



Serve



Experience



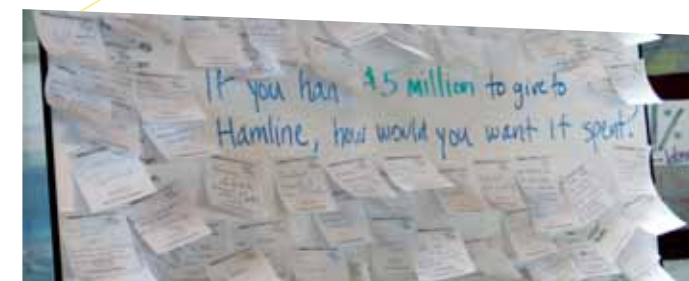
Excel



Lead



Fulfill



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**On the Cover** Before becoming a student at Hamline School of Law, Meghan Gaspar JD '07 worked as a cardiovascular intensive care nurse. Thanks to an internship at Medtronic, Gaspar learned first hand how the Medtronic medical devices she used to take care of patients were approved and regulated. Hamline's new Health Law Institute is helping students like Gaspar explore this exciting and growing profession.

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President Hanson handed out candy canes to students Anne Perera and Amrit Sharma during a Christmas tree lighting ceremony in December.

**Looking back. Thinking forward** —a phrase that appeared frequently during Hamline’s 150th anniversary celebration in 2004 provides a familiar framework for reviewing the progress of the university in 2006. Looking back, it is clear that 2006 has been a year marked by significant progress toward the university’s mission and defined by strategically thinking forward about the next five years through a comprehensive planning process. What you will see in this annual report is a chronicle of the progress toward developing a distinctive vision, created from the commitment, imagination, and intellectual capital of the university.

Hamline returned in 2005 to a tradition of convening its community at the start of the academic year in a formal Convocation—a time of gathering together around a theme that guides the university community in the coming year. In the fall

- How do we maintain a distinctive teaching and learning environment?
- How do we extend and enhance Hamline’s strength through diversity?
- How do we create learning and living spaces that maximize Hamline’s personal and distinctive teaching and learning tradition?
- How do we nurture, renew, and retain the human, physical, and financial resources to implement our strategic plan and ensure a collegial community of educators?

Response from the Hamline community to this inclusive, comprehensive planning process has been energizing, primarily due to the choices a strategic planning process encourages. Based on the year just completed, we have emerging directions for the next

The Hamline University School of Law launched its Health Law Institute with curriculum that addresses the need for legal studies in areas of increasing state and federal regulation, bioethics, financing and organization of health care, control of public health research, governmental response to infectious diseases and to natural disasters, medical dispute resolution, and use of humans as research subjects. In the Graduate School of Liberal Studies, a two-year, low residency master of fine arts program in writing for children and young adults started with a cohort of thirty-one students from throughout the nation. A new advisory board for the Graduate School of Management was formed to guide curriculum development in business and management. The Graduate School of Education congratulated Mark Thompson, a graduate of the master of arts in education and English as a Second Language programs

youth. Last year, the endowment supported programs at three churches and served fifty middle school students, and it will be expanded to serve seventy students in 2007.

Two key academic and service projects visibly moved forward in 2006, thanks to nearly \$2.5 million in funding that has been secured for the programs. The first grant of \$250,000 from the U.S. Department of State will support the Civic Education Project. Hamline professors are collaborating with faculty and teachers from the Middle East to create civic education and peace curricula that are taught in middle schools and senior high schools in Israel, Gaza, the West Bank, and Jordan, as well as in Minnesota. The second grant, Hamline’s largest federal government grant ever, totaling nearly \$2.3 million, will go to the Minnesota Science Teachers Education Project. This means a series of Hamline’s regionally

## 2006 has been a year marked by significant progress toward the

of 2006 the community addressed the importance of fulfilling the promise to all Hamline students by convening around the question, “Where are we headed?” Of particular interest was this question within the context that the world is changing—dramatically and rapidly—and how will Hamline University achieve “distinction in a world of change”?

For the past few months, and for several more to come, six separate work groups from across the university will be examining Hamline’s distinctiveness in providing a teaching and learning environment that aligns with our mission and promise. The process is university-wide, with ninety-five team participants serving on task groups addressing six key topics:

- How is Hamline fulfilling the promise it makes to students?
- What are the changing realities of demographics, affordability, need for global perspectives, escalating federal regulations, and growing expectations from consumer-savvy students?

five years that are distinctly Hamline, grounded in our values, and pulling us toward a more diverse and collaborative community.

