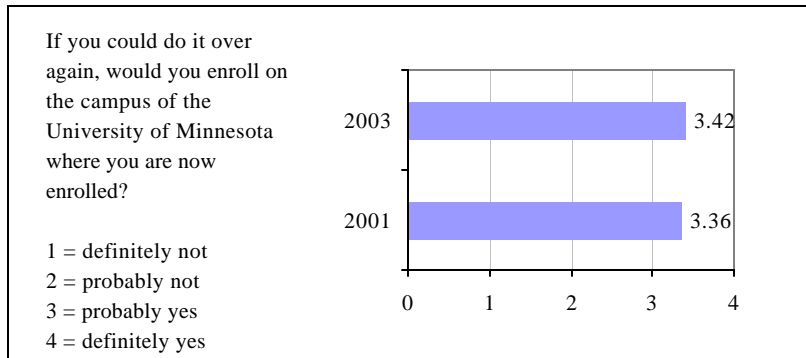
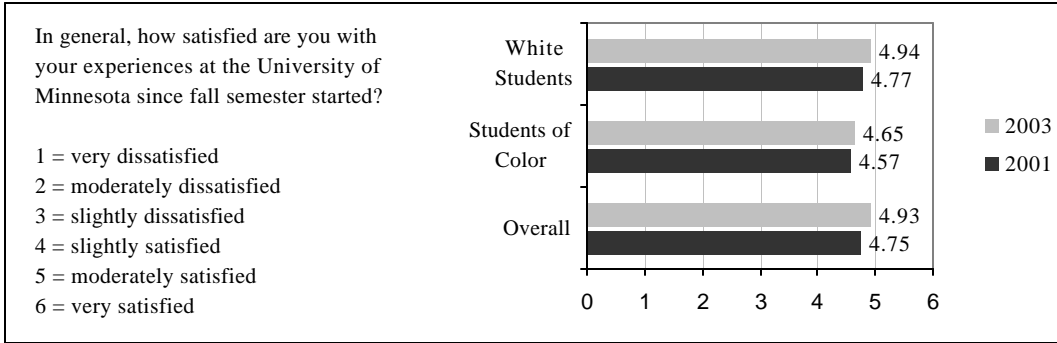


Figure 3-8 (continued). UMD undergraduate student experiences survey.



Source: Office of Institutional Research and Reporting, University of Minnesota.

Figure 3-9. Graduate student experiences survey results, University of Minnesota – Duluth, 2001-2003.



Source: Office of Institutional Research and Reporting, University of Minnesota.

Campus Safety and Security

UMD continues to be a safe place to attend; reported violent crimes are practically non-

existent. The campus has seen an increase in alcohol and drug violations since 2001. This

is due to an intentional change in enforcement efforts at the suggestion of a Campus

Community Task Force in the spring of 2000. Statistics are reported in Table 3-7.

Table 3-7. On-campus criminal offenses at University of Minnesota Duluth, 1999 – 2003.

Offense	1999	2000	2001	2002	2003
Murder/Non-negligent manslaughter	0	0	0	0	0
Forcible sex offenses (including forcible rape)	1	0	0	1	1
Non-forcible sex offenses	0	0	0	0	0
Robbery	0	0	0	0	0
Aggravated assault	0	1	0	0	0
Burglary	0	3	4	4	12
Motor vehicle theft	0	1	0	0	0
Arson	0	0	0	0	0
Negligent manslaughter	0	0	0	0	0
Alcohol violations	172	171	354	354	243
Drug violations	11	14	32	9	18
Weapons violations	2	0	0	0	0

Source: Campus Police, University of Minnesota – Duluth.

D. Intercollegiate Athletics

UMD offers intercollegiate competition in seven men’s and nine women’s sports. Men’s and women’s hockey are NCAA Division I sports; all others are Division II.

Men’s Sports: Baseball, basketball, cross country, football, hockey, indoor and outdoor track and field.

Women’s Sports: Basketball, cross country, hockey, indoor and outdoor track and field, soccer, softball, tennis, and volleyball.

