

University of Minnesota

Coordinate Campuses

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

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

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

Specifically, the coordinate campuses are:

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

- Addressing enrollment issues and associated financial considerations.
- Identifying ways to partner with the other campuses and with Twin Cities campus colleges and units to leverage complementary strengths and identify efficiencies.
- Establishing a financial and academic accountability framework under which the campus will operate.
- Developing operating assumptions that lead to successful implementation of goals.
- Developing measures by which progress toward goals will be assessed.

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

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

3: University of Minnesota Duluth

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

Undergraduate students can choose from 12 bachelor's degrees in 75 majors. In addition to

a two-year program at the University's School of Medicine and a four-year College of Pharmacy program, UMD offers graduate programs in 19 fields and six cooperative programs offered through the Twin Cities campus. 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.

Duluth Campus At A Glance

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

*School of Medicine and College of Pharmacy students 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 Twin Cities campus.
 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 (FY2006)

Undergraduate	1,627
Master's	214

Fall 2006 Enrollment

Undergraduate	9,172
Graduate	736
Non-degree	968
Total	10,876

Faculty (Fall 2006)*

Tenured/Tenure Track	310
Other Faculty	214

*Does not include Duluth faculty in the University's School of Medicine or College of Pharmacy, which are counted as part of the Twin Cities

Alumni (FY 2004)

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

Staff (FY 2006)

Civil Service/ Bargaining Unit	774
Professional and Administrative	202

Expenditures (FY 2006)

\$172,791,204

3: Duluth Campus

Central to UMD's mission is high-quality teaching nurtured by the research and artistic efforts of its faculty. This undergraduate focus is not at the exclusion of graduate programs, but with the keen expectation that UMD's selected graduate and professional programs will support its mission and the undergraduate learning experience. Further, UMD acknowledges its Sea Grant designation and obligations to the history of the land grant university. UMD values and provides an inclusive, diverse community, with special emphasis on American Indian education.

UMD's programmatic focus is on the core liberal arts and sciences, maintaining a strong commitment to professional programs in the sciences and engineering, the arts, business, education, and medicine. Future development includes strengthening the core liberal arts and sciences, K-12 professional development in education, and strengthened relationships with regional and Iron Range community colleges.

Ultimately, UMD's challenge is to provide innovative solutions to the issues challenging the future of northeastern Minnesota, to make a difference in the lives of people in the state and elsewhere, and to contribute meaningfully to quality of life through improving public policy and finding solutions to the problems that impact people's lives. To do these things, UMD is providing:

Exceptional undergraduate education by building on current academic program strengths and considering selected new programs. To improve the quality of the undergraduate experience and continue improved retention and graduation rates, UMD is:

- Continuing to assess strengths and weaknesses in academic advising programs in order to implement best practices leading to increased retention and student satisfaction.

- Nurturing quality teaching and continuing to emphasize undergraduate research and scholarly effort.
- Adding facilities for classrooms, laboratories, and offices to meet increased enrollment demand.
- Fully integrating ePortfolio and implementing the online Graduation Planner to assist students with degree planning.
- Strengthening faculty engagement with students by increasing funding for smaller freshman classes.
- Continuing efforts to recruit and retain more honors students.
- Increasing student participation in study abroad experiences and developing a plan for managed growth of study abroad programs.
- Engaging parents as partners in recruitment and retention efforts.
- Addressing the issue of under-prepared students in freshman-level courses.

Exceptional graduate education by taking steps to recruit excellent graduate students and to increase enrollment in under-enrolled graduate programs. These steps include:

- Establishing "best size" enrollment goals for each graduate program.
- Developing program-specific recruitment activities.
- Launching a campaign to publicize UMD graduate education in general.
- Increasing graduate teaching and research assistant stipends to be competitive with those at comparable institutions, and to develop new sources for external and private funding for scholarships and fellowships.

3: Duluth Campus

- Developing and supporting new graduate degrees, such as the Ed.D. and a multi-campus Ph.D. program in Integrated Biosciences.
- Increasing the number of University of Minnesota Graduate School faculty and increasing the number of UMD faculty serving as advisors to doctoral students.
- Recruiting and retaining more students, faculty, and staff from underrepresented groups, with special emphasis on Native American students, international students, and non-native English speakers.
- Developing colloquia that enhance cultural competence among students, faculty, and staff.
- Strengthening its relationships with the tribal colleges to facilitate partnerships and student recruitment and off-campus degree delivery. Finally, capital funding will be requested to create an American Indian Learning Resource Center.

An exceptional organization, including increased availability and use of technology to serve students and to support the research enterprise. Plans are in place to upgrade the campus data network and computer systems, and to develop high-technology classrooms in the Labovitz School of Business and Economics building. Faculty training in the use of technology in the classroom continues with the 10th round of Tech Camp, a week-long hands-on program designed to enhance the technology skills of faculty. To date, approximately 180 faculty have benefited from this experience. UMD proposes to enhance student learning, research, and writing by creating a state-of-the-art information commons to combine library resources, technology, and student services.

Exceptional innovation through research and partnerships. UMD will continue to focus on

those areas for which the campus holds a national reputation and/or satisfies regional need, while at the same time selectively developing new areas of research, scholarship, and artistic activity. Areas of research emphasis include:

- Water resources (Center for Water and Environment, the Large Lakes Observatory, physical and biological sciences in the College of Science and Engineering)
- American Indian research and education (College of Education and Human Service Professions, College of Liberal Arts)
- Interdisciplinary programs in biosciences (College of Science and Engineering along with Duluth Medical School and College of Pharmacy)

UMD will work to facilitate the active participation of UMD faculty and staff in presidential initiatives and other system programs. UMD faculty and research staff will also be encouraged to become part of a system-wide research expertise database and to serve on University research committees. UMD will also work to secure appropriate recognition for faculty achievements in research and scholarship and seek to host more national and international conferences, workshops, and seminars.

