University of Minnesota at Crookston:  
An Analysis of Current Trends  

Background Report  
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Overview and Process

On December 16, 2004 University of Minnesota President Robert H. Bruininks and Senior Vice President for System Administration Robert J. Jones (accompanied by Regent Clyde Allen, Jr. and others) visited the University of Minnesota, Crookston (UMC) campus. As a part of their visit they explained at a campus-wide meeting that a group was gathering background data to be provided to a consulting firm who would help the campus plan its future in the context of system-wide efforts at strategic positioning.

This background report was created to outline a series of trends and developments and to produce a short series of guiding planning principles as a contribution to strategic positioning efforts at the UMC campus. In addition, the report was designed to survey the region itself, including higher education and other resources, to best understand UMC in its larger context. Issues of—and opportunities for—rural development, college preparation, and forms of institutional cooperation are especially critical to Northwestern Minnesota. The group met over the past several months to gather a range of data to help the Crookston campus plan for the future. The group was not asked to provide specific, detailed recommendations in this report.

Looking Ahead, Moving Forward

As the University of Minnesota shapes a new vision for the future with a system-wide strategic positioning process, UMC should reflect on its current strengths and values to clarify and redefine its own role within the larger University of Minnesota system and recognize that Northwest Minnesota faces a series of challenges for the future (see Appendix A). UMC has a unique role within the U of M system and especially within its region. It is important in analyzing the future for UMC as a U of M resource to understand that UMC operates within a network of neighboring states, institutions, and other resources (see Appendix B). There may also be opportunities for UMC to provide additional leadership in PK-12 education (e.g., “College in the High School”) especially as it relates to the needs of rural schools.

UMC was chosen for this analysis because of the many challenges it faces. (Analyses of other U of M campuses will follow.) Strategic positioning needs to be consistent with the University’s stated values and priorities and those developed by each campus. Such strategic thinking should include how each campus, including its Extension and/or Research and Outreach Centers (ROC) and other regional resources, can best serve the region, the state, the nation, and the world. In the case of UMC, rural and economic development and creating new partnerships to foster
development represent critical challenges—and present important opportunities. In addition, such strategic positioning must recognize the need for all U of M campuses to make optimal use of their resources by striving to be efficient and effective and to engage in continuous improvement.

**Mission and Values**

The January 2005 draft Strategic Positioning Report\(^1\) makes a bold statement for the University:

Our goal is no less than to transform the University of Minnesota into one of the three best public research universities in the world.

The goal we announce applies an equivalent standard of excellence to all our campuses, each of which has its own unique mission and strong signature and reputation. An equivalent standard of excellence applies also to our network of statewide research [and outreach] centers and Extension Service offices, the legacy of our land grant tradition.

And later, the Report emphasizes UMC’s stated goal, mission, and values:

Within the shared mission and values of the University of Minnesota are the distinctive contributions of each of our coordinate campuses. Each coordinate 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.

The University of Minnesota Crookston seeks to become Northwestern Minnesota's preferred provider of high-value, polytechnic undergraduate education that prepares diverse and deserving learners for rewarding careers and better lives.

UMC strives to enhance the well-being of the region by offering outcome-oriented, teaching-focused, polytechnic professional programs that prepare graduates for career success and for community leadership in a multi-racial and multicultural world; deploy innovative technology-based formats and delivery systems so all ambitious and intellectually curious students can acquire a University of Minnesota education; generate and preserve knowledge, understanding, and creativity by conducting high quality applied research and scholarly work with an emphasis on the needs of Northwestern Minnesota, but with potential application across the state, nation, and world; and extend, exchange, and apply knowledge that enriches society and solves problems.\(^2\)

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\(^1\) Strategic Positioning Work Group, The University of Minnesota: Advancing the Public Good—Securing the University’s Leadership Position in the 21st Century (January 2005), p. 5. Available at: http://www1.umn.edu/systemwide/strategic_positioning/index.html

\(^2\) Ibid., p. 16.
Responding to Change

The Northwest School of Agriculture (NWSA), a regional residential agricultural high school, was established in Crookston, Minnesota in 1905. In 1965, NWSA’s mission was transformed to that of a college-level technical educational institution and NWSA became the University of Minnesota Technical Institute (UMTI). UMTI was renamed the University of Minnesota Technical College in 1969. In 1988 the College became the University of Minnesota, Crookston. In 1993, UMC expanded its mission to become primarily a provider of 4-year Bachelor’s degree programs.

The campus has grown to include 32 buildings (358,000 assignable square feet) on 237 acres. The University of Minnesota Northwest Research and Outreach Center is adjacent to the campus. See: http://www.crk.umn.edu/campusinfo/tour/tourhome.htm. The current population (2000 Census) of the City of Crookston is about 8,200 people.

UMC, as indicated above, provides “teaching-focused, polytechnic professional programs …deploy[ing] innovative technology-based formats and …conduct[s] high quality applied research and scholarly work.” UMC positions itself as the state’s only polytechnic baccalaureate institution. UMC offers 22 four-year degrees and 6 two-year degrees.

On June 30, 2000 the Crookston Study and Review Committee produced a report (Executive Summary provided as Appendix C) outlining UMC’s progress to date as a baccalaureate institution. The committee, in consultation with a Faculty Consultative Committee, was charged with assessing UMC’s current academic status and directions and in identifying possibilities for further strengthening the campus during its next phase of development. The report indicated that significant progress had been made by UMC but outlined a series of recommendations to improve UMC (see Appendix C).

On its “Campus Info” webpage UMC summarizes its recent past:

Since its establishment as an institution of higher learning in 1965 and its transition to offering baccalaureate degree programs in 1993, UMC has proven to be an adaptive pioneer with a strong entrepreneurial spirit. The campus has continued on a course of continual change and improvement, growing stronger and providing students with more quality opportunities each year. (Emphasis added.)

In 1993, UMC broke new ground by becoming the nation’s first “Laptop U.” For more than a decade each full-time student at UMC (a technology fee of $1,000 per academic year is assessed,
in addition to tuition and other fees) has been provided with a laptop computer, software, and support.\(^8\)

In 2004, UMC realigned its academic structure to focus on five departmental units: agriculture; arts, humanities and social sciences; business; math, science and technology; and natural resources.\(^9\) Additional courses are offered by its Center for Adult Learning and it recently offered a Bachelor of Applied Health degree online.\(^10\) This new online degree is a first for the University of Minnesota.

Adjacent to, or on, the UMC campus are the Northwest Research and Outreach Center, the U of M Extension Service Regional Center, the Northwest Partnership for Sustainable Development and the Valley Technology Park. Within the northwest MN region are two MnSCU four-year campuses: Minnesota State University Moorhead and Bemidji State University. Also nearby are North Dakota State University, Fargo and the University of North Dakota at Grand Forks.

MnSCU two-year institutions in the region include: Northland Community & Technical College in Thief River Falls and East Grand Foraks, Northwest Technical College in Bemidji, Minnesota State Technical and Community College in Detroit Lakes, Fergus Falls, Moorhead, and Wadena, Central Lakes College in Brainerd and Staples, and Alexandria Technical College. (See Appendix B for a map of the region with higher education and other rural and economic resources.)

**Three Central Challenges**

Higher education in Minnesota and the University of Minnesota “face a convergence of demographic, economic, cultural, and political challenges that compel us to change and adapt”\(^11\) and given these challenges “[w]e must act, and act urgently…[w]e must confront our challenges and opportunities with boldness, creativity, and determination.”\(^12\)

As UMC reviews its goal, mission, and values it must consider (as indeed must the University of Minnesota system-wide) the challenges faced by demographics, fiscal constraints, and the role of technology. With its history, location, and baccalaureate polytechnic model UMC faces its own particular set of challenges—and opportunities. Some of these challenges and opportunities—the need for greater development of partnerships, resource sharing, and attention paid to educational and economic opportunities and prospects (including K-12) are acute in rural regions.

**A. Demographics, Competition, and Student Enrollment**

Over the next decade Crookston, northwest Minnesota, and North and South Dakota will all see a significant decline in the number of high school graduates. In the state of Minnesota, by 2013, the number of high school graduates is expected to decrease by 9.5%. The effect on UMC could

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\(^8\) See: http://www.crk.umn.edu/technology/laptopu/index.htm

\(^9\) For a list of departments and course offerings see: http://www.umcrookston.edu/academics/

\(^10\) See: http://www.crk.umn.edu/cal/profworked/h1.htm

\(^11\) The University of Minnesota: Advancing the Public Good, p. 3.

\(^12\) Ibid., p. 5.
be very significant: 11% of UMC students are from the Twin Cities area and an additional 17% of students are from counties outside the Twin Cities and the northwest. Comparatively large population decreases are expected in northwestern Minnesota. With 40% of UMC’s student population coming from Crookston’s eight nearby counties the effects of declining high school enrollments on the future of UMC raise serious concerns. In the same period, the number of North Dakota high school graduates is expected to decline by 26.6%. North Dakota high school graduates currently account for 15% of UMC’s total enrollment.  