UMD athletic teams had a highly successful year during 2003-04. Highlights included:

- Men’s ice hockey advanced to the NCAA Division I Final Four.
- Conference regular season or playoff championships were won in women’s basketball, men’s and women’s cross country, men’s and women’s indoor and outdoor track and field, women’s tennis and volleyball.

- UMD won its 12th consecutive Northern Sun Intercollegiate Conference All-Sports Trophy in 2003-04.

Academic Performance

A total of 410 student-athletes averaged a 2.9 cumulative GPA during 2003-04. Ninety-five student-athletes made the 2003-04 Northern Sun Intercollegiate Conference All-Academic Team, which requires a minimum cumulative GPA of 3.2. Fourteen student-athletes made the 2003-04 Western Collegiate Hockey Association All-Academic Team, which requires a minimum cumulative GPA of 3.0.

Student-athlete graduation rates continue to exceed those for all students. The latest report tracking 1997-98 freshmen indicated a six-year graduation rate of 72 percent for student athletes compared to 47 percent for all students.

UMD’s athletic program also boasts a 94 percent graduation rate for those students who

have completed their athletic eligibility over the past 15 years.

Table 3-8 shows the percentage of student athletes who have graduated in six years or less.

Table 3-8. Student-athlete graduation rates for students entering UMD from 1992 to 1997.

Fiscal Year	Cohort	Graduation Rate
2003	1997	72%
2002	1996	58%
2001	1995	54%
2000	1994	67%
1999	1993	57%
1998	1992	42%

Source: *Graduation Rate Survey for Four-Year Institutions*, IPEDS.

E. Human Resources

Faculty Salary and Compensation

The American Association of University Professors (AAUP) conducts annual salary and compensation surveys of full-time instructional faculty (excluding medical school faculty).

Comparing salaries and compensation across institutions and campuses, however, is inherently imperfect because they differ in many ways, e.g., mission, public vs. private, size, mix of disciplines, etc. Cost-of-living, tax burden, and variations in fringe benefits only add to the imperfection.

In addition, it is important to emphasize that changes in average salary reflect not only salary increases for continuing faculty but also are influenced by retirements, promotions, and new hires. Thus, percentage changes will be different than those stipulated in an annual salary plan. This is true for all campuses nationwide. These differences will vary from

year to year, and they can be very significant when the cohort sizes are relatively small.

Average salary and compensation for UMD faculty are shown in comparison to the UMD peer group institutions in Tables 3-9 – 3-13.

For the first time this year, medical school faculty are excluded from Duluth salary and compensation figures, so it is not possible to compare FY 2004 data for the Duluth campus with prior years. For FY 2004:

- Average salaries for assistant professors at University of Minnesota Duluth are significantly below the peer group averages.
- Average compensation for associate professors is well above the peer group average.

Peer Group Comparisons

Table 3-9. Average faculty salary for UMD and peer group institutions, 1999-00 – 2003-04.

Average Salary†

Category	1999-00	2000-01	2001-02	2002-03	2003-04
Full Professor					
Peer Group Average*	\$75,600	\$78,900	\$82,200	\$85,400	\$86,800
% Change		+ 4.4%	+ 4.2%	+ 3.9%	
UM – Duluth	\$72,800	not available	\$78,800	\$81,500	\$79,900
% Change				+ 3.4%	
Associate Professor					
Peer Group Average*	\$57,600	\$60,000	\$62,000	\$64,200	\$65,100
% Change		+ 4.2%	+ 3.3%	+ 3.5%	
UM – Duluth	\$59,400	not available	\$63,600	\$65,900	\$65,500
% Change				+ 3.6%	
Assistant Professor					
Peer Group Average*	\$47,800	\$49,600	\$51,600	\$53,100	\$54,300
% Change		+ 3.8%	+ 4.0%	+ 2.9%	
UM – Duluth	\$47,500	not available	\$49,700	\$52,000	\$50,400
% Change				+ 4.6%	

Source: Office of Institutional Research and Reporting, University of Minnesota.