UMD will continue to service the region and the state in the area of economic development (Natural Resource Research Institute, Center for Economic Development and Bureau of Business and Economic Research). Faculty hiring will be encouraged in areas that overlap UMD strengths and additional resources should be provided to those productive areas. Faced with a decline in federal research dollars, UMD seeks to develop alternate funding sources for research and creative activities.

UMD has a long and rich history of partnering with public and private organizations to serve the campus and the state. One of the key part-

3: Duluth Campus

nerships is with school districts and other PreK-12 organizations and educators. The campus is currently collaborating with local school districts to enhance and coordinate professional development for teachers, and is evaluating and redesigning its teacher preparation programs. In partnership with tribal and community colleges UMD is expanding its Pre-K-12 initiatives by developing alternative teacher education models to serve Native American populations.

Students

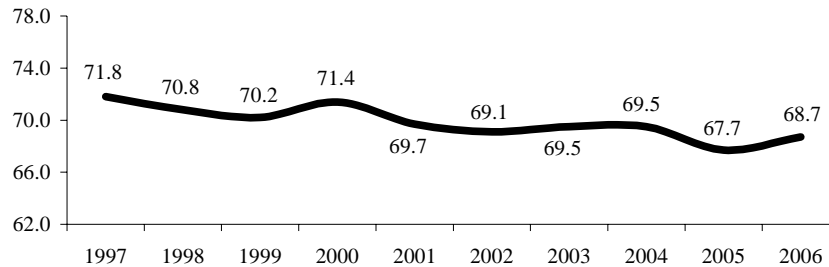
Figure 3-1 and Table 3-1 provide trend data for average high school rank percentile and high school rank of new, entering freshmen for 1997-2006.

In 2006, the average high school rank percentile and the percentage of new entering freshmen at the top 10 percent of their high school class increased over the previous year. Both of these measures have remained relatively flat over the last decade. These data reflect 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 also has remained flat, decreasing slightly from 23.2 in 1997 to 23.1 in 2006.

During the same period, UMD has maintained consistent entrance requirements while gradually increasing new high school student enrollment from 1,794 in 1997 to 2,315 in 2006.

Figure 3-1. Average high school rank percentile of new, entering freshmen, University of Minnesota Duluth, 1997 – 2006.



Source: Office of Institutional Research, University of Minnesota.

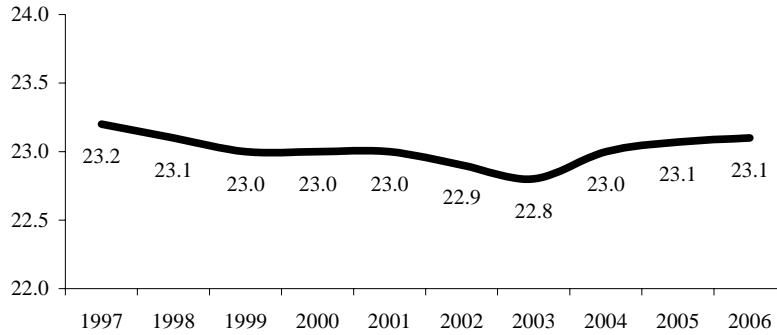
Table 3-1. High school rank of freshmen, University of Minnesota Duluth, 1997-2006.

Rank	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
90-99 %	18%	19%	18%	19%	18%	16%	16%	17%	14%	16%
75-89	30	29	27	29	25	26	28	26	25	26
50-74	39	39	39	38	40	41	40	40	42	41
1-49	13	14	16	14	16	17	16	17	19	18

Source: Office of Institutional Research, University of Minnesota

3: Duluth Campus

Figure 3-2. Average ACT score of new, entering freshmen, University of Minnesota Duluth, 1997-2006.



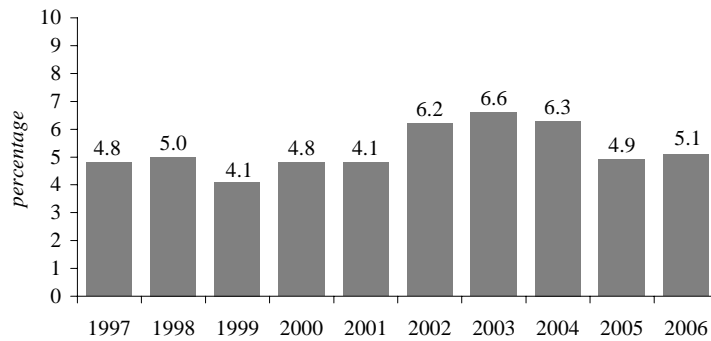
Source: Office of Institutional Research, University of Minnesota.

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. Although 2005 and 2006 showed a decrease in the percentage of students of color, over the past decade the campus overall has gained in the number of students of color.

Figure 3-3. Percentage of entering freshmen of color, University of Minnesota Duluth, fall 1997-2006.



Source: Office of Institutional Research, University of Minnesota

3: Duluth Campus

Table 3-2. Proportion of students by racial/ethnic group, University of Minnesota Duluth, 1997-2006.

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
African American	0.6%	0.9%	0.8%	0.8%	1.0%	1.2%	1.2%	1.3%	1.3%	1.3%
American Indian	1	1.1	1.1	0.9	1.1	1	1.1	1.2	1.2	1.1
Asian/Pacific Islander	2.5	2.5	2	1.8	1.9	2.2	2.4	2.5	2.6	2.6
Caucasian	91.5	91.2	89.8	90.6	90.3	90	89	88.3	88.3	87.5
Chicano/Hispanic	0.8	0.9	0.8	0.8	0.9	0.8	0.9	0.9	1.0	0.8
International	1.3	1.4	1.7	1.8	2	2.2	2.3	2.1	1.9	1.9
Not Reported	2.2	2.1	3.8	3.3	2.9	2.6	3.1	3.8	3.8	4.7

(Prior to Fall 2004, students in the Duluth School of Medicine were included in Twin Cities enrollment figures.)