UMC competes for nearby students with four other four-year institutions (albeit with differing missions from those of UMC) including Minnesota State University Moorhead and Bemidji State University. UMC is the only coordinate U of M campus to face this level of local competition for students. MSU Moorhead, in the Moorhead/Fargo area about 70 miles from Crookston, serves over 9,000 students (6,900 full-time) and Bemidji State (about 90 miles from Crookston) serves over 6,400 students (4,300 full-time).

About 30 miles to the west of UMC is the University of North Dakota at Grand Forks (UND). Its website describes UND Grand Forks as follows:

The University of North Dakota is one of the largest & most diversified universities in the Upper Midwest. Enrolling 13,187 students, it has long been characterized by a solid foundation in the liberal arts, an array of 10 colleges & schools, a manageable size, high-quality students & faculty, a varied curriculum, rich cultural resources, & an outstanding record of alumni support. Classified by the Carnegie Foundation as a "doctoral/research-intensive" institution, UND is among the small group of nationally important universities whose missions extend beyond undergraduate instruction to include graduate education, research, scholarship & creative activity, & public service.

North Dakota State University in Fargo, North Dakota (NDSU) is about 90 miles from Crookston. NDSU enrolls over 11,000 students and “offers majors in science and mathematics, engineering and architecture, agriculture, human development and education, business administration, pharmacy, arts, [and] humanities and social sciences.”

Thus, within 90 miles of the Crookston campus are four public four-year universities that serve a total of almost 40,000 students. (See Appendix B for a list of other higher education institutions nearby.)

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15 See: http://www.und.edu/aboutund/html/detail.html

16 See: http://www.ndsu.edu/prospective_students/viewbook/
UMC’s full-time undergraduate enrollment has grown from around 900 to almost 1,200 today, but its part-time and other students have declined in number, with a result that the FYE numbers, which had surged in 2000-2001 to 1,602 students, have now fallen back to where they were in 1999. The number of full year equivalent students was 1,341 in 1999 and in 2004 there were 1,371 FYE students.

UMC currently enrolls a total of about 2,100 students (Fall 2004 enrollment was 1,152 undergraduate students [including 136 Associate degree students] and 936 non-degree students). About 500 students live on campus. Three percent of UMC students are international students. About 7.5% of UMC students are students of color.

Based on 2003 Education Trust data 16.6% of UMC students were aged 25 or older (this percentage is similar to that of its nearby MnSCU campuses but about 3-5% higher than that for the two nearby ND universities). Compared with the two nearby MnSCU campuses and the ND universities, UMC has a much higher percentage of part-time students (2003 Education Trust data). In 2003 17.4% of students received Pell Grants—this is much lower than for students at Bemidji (30.4%), Moorhead (52.1%), UND (26.9%) and NDSU (26.4%). For a list of UMC student clubs and organizations see: http://www.crk.umn.edu/people/org/index.htm

The high school rank of UMC students over the past 5 years has hovered between the 53rd and 56th percentile (the five year average is 54.1). As a comparison, the 2004 high school rank (averaged for all undergraduate programs) for UMTC was 78.9 (or 81.9 excluding General College), UMM was 78.5, and UMD was 69.5. Over the past five years, ACT scores have increased at UMC from 19.9 in 2000 to 20.9 in 2004. Again, as points of comparison the 2004 average ACT score at UMTC was 25.0 (or 25.9 excluding General College), UMM was 25.1, and UMD was 23.0. The Education Trust lists the following “Median SAT/ACT” 2003 data for UMC and its nearby competitors: UMC 970, Bemidji 990, Moorhead 930, UND Fargo 1,065, and NDSU 1,045.

In the University’s Strategic Positioning Report undergraduate retention and graduation rates have been identified as a system-wide priority. For the 1998 UMC cohort, the graduation rate five years after entry was 33.9%. That cohort of students was admitted under the campus’s previous open enrollment policy; in 2001 UMC abandoned its open enrollment policy and moved to a more ‘traditional’ admissions policy. However, the new admissions policy has resulted in fewer New High School admissions.

Based on 1993 data, the four year graduation rate was 22%; the five year graduation rate was 37.7% and the six-year graduation rate was 39%. Based on data reported in the 2004-5 Accountability Report UMC’s 4-year graduation rate was 20.1%, its five-year rate was 33.5%, and its six-year graduation rate was 37.4%. As a comparison, the respective graduate rates for the other U of M campuses are: UMTC (32.3%, 56.0%, 56.9%); UMD (25.9%, 47.4%, 53%); UMM (40.9%; 55.8%, 66%). The Education Trust lists the following 5-year graduation rate 2003 data.

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17 All Education Trust data included in this report can be found at: www.collegeresults.org
18 Compact for the University of Minnesota-Crookston 2003-2004, p. 6. Much of the data cited in this section is found in the 2003-4 Compact. See: http://www.academic.umn.edu/img/assets/11840/cxxx03.pdf
for UMC and its nearby competitors: UMC 37.5%, Bemidji 25.6%, Moorhead 38.7%, UND Fargo 43%, and NDSU 34.4%

The UMC retention rate (one year after entry) in 2000 was 59.4%; it was 61.6% in 2001; 68.2% in 2002; and in 2003 the one-year retention rate at UMC was 62.4%. The comparable one-year retention rate in 2003 for UMTC was 86.3%; for UMM it was 86.7% and for UMD it was 78.7%.

For a 2002 UMC student satisfaction survey see:  
http://webhome.crk.umn.edu/~nelson/surveys/StuSatWeb02.htm and for student satisfaction data across the campuses see: http://www.irr.umn.edu/recsurveys/stuexp/stuexp03/report03.pdf

Recently, UMC lost an important source of new students. The termination of an enrollment agreement with the Minnesota State Colleges and Universities System (MnSCU) will adversely affect student numbers in the future. Previously, UMC offered courses in partnership with Northwest Technical College, leading to an associate’s degree at NWT. In its 2003-04 Compact, however, UMC noted:

With the restructuring of Northwest Technical College (NWT), as a campus of Northland Community and Technical College in Thief River Falls, we have been informed that this will terminate as of the end of summer 2003. This will result in a loss of approximately 200 headcount students for Fall 2003. 19

Applications to UMC have declined in recent years. There were 603 student applicants to UMC in 2000. Since that time, UMC applications have declined rather significantly. For fall 2001 there were 534 applicants, in 2002 there were 530, in 2003 there were 492, and there were 431 applicants in 2004. Thus, over the past five years the number of applicants has decreased by almost 30%. Current applications for 2005 (as of March 4, 2005) are down across the U of M system, with the exception of UMTC which has shown a 10.0% rise in applications. Applications for 2005 are down 4.9% at UMD, have declined 0.6% at UMM, and have decreased 4.7% for UMC.

The number of admissions offers to students since 2000 has also declined—by about 34%. In 2000 about 6% of applicants were not accepted into UMC. The rejection rate increased to a high of about 13% in 2002 and then declined to a 7.5% rejection rate in 2004. Data (2003) for the percentage of students admitted for its four nearby campuses are: Bemidji (75%), Moorhead (72.4%), UND (76.1%), and NDSU (97.2%).

The yield rate for UMC was 59.4% in 2000 and in 2004 was 53.9%. By way of comparison, UMTC’s yield rate in 2004 was 40.8%; UMD’s was 42.1%, and UMM’s yield rate in 2004 was 45%. For fall 2004 there were 127 new outside transfer students and 9 inter-campus transfers. By comparison (fall 2004) UMD had 389 outside transfers and 32 intercampus transfers with a first-year class of 2,248; UMM had 63 outside transfers and 5 inter-campus transfers with a first-year class of 387; and UMTC had 1,729 outside transfers and 184 inter-campus transfers with a first-year class of 5,588 students.

19 Ibid.
With these application, offer, and yield trends UMC is seeing ever smaller first-year enrollments. The number of students for UMC’s entering class in 2000 was 336 and the entering class has decreased each year to the point where in 2004 the entering class was 215 students. Thus, since 2000 the first-year class size has dropped by 64%. Over the same period UMTC and UMD have shown increasing first-year enrollments but UMM’s entering class size has dropped by about 20%.

UMC has a program of TV and radio ads, as well as various brochures, designed to attract students to the campus. See: http://www.crk.umn.edu/people/admissions/index.htm

B. Financial

a) Sources of Revenue

Centrally Allocated Funds

UMC has received an increase of 13.8% (in $ per FYE) support and an increase of 35.6% in centrally allocated funds from FY1999 to FY2004, while at the same time financial support generally remained flat across the rest of the U of M system.

In FY1999, UMC received in centrally allocated funds over $7.3 million of its nearly 10.5 million dollars of state support. This increased in FY 2004 to over $8.5 million (or an increase, in nominal dollars, of 16.4%) of a total of almost $14.2 million in centrally allocated funds. In FY2000 state support was $7.5 million; in FY2001 $7.9 million; in FY2002 $8.6 million; in 2003 $9.5 million; and in FY 2004 8.5 million. State support per FYE has risen 13.8% from FY1999 through FY2004 and centrally allocated funds per FYE have increased by 35.6%.