Let’s review some of the highlights of 2006: College of Liberal Arts students are making great strides in discovering their own potential to make a difference in the world. One in four undergraduate students participated in the thirty-five-year-old Hamline-Hancock Elementary School collaboration for which Hamline was honored as a national Carter Award finalist in 2006. Hamline students volunteer, mentor, and engage children in activities designed to support Hancock’s motto, “College begins in kindergarten.” Our students have also developed a Hurricane Katrina Response Network. Last year, Hamline sent sixty students to New Orleans as volunteers for Hurricane Katrina relief. Students, faculty, and staff spent more than 7,000 hours in the hurricane-ravaged area, gutting houses and helping people rebuild their lives. Another sixty students spent their January term and will spend their spring-break on service-learning trips, volunteering in the Gulf Coast region.

## university’s mission and defined by strategically thinking forward

and creator of an English-Hmong dictionary, upon his recognition by the U.S. Department of Education with an American Star of Teaching award.

Looking ahead, we expect to increase our global partnerships and study-abroad opportunities for students. This spring a group of students will travel to China, where they will study Minnesota-based companies who have found success expanding their businesses in the Chinese market. Hamline is now one of just three universities in the state to offer three years of Chinese language instruction.

Many people continued to give generously to Hamline in 2006, with more than \$7.3 million in gifts received. A gift in the amount of \$5 million, representing the single largest endowment fund in the university’s history, was completed in 2006. Given by the McVay Family, the endowment funds a program that partners Hamline with local churches to work with at-risk middle school

focused summer science institutes for Minnesota teachers will be funded through summer 2009.

As you page through this annual report, I encourage you to reflect upon the years of exceptional teaching by Hamline University faculty and the impact they have consistently had on so many generations of students. Your generous gifts, your advice, and your support ensure that we will continue to provide personal attention and exceptional experiences for our students. I look forward to sharing with you the five-year strategic plan later in the year and send my sincere wish for all the very best in 2007!

Linda N. Hanson  
President





*Far left and below left: During a day trip to New Orleans, students helped the Common Grounds organization by unloading a truckload of bottled water. Near left and far right: Students in the January class helped clean out a home in Pascagoula, Mississippi. The homeowner, pictured holding her granddaughter, called the students her "angels."*

# Serve:

## Response to Hurricane Katrina

**Instead of simply** helping clean up, Hamline responded to the Katrina crisis by making it a learning experience, combining service with academics in a month-long January-term course and a spring break service-learning trip. While students experienced first-hand the destruction that Katrina wrought and the difficulties in cleaning up, they also studied the larger relationships between disasters, race, class, and gender.

Efforts are continuing this year, with eight more service-learning trips being organized by the Office of Service-Learning and Volunteerism. By the end of the school year more than seventy students, faculty, and staff will have traveled to the New Orleans area to make a difference.

*"When they notice the absence of a Southern drawl in my voice, they ask me where I'm from. They want to know, 'Why New Orleans?' When I tell my story about wanting to help, about not wanting to forget about Hurricane Katrina, about wanting to step up and be a leader, the response is overwhelmingly one of gratitude."*

— Megan Harms '06 participated in the January course and now serves in AmeriCorps, working with the American Red Cross in New Orleans.