Source: Office of Institutional Research, University of Minnesota

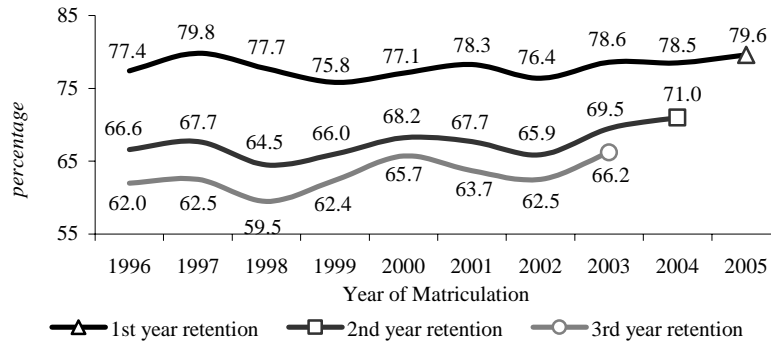
Retention and Graduation Rates

Retention Rates: Figure 3-4 shows first-, second- and third-year student retention rates for students matriculating during 1996-2005. All three rates improved over the decade, with second- and third-year rates reaching new highs in the last reporting period.

Figure 3-5 compares retention rates of students of color for 1996-2005. First- and second-year retention declined slightly over the previous

year, while third-year retention increased by 4.7 percentage points. However, all students-of-color retention rates are higher than they were for those who matriculated in 1996. Second-year rates for students of color showed the most improvement over the decade (15.0 percentage points) followed by third-year rates (13.5 percentage points), and first-year rates (5.6 percentage points).

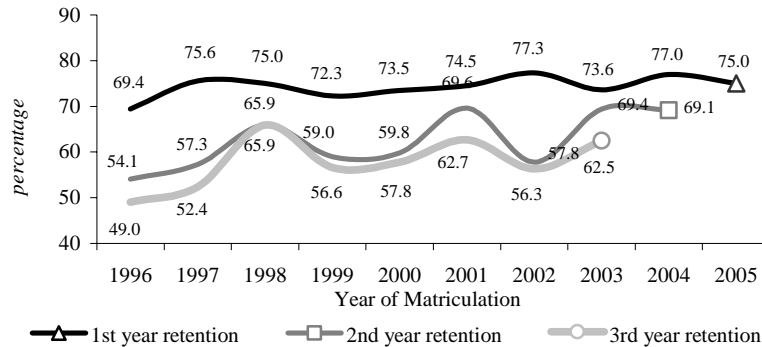
Figure 3-4. First-, second-, and third-year retention rates (percentage) for first-time, full-time new entering students, by year of matriculation, University of Minnesota Duluth, 1996-2005.



Source: University of Minnesota 2007 NHS Student Graduation/Retention Report

3: Duluth Campus

Figure 3-5. University of Minnesota Duluth first-, second-, and third-year retention rates (percentage) for students of color, 1996 – 2005.



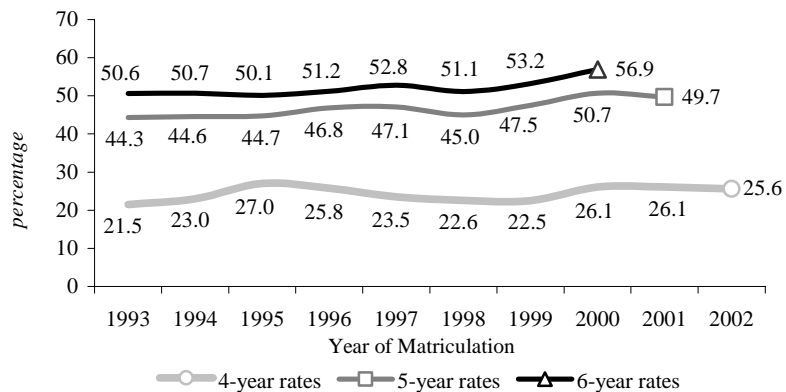
Source: University of Minnesota 2007 NHS Student Graduation/Retention Report

Graduation Rates: Figure 3-6 shows four-, five-, and six-year graduation rates for students matriculating in 1993-2002. While four- and five-year graduation rates declined slightly from the previous year, and six-year rate improved, all rates improved markedly over the decade. Four-year rates improved 4.1 percentage points, five-year rates improved 5.4 percentage points, and six-year rates improved 6.3 percentage points.

For students of color, four- and five-year graduation rates improved significantly from the previous year (3.1 percentage points and 11.8 percentage points, respectively), as shown in Figure 3-7, while the six-year rate stayed the same. Over the decade, four- and five-year rates improved, while the six-year graduation rate was slightly lower.

UMD has established four-, five-, and six-year graduation rate goals for 2012 of 40 percent, 60 percent, and 65 percent, respectively.

Figure 3-6. 4-, 5-, and 6-year graduation rates, University of Minnesota Duluth, 1993-2002.

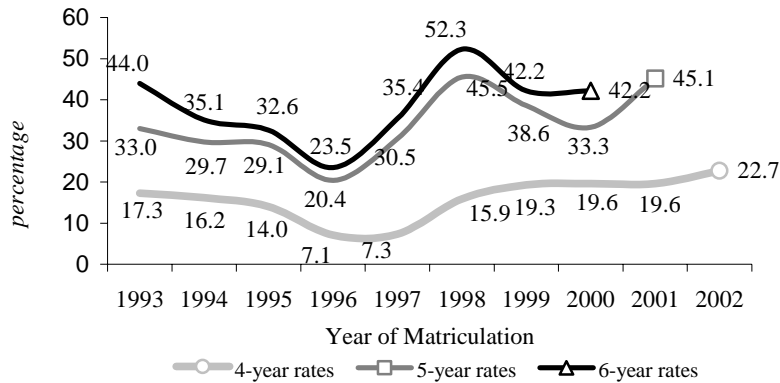


Source: University of Minnesota 2007 NHS Student Graduation/Retention Report

Note: Rates include students who transferred from one University campus to another and graduated (e.g., a student who matriculated at Duluth and graduated from the Twin Cities 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.