UMC students receive more state support than students receive at nearly all of its peer institutions. The state appropriation per undergraduate degree seeking candidate at UMC (based on 2003 IPEDS data) was $7,765.

Tuition

We noted earlier the regional competition for students that UMC faces, with four other public institutions within a 90-mile radius. That competition is exacerbated by the comparatively high cost of tuition and fees at UMC. UMC’s in-state full-time undergraduates tuition is the highest in the region and the second highest of its kind for other public schools offering a Bachelor’s as their highest degree. In 2004-2005, total tuition and fees (including its $1,000 technology access fee) for full-time undergraduate students at UMC is $7,607.70. UMC also assesses the same tuition fees for both in-state and out-of-state students. UMC estimates the tuition savings for out-of-state students to be over $4,000. As UMC’s 2004-2005 Compact states, the FY2005 tuition rate “will be increased from $162.38/credit to $183/credit, an increase of 12.7%. The University fee will increase from $300/semester to $400/semester,

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20 2003 IPEDS data.
21 See: http://www.crk.umn.edu/people/services/businessaffairs/StudentFees.htm#Tuition
consistent with the rest of the University.” The technology access fee of $500 per full time student per semester will not be increased for FY2005.

Research Grants and Contracts

UMC has typically regarded itself as primarily a “teaching” institution. Research that is undertaken is invariably applied and almost always associated with natural resources, physics, or agriculture. Research grants and contracts awarded totaled over $802,000 in FY1999. In FY2000 the total was about $664,000; in FY2001 it was about $522,000; in FY2002 it was about $1,325,000 and in FY 2003 it was $341,000.

Gifts

Gifts have been increasing in recent years, providing new funds and promising future benefits. “Gift Production” rose from $765,000 in FY1999 and increased, with the exception of FY2001, each year such that in FY2003 gift production totaled over $1.5 million. “Gifts Receipted” rose from almost $375,000 in FY1999 to almost $665,000 in FY2003.

b) Expenditures

A summary of expenditures for FY2003 indicates the proportion of resources broadly devoted to instruction, research, etc. In FY2003 UMC expenditures totaled $22,952,620. Instruction accounted for $5,594,230 [24%]; Research $530,905 [2%]; Public Service $779,159 [3%]; Academic Support $2,145,966 [9%]; Student Services $1,549,531 [7%]; Institutional Support $1,772,625 [8%]; Operation/Maintenance of Plant $2,145,510 [9%]; Auxiliary Enterprises (for example, residence halls, food service, recreational sports, bookstore) $4,888,051 [21%]; and Other Expenses (for example, scholarships, tuition or fee remissions) $3,549,613 [15%].(The numbers in brackets are the approximate % of that category of expenditure to total expenditures.)

Faculty and Staff

In recent years, the numbers of faculty and staff have increased significantly. UMC FYE tenure/tenure track staff grew from 30.0 in FY1999 to 46.8 in FY2004—an increase of 55.8%. Non-tenure track faculty, over the same period, decreased from 10.6 to 7.3.

From FY1999 to FY2004, P&A employees increased from 18.2 FTEs to 50.4, or an increase of over 175%.

The average 9-month salary of full-time faculty at UMC is higher than that for similar faculty at UMM, and is on average more than $7,300 per year than that of nearby peers in North and South Dakota. Compared with “peers” in other states, the average 9-month salary for full-time UMC faculty is over $6,800 (or about 15%) more than that of faculty in its peer institutions.22

22 The “peers” list, developed by the committee, includes: Valley City State University, Mayville State University, SD School of Mines, Northern State University, Dakota State University, University of HI-Oahu, St Mary’s College of Maryland, University of Maine (Fort Kent, Presque Isle, Machias), Harris-Stowe State College, University of Montana Western, Oklahoma Panhandle State, University of Science and Arts of Oklahoma, Virginia Military
As noted in the 2004-5 Accountability Report (at p. 124): “UMC pays above the average for the positions of associate professor and assistant professor and it pays approximately 98 percent of the average salary for the position of full professor. When the total compensation package is taken into consideration, UMC pays five to 17 percent above average in all three categories.” (See Appendix D.)

Total expenditures for “Instruction” were about $5.7 million in FY2004. In FY 1999 expenditures for instruction were about $3.4 million.

Research

Funds dedicated to research have increased in recent years. Research expenditures were about $256,000 in FY 1999 and in FY2004 research expenditures were over $578,000.

Facilities Operations and Maintenance

UMC has about 550,000 square feet of building space, with a replacement value estimated at over $100,000,000. Ongoing maintenance over the upcoming decade may approach 20% of that replacement value. For example, in its 2003-04 Compact UMC states:

A top priority in the 2004 – 2009 capital budgets remains the replacement of three 1950 coal boilers with two dual fuel gas boilers. The project will also include replacement of the existing shop facilities to the north campus to include space for campus maintenance, fleet operations and general storage. The estimated cost of this project is $6 million. A pre-design study is underway.

Expenditures for “Plant” at UMC have remained relatively constant over the past half-dozen years. In FY 1999 expenditures totaled about $1.75 million and in FY 2004 such expenditures were about $1.85 million.

Athletics

UMC is a member of NCAA Division II and became an official member of the Northern Sun Intercollegiate Conference in 1999. UMC’s hockey team plays in the Midwest Collegiate Hockey Association. Nearly 300 student-athletes compete in UMC athletics – 58 percent, men; 42 percent, women.” (see Appendix C). UMC spends about $1.2 million annually on athletics. Athletics, as a percentage of state support and tuition and the University fee, has risen from 7.0% in FY1999 to 8.3% in FY2004. UMC appears to be in the top three of their thirteen member peer group both in terms of athletics as a percentage of operating expenses and as a percentage of state support.

Institute, University of Virginia’s College at Wise, and Grenville State College. (Note that this group differs from that reported in Appendix C.)

23 See: http://www.crk.umn.edu/people/athletics/index.htm
24 Members of this “peer group” comprises Minnesota, North Dakota, and South Dakota members of the Northern Sun and Dakota Athletic Conferences.
C. Academic Programs and UMC’s Technology Focus

Programs and Enrollment

Based on 2003 Education Trust data for UMC: 26% of its degrees were awarded in business, 17% in science, technology, mathematics and engineering, 6.2% in education, 5.1% in arts and sciences and 2.8% in health sciences. Each of four-year campuses closest to UMC awards the greatest percentage of its degrees in a different category: Bemidji awards 37.9% of its degrees in education; Moorhead awards 35.9% of its degrees in arts and sciences, NDSU awards 31.2% of its degrees in science, technology, mathematics and engineering, and UND awards 27.4% of its degrees in arts and sciences.

The most popular four-year programs (fall 2004 enrollment of 12 students or more) were:

Natural Resources (146 students); Business Management (144); Manufacturing Management (95); Equine Industries Management (79); Information Technology Management (67); Sport and Recreation Management (64); Hotel and Restaurant Management (59); Early Childhood Education (57); Plant Industries Management (40); Agricultural Systems Management (30); Agricultural Business (28); Golf Facilities and Turf Systems (28); Aviation (27); Animal Industries Management (27) and Accounting (25); Applied Studies (24); Agricultural Education (18); Applied Heath [offered online] (16); Health Sciences Pre-Professional (14); and Health Management (12). 80 students were categorized as “undecided.”

There were 226 degrees granted in 2004. The number of degree graduates by program (6 or more graduates) were:

Business Management (31); Information Technology Management (21); Applied Studies (19); Natural Resources (18); Sport and Recreation (15); Manufacturing Management (13); Animal Industries Management (12); Accounting (10); Hotel and Restaurant Management (8); Applied Health (7); Agricultural Business (6); Golf Facilities and Turf Systems (6); Early Childhood Education (6); and Health Management (6).

For the six Associate’s degree programs the fall 2004 enrollments were:

Dietetic Technician (21); Agriculture (16); Information Management (9); Business General (4); Hotel and Restaurant Management (3); and Marketing Management (2).

For detailed information on UMC course offerings see:
http://www.catalogs.umn.edu/umc/index.html and for its online course list see:
http://www.crk.umn.edu/cal/distanceEd/About%20Online%20Learning.htm

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25 Percentages are approximate and do not total 100%.
Technology at UMC

(Compiled with the assistance of Linda Jorn, Director of the UMTC Digital Media Center.)

UMC advertises itself as the “Original Laptop U.” Although unique at the time, UMC’s role as a university mandating a laptop computer provides less of a distinct advantage than it once did. Since the 1990s a number of other universities across the country have adopted laptop requirements. Within Minnesota, Winona State University, in 2000, introduced a campus-wide laptop program. (The UMC laptop requirement necessitates an additional $1,000 annual “technology access fee” for full-time students.)

On its website, UMC notes the importance of integration of technology into the curriculum across every academic discipline and aims to maximize the potential of the computer and related technologies as tools for learning, teaching, and service.²⁶

All classrooms feature Internet access, all residence halls feature Internet and LAN access for each resident, and classrooms are equipped with LAN/Internet ports and power at every seat.

