

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

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 (FY2007)

Undergraduate	1,545
Master's	214

Fall 2007 Enrollment *

Undergraduate	9,184
Graduate	739
Non-degree	938
Total	10,861

*School of Medicine and College of Pharmacy students are counted as part of Twin Cities campus enrollment.

Faculty (Fall 2007)*

Tenured/Tenure Track	329
Other Faculty	205

*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 campus

Alumni (FY 2007)

Living Alumni	53,799
---------------	--------

Staff (FY 2007)

Civil Service/ Bargaining Unit	783
Professional and Administrative	222

Expenditures (FY 2007)

\$173,312,585

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, medicine, and pharmacy. 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 issues challenging the future of northeastern Minnesota, to make a difference in people's lives in the state and elsewhere, and to contribute meaningfully to quality of life through improving public policy and finding solutions to 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 and implement best practices to increase retention and student satisfaction.

- Focusing on student learning through the development and assessment of measurable outcomes.
- Implementing a revised liberal education program.
- 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.
- Recruiting and retaining more undergraduates from underrepresented groups, with special emphasis on Native American students, international students, and non-native English speakers.
- Developing additional 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

3: Duluth Campus

degree delivery. Capital funding will be requested to create an American Indian Learning Resource Center.

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.
- 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.

An exceptional organization, including increased availability and use of technology to serve students and support the research enterprise. Plans are in place to upgrade the campus data network and computer systems and to develop high-technology classrooms and labs in the new Civil Engineering building. Faculty training in the use of technology in the classroom continues with the 11th round of Tech Camp, a week-long, hands-on program that has upgraded the technology skills of over 200 faculty. 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. UMD will continue to place emphasis on the recruitment and retention of faculty and staff from under-represented groups.

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 (Minnesota Sea Grant, Center for Water and Environment, 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, American Indian Learning Resource Center)
- Mining and processing ferrous and non-ferrous minerals (Natural Resources Research Institute)
- Interdisciplinary programs in biosciences (College of Science and Engineering along with University of Minnesota School of Medicine Duluth and College of Pharmacy Duluth)

UMD will facilitate the active participation of UMD faculty and staff in presidential initiatives and other system programs, including a system-wide research expertise database and serving on University research committees. UMD will work to secure 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 state in economic development (Natural Resource Research Institute, Center for Economic Development, Bureau of Business and Economic Research). Faculty hiring will be

3: Duluth Campus

encouraged in areas that overlap UMD strengths and additional resources provided to productive areas. Faced with a decline in federal research dollars, UMD seeks to develop alternate funding sources.

UMD has a long and rich history of partnering with public and private organizations. One key partnership is with school districts and other preK-12 organizations and educators. UMD is currently collaborating with 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

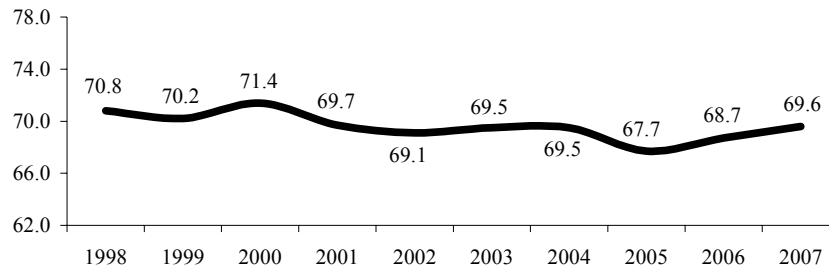
Figure 3-1 and Table 3-1 provide trend data for average high school rank percentile and high

school rank of new, entering freshmen for 1998-2007.

In 2007, the average high school rank percentile increased over the previous year while the percentage of new entering freshmen at the top 10 percent of their high school class remained the same. 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, increasing slightly from 23.1 in 1998 to 23.4 in 2007. During the same period, UMD has maintained consistent entrance requirements while gradually increasing new high school student enrollment by over 500 students.

Figure 3-1. Average high school rank percentile of new, entering freshmen, University of Minnesota Duluth, 1998–2007.



Source: Office of Institutional Research, University of Minnesota.

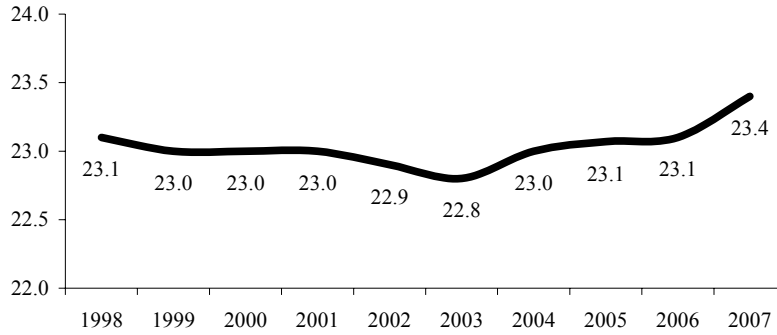
Table 3-1. High school rank of freshmen, University of Minnesota Duluth, 1998-2007.