3: Duluth Campus

Figure 3-7. 4-, 5-, and 6-year student of color graduation rates, University of Minnesota Duluth, 1993-02.



Source: University of Minnesota 2007 NHS Student Graduation/Retention Report
 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.

While undergraduate and graduate students show increased satisfaction with the quality of

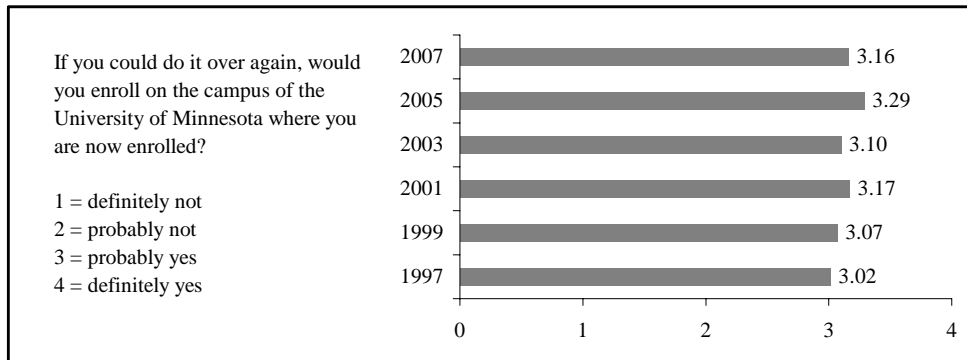
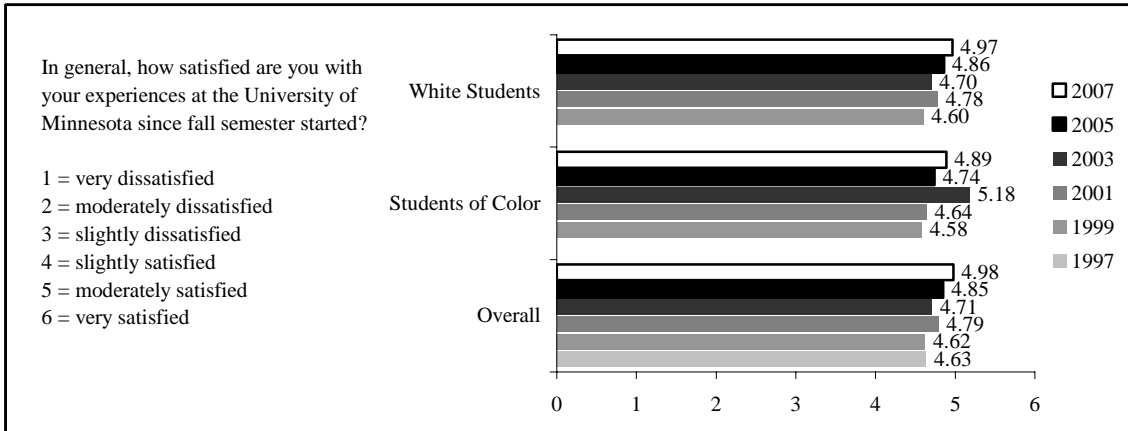
classrooms, the overall physical environment and the availability of places to study show modest declines. This may be due to the temporary disruption caused by construction.

Also, after a sharp dip in satisfaction regarding the cost of attendance in 2003 (due to significant budget cuts that year by the Minnesota Legislature), satisfaction has increased the past two years on this measure.

Figure 3-8 summarizes undergraduate student responses in the 10 survey areas. Figure 3-9 shows findings from the graduate student survey.