Currently Crookston has 64 WebCT Campus Edition course web sites and 42 WebCT Vista Courses. Compared to other University of Minnesota campuses, Crookston has the highest percentage of WebCT course web sites of all courses offered per semester.

The Digital Media Center (DMC) team has worked with Crookston faculty and staff on the following faculty development programs:

- Bush Foundation Grant on Enhancing Student learning with Innovative Teaching and Technology Strategies – 30 faculty through year two of the grant participated in this program. Crookston faculty leaders met monthly with other University of Minnesota instructional technology leaders.
- Next Generation of the Professorate – DMC consultants conducted focus groups with participating members in fall 2004 and visited Crookston campus on Jan. 6 & 7, 2005 to provide 1.5 days of workshops
- TEL Grant Program – DMC consultants worked with three faculty in 1999-2000 and one faculty in 2000-2001

UMC offers U of M’s first online degree program (Bachelor of Applied Health). It was developed in collaboration with UMTC and others. Basic foundation and clinical coursework components are completed at a technical or community college or the U of M.²⁷ This and other technology and learning initiatives can be found in the following (January 2005) list of UMC Technology Best Practices²⁸:

²⁶ And see: http://www.crk.umn.edu/technology/ite/index.htm and http://www.crk.umn.edu/UMCadmin/AcademicAff/NCA/NCAdocs/NCADistEDFinal.htm
²⁷ See: http://www.crk.umn.edu/UMCadmin/AcademicAff/NCA/NCAdocs/NCADistEDFinal.htm
²⁸ Prepared by David DeMuth, UMC Associate Professor—Physics and Math; Head of UMC’s Math, Science and Technology Department.
1. Bachelor of Applied Health – Online: Students interested in health care administration enter this program having a two year degree, thus eliminating the complicated need of offering introductory laboratory courses and clinical experience online. Course delivery and communication is built upon the WebCT infrastructure. This program is the first fully online program being offered by the University of Minnesota system and we anticipate good penetration into the Rochester MN area.

2. Flash Games: Learning modules have been developed in the form of games using Macromedia Flash MX. These games resemble popular television game shows and thus students enjoy participating and will often become competitive as they self learn. In all, there are five different game formats. The content of each Flash game is customizable to the course with effort. A more advanced system that minimized this effort is currently being developed and will be hosted on a central server allowing for a wider availability.

3. WebTools for Teaching and Academic Service: A suite of web-based tools, authored locally using Perl/MySQL on Linux is provided to students, faculty and staff. Preparation exercises are autoscored as is the Homework system are tagged directly to the textbook. An online journaling system for class notes and laboratories has also been developed. Instant response classroom polling system optimized for the laptop classroom is used. A meeting agenda system used by the Faculty Assembly during meeting time and for archival purposes has been used for three years. More recently, a web-survey administration and analysis tool was developed and used by a research marketing class to survey the Crookston area on their interest to support a Wal-Mart in the city. X.500 authentication is used to authenticate secure access to these systems.

4. Distributed Learning Workshop: The aim of this non-profit group is “to produce and continuously improve a critical mass of high quality, comprehensive, and pedagogically sophisticated computer mediated instructional (CMI) materials.” Several disciplines are represented in the software systems. Approximately 200 students enrolled each year in our Elementary Statistics use advanced learning modules which utilize client-side software interfaced with a web-based database system to provide asynchronous access.

5. Syllabus Project: Utilizing the resources of the Center for Teaching and Learning, a web-based system to distribute and archive course syllabi is being developed. This system will be helpful with maintaining a more uniform syllabus campus wide and contribute to the requirements of the Higher Learning Commission. In addition, the syllabi will be stored as data elements and thus became easily searchable for identifying consistencies with the Minnesota Transfer Curriculum (MTC).

6. Seed Library: A library of seeds has been developed by the Agronomy Dept. at UMC. A large digital collection of images and data resources are included. The popularity of the project is measured by the sales of the CD to the larger community.

7. GIS/GPS: Geographic Information Systems and Global Positioning Satellite systems are used in a variety of agriculture and natural resource courses to track social and biological trends.
8. Video Capture: Motion analysis is critically important to understanding concepts in physics; position, velocity, and acceleration. Using inexpensive cameras, objects in motion can be digitally recorded and analyzed using a system developed in-house. Position and time data for moving objects can be analyzed frame by frame.

9. Kiosk: A touch screen information Kiosk was developed for the Welcome Center at the Soudan Underground Mine State Park. The information highlights the elementary particle experiments and activities that are taking place one half mile underground. The system uses open source technologies on a networked computer that allows for remote upgrades to take place.

10. A healthy fraction of all UMC courses, both traditionally taught, and online rely on computer technologies which were developed by faculty, staff, and students over the years. A strong pedagogy and information systems focused Instructional Technology Center and professional development opportunities in the past has contributed to this embrace.

Distance Learning and UMC

In its 2004-2005 Compact UMC outlines the following distance learning plans for the future:

Distance education at UMC includes both online and off-site learning and is coordinated by the Center for Adult Learning (Proposed to be renamed the Center of Distance and Continuing Education [CODACE]). We have experienced a substantial increase in registrations. Online enrollment was 1,181 in FY03, an increase of 37% over FY02. Primary off-site groups included delivery of the Bachelor’s of Manufacturing in the Twin Cities, to Marvin Windows in Warroad, and Polaris Industries in Roseau. Gross revenues were $1,083K in FY04 compared to $617K in FY03. We will explore offering additional degrees delivered online that include asynchronous lectures delivered by qualified instructors with office hours and problem sessions held synchronously either by ITV, Learning Management System (LMS), or WebCT. The goal is to gather on-site instructors at locations across the state (via current articulation agreements) where they can be responsible for recruiting students and instructors in a region. Students would travel to these locations for polytechnic laboratories in addition to virtual lectures. We believe this model will provide high quality educational experiences for students at an affordable cost to UMC. We plan to aggressively expand online and off-site offerings in FY04-05 within the constraints allowed by Higher Learning Commission approval.

Planning Principles

The principles articulated below were developed to help guide UMC’s response to the above challenges and opportunities.

Preeminent is that the responsibility for developing and implementing a process of change must be led by UMC itself.
Second, UMC should focus on optimal use of its resources—especially in providing service to the region and beyond. UMC should focus on partnership possibilities and its potential for providing leadership on rural economic regional issues for the region and beyond.

In devising a plan for its programs, UMC should follow the seven decision-making criteria articulated in section V of the January 2005 Strategic Positioning Report: Centrality to Mission; Quality, Productivity, and Impact; Uniqueness and Comparative Advantage; Enhancement of Academic Synergies; Demand and Resources; Efficiency and Effectiveness; and Development and Leveraging of Resources.²⁹

UMC should establish a long-term financial plan that will allow UMC to sustain itself well into the future based on the assumption that state support will remain flat, or at best that state support increases will keep pace with inflation.

UMC should explore new means to increase revenue and review current assumptions about future revenue streams (e.g., what is appropriate tuition for different programs?). As opportunities are considered, efficiencies may come from partnerships with other institutions.

UMC should explore approaches to reduce its costs, especially when those costs are not in line with those of its peer institutions. For example, costs and structure of athletics needs to be reviewed. The percentage of the total UMC budget spent on athletics is over 8%.

UMC’s role should be clearly articulated, integrated into, and identified with the larger mission and purpose of the University of Minnesota. UMC should expand efforts to communicate its mission within the region, state, and beyond.

UMC should develop, communicate, and operationalize clear and measurable criteria and benchmarks for success.

**Aspirations for UMC**

These aspirations for UMC could be considered separately or in various combinations.

The campus is a significant asset that should be used to its fullest advantage, including partnerships with businesses, other higher education institutions, and other groups and organizations within the region and beyond.

UMC needs to focus and refine its current strengths to create an identity that sustains longer-term demand. The “Laptop U” brand seems no longer sufficiently distinctive to provide competitive advantage. As the June 30, 2000 report on UMC noted: “The campus has the historical underpinnings and future vision to act as a catalyst for connecting information with opportunity, thereby creating jobs, producing income, and serving the public good. Focus is on the region, but by maximizing the use of modern technology, the strategy can be global.”

²⁹ See: [http://www1.umn.edu/systemwide/strategic_positioning/decision.html](http://www1.umn.edu/systemwide/strategic_positioning/decision.html)
UMC needs to take greater advantage of its being co-located with MES and ROC operations, and perhaps of its proximity to the local high school. It should explore area and regional partnerships, including partnerships across state borders—as the UMC 2000 report stated: “UMC is uniquely positioned to advance an aggressive strategy to better connect the University to the community and region.”

UMC should explore new directions and opportunities consistent with the University mission. For example, UMC could compete for grant money by working with the Academic Health Center. The June 2003 *Northwest Minnesota Health Professions Study* notes (on p. 11) “the study region meets the criteria for designation as a Health Profession Shortage Area for the categories of Primary Care Physician, Mental Health, Dental, and Critical Nursing.”