Rank	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
90-99 %	19%	18%	19%	18%	16%	16%	17%	14%	16%	16%
75-89	29	27	29	25	26	28	26	25	26	27
50-74	39	39	38	40	41	40	40	42	41	43
1-49	14	16	14	16	17	16	17	19	18	15

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, 1998-2007.



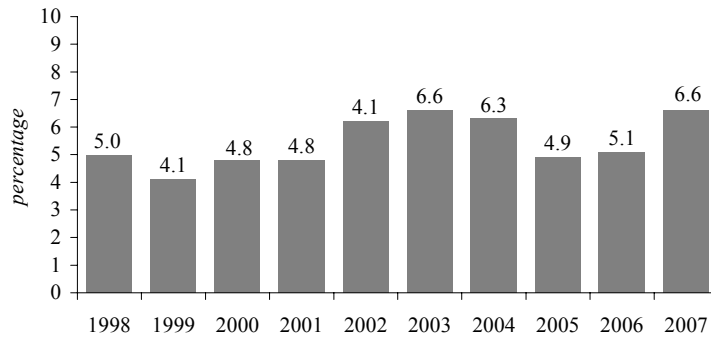
Source: Office of Institutional Research, University of Minnesota.

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. In 2007, UMD had the highest

proportion of entering freshmen of color since 2003 (see Figure 3-3). Table 3-4 shows that the proportions of students by race and ethnicity has remained relatively constant over the past 10 years.

Figure 3-3. Percentage of entering freshmen of color, University of Minnesota Duluth, fall 1998-2007.



Source: Office of Institutional Research, University of Minnesota

Table 3-2. Proportion of students by racial/ethnic group, University of Minnesota Duluth, 1998-2007.

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
African American	0.9%	0.8%	0.8%	1.0%	1.2%	1.2%	1.3%	1.3%	1.3%	1.2%
American Indian	1.1	1.1	0.9	1.1	1.0	1.1	1.2	1.2	1.1	1.2
Asian/Pacific Islander	2.5	2.0	1.8	1.9	2.2	2.4	2.5	2.6	2.6	2.6
Caucasian	91.2	89.8	90.6	90.3	90.0	89.0	88.3	88.3	87.5	87.6
Chicano/Hispanic	0.9	0.8	0.8	0.9	0.8	0.9	0.9	1.0	0.8	1.0
International	1.4	1.7	1.8	2.0	2.2	2.3	2.1	1.9	1.9	1.9
Not Reported	2.1	3.8	3.3	2.9	2.6	3.1	3.8	3.8	4.7	4.6

Source: Office of Institutional Research, University of Minnesota

3: Duluth Campus

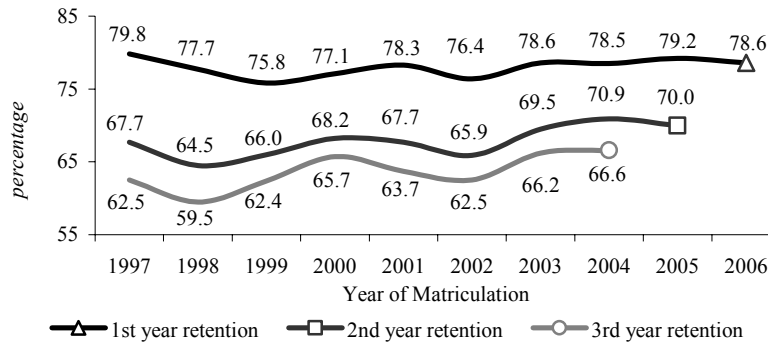
Retention and Graduation Rates

Retention Rates: Figure 3-4 shows first-, second- and third-year student retention rates for students matriculating during 1997-2006. The second- and third-year retention rates have improved over the decade, while the first-year retention rate has remained relatively unchanged over the decade. Third-year retention rates reached a new high in the last reporting period.

retention increased slightly over the previous year, while second-year retention decreased by 6.6 percentage points. All students-of-color retention rates are higher than they were for those who matriculated in 1997. Third-year rates for students of color showed the most improvement over the decade (12.3 percentage points) followed by second-year rates (5.2 percentage points), and first-year rates (0.7 percentage points).

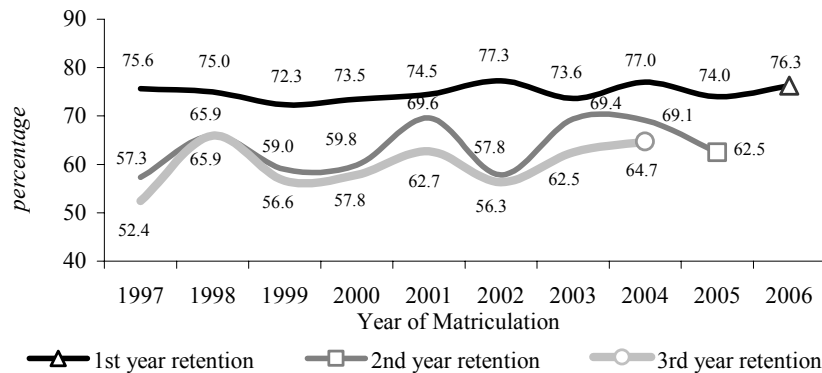
Figure 3-5 compares retention rates of students of color for 1997-2006. First- and third-year

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, 1997-2006.