* Average excluding University of Minnesota – Duluth.

† Prior to 2003-04, University of Minnesota – Duluth salaries included faculty salaries in the UMD School of Medicine.

Table 3-10. Average faculty compensation for UMD and peer group institutions, 1999-00 – 2003-04.

Average Compensation†

Category	1999-00	2000-01	2001-02	2002-03	2003-04
Full Professor					
Peer Group Average*	\$93,800	\$97,400	\$101,300	\$105,300	\$107,400
% Change		+ 3.8%	+ 4.0%	+ 3.9%	
UM – Duluth	\$94,500	not available	\$104,300	\$107,800	\$106,100
% Change				+ 3.4%	
Associate Professor					
Peer Group Average*	\$72,900	\$75,500	\$77,900	\$81,000	\$82,400
% Change		+ 3.6%	+ 3.2%	+ 4.0%	
UM – Duluth	\$78,200	not available	\$85,900	\$89,000	\$88,700
% Change				+ 3.6%	
Assistant Professor					
Peer Group Average*	\$60,900	\$62,800	\$65,400	\$67,700	\$69,000
% Change		+ 3.1%	+ 4.1%	+ 3.5%	
UM – Duluth	\$63,900	not available	\$69,200	\$72,200	\$70,400
% Change				+ 4.3%	

Source: Office of Institutional Research and Reporting, University of Minnesota.

* Average excluding University of Minnesota – Duluth

† Prior to 2003-04, UMD compensation included faculty compensation in the UMD School of Medicine.

Full Professors

Table 3-11. Full professor average salary and compensation for University of Minnesota – Duluth and peer group, 2003-2004.

Average Salary†			2003-04	Average Compensation †		
Rank	Peer Group Institution	Salary		Rank	Peer Group Institution	Comp
1	Villanova University	\$103,800		1	Villanova University	\$129,700
2	University of Nevada – Reno	95,700		2	University of Central Florida	116,700
3	University of Nevada – Las Vegas	94,100		3	University of New Hampshire	114,900
4	University of Central Florida	93,400		4	Marquette University	112,300
5	University of New Hampshire	90,600		4	University of Nevada – Las Vegas	112,300
6	Marquette University	88,100		6	University of Nevada – Reno	108,200
7	University of Colorado – Denver	87,200		7	Oakland University	107,100
8	Cleveland State University	85,100		8	University of Minnesota – Duluth	106,100
8	Old Dominion University	85,100		9	University of Wisconsin – Milwaukee	105,800
10	Wright State University – Dayton	84,600		10	Old Dominion University	105,400
11	University of North Carolina – Charlotte	84,000		11	Cleveland State University	104,900
12	University of Wisconsin – Milwaukee	83,400		12	Wright State University – Dayton	104,500
13	Oakland University	80,800		13	University of Colorado – Denver	102,000
14	University of Massachusetts – Dartmouth	80,700		14	University of North Carolina – Charlotte	101,800
15	Florida Atlantic University	80,400		15	Florida Atlantic University	99,700
16	University of Minnesota – Duluth	79,900		16	University of Massachusetts – Dartmouth	99,300
17	University of Maine – Orono	72,500		17	University of Maine – Orono	94,200

Source: Office of Institutional Research and Reporting, University of Minnesota.

†This year, for the first time, Duluth Medical School faculty salary and compensation were not included in the Duluth campus survey.

Associate Professors

Table 3-12. Associate professor average salary and compensation for University of Minnesota – Duluth and peer group, 2003-2004.