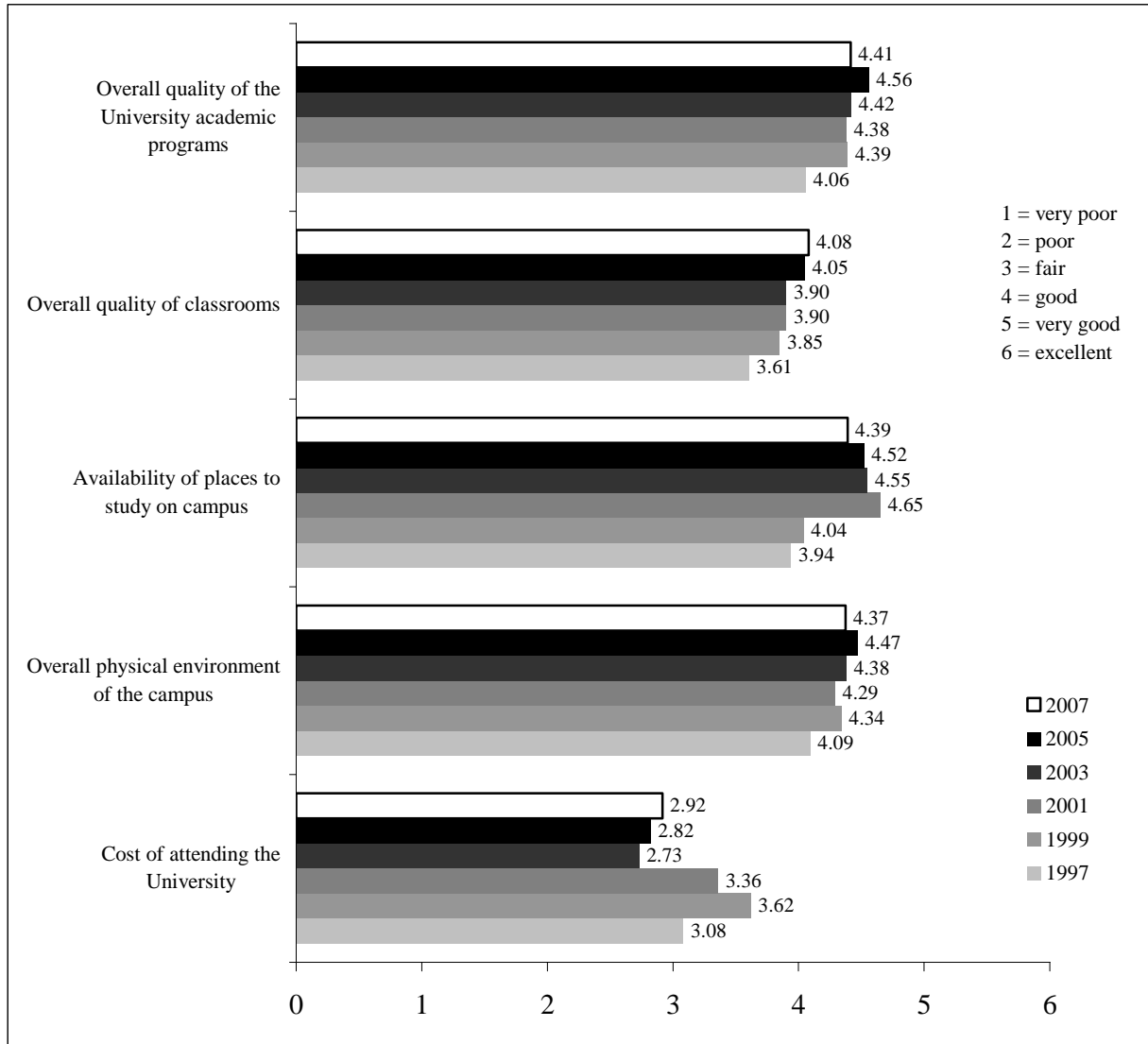
3: Duluth Campus

Figure 3-8. Undergraduate student experiences survey results, University of Minnesota Duluth, 1997-2007.



3: Duluth Campus

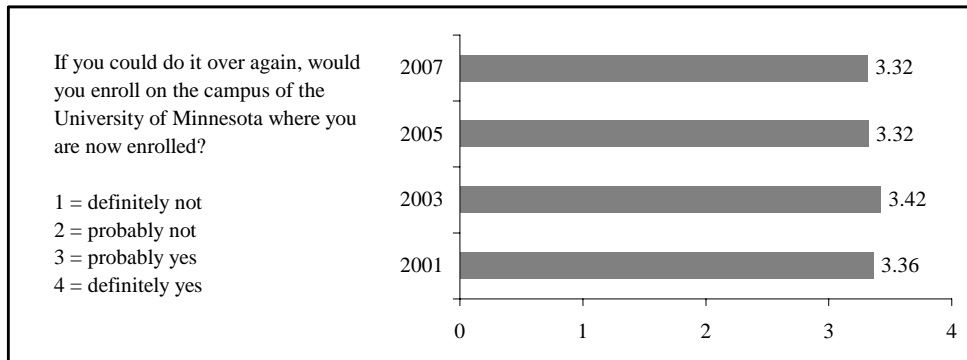
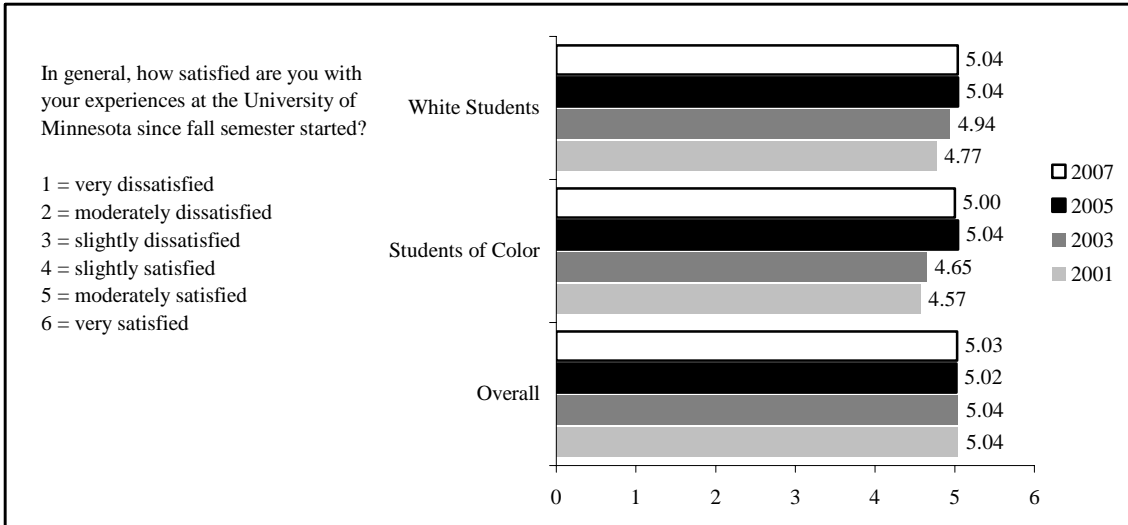
Figure 3-8 (continued). UMD undergraduate student experiences survey.



Source: Office of Institutional Research, University of Minnesota.