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

Figure 3-5. University of Minnesota Duluth first-, second-, and third-year retention rates (percentage) for students of color, 1997-2006.



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

3: Duluth Campus

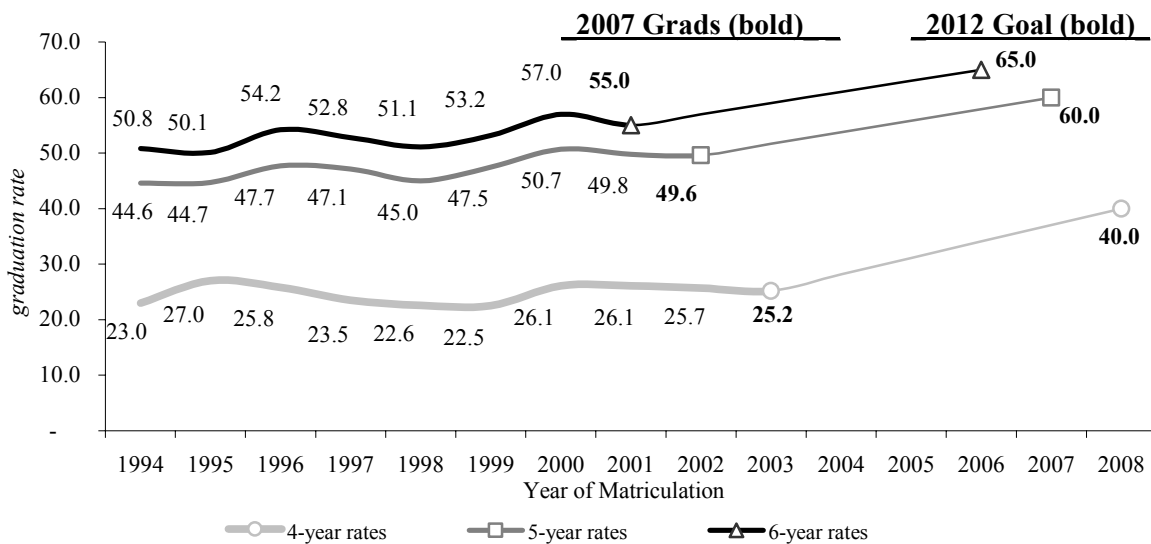
Graduation Rates: UMD has established four-, five-, and six-year graduation rate goals for 2012 of 40 percent, 60 percent, and 65 percent, respectively.

Figure 3-6 shows four-, five-, and six-year graduation rates for students matriculating in 1994-2003. While all three graduation rates declined slightly from the previous year, all rates improved over the decade. Four-year

rates improved 2.2 percentage points, five-year rates improved 5.0 percentage points, and six-year rates improved 4.2 percentage points.

For students of color, the six-year graduation rate improved significantly from the previous year (9.8 percentage points), as shown in Figure 3-7, while the four- and five-year rates fell. Over the decade, all three graduation rates were higher.

Figure 3-6. 4-, 5-, and 6-year graduation rates, University of Minnesota – Duluth, 1994-2003 (Classes beginning in 1994-2003) and 2012 goal.

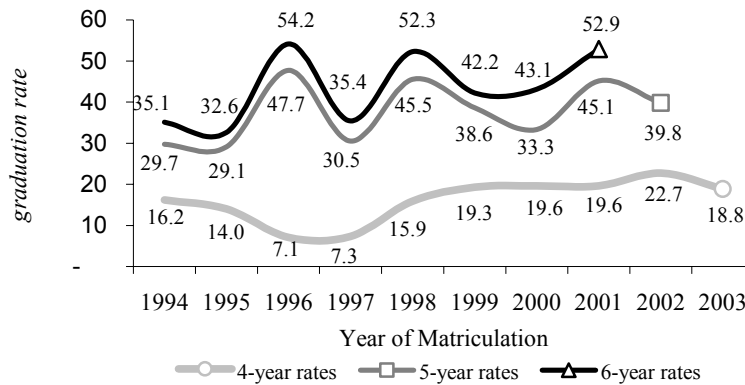


Source: University of Minnesota 2007 NHS Student Graduation/Retention Report

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, 1994-2003.



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 by 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