Average Salary†			2003-04	Average Compensation †		
Rank	Peer Group Institution	Salary		Rank	Peer Group Institution	Comp
1	Villanova University	\$73,600		1	Villanova University	\$95,300
2	University of Nevada – Las Vegas	72,800		2	University of New Hampshire	90,000
3	University of Nevada – Reno	69,500		3	University of Minnesota – Duluth	88,700
4	University of New Hampshire	68,500		4	University of Nevada – Las Vegas	88,400
5	University of Central Florida	66,400		5	Oakland University	86,700
6	Marquette University	66,100		6	Marquette University	86,000
7	University of Minnesota – Duluth	65,500		7	University of Wisconsin – Milwaukee	83,900
8	University of Wisconsin – Milwaukee	64,600		8	University of Central Florida	83,500
9	University of Colorado – Denver	64,100		9	University of Maine – Orono	80,900
10	University of Massachusetts – Dartmouth	63,800		9	Cleveland State University	79,900
11	Cleveland State University	63,400		11	Wright State University – Dayton	79,600
12	Oakland University	63,200		12	University of Massachusetts – Dartmouth	79,100
13	Wright State University – Dayton	62,800		13	University of Colorado – Denver	78,900
14	University of North Carolina – Charlotte	62,400		13	University of Nevada – Reno	78,900
15	University of Maine – Orono	61,600		15	University of North Carolina – Charlotte	76,800
16	Florida Atlantic University	59,700		16	Old Dominion University	75,500
16	Old Dominion University	59,700		17	Florida Atlantic University	75,200

Source: Office of Institutional Research and Reporting, University of Minnesota.

†This year, for the first time, Duluth Medical School faculty salary and compensation were not included in the Duluth campus survey.

Assistant Professors

Table 3-13. Assistant professor average salary and compensation for University of Minnesota – Duluth and peer group, 2003-2004.

Average Salary†			2003-04	Average Compensation †		
Rank	Peer Group Institution	Salary	Rank	Peer Group Institution	Comp	
1	Marquette University	\$58,700	1	Villanova University	\$76,100	
2	Villanova University	58,600	2	Oakland University	75,800	
3	University of Colorado – Denver	56,600	3	University of Wisconsin – Milwaukee	74,500	
3	University of Wisconsin – Milwaukee	56,600	4	Marquette University	73,300	
5	University of New Hampshire	56,100	5	University of New Hampshire	72,300	
6	Oakland University	55,200	6	University of Colorado – Denver	71,400	
7	University of Massachusetts – Dartmouth	55,100	7	University of Minnesota – Duluth	70,400	
7	University of Nevada – Las Vegas	55,100	8	University of Massachusetts – Dartmouth	68,500	
9	University of Nevada – Reno	54,700	8	University of Nevada – Las Vegas	68,500	
10	University of Central Florida	53,900	10	University of Central Florida	67,700	
11	University of North Carolina – Charlotte	53,800	11	Florida Atlantic University	67,100	
11	Florida Atlantic University	53,200	12	University of North Carolina – Charlotte	67,000	
13	Old Dominion University	52,300	13	Old Dominion University	66,900	
14	Wright State University – Dayton	51,900	14	Wright State University – Dayton	66,100	
15	University of Minnesota – Duluth	50,400	15	University of Maine – Orono	64,500	
16	University of Maine – Orono	48,500	16	University of Nevada – Reno	62,300	
17	Cleveland State University	48,200	17	Cleveland State University	62,200	

Source: Office of Institutional Research and Reporting, University of Minnesota.

†This year, for the first time, Duluth Medical School faculty salary and compensation were not included in the Duluth campus survey.

Faculty Diversity

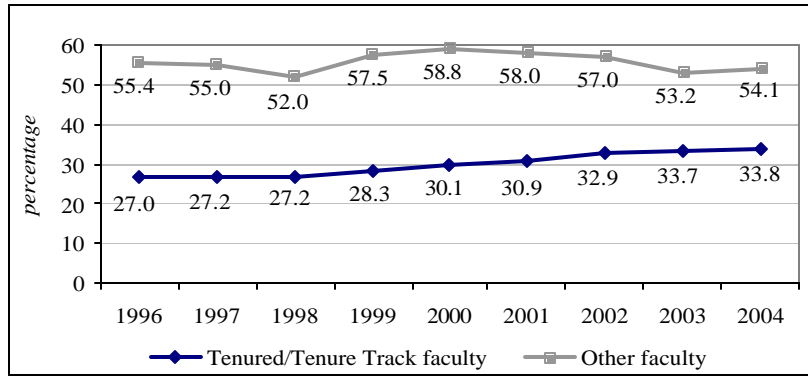
Figure 3-10 shows the percentage of female tenured/tenure track faculty and other faculty for the period 1996-2004. Over 42 percent of UMD’s faculty are female, the highest percentage of any University of Minnesota campus.