# Experience:

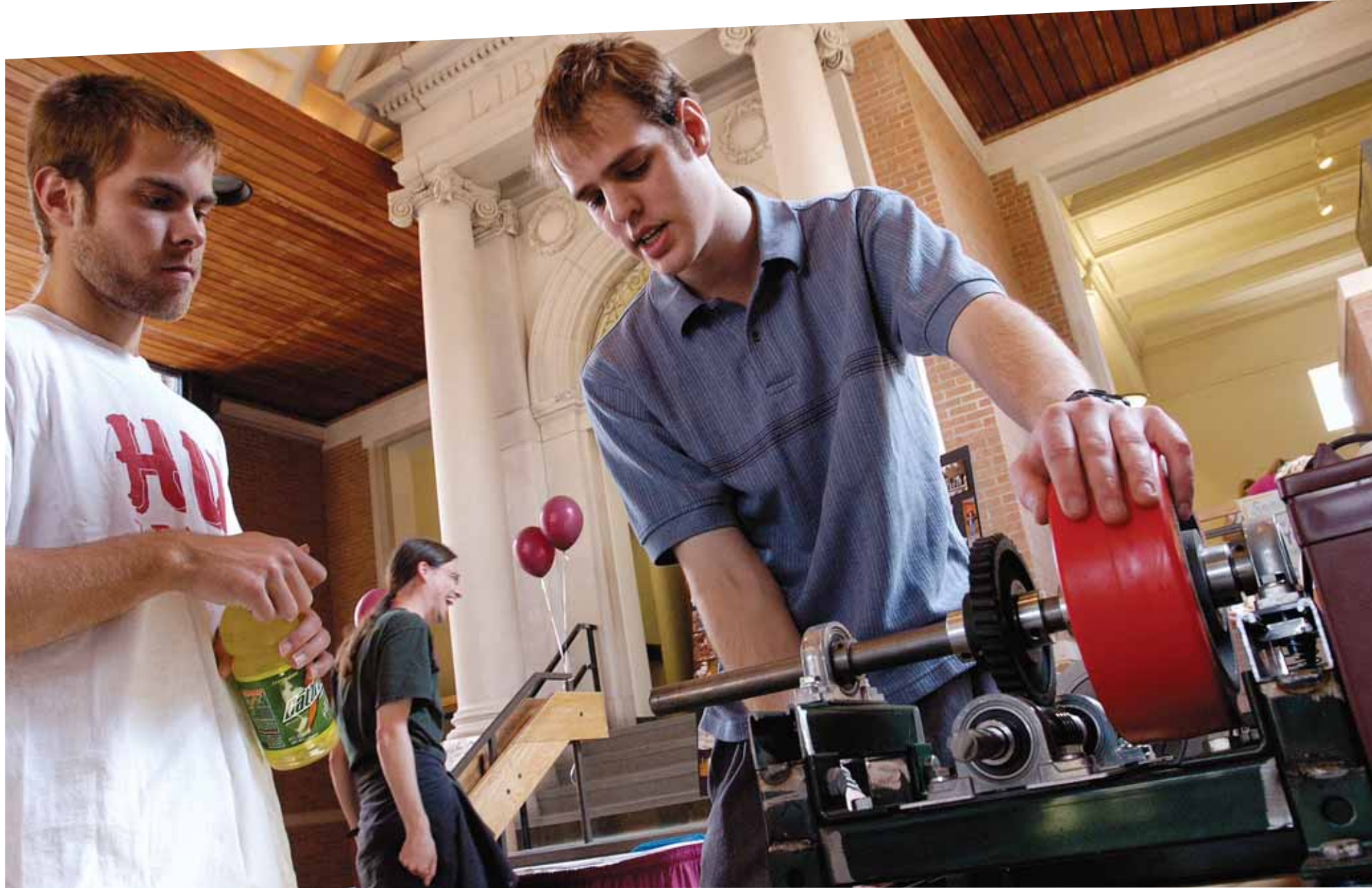
## Buildings and grounds enhancements

**As soon as** Commencement was over, the trucks rolled in to begin work on a number of improvement projects. By the time students returned in the fall, they were welcomed with new technology, better accessibility, more convenience, and enhanced safety.

All academic buildings were equipped with wireless Internet, and built-in computers and projectors were added to most classrooms. Sorin Dining Hall received a new look, a convenience store, and a twenty-four-hour computer lab. Bush Library's steps were made accessible and more attractive, and green space was also added near Peterson and Osborn Halls. To enhance safety, ID-card access was added to all residence halls.

*Left to right:* Sorin Dining Hall, new green space on the corner of Englewood and Pascal, and Hamline's new convenience store.





# Excel:

## Undergraduate Research

**Hamline students** distinguish themselves by knowing not only how to conduct independent research projects, but also how to present their findings to others.

Students have the opportunity to present their research at Honors Day, Hamline's annual celebration of academic achievement. In addition, every year students earn the chance to present their research projects at the prestigious National Conference on Undergraduate Research. In 2006, Hamline sent a delegation of thirty-eight students from all disciplines (Hamline's group is consistently one of the largest represented). To apply, students submit an abstract of their research project. If accepted, they're invited to attend the conference, where they give a fifteen-minute presentation or participate in a two-hour-long poster session.