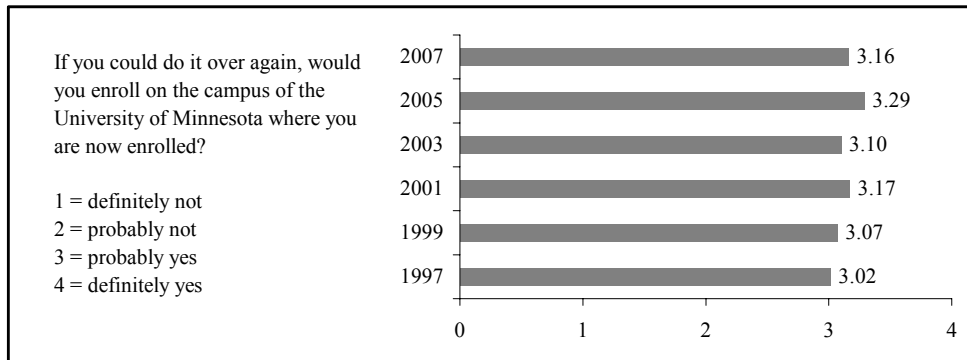
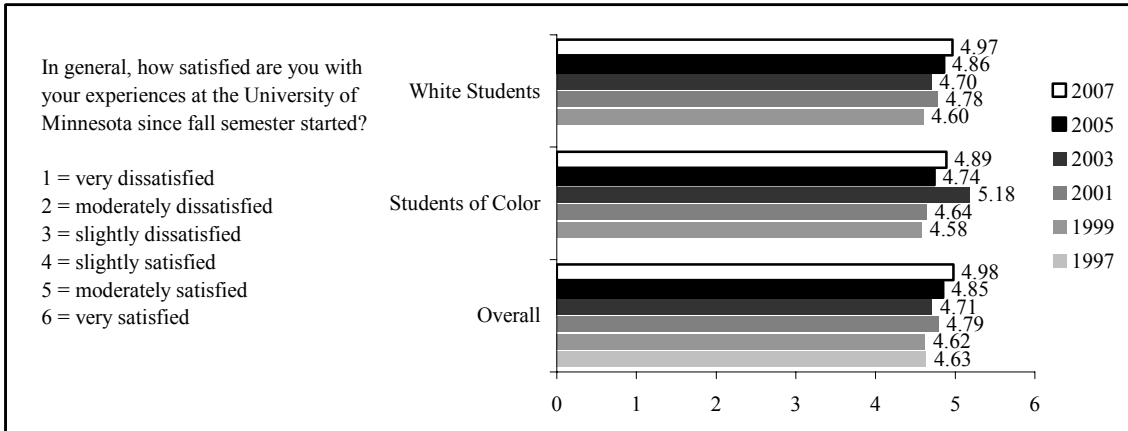
classrooms, the overall physical environment and the availability of places to study show modest declines. This may be due to the temporary disruption caused by construction.

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.