Figure 3-11 shows the percentage of tenured/tenure track faculty of color and other faculty of color for the same period. The number of faculty of color at UMD has doubled (24 to 49) since 1996.

Figure 3-12 shows the ethnic and racial diversity of the UMD faculty. UMD has a higher percentage of American Indian faculty (1.8 percent) than any other University of Minnesota campus.

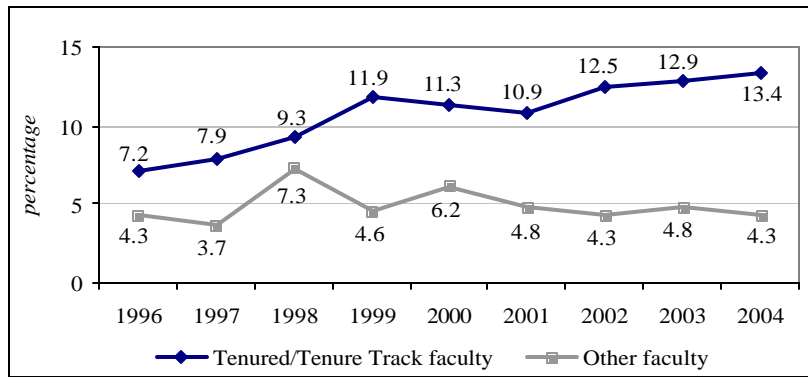
Note: Individuals in executive and administrative positions may also be tenured faculty. For Figures 3-10 – 3-12, each person was counted only once, according to his/her primary appointment.

Figure 3-10. Percentage of female faculty at University of Minnesota – Duluth, 1996-2004.



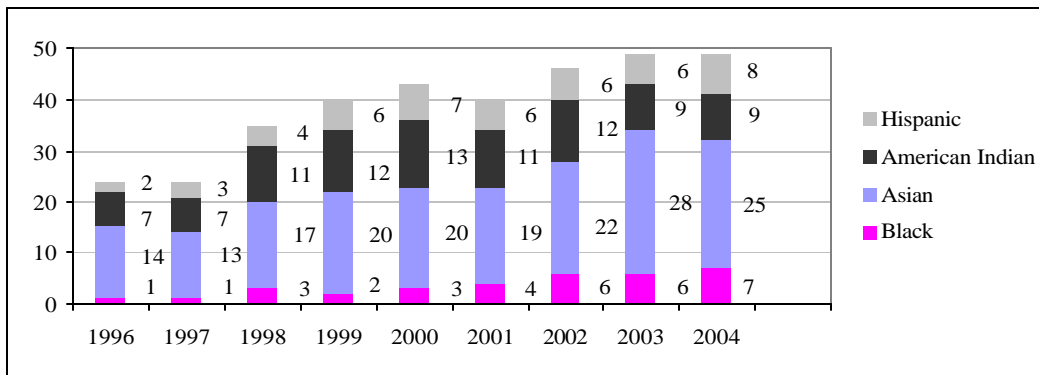
Source: Office of Equal Opportunity and Affirmative Action, University of Minnesota.

Figure 3-11. Percentage of faculty of color at University of Minnesota – Duluth, 1996-2004.



Source: Office of Equal Opportunity and Affirmative Action, University of Minnesota.

Figure 3-12. Number of faculty of color at University of Minnesota – Duluth, 1996-2004.



Source: Office of Equal Opportunity and Affirmative Action, University of Minnesota.