**Summary and Conclusion**

UMC has a historical mission tied to the well-being of Northwestern Minnesota and to the University of Minnesota as a whole. It is essential to recognize the land grant university’s role in the context of the regional economic landscape. It is the physical capital in communities and regions that has traditionally drawn the focus of economic developers and local leadership. In fact, it is the human capital – people who have access to quality education, leadership experiences and team-building skills for active citizenship – that determines outcomes for healthy communities and economies. A focus on people includes strengthening institutional relationships – partnerships in the region with higher education (components of the University of Minnesota system as well as other institutions in Minnesota and neighboring states and provinces), non-profit organizations that can help leverage opportunities to launch pilot programs, foundations, the business community and state agencies.

The economy of northwestern Minnesota has changed dramatically in but a few decades. The continuing transition and transformation of the regional economy should take into account not only transportation or business development, but the important factors of health care, early childhood development, K-12 education, higher education, lifelong learning, entrepreneurship, applications of new technologies, workforce development, service sector developments and others. A well-educated citizenry is at the core of new opportunities for the region and its communities.

The University of Minnesota-Crookston, properly positioned, can play a key role in
- Leveraging economic development at the edges of innovation,
- Providing education and enrichment that links K-12, high education and life-long learning,
- Creating knowledge and developing and enhancing human capital, and
- Convening sectors with research-based education resources in an integrated, interdisciplinary way to address the current and future challenges in the region.

With the convergence of the campus’s mission, its baccalaureate polytechnic model, fiscal constraints, changing demographics of the region and increased competition for students, UMC faces a new array of challenges—and opportunities. As UMC reviews its goal, mission, and values as a part of the ongoing strategic positioning process being undertaken University-wide, it
must consider its particular contemporary circumstances and once again call upon its strong entrepreneurial spirit as it positions itself for the future. It must especially understand and make optimal use of its role in providing leadership in all forms of rural economic regional issues—in partnership with other educational and commercial entities within the region. UMC should not overlook its potential role as a resource in rural K-12 education, particularly for high school students.

UMC has been well-supported over the past five years. UMC received an increase of 13.8% in ($ per FYE) support and an increase of 35.6% in centrally allocated funds from FY1999 to FY2004, at a time when financial support generally remained flat across the rest of the U of M system. A new UMC student center will be complete by fall 2005 and investments were made in dormitory space. In recent years, the numbers of faculty and staff have increased significantly as UMC redesigned and expanded its academic offerings in an effort to reverse the persistent trend of declining enrollment.

However, notwithstanding the fiscal and academic investments, applications to UMC have been decreasing, selectivity has not noticeably increased, and both seem likely to stay below desired levels unless an effective intervention strategy is implemented. The extent to which the decrease in applications is related to a change in admission policy, tuition differentials, or declining numbers of high school graduates in the region is not clear. It is clear, however, that the problem will be exacerbated over the next decade because Northwest Minnesota and North and South Dakota will each experience a significant decline in their number of high school graduates.

Given declining enrollments and the confluence of demographic, fiscal, and academic challenges, UMC must develop a long-term sustainable academic and financial model. Developing a long-term sustainable academic and financial model is particularly challenging given the increasingly competitive environment in higher education in the state and region. Equally important, however, is the need for UMC to fulfill and restore its role and service to the region by exploring new and expanded opportunities in rural development at all levels.

There is an urgent need for serious, responsible, and creative evaluation and re-evaluation of UMC's future direction. For example, UMC should take greater advantage of the technology infrastructure and expertise it has developed over the last decade, by using technology more efficiently and integrating it (including within the University of Minnesota system) more effectively with its teaching, research, and outreach missions. Most importantly, UMC should look creatively at how it can partner with others to promote rural regional development.

As UMC looks to position itself for the future, it should balance sensitivity to its own context and history with attentiveness to the University of Minnesota’s strategic positioning document. Strategic thinking and planning imply that priorities will be set. In setting academic priorities, a focus on quality is the most important measure, along with 1) examining how each program relates to and is central to the mission of UMC and 2) whether UMC has a comparative or unique advantage by supporting or enhancing particular programs.

UMC should look closely at making full use of its potential to serve the region including, but not limited to, life-long learning, K-12 education, economic development, educating the region and
the world about rural economic issues and development. Like many institutions of higher education, the University of Minnesota-Crookston faces important challenges as it confronts its future. Responding to these challenges will require thoughtfulness, creativity, leadership—and realism—at all levels of UMC.
APPENDIX A: University of Minnesota Extension, Trend Analysis

Program Development and Evaluation

Northwest District Trends

1. Population Shift

Issues:

- Counties in the Red River Valley have experienced population loss since 1990. Counties in the Headwaters Region are experiencing population growth while the remaining counties are growing slower than the state average.
- The percentage of people over age 65 is growing faster than the statewide average. Most of the counties are experiencing declining numbers of school age and working age populations.
- Personal income in the NW District lags behind the Minnesota state average. Both the rate of income growth and average income levels suggest that the average person in this region is less well off than their counterparts in the rest of the state. This trend indicates that income disparity will continue to increase in the future.

2. Consolidation of Agriculture

Issues:

- As the number of acres of forested land has decreased slightly, the number of forested land owners has increased. Fragmented and smaller parcels of forested land has implications for forest management making harvesting and replanting more difficult. The forest resources face an increased demand for timber products, recreation, hunting hiking and housing. The demand for fiber to supply the paper industry is creating more interest in hybrid poplar production on agricultural land.
- Agricultural lands face challenges that are quite different from forested lands. Overproduction and cheap commodity prices are forcing farm families to change occupations or seek off-farm employment. This trend is resulting in larger farms increasingly owned by absentee landlords. The Conservation Reserve Program has idled up to 25% of the cultivated land area of some counties. These economic conditions are powerful forces of change on rural economies.
Large livestock enterprises, including 1,000 cow dairy herds, are increasing in number in the NW District. These operations provide employment, markets for local crops, and product for local dairy processing plants. In addition to the economic benefits of these livestock enterprises, there is some resistance to these expansions as more rural, non-farm land owners object to the environmental impact animal agriculture.

3. **Changing Family Dynamics**

   Issues:

   - Two income families continue to increase in the Northwest District. The employment opportunities are typically found in manufacturing sectors that require shift work. These non-standard work hours for families place additional demands on families for affordable and available daycare.
   - The aging population is increasing the level of care that families are providing for older family members. This care is often provided by family members who are working full-time outside the home. This region needs stronger support systems for caregivers.
   - There are increasing numbers of grandparents raising grandchildren due to divorce or children born to single parents. This trend places financial and personal stress on these grandparents.

4. **Per Capita Income**

   Issues:

   - Personal income in the Northwest District lags behind the Minnesota state average and the rate of increase in personal income from 1990 to 1997 has been slower. Both the rate of income growth and average income levels suggest the average person in this region if financially less well off than their counterparts in the state and with time they will continue to fall further behind.
   - Counties in the Headwaters Region had the highest percentage in the state of families living in poverty. The number of adults who do not have high school educations is higher than the rest of the state. A well educated labor force is increasingly becoming important as the economy of the region becomes more global.
   - Low incomes in the region have resulted in a lack of venture capital available for business start ups and expansions.

5. **Technology**

   Issues:

   - Advances in telecommunications can help small rural communities attract new businesses and slow down the population outflow. The challenges of isolation, distance and low population density may also be the factors that will prevent advanced telecom services from ever being deployed in rural
Minnesota.

- Wireless technology may be the best potential for rural areas as cost and efficiency do not depend on density. Cost per customer is the same whether 1,000 customers are packed into two city blocks or spread across two hundred square miles.

- Rural communities need to find ways to make the northwest region more attractive to entrepreneurs. The University of Minnesota, Crookston, has the potential to create opportunities for new high-tech industries to locate in northwest Minnesota as a result of having a labor force with access to education for this type of industry. The Valley Technology Park in Crookston could serve as an incubator for students and other entrepreneurs in the technology field.

Source: http://www.extension.umn.edu/administrative/reporting/components/trend_nw.html
APPENDIX B: Also in the Region

Nearby and Within the Region

Agricultural Utilization Research Institute (AURI), Crookston: Includes the state headquarters, a pilot plant for testing food/ag products, and a product development lab.

North Dakota Colleges and Universities: Mayville State, Mayville; North Dakota State University, Fargo; University of North Dakota, Grand Forks; Valley City State University, Valley City

Northwest Research and Outreach Center, Crookston: http://nwes.umn.edu/

USDA Red River Valley Agricultural Research Center, Fargo: http://www.ars.usda.gov/main/site_main.htm?modecode=54-42-00-00

Valley Technical Park Business Incubator, Crookston: http://www.valleytech.org/

Sample Companies: Altru Health System, Grand Forks; Amazon.com, Grand Forks; American Crystal Sugar, Moorhead; Arctic Cat, Thief River Falls; Digi-Key, Thief River Falls; Lockheed Martin, Grand Forks; Marvin Windows and Doors, Warroad and Fargo; Microsoft, Fargo; New Flyer, Crookston; Northern Pride Inc., Thief River Falls; Phoenix Industries, Crookston; RiverView Health, Crookston.