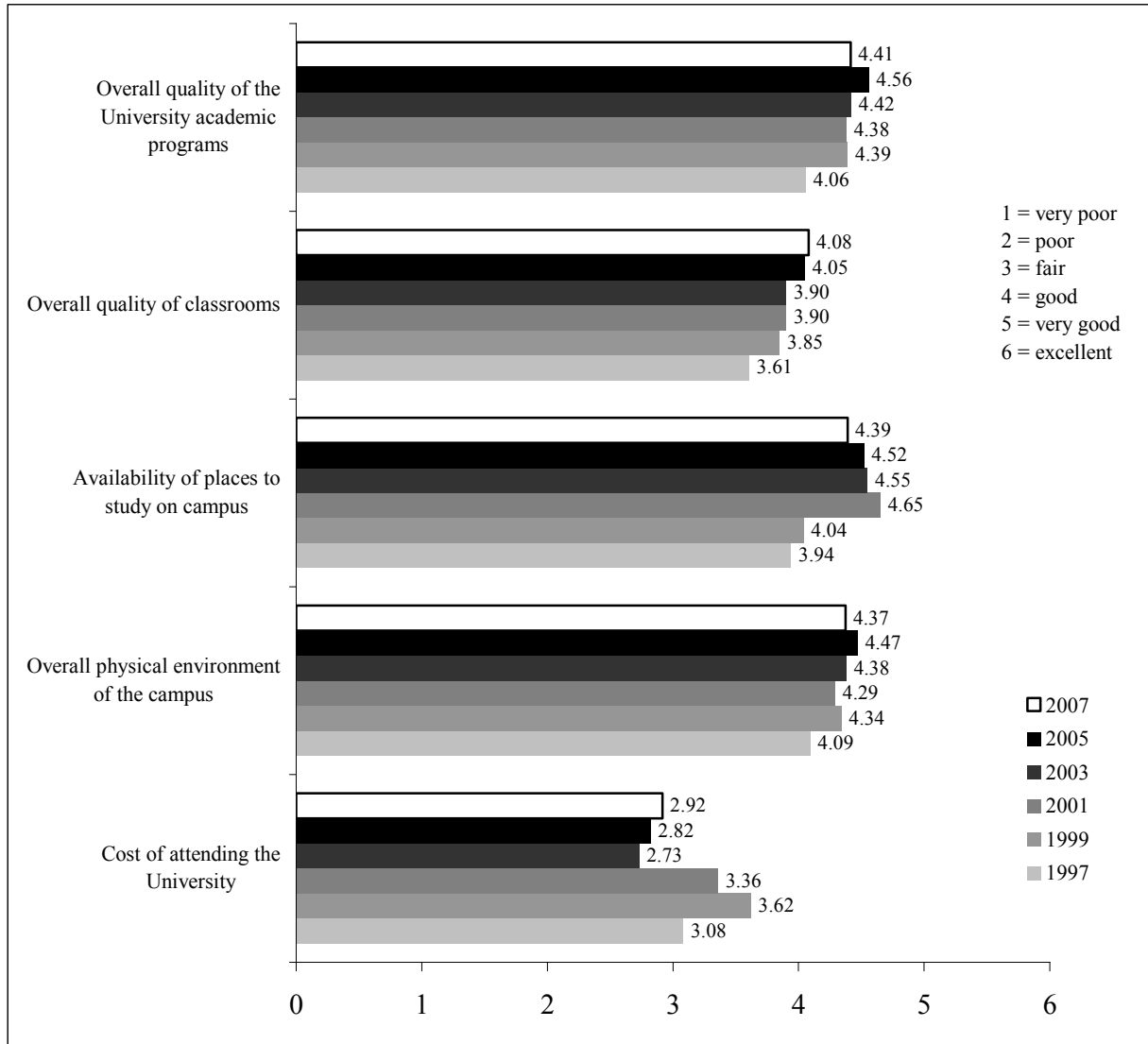
3: Duluth Campus

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



3: Duluth Campus

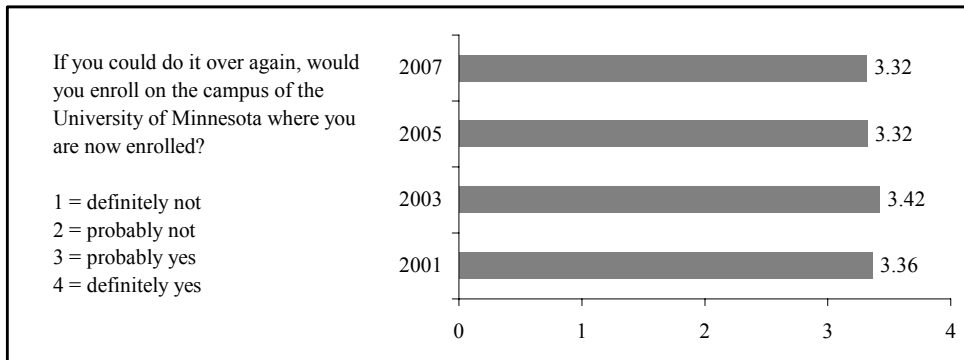
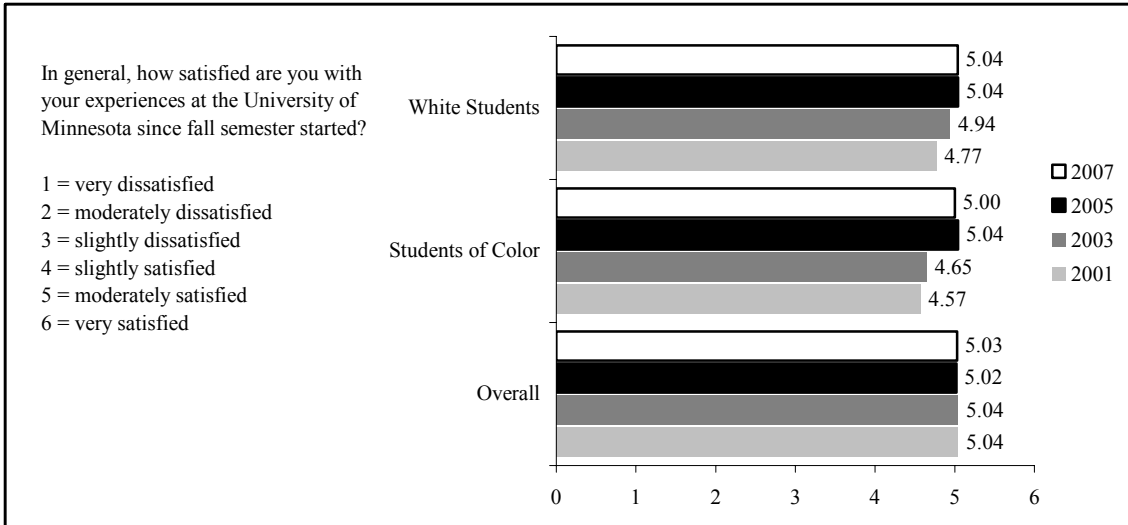
Figure 3-8 (continued). UMD undergraduate student experiences survey.



Source: Office of Institutional Research, University of Minnesota.