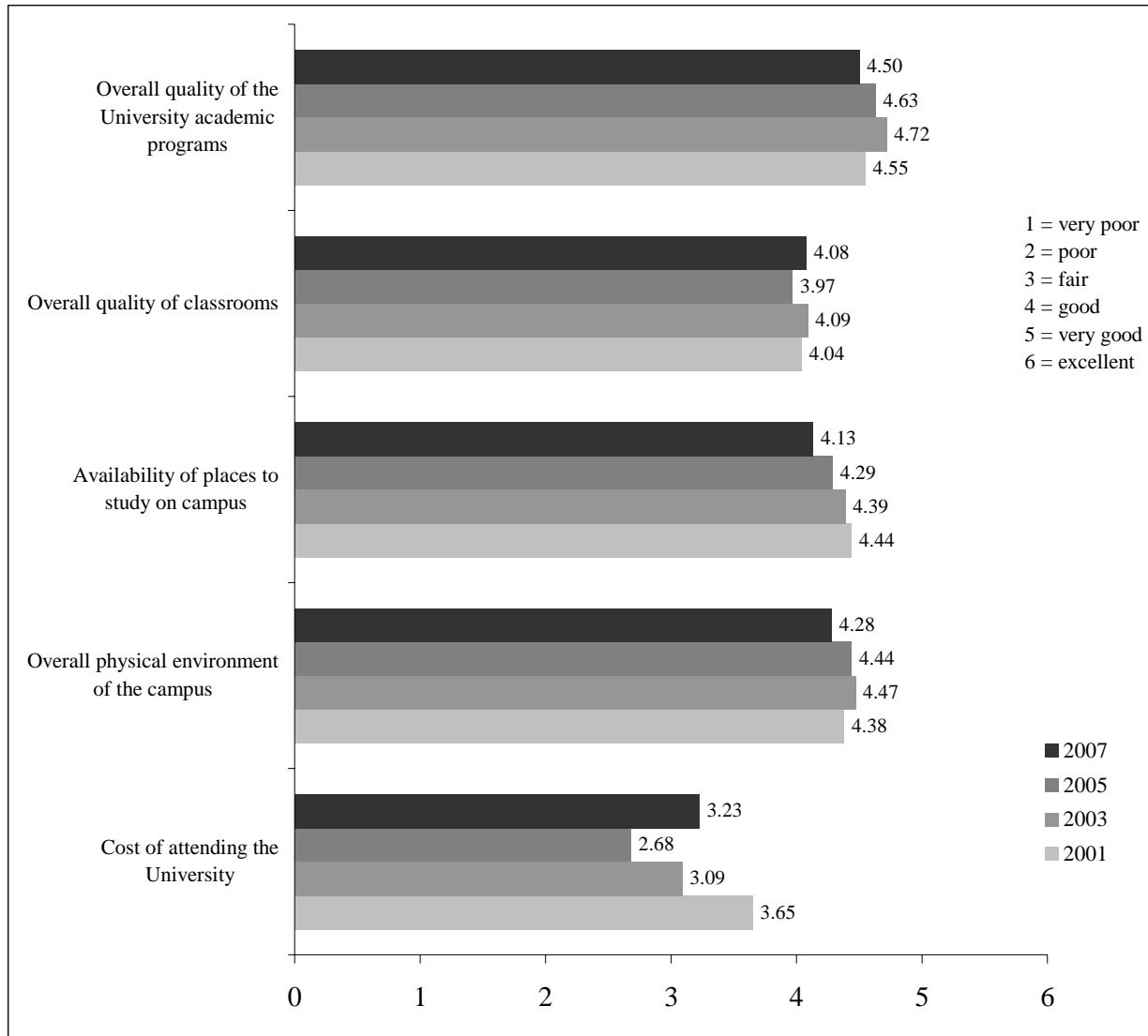
3: Duluth Campus

Figure 3-9. Graduate student experiences survey results, University of Minnesota Duluth, 2001-2007.



3: Duluth Campus

Figure 3-9 continued. Graduate student experiences survey results, University of Minnesota Duluth, 2001-2007.



Source: Office of Institutional Research, University of Minnesota.

3: Duluth Campus

Faculty Salary and Compensation

The American Association of University Professors (AAUP) conducts annual salary and compensation nationwide surveys of full-time instructional faculty (excluding medical school faculty). UMD faculty salary and compensation data reported below do not reflect UEA bargaining unit settlement of July 2007. The data in Tables 3.3 and 3.4 are presented primarily to show changes in the comparative group data.

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 relative to the UMD comparative group institutions in Tables 3-3 – 3-7.

Medical School and College of Pharmacy faculty are excluded from Duluth salary and compensation figures.

Table 3-3. Average faculty salary for UMD and comparative group institutions, 2004-05 – 2006-07.

Average Salary			
Category	2004-2005	2005-2006	2006-2007
<u>Full Professor</u>			
Comparative Group Average*	\$90,835	\$88,034	\$98,600
% Change		-3.1%	+12.0%
UM – Duluth	\$80,921	\$82,979	\$83,444**
% Change		+2.5%	+0.6%
<u>Associate Professor</u>			
Comparative Group Average*	\$67,731	\$65,414	\$73,105
% Change		-3.4%	+11.8%
UM – Duluth	\$66,947	\$68,248	\$67,373**
% Change		+1.9%	-1.3%
<u>Assistant Professor</u>			
Comparative Group Average*	\$56,568	\$54,205	\$60,671
% Change		-4.2%	+11.9%
UM – Duluth	\$51,110	\$53,812	\$53,623**
% Change		+5.3%	-0.4%

Source: Association of American University Professors Faculty Compensation Survey.

* Average excluding University of Minnesota Duluth.

** Does not include UEA Bargaining Unit salary increase for 2006-2007.

3: Duluth Campus

Table 3-4. Average faculty compensation for UMD and comparative group institutions, 2004-05 – 2006-07.

Average Compensation

Category	2004-2005	2005-2006	2006-2007
<u>Full Professor</u>			
Comparative Group Average*	\$113,108	\$110,618	\$116,177
% Change		+4.3%	+5.0%
UM – Duluth	\$108,617	\$112,217	\$114,669**
% Change		+3.3	+2.2%
<u>Associate Professor</u>			
Comparative Group Average*	\$86,470	\$84,053	\$88,142
% Change		+4.0%	+4.7%
UM – Duluth	\$91,643	\$94,389	\$95,216**
% Change		+3.0%	+0.9%
<u>Assistant Professor</u>			
Comparative Group Average*	\$73,250	\$70,036	\$73,522
% Change		+2.5%	+4.9%
UM – Duluth	\$72,409	\$76,914	\$78,571**
% Change		+6.2%	+2.2%

Source: Association of American University Professors Faculty Compensation Survey.

* Average excluding University of Minnesota Duluth.