Map Source: http://www.mapquest.com/
The Crookston Study and Review Committee was charged in December of 1999 by the Executive Vice President and Provost Office in consultation with Faculty Consultative Committee with assisting the University of Minnesota-Crookston (UMC) in assessing its current academic status and directions and in identifying possibilities for further strengthening the campus during its next phase of development. The Committee reviewed an extensive set of documents and visited the Crookston campus to meet with faculty, administrators, staff, and students. The Committee was asked to review and make recommendations regarding several specific aspects of UMC’s programs, operations, and directions. Among these were:

- The status of academic directions already underway or under consideration.
- Academic governance systems and processes and their relation to the vision, academic directions, and administrative processes of the campus.
- Academic staffing and personnel policies and practices.
- Efforts to address the unique needs of the region in which UMC is located.
- Collaborative and cooperative efforts with other campuses of the University of Minnesota and with regional institutions in Minnesota and North Dakota.
- Professional development opportunities and support for faculty and professional staff, including support for research, development, and outreach activities.
- Status of UMC’s innovations in the use of computer technology in teaching and learning and potential for applying these innovations more broadly in the University of Minnesota.

The Committee found that UMC’s success in meeting the benchmarks established by the Board of Regents in 1992 reflects strengths still in evidence today: visionary leadership; a dedicated and hardworking faculty and staff; and strong regional and University wide support. Through
their efforts, UMC has made the transition from a two-year technical college to a regional university campus emphasizing career-oriented baccalaureate programs. Furthermore, it has distinguished itself as the first laptop campus, extensively integrating computer technology into its teaching and learning activities. These achievements potentially provide a unique and sound basis for further building the quality of the campus and its contributions as part of the University of Minnesota system.

As UMC moves into the second phase of its transformation, however, several issues must be addressed to insure the future quality and vitality of the campus.

**Academic Programs, Directions, and Operations**

- Further growth of academic programs now should be more deliberate and planful than in the fast-paced transition from two- to four-year degree programs. Before additional major and minor programs are added, a comprehensive, faculty-led curriculum review should be undertaken to reduce or eliminate courses and majors that have not attracted students and/or that are less central to the distinctive longer term mission of UMC.

- Pioneering uses of computer technology should be extended by further developing pedagogy and enhancing faculty-development activities and more effective integration of technology-based instruction. These efforts may provide useful models for similar efforts on other campuses of the University.

- An unusually high rate of academic difficulty among entering students should be addressed by developing a comprehensive plan for the first-year experience, addressing academic, intellectual and social needs of a diverse group of beginning college students and facilitating adjustment to campus life and higher education.

- The remarkable integration between UMC’s academic programs and links to the community and region carries many potential advantages. To realize this potential fully, UMC should create collaborative mechanisms to enrich and increase the relevance of curricular offerings, especially interdisciplinary ones, and to enhance work-related and service learning.
Academic Staffing Patterns and Faculty-Staff Development

- The quality of faculty and staff appointments is a critically important building block for the future. UMC must insure that appointments to tenure-track positions are consistent with the transition from two-year to baccalaureate programs. Particular attention should be given to recruiting and appointing faculty with strong credentials, including the terminal degree offered in the individual’s field, and supporting the efforts of these individuals to achieve tenure. Because tenure is held in the University system, University's Executive Vice President and the Vice President for Human Resources and the Director of Equal Opportunity should support and carefully monitor the search, appointment, and approval practices pertaining to tenure-track faculty at UMC. This includes a review of all recent and new appointments.

- Workload issues appear to be a major impediment to faculty-staff morale, recruiting of well qualified faculty, and optimal faculty development at UMC. Faculty and administration should establish and implement workload policies to insure equity and to increase opportunities for research and scholarly work.

Campus governance

- Campus decision-making currently is hampered by contentiousness and distrust among faculty and adversarial attitudes of faculty toward the campus administration. Faculty and academic staff, with the encouragement and support of the administration, must design and implement an inclusive, collaborative process for setting future directions and making decisions and must insure its integrity.

- Visionary and effective leadership by the current chancellor and his predecessor should be more closely matched by the effectiveness of administrators at other levels. The quality of decisions and overall management affecting such areas as academic appointments, curriculum, and faculty governance has not been sufficient to the growing needs of the Crookston Campus. These areas deserve close scrutiny and require improvement of administrative reviews at all levels of academic administration.
5: Crookston Campus

A. Campus Profile

The University of Minnesota, Crookston, established in 1965 on the foundation of the Northwest School of Agriculture, offers academic programs that balance theory and application to prepare its graduates for 21st century careers. As the only four-year polytechnic in Minnesota, UMC’s technology-rich educational environment and unique set of baccalaureate programs prepare graduates for rewarding careers, meet the demands of contemporary society, and create the social and economic basis for regional sustainability and statewide progress. UMC is an adaptive pioneer with a strong entrepreneurial spirit. The campus is on a course of continual change and improvement, growing stronger and providing students with more quality opportunities each year. In 1993, UMC became the first college in the nation to issue a notebook computer to all full-time students.

Founded
1905

Leadership
Joseph Massey, Chief Executive Officer

Degrees Offered
Bachelor of Applied Health
Bachelor of Science
Bachelor of Manufacturing Management
Associate in Applied Science
Associate in Science

Programs Offered
22 four-year degrees
6 two-year degrees

Fall 2004 Enrollment
Undergraduate 1,152
Non-degree 936
Total 2,088

Undergraduate Degrees Awarded (FY 2004)
226

Faculty Size (FY 2004)
Tenured/Tenure Track 47
Other Faculty 8

Alumni (FY 2004)
Living Alumni 7,066

Staff (FY 2004)
Civil Service/ Bargaining Unit 97
Professional and Administrative 93

Number of Buildings
32 (358,000 assignable square feet)

Expenditures (FY 2004)
$21,747,585
B. Academic Priorities

Crookston’s highest priorities are to serve a larger and more diverse learner audience and to create unique value for the region and the state. New, mission-centered programs that meet the needs of students and regional employers have been launched; others are in development.

The campus is working to strengthen the academic profile of its students. Admission has moved from open enrollment to traditional enrollment, and evidence of corresponding increases in average ACT scores and class rank is observable.

Assessment and continuous improvement of student learning are high priorities. The campus is establishing a plan to enhance teaching and learning in the three core components of the curriculum – critical thinking, working with others, and communication. Students will also acquire liberal education competencies as defined by the Minnesota Transfer Curriculum.

This will be accomplished by setting clear learner outcomes and through specific measures. Bush Foundation funding provides partial support to this work.

Student Experience Enrichment

Efforts to enrich the student experience include:

- Undergraduate Research Opportunities Program applications have historically averaged two or three per semester. Seven applications were received for spring 2004, and eight were submitted for fall 2004.

- A new emphasis on promoting global awareness is emerging. Engagement with the University’s Study Abroad Curriculum Integration initiative and significant on-campus effort resulted in 13 study abroad students in 2003-04, and more are expected in coming years.

Public Engagement

Service learning at UMC is a high-profile activity and is embedded in the learner outcomes of many courses. Specific public engagement activities have included:

- continuous enhancement of partnerships with regional employers;

- two planning grants for the new Center for Sustainable Development and continued support for faculty outreach and research in rural development from the Veden Charitable Trust;

- opening of a new diversity center on campus and highlighting the need for curriculum integration of diversity issues;

- engaging faculty and staff in the Crookston Vitality Project and in a community-wide alcohol and other drug abuse prevention effort. The University’s “Mini Medical School” was presented in fall 2004 and a free public seminar series is planned.

Efficiency and Effectiveness

The University of Minnesota – Crookston has been a leader among institutions of its type in using technology to enhance learning, make effective use of resources, and maximize efficiency. The campus tracks academic degree program costs per student to provide valuable decision-making information. Crookston’s inclusive strategic planning process links resource allocation and management with mission-driven activities, efficient operations, and fiscally responsible budget planning.
Academic Rankings

The Carnegie Foundation for the Advancement of Teaching ranks University of Minnesota – Crookston as a “Comprehensive College – Bachelor’s (Midwest).” These institutions focus on undergraduate education in the liberal arts and professional fields, with fewer than half of their bachelor’s degrees awarded in the liberal arts. The Midwest region includes 108 colleges, of which 13 are public institutions.

Among those 13 public institutions, *U.S. News & World Report* ranked the Crookston campus third in 2004, as shown in Table 5-1, the same rank as the previous year.


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<thead>
<tr>
<th>Rank</th>
<th>Institution</th>
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<tr>
<td>1</td>
<td>Southwest Minnesota State University – Marshall</td>
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<tr>
<td>2</td>
<td>Dakota State University – Madison, South Dakota</td>
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<tr>
<td>3</td>
<td>University of Minnesota – Crookston</td>
</tr>
<tr>
<td>4</td>
<td>Valley City State University – Valley City, North Dakota</td>
</tr>
<tr>
<td>5</td>
<td>Missouri Southern State University – Joplin, Missouri</td>
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C. Students

The college has made significant progress as a baccalaureate institution in the past decade. The average high school class rank of 56.1 percent in 2004 (the highest ever) and average ACT composite score of 20.9 are indications of a stronger academic profile among students. Progress in improving the diversity of the student population is also noteworthy. In fall 2004, 7.4 percent of new freshmen are students of color, up nearly 1 percent over last year.