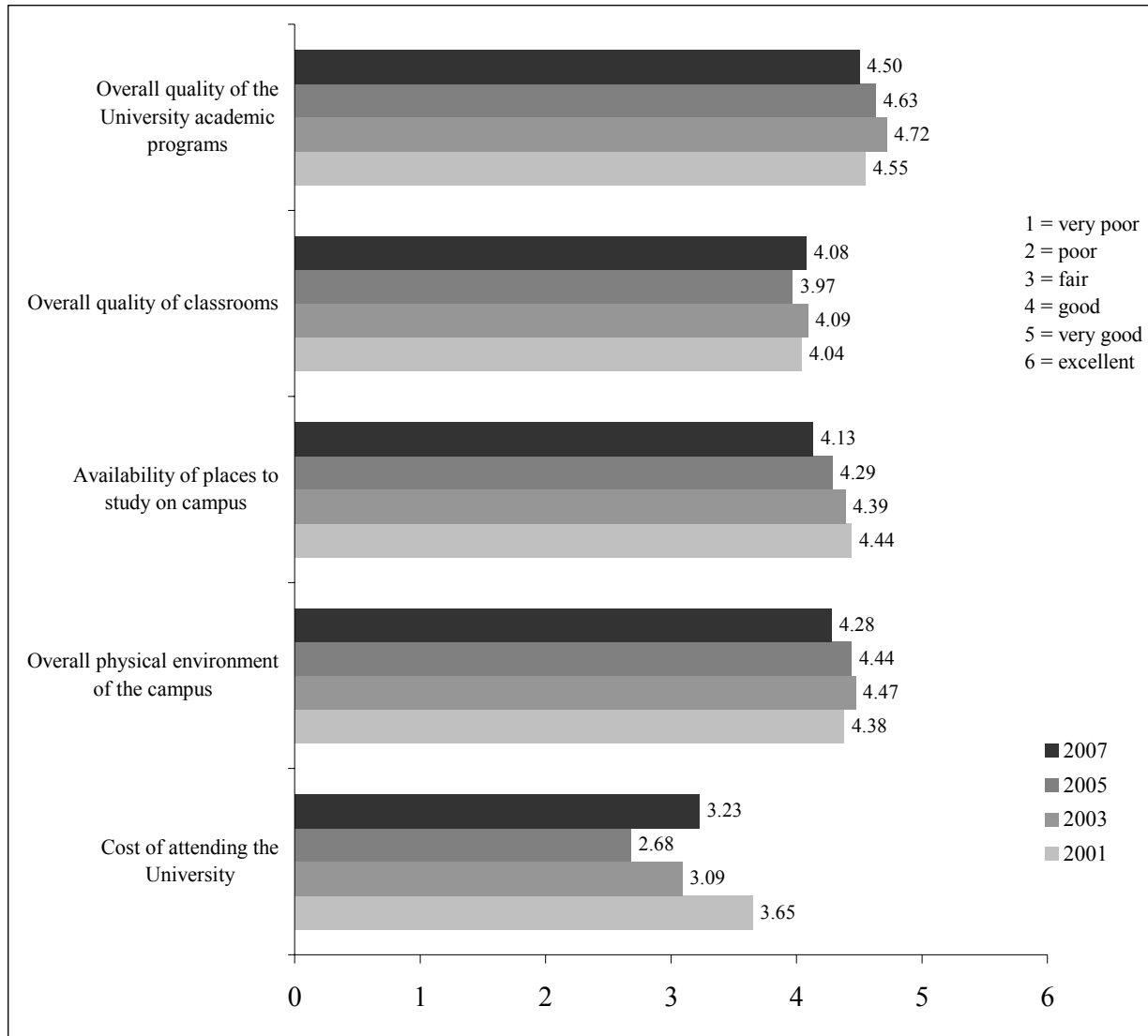
3: Duluth Campus

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). 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 sal-

ary 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. These faculty are included in the Twin Cities campus data.

Table 3-3. Average faculty salary for UMD and comparative group institutions, 2004-05 and 2007-08.

Average Salary

Category	2004-2005	2007-2008
<u>Full Professor</u>		
Comparative Group Average* 3 Year % Change	\$90,835	\$101,646 +11.9%
UM – Duluth 3 Year % Change	\$80,921	\$87,101 +7.6%
<u>Associate Professor</u>		
Comparative Group Average* 3 Year % Change	\$67,731	\$75,456 +11.4%
UM – Duluth 3 Year % Change	\$66,947	\$69,721 +4.1%
<u>Assistant Professor</u>		
Comparative Group Average* 3 Year % Change	\$56,568	\$63,721 +12.6%
UM – Duluth 3 Year % Change	\$51,110	\$55,093 +7.8%

Source: Association of American University Professors Faculty Compensation Survey.

* Average excluding University of Minnesota Duluth.

3: Duluth Campus

Table 3-4. Average faculty compensation for UMD and comparative group institutions, 2004-05 – 2007-08.

Average Compensation

Category	2004-2005	2007-2008
<u>Full Professor</u>		
Comparative Group Average* 3 Year % Change	\$113,108	\$128,924 +14.0%
UM – Duluth 3 Year % Change	\$108,617	\$123,800 +14.0%
<u>Associate Professor</u>		
Comparative Group Average* 3 Year % Change	\$86,470	\$97,935 +13.3%
UM – Duluth 3 Year % Change	\$91,643	\$102,800 +12.2%
<u>Assistant Professor</u>		
Comparative Group Average* 3 Year % Change	\$73,250	\$82,913 +13.2%
UM – Duluth 3 Year % Change	\$72,409	\$85,100 +17.5%

Source: Association of American University Professors Faculty Compensation Survey.

* Average excluding University of Minnesota Duluth.

Full Professors

Table 3-5. Full professor average salary and compensation for University of Minnesota Duluth and comparative group, 2007-2008.