Staff Diversity

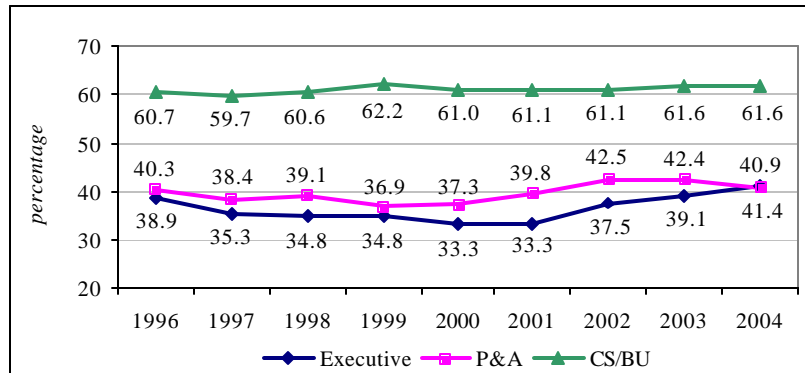
In 2004, the University of Minnesota Duluth had 965 staff in the Executive, Professional and Administrative (P&A), and Civil Service/Bargaining Unit (CS/BU) classifications. Of these, 57.2 percent were female, approximately the same percentage as in 1996.

Figures 3-13 and 3-14 show the percentage of female staff and staff of color, respectively,

during the period 1996-2004 for each of the three staff classifications.

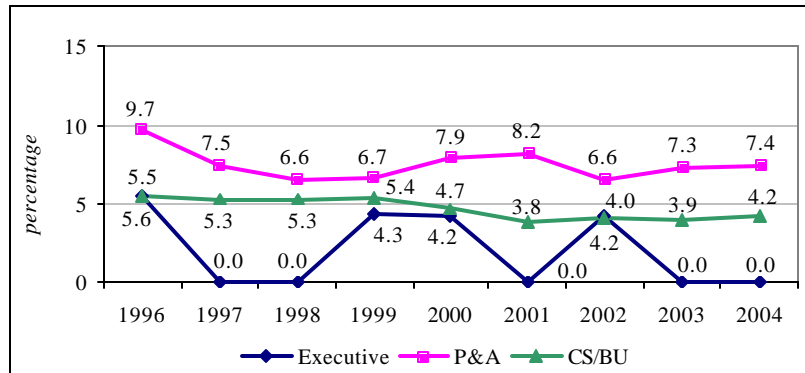
Between 1996 and 2004, the number of staff of color at UMD decreased from 54 (6.3 percent) to 45 (4.7 percent). In 2004, 1.9 percent of UMD's staff members were American Indian, the highest percentage of any University of Minnesota campus.

Figure 3-13. Percentage of female staff employees, University of Minnesota – Duluth, 1996-2004.



Source: Office of Equal Opportunity and Affirmative Action, University of Minnesota.

Figure 3-14. Percentage of staff of color, University of Minnesota – Duluth, 1996-2004.



Source: Office of Equal Opportunity and Affirmative Action, University of Minnesota.

F. Endowment and Annual Giving

2003-04 Achievements

There were 4,370 donors to UMD in 2003-04, with total gifts of \$3,517,304. Other notable achievements include:

- created ten new scholarships and fellowships;
- raised more than \$100,000 for the first time Italian American Festival;
- enrolled eight new members in the Presidents Club Heritage Society. The Heritage Society recognizes individuals who make a future gift to UMD through a will, trust, gift annuity, insurance policy, or other deferred means.
- initiated a \$1.2 million Best of Class Matching Scholarship Fund. This scholarship pays one half tuition for Minnesota students who graduate first or second in their high school class

- created an electronic subscription endowment which will help pay for periodical subscriptions found on the Internet and serve the entire campus as well as the community and region.

FY 2004-05 Goals

At the halfway point of its 2004-05 annual campaign, UMD has raised \$2,730,174 of its \$4 million goal.

Over the coming year, naming initiatives will continue in the Marshall Performing Arts Center, Weber Music Hall, and the UMD Library. In addition, intercollegiate athletics has identified two fundraising efforts:

- Power Play Endowment Fund for men's hockey (\$500,000)
- UMD Division II Sports Step-Up Endowment Campaign (\$500,000)