** Does not include UEA Bargaining Unit salary increase for 2006-2007.

Full Professors

Table 3-5. Full professor average salary and compensation for University of Minnesota Duluth and comparative group, 2006-2007.

Rank	Institution	Salary	Rank	Institution	Compensation
1	University of Central Florida	\$111,273	1	University of Central Florida	\$142,481
2	University of Nevada-Reno	110,571	2	Villanova University	140,676
3	Villanova University	110,257	3	Marquette University	135,219
4	University of Nevada-Las Vegas	109,837	4	University of Nevada-Las Vegas	131,377
5	Marquette University	105,999	5	University of Massachusetts-Dartmouth	130,662
6	University of Colorado at Denver	102,072	6	University of Nevada-Reno	126,141
7	University of Massachusetts-Dartmouth	99,218	7	University of Colorado at Denver	121,875
8	University of North Carolina at Charlotte	97,590	8	Old Dominion University	121,033
9	Wright State University-Main Campus	96,135	9	Wright State University-Main Campus	120,577
10	Old Dominion University	94,839	10	University of North Carolina at Charlotte	119,539
11	Florida Atlantic University	93,950	11	Oakland University	119,478
12	Cleveland State University	90,397	12	Florida Atlantic University	116,916
13	Oakland University	89,376	13	University of Wisconsin-Milwaukee	115,470
14	University of Wisconsin-Milwaukee	87,737	14	University of Minnesota-Duluth*	114,669
15	University of Minnesota-Duluth*	83,444	15	Cleveland State University	113,736
16	University of Maine - Orono	79,747	16	University of Maine - Orono	103,660
-	University of New Hampshire	NA	-	University of New Hampshire	NA

Source: Association of American University Professors Faculty Compensation Survey, 2006-2007

* Does not include UEA Bargaining Unit salary increase for 2006-2007.

3: Duluth Campus

Associate Professors

Table 3-6. Associate professor average salary and compensation for University of Minnesota Duluth and comparative group, 2006-2007.

Rank	Institution	Salary	Rank	Institution	Compensation
1	University of Nevada-Las Vegas	\$82,098	1	Villanova University	\$105,045
2	University of Nevada-Reno	80,891	2	Marquette University	103,777
3	Villanova University	79,568	3	University of Massachusetts-Dartmouth	103,267
4	University of Massachusetts-Dartmouth	77,826	4	University of Nevada-Las Vegas	99,879
5	Marquette University	77,170	5	University of Central Florida	99,134
6	University of Central Florida	76,945	6	University of Minnesota-Duluth*	95,216
7	University of Colorado at Denver	76,817	7	University of Nevada-Reno	94,005
8	University of North Carolina at Charlotte	72,241	8	Oakland University	93,287
9	Oakland University	68,321	9	University of Colorado at Denver	93,195
10	Old Dominion University	68,051	10	University of North Carolina at Charlotte	90,111
11	Wright State University-Main Campus	68,049	11	University of Wisconsin-Milwaukee	90,009
12	University of Maine - Orono	67,845	12	Old Dominion University	89,251
13	University of Wisconsin-Milwaukee	67,491	13	University of Maine - Orono	89,062
14	Florida Atlantic University	67,377	14	Wright State University-Main Campus	88,749
15	University of Minnesota-Duluth*	67,373	15	Florida Atlantic University	85,943
16	Cleveland State University	65,887	16	Cleveland State University	85,553
-	University of New Hampshire	NA	-	University of New Hampshire	NA

Source: Association of American University Professors Faculty Compensation Survey, 2006-2007

* Does not include UEA Bargaining Unit salary increase for 2006-2007.

Assistant Professors

Table 3-7. Assistant professor average salary and compensation for University of Minnesota Duluth and comparative group, 2006-2007.

Rank	Institution	Salary	Rank	Institution	Compensation
1	University of Massachusetts-Dartmouth	\$66,010	1	University of Massachusetts-Dartmouth	\$87,719
2	Marquette University	65,785	2	Marquette University	86,102
3	Villanova University	63,507	3	Villanova University	83,630
4	University of Nevada-Las Vegas	63,400	4	Oakland University	80,473
5	University of North Carolina at Charlotte	63,232	5	University of Central Florida	80,354
6	University of Colorado at Denver	63,131	6	University of North Carolina at Charlotte	79,449
7	University of Nevada-Reno	63,081	7	University of Minnesota-Duluth*	78,571
8	University of Central Florida	62,397	8	University of Wisconsin-Milwaukee	78,529
9	Florida Atlantic University	59,524	9	University of Nevada-Las Vegas	78,514
10	Old Dominion University	59,300	10	Old Dominion University	78,027
11	Wright State University-Main Campus	57,930	11	University of Colorado at Denver	77,489
12	Oakland University	57,844	12	Florida Atlantic University	76,580
13	University of Wisconsin-Milwaukee	57,676	13	Wright State University-Main Campus	75,783
14	Cleveland State University	53,707	14	Cleveland State University	71,492
15	University of Minnesota-Duluth*	53,623	15	University of Nevada-Reno	71,453
16	University of Maine - Orono	53,538	16	University of Maine - Orono	70,763
-	University of New Hampshire	NA	-	University of New Hampshire	NA

Source: Association of American University Professors Faculty Compensation Survey, 2006-2007 .

* Does not include UEA Bargaining Unit salary increase for 2006-2007.