Rank	Institution	Salary	Rank	Institution	Compensation
1	Villanova University	\$115,013	1	Villanova University	\$144,987
2	University of Nevada-Las Vegas	114,539	2	University of Central Florida	143,975
3	University of Central Florida	112,348	3	University of Massachusetts-Dartmouth	140,159
4	Marquette University	107,965	4	Marquette University	138,861
5	University of North Carolina-Charlotte	105,041	5	University of Nevada-Las Vegas	135,592
6	University of Colorado-Denver	104,505	6	University of North Carolina-Charlotte	129,462
7	University of Massachusetts-Dartmouth	100,135	7	Old Dominion University	126,315
8	Old Dominion University	98,960	8	University of Colorado-Denver	124,662
9	Wright State University-Main	97,509	9	University of Minnesota-Duluth	123,800
10	Cleveland State University	96,552	10	University of Michigan-Dearborn	123,584
11	University of Michigan-Dearborn	95,301	11	Oakland University	122,504
12	Florida Atlantic University	94,086	12	Wright State University-Main	121,783
13	Oakland University	91,400	13	Cleveland State University	121,360
14	University of Wisconsin-Milwaukee	89,702	14	University of Wisconsin-Milwaukee	116,547
15	University of Minnesota-Duluth	87,101	15	Florida Atlantic University	115,150

Source: Association of American University Professors Faculty Compensation Survey, 2007-2008

3: Duluth Campus

Associate Professors

Table 3-6. Associate professor average salary and compensation for University of Minnesota Duluth and comparative group, 2007-2008.

Rank	Institution	Salary	Rank	Institution	Compensation
1	University of Nevada-Las Vegas	\$85,516	1	University of Massachusetts-Dartmouth	\$109,888
2	Villanova University	83,456	2	Villanova University	108,484
3	University of Colorado-Denver	79,832	3	Marquette University	106,262
4	Marquette University	78,555	4	University of Nevada-Las Vegas	103,061
5	University of Massachusetts-Dartmouth	78,002	5	University of Minnesota-Duluth	102,800
6	University of Central Florida	77,619	6	University of Central Florida	100,005
7	University of North Carolina-Charlotte	77,229	7	University of Michigan-Dearborn	98,358
8	University of Michigan-Dearborn	76,038	8	Oakland University	97,580
9	Old Dominion University	71,032	9	University of North Carolina-Charlotte	97,026
10	Wright State University-Main	70,584	10	University of Colorado-Denver	96,752
11	Cleveland State University	70,517	11	Old Dominion University	93,058
12	Oakland University	69,881	12	University of Wisconsin-Milwaukee	91,936
13	University of Minnesota-Duluth	69,721	13	Cleveland State University	91,425
14	Florida Atlantic University	69,268	14	Wright State University-Main	90,699
15	University of Wisconsin-Milwaukee	68,856	15	Florida Atlantic University	86,571

Source: Association of American University Professors Faculty Compensation Survey, 2007-2008

Assistant Professors

Table 3-7. Assistant professor average salary and compensation for University of Minnesota Duluth and comparative group, 2007-2008.

Rank	Institution	Salary	Rank	Institution	Compensation
1	Marquette University	\$68,480	1	University of Massachusetts-Dartmouth	\$94,512
2	University of Michigan-Dearborn	67,036	2	Marquette University	89,462
3	University of Massachusetts-Dartmouth	66,982	3	University of Michigan-Dearborn	86,671
4	University of North Carolina-Charlotte	66,977	4	University of Minnesota-Duluth	85,100
5	University of Colorado-Denver	66,957	5	University of North Carolina-Charlotte	84,828
6	University of Nevada-Las Vegas	66,239	6	Villanova University	84,714
7	Villanova University	65,516	7	Oakland University	82,840
8	Florida Atlantic University	62,581	8	University of Colorado-Denver	81,912
9	University of Central Florida	61,898	9	University of Nevada-Las Vegas	81,391
10	Old Dominion University	61,201	10	University of Wisconsin-Milwaukee	81,331
11	Wright State University-Main	60,707	11	Old Dominion University	80,451
12	Oakland University	60,470	12	University of Central Florida	79,742
13	University of Wisconsin-Milwaukee	59,990	13	Wright State University-Main	78,849
14	Cleveland State University	56,739	14	Florida Atlantic University	78,489
15	University of Minnesota-Duluth	55,093	15	Cleveland State University	75,602

Source: Association of American University Professors Faculty Compensation Survey, 2007-2008.

3: Duluth Campus

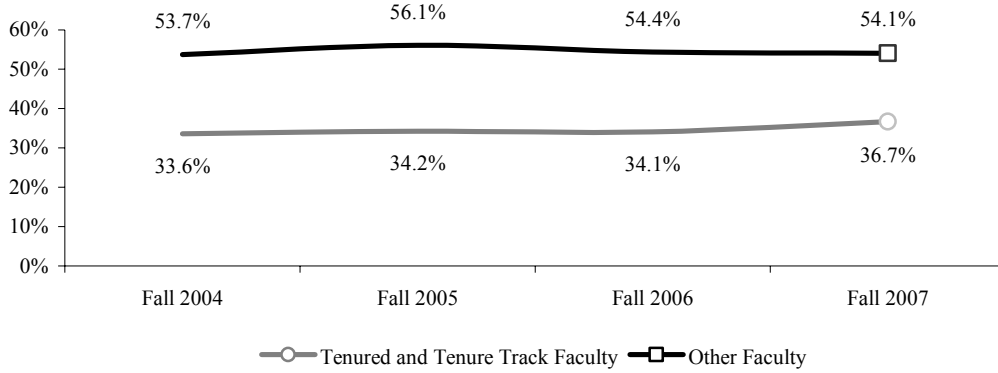
Faculty Diversity

Figure 3-10 shows the percentage of female tenured/tenure track faculty and other faculty for the period 2004-2007. The percentage of tenured and tenure-track female faculty has increased by nearly three percentage points while the percentage of other female faculty is

only slightly higher than the previous year.