Figures 5-1 – 5-3 and Tables 5-2 and 5-3 provide detailed information on UMC student demographics over the past decade.

Figure 5-1. Average high school rank percentile of new, entering freshmen, University of Minnesota – Crookston, 1995-2004.

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

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<tr>
<td>90-99%</td>
<td>4%</td>
<td>2%</td>
<td>4%</td>
<td>7%</td>
<td>7%</td>
<td>10%</td>
<td>7%</td>
<td>5%</td>
<td>6%</td>
<td>9%</td>
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<tr>
<td>75-89</td>
<td>13</td>
<td>8</td>
<td>16</td>
<td>14</td>
<td>13</td>
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<td>18</td>
<td>18</td>
<td>16</td>
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<td>50-74</td>
<td>31</td>
<td>28</td>
<td>26</td>
<td>30</td>
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<td>29</td>
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<td>1-49</td>
<td>52</td>
<td>61</td>
<td>54</td>
<td>50</td>
<td>47</td>
<td>45</td>
<td>46</td>
<td>45</td>
<td>43</td>
<td>41</td>
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Source: Office of Institutional Research and Reporting, University of Minnesota.

Figure 5-2. Average ACT composite scores of admitted new entering students, University of Minnesota – Crookston, 1995-2006 (actual and goal).

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

Figure 5-3. Percentage of entering freshmen of color, University of Minnesota – Crookston, fall 1995 – fall 2004.

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

Table 5-3. Proportion of students by racial/ethnic group, University of Minnesota – Crookston, fall 1996 – fall 2004.

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</thead>
<tbody>
<tr>
<td>African American</td>
<td>0.8%</td>
<td>0.6%</td>
<td>0.8%</td>
<td>1.2%</td>
<td>1.4%</td>
<td>1.2%</td>
<td>1.1%</td>
<td>1.2%</td>
<td>1.4%</td>
</tr>
<tr>
<td>American Indian</td>
<td>1.7</td>
<td>1.8</td>
<td>1.3</td>
<td>1.2</td>
<td>0.8</td>
<td>0.7</td>
<td>0.7</td>
<td>0.8</td>
<td>1.1</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>0.7</td>
<td>0.6</td>
<td>0.7</td>
<td>0.8</td>
<td>0.9</td>
<td>1.3</td>
<td>1.1</td>
<td>1.5</td>
<td>1.2</td>
</tr>
<tr>
<td>Caucasian</td>
<td>94.1</td>
<td>89.8</td>
<td>93.2</td>
<td>91.4</td>
<td>77.4</td>
<td>75.8</td>
<td>72.5</td>
<td>75.1</td>
<td>79.0</td>
</tr>
<tr>
<td>Chicano/Hispanic</td>
<td>1.1</td>
<td>0.8</td>
<td>1.2</td>
<td>1.3</td>
<td>0.9</td>
<td>0.8</td>
<td>0.7</td>
<td>1.1</td>
<td>1.4</td>
</tr>
<tr>
<td>International</td>
<td>1.3</td>
<td>1.1</td>
<td>1.3</td>
<td>1.2</td>
<td>1.3</td>
<td>1.3</td>
<td>1.5</td>
<td>1.6</td>
<td>1.7</td>
</tr>
<tr>
<td>Not Reported</td>
<td>0.2</td>
<td>5.3</td>
<td>1.4</td>
<td>3.0</td>
<td>17.3</td>
<td>18.9</td>
<td>22.4</td>
<td>18.8</td>
<td>14.2</td>
</tr>
</tbody>
</table>

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

Figures 5-4 and 5-5 show UMC’s retention rates over the past decade. First-year retention rates fell 5.8 percentage points from the previous year, but second- and third-year rates rose by more than 4 percentage points. Because of the small number of students of color at UMC, their first-, second-, and third-year retention rates fluctuate widely from year to year and meaningful comparisons cannot be made.

Figure 5-6 shows the graduation rate trends for the Crookston campus over the same period. UMC graduated its largest class ever, 226, in 2004. Four- and five-year graduation rates held steady over the previous year while six-year rates fell slightly.

UMC is focusing on addressing the underlying factors that will ultimately improve campus retention and graduation rates. As existing academic programs are strengthened, and student life programming and facilities are improved, both retention and graduation rates are expected to increase.

UMC has established four-, five-, and six-year graduation rate goals for 2012 of 36 percent, 45 percent, and 49 percent, respectively.

Figure 5-4. First-, second-, and third-year retention rates (percentage) for first-time, full-time new entering students, by year of matriculation, University of Minnesota – Crookston, 1994-2003.

![First-, second-, and third-year retention rates graph](image)

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

Figure 5-5. University of Minnesota – Crookston first-, second-, and third-year retention rates (percentage) for students of color, 1994 – 2003.

![First-, second-, and third-year retention rates graph](image)

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

Over the past 10 years the University has placed increased emphasis on improving the student experience. A variety of programs have been launched to achieve this objective, and the Student Experiences Survey has been administered periodically since 1997 to measure results.

Figure 5-7 summarizes the responses in 10 key areas at the Crookston campus. In general, the ratings reflect a high degree of satisfaction by UMC students with their educational experience. A general upward trend is observable with the exception of “cost” and “physical environment.” The latter item is likely a result of the closing and demolition of the old Bede Student Center in 2003 and the corresponding loss of student recreation, socialization, and lounge space for the past two years. This problem will be rectified with the opening of the new and greatly expanded and improved Student Center in June 2005.

Table 5-4 shows the safety and security record of the Crookston campus over the past five years.
Figure 5-7. Undergraduate student experiences survey results, University of Minnesota – Crookston, 1997-2003.

In general, how satisfied are you with your experiences at the University of Minnesota since fall semester started?

1 = very dissatisfied
2 = moderately dissatisfied
3 = slightly dissatisfied
4 = slightly satisfied
5 = moderately satisfied
6 = very satisfied

If you could do it over again, would you enroll on the campus of the University of Minnesota where you are now enrolled?

1 = definitely not
2 = probably not
3 = probably yes
4 = definitely yes
Figure 5-7 (continued). Crookston campus undergraduate student experiences survey results.

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

Campus Safety and Security

Table 5-4. On-campus criminal offenses at University of Minnesota – Crookston, 1999-2003.

<table>
<thead>
<tr>
<th>Offense</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murder/Non-negligent manslaughter</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Forcible sex offenses (including forcible rape)</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Non-forcible sex offenses</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Robbery</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Aggravated assault</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Burglary</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Motor vehicle theft</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arson</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Negligent manslaughter</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: Campus Police, University of Minnesota – Crookston.
D. Intercollegiate Athletics

UMC is committed to a strong, well-balanced program of intercollegiate athletics which offers competition in 11 sports:

- Men – baseball, basketball, football, golf, hockey;
- Women – basketball, equestrian, golf, soccer, softball, volleyball.

UMC is in its seventh season in Division II of the National Collegiate Athletic Association (NCAA) and is a member of the Northern Sun Intercollegiate Conference (NSIC). The hockey program is a member of the Midwest Collegiate Hockey Association (MCHA) and the equestrian team is a member of the Intercollegiate Horse Show Association.

Nearly 300 student-athletes compete in UMC athletics – 58 percent, men; 42 percent, women. Many athletes have earned All-Conference and All-Academic honors while competing for UMC. Some of the athletic teams’ recent accomplishments include:

- Women’s soccer qualified for their first ever NSIC Tournament.
- Three students participated in the NCAA Division II Men’s Golf Championship.
- Hockey won its fourth MCHA championship in five years in 2004.
- Equestrian advanced to the 2004 national tournament.
- In the Division II Top 25 poll, the UMC women’s basketball team was ranked 8th with a 3.451 cumulative team grade point average, the highest-rated NSIC team.

UMC mirrors the national trend of improved student-athlete graduation rates that exceed those of the general student body. According to the 2003 NCAA report, UMC’s student-athletes’ six-year graduation rate is 42 percent higher than that of the general student body.

Student-athletes also participate in many community service activities through the Student Athletic Advisory Committee (SAAC). SAAC projects such as “Book Buddies” and “Meals on Wheels” have been a positive bridge builder to the community.

While student-athlete centered, the UMC athletic program enhances the University experience of all students, and embraces its role in building community and pride on campus among alumni, friends, and the community at large.

E. Human Resources

Faculty Salary and Compensation

Comparisons based on American Association of University Professors (AAUP) annual surveys cover full-time instructional faculty and exclude medical school faculty. The Crookston campus’s peer group of seven institutions nationwide is representative of the kinds of campuses with which UMC competes in recruiting and retaining faculty. However, comparing salaries and compensation across campuses is inherently imperfect because campuses 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.
As shown in Tables 5-5 – 5-9, UMC compares very favorably with its peer institutions in average salaries for professors. UMC pays above the average for the positions of associate professor and assistant professor and it pays approximately 98 percent of the average salary for the position of full professor. When the total compensation package is taken into consideration, UMC pays five to 17 percent above average in all three categories.