3: Duluth Campus

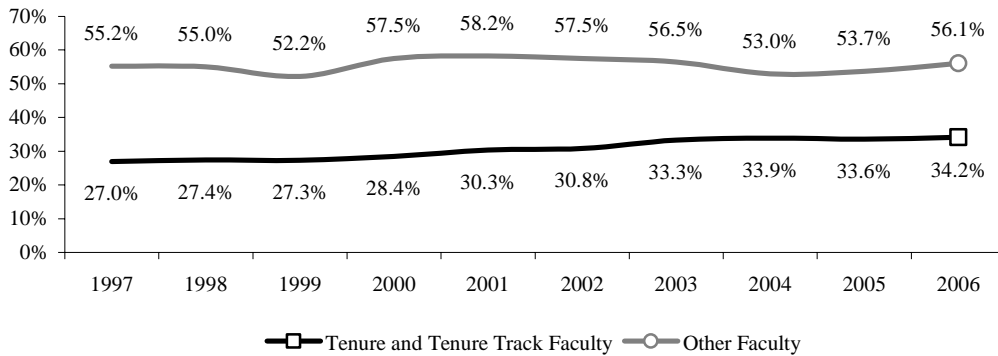
Faculty Diversity

Figure 3-10 shows the percentage of female tenured/tenure track faculty and other faculty for the period 1997-2006. While the percentage of non-tenure track female faculty has remained relatively constant, the percentage of tenure and tenure-track faculty has increased

over 7 percent during the decade.

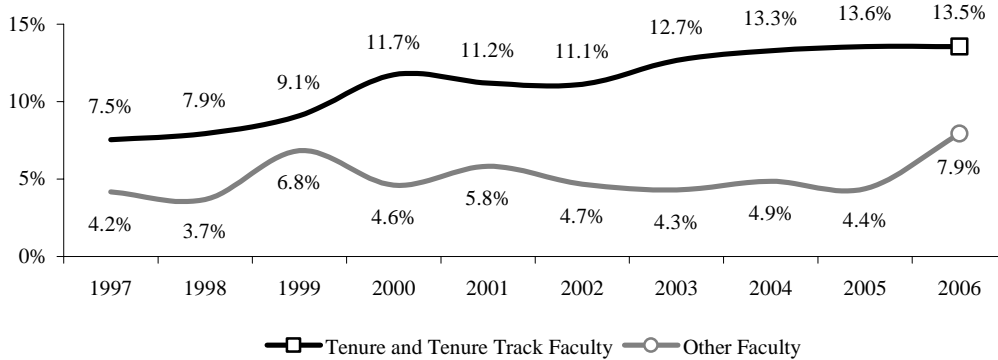
Figure 3-11 shows the percentage of tenured/tenure track faculty of color and other faculty of color for the same period. The number of faculty of color at UMD has more than doubled since 1997.

Figure 3-10. Percentage of female faculty at University of Minnesota Duluth, 1997-2006.



Source: Office of Institutional Research, University of Minnesota Planning Data.

Figure 3-11. Percentage of faculty of color at University of Minnesota Duluth, 1997-2006.



Source: Office of Institutional Research, University of Minnesota Planning Data.

3: Duluth Campus

Staff Diversity

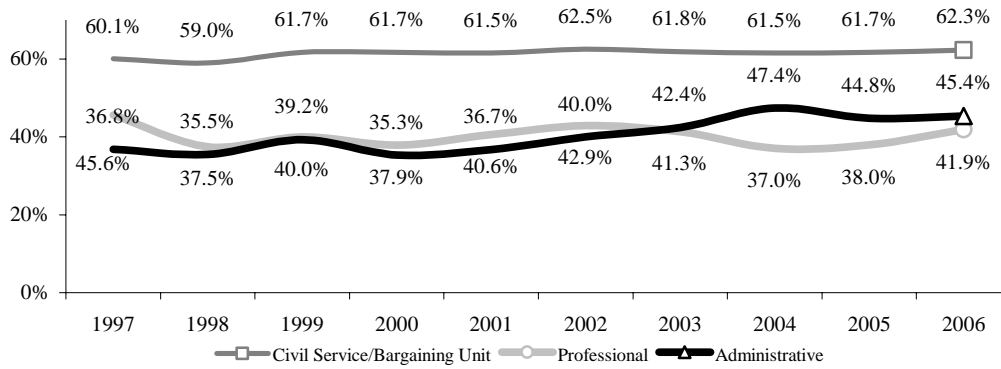
In 2006, the University of Minnesota Duluth had 1,500 staff in the Administrative, Professional, and Civil Service/Bargaining Unit (CS/BU) classifications. Of these, 58.4 percent were female, approximately the same percentage as in 1996.

Figures 3-12 and 3-13 show the percentage of female staff and staff of color, respectively,

during the period 1997-2006 for each of the three staff classifications.

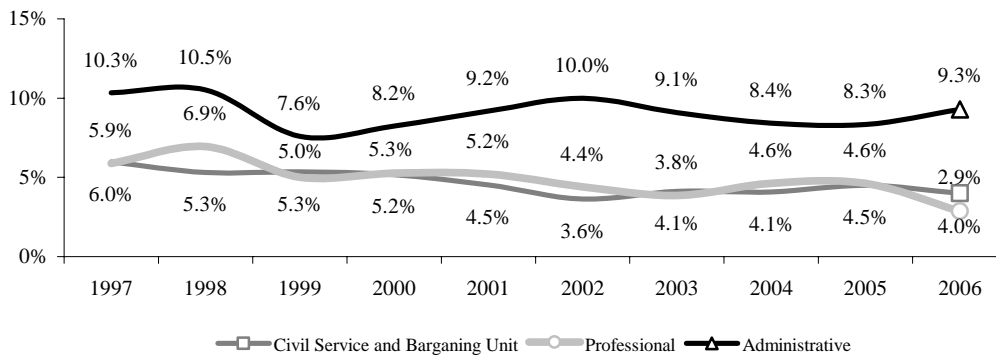
Between 1997 and 2006, the number of staff of color at UMD decreased from 45 (4.7 percent) to 43 (4.0 percent). In 2006, 2 percent of UMD's staff members were American Indian, the highest percentage of any University of Minnesota campus.

Figure 3-12. Percentage of female staff employees, University of Minnesota Duluth, 1997-2006.



Source: Office of Institutional Research, University of Minnesota Planning Data.

Figure 3-13. Percentage of staff of color, University of Minnesota Duluth, 1997-2006.



Source: Office of Institutional Research, University of Minnesota Planning Data.

3: Duluth Campus