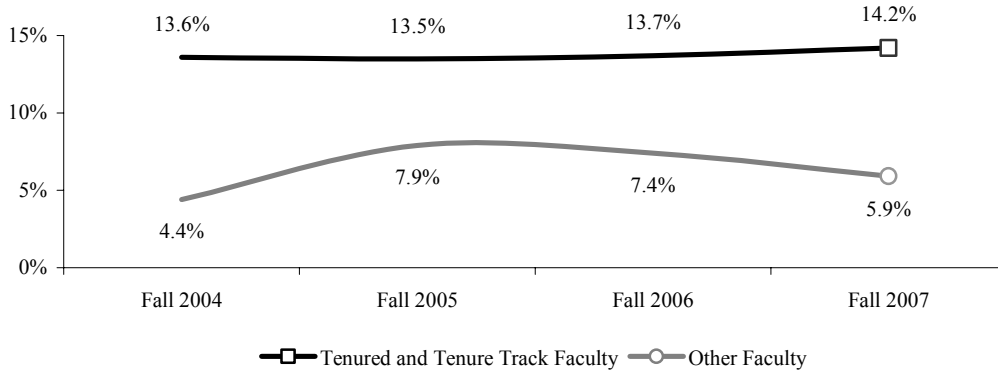
Figure 3-11 shows the percentage of tenured/tenure track faculty of color and other faculty of color for the same period. The number of faculty of color at UMD has increased since 2004.

Figure 3-10. Percentage of female faculty at University of Minnesota Duluth, 2004-2007.



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

Figure 3-11. Percentage of faculty of color at University of Minnesota Duluth, 2004-2007.



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

3: Duluth Campus

Staff Diversity

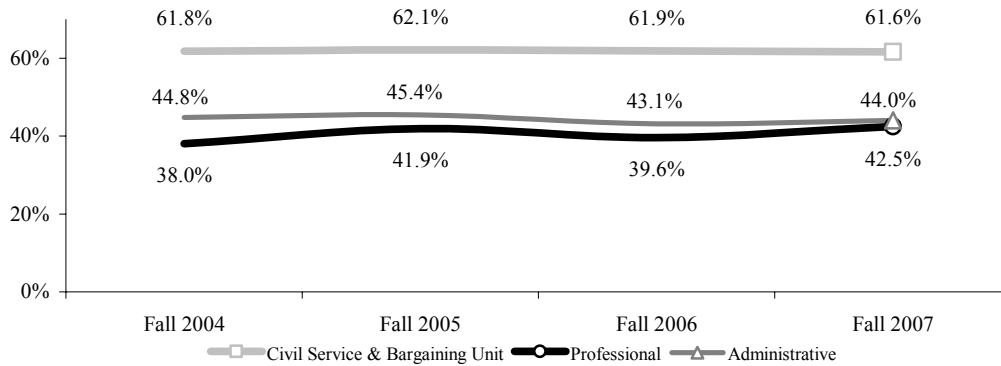
In 2007, the University of Minnesota Duluth had 1,005 staff in the Administrative, Professional, and Civil Service/Bargaining Unit (CS/BU) classifications.

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

during the period 2004-2007 for each of the three staff classifications.

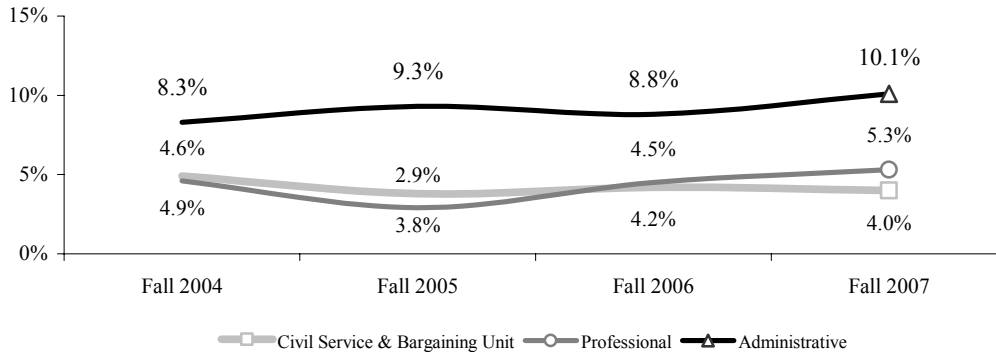
Between 2004 and 2007, the number of administrative and professional staff of color at UMD increased while the portion of civil service and bargaining unit staff of color decreased slightly.

Figure 3-12. Percentage of female staff employees, University of Minnesota Duluth, 2004-2007.



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

Figure 3-13. Percentage of staff of color, University of Minnesota Duluth, 2004-2007.



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

3: Duluth Campus