Peer Group Comparisons

Table 5-5. Average faculty salary for University of Minnesota – Crookston and peer group institutions, 1998-99 – 2002-03.

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Professor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer Group Average*</td>
<td>$54,300</td>
<td>$54,900</td>
<td>$56,800</td>
<td>$58,300</td>
<td>$61,700</td>
<td>+ $7,400</td>
</tr>
<tr>
<td>% Change</td>
<td>+ 1.1%</td>
<td>+ 3.5%</td>
<td>+ 2.6%</td>
<td>+ 5.8%</td>
<td></td>
<td>+ 13.6%</td>
</tr>
<tr>
<td>UM – Crookston</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Change</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Professor</td>
<td>$46,400</td>
<td>$48,400</td>
<td>$49,800</td>
<td>$51,700</td>
<td>$52,600</td>
<td>+ $6,200</td>
</tr>
<tr>
<td>Peer Group Average*</td>
<td>$51,000</td>
<td>$51,800</td>
<td>$46,600</td>
<td>$54,200</td>
<td>$56,800</td>
<td>+ $5,800</td>
</tr>
<tr>
<td>% Change</td>
<td>+ 1.6%</td>
<td>- 10.0%</td>
<td>+ 16.3%</td>
<td>+ 4.8%</td>
<td></td>
<td>+ 11.4%</td>
</tr>
<tr>
<td>UM – Crookston</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Change</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>$39,500</td>
<td>$41,400</td>
<td>$43,300</td>
<td>$44,300</td>
<td>$45,200</td>
<td>+ $5,700</td>
</tr>
<tr>
<td>Peer Group Average*</td>
<td>$43,200</td>
<td>$44,300</td>
<td>$44,200</td>
<td>$46,900</td>
<td>$49,000</td>
<td>+ $5,800</td>
</tr>
<tr>
<td>% Change</td>
<td>+ 2.5%</td>
<td>- 0.2%</td>
<td>+ 6.1%</td>
<td>+ 4.5%</td>
<td></td>
<td>+ 13.4%</td>
</tr>
<tr>
<td>UM – Crookston</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Change</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

*Average excluding University of Minnesota – Crookston
Table 5-6. Average faculty compensation for University of Minnesota – Crookston and peer group institutions, 1998-99 – 2002-03.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Professor</td>
<td>$69,200</td>
<td>$71,500</td>
<td>$75,700</td>
<td>$78,000</td>
<td>$80,300</td>
<td>+ $11,100</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer Group Average* %</td>
<td>$71,200</td>
<td>$72,900</td>
<td>$76,500</td>
<td>$80,100</td>
<td>$84,900</td>
<td>+ $13,700</td>
</tr>
<tr>
<td>% Change</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>UM – Crookston</td>
<td>$75,700</td>
<td>$72,900</td>
<td>$76,500</td>
<td>$80,100</td>
<td>$84,900</td>
<td>+ $11,100</td>
</tr>
<tr>
<td>% Change</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Professor</td>
<td>$58,800</td>
<td>$62,000</td>
<td>$63,800</td>
<td>$65,100</td>
<td>$68,300</td>
<td>+ $9,500</td>
</tr>
<tr>
<td>Peer Group Average* %</td>
<td>$67,200</td>
<td>$69,200</td>
<td>$64,200</td>
<td>$75,000</td>
<td>$79,000</td>
<td>+ $11,800</td>
</tr>
<tr>
<td>% Change</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UM – Crookston</td>
<td>$63,800</td>
<td>$69,200</td>
<td>$64,200</td>
<td>$75,000</td>
<td>$79,000</td>
<td>+ $11,800</td>
</tr>
<tr>
<td>% Change</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>$50,600</td>
<td>$53,500</td>
<td>$55,600</td>
<td>$56,600</td>
<td>$59,100</td>
<td>+ $8,500</td>
</tr>
<tr>
<td>Peer Group Average* %</td>
<td>$57,800</td>
<td>$60,100</td>
<td>$61,300</td>
<td>$66,300</td>
<td>$69,600</td>
<td>+ $11,800</td>
</tr>
<tr>
<td>% Change</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UM – Crookston</td>
<td>$55,600</td>
<td>$60,100</td>
<td>$61,300</td>
<td>$66,300</td>
<td>$69,600</td>
<td>+ $11,800</td>
</tr>
<tr>
<td>% Change</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

*Average excluding University of Minnesota – Crookston

Table 5-7. Full professor average salary and compensation for University of Minnesota – Crookston and peer group, 2002-03.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Peer Group Institution</th>
<th>Salary</th>
<th>Rank</th>
<th>Peer Group Institution</th>
<th>Comp</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>University of Wisconsin – Stout</td>
<td>$67,000</td>
<td>1</td>
<td>University of Wisconsin – Stout</td>
<td>$87,300</td>
</tr>
<tr>
<td>2</td>
<td>Ferris State University</td>
<td>63,700</td>
<td>2</td>
<td><strong>University of Minnesota – Crookston</strong></td>
<td>$84,900</td>
</tr>
<tr>
<td>3</td>
<td>Pittsburg State University</td>
<td>63,300</td>
<td>3</td>
<td>Ferris State University</td>
<td>83,700</td>
</tr>
<tr>
<td>4</td>
<td>University of Minnesota – Crookston</td>
<td><strong>61,700</strong></td>
<td>4</td>
<td>Pittsburg State University</td>
<td>79,900</td>
</tr>
<tr>
<td>5</td>
<td>SUNY College of Technology – Alfred</td>
<td>60,600</td>
<td>5</td>
<td>SUNY College of Technology – Alfred</td>
<td>78,400</td>
</tr>
<tr>
<td>6</td>
<td>University of Southern Colorado</td>
<td>60,500</td>
<td>6</td>
<td>University of Southern Colorado</td>
<td>72,200</td>
</tr>
<tr>
<td></td>
<td>Worcester Polytechnic Institute</td>
<td>n.a.</td>
<td></td>
<td>Worcester Polytechnic Institute</td>
<td>n.a.</td>
</tr>
</tbody>
</table>

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

### Table 5-8. Associate professor average salary and compensation for University of Minnesota – Crookston and peer group, 2002-03.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Peer Group Institution</th>
<th>Salary 2002-03</th>
<th>Average Compensation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>University of Minnesota – Crookston</td>
<td>$56,800</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Ferris State University</td>
<td>56,100</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>University of Wisconsin – Stout</td>
<td>53,800</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Pittsburg State University</td>
<td>53,600</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>University of Southern Colorado</td>
<td>49,900</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>SUNY College of Technology – Alfred</td>
<td>n.a.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Worcester Polytechnic Institute</td>
<td>n.a.</td>
<td></td>
</tr>
</tbody>
</table>

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

## Assistant Professors

### Table 5-9. Assistant professor average salary and compensation for University of Minnesota – Crookston and peer group, 2002-03.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Peer Group Institution</th>
<th>Salary 2002-03</th>
<th>Average Compensation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>University of Minnesota – Crookston</td>
<td>$49,000</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Ferris State University</td>
<td>48,700</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>University of Wisconsin – Stout</td>
<td>46,300</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>University of Southern Colorado</td>
<td>46,200</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Pittsburg State University</td>
<td>43,900</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>SUNY College of Technology – Alfred</td>
<td>40,800</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Worcester Polytechnic Institute</td>
<td>n.a.</td>
<td></td>
</tr>
</tbody>
</table>

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

## Faculty and Staff Diversity

UMC aspires to enrich further the life of the campus by attracting and retaining a more diverse faculty and staff. The college has made deliberate attempts to increase the number of faculty and staff of color, and continues to work to overcome potential barriers related to its rural geographic location.

Figure 5-8 shows the percentage of female tenured/tenure track faculty and other faculty for the period 1996-2004.

Figure 5-9 shows the percentage of tenured/tenure track faculty of color and other faculty of color for the same period. Figure 5-10 shows the ethnic and racial diversity of the UMC faculty.

Figures 5-11 and 5-12 show the percentage of female staff and staff of color, respectively, during the period 1996-2004 for each of the three staff classifications.

Note: The Crookston campus has only 55 faculty members, considerably fewer than other University of Minnesota campuses. Adding or subtracting even one person among female faculty or faculty of color from year to year can cause wide year-to-year fluctuations.
Figure 5-8. Female faculty at University of Minnesota – Crookston, 1996-2004.

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

Figure 5-9. Faculty of color at University of Minnesota – Crookston, 1996-2004.

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

Figure 5-10. Faculty diversity at University of Minnesota – Crookston, 1996-2004.

Source: Office of Equal Opportunity and Affirmative Action, University of Minnesota.
Figure 5-11. Percentage of female staff employees, University of Minnesota – Crookston, 1996-2004.

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

Figure 5-12. Percentage of staff of color, University of Minnesota – Crookston, 1996-2004.

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