*Above:* Benjamin Kehoe '06 (right) demonstrates the collaborative research project he completed with Jordan Woods-Wahl '05 (not pictured). They designed and built a flexible, modular, automated movement system to be used in medium-sized theatres. *Facing page:* Students check out other students' projects at Honors Day 2005; Rachel Isaksson '06 presents the research project she completed with Metropolitan Council Environmental Services scientist Steven Balogh and biology professor Michael Farris. Their research, "Phytoremediation of Mercury by *Lemna minor*," was accepted for publication in the *International Journal of Environmental Science*.

*"When we show up we are inevitably approached by other faculty who say, 'What are you doing with students there?', because our students are not only presenting material that is really significant, they're also really good at presenting."*

— Mike Reynolds, professor of English and co-director of collaborative research





Right: Mark Thompson  
MAEd '96.

Below: Isis Roper MAEd '02,  
Jessica Hjarrand.



# Excel:

## Graduate School of Education alumni earn national acclaim

In addition to a passion for teaching and a dedication to excellence, Minnesota's award-winning teachers have another trait in common: training from Hamline's Graduate School of Education.

Mark Thompson received the U.S. Department of Education's American Star of Teaching award, an honor awarded annually to one teacher in each state and the District of Columbia. Thompson, a graduate of the master of arts in education and ESL licensure programs, teaches fifth and sixth grades at Como Park Elementary in Saint Paul. He has taught courses, such as math, in both English and Hmong. When he couldn't find an English-Hmong dictionary for his students, he created one with his teaching assistant. To make it available to a wider audience, he put it online, hand-coding 2,000 Hmong words for the audio "talking" dictionary.

Isis Roper, a teacher at the Crossroads Science Technology Magnet School in Saint Paul, received a \$25,000 Milken Educator Award. Roper earned her master of arts in education and attended the Center for Excellence in Urban Teaching's Urban Education Summer Scholarship Program.

Jessica Hjarrand, a student in the master of arts in teaching program with an ESL emphasis, received a Fulbright to study multicultural education in developing countries in Norway.





*Left to right:* The 2006–07 women's volleyball team, shortstop Andrew Bennett '08, goal keeper Ryan Fahey '10, and men's cross country runners Brandon Gleason '08, Chris Yotter '07, and Travis Bristow '07.

# Excel:

## Athletics success

**Thanks in part** to the culmination of many years of generous giving that enhanced the athletic infrastructure, Hamline athletic teams are regularly making the playoffs, breaking records, and earning national attention.

A third of Hamline's coaches were named MIAC Coach of the Year during the 2005–06 season. Last winter, both the men's and women's basketball teams made the conference playoffs and had their best seasons in a decade. In the spring, Keidra Anderson was named the Most Outstanding Track Athlete in the MIAC and earned her sixth All-American honor. The baseball team earned its first playoff berth in school history and set a school record for the most wins in a season. In the fall, the men's cross country team placed eighteenth at the NCAA Championships. The men's soccer team made the MIAC Finals for the first time in school history and the volleyball team made the MIAC Playoffs for the first time since the conference moved to a six-team format six years ago.

*“Between my second and third year we had the addition of Klas Field and Center, and it made my experience so much better. I mean, to go out and play in one of the best facilities in Division III—you can't ask for more.”*

— Tyler Schultz '06







Above: Flint Keller, surrounded by his new textbooks (graciously lent to him by his four children) is a member of the program's inaugural class. He teaches fourth and fifth grade at Richardson Elementary in North Saint Paul. Facing Page: GLS student Andrea Matthews; books published by the program's award-winning faculty.



# Lead:

New program in writing for children and young adults distinguishes the Graduate School of Liberal Studies

The Graduate School of Liberal Studies seized an exciting opportunity this year to offer a new, distinctive graduate degree: the master of fine arts in writing for children and young adults. With an innovative structure that concentrates classroom time into two-week residencies twice a year and offers one-on-one mentoring with faculty advisors, the program is a perfect fit for Hamline and the Twin Cities community. With only a few other programs in the nation like it, and none in the Upper Midwest, response to the program—both in faculty interest and student applications—has been outstanding. The first class of thirty-one students begins in January.





For Meghan Gaspar JD '07, Hamline's health law focus, coupled with her health care background, helped her obtain internships at Medtronic (*shown here*) and Blue Cross and Blue Shield of Minnesota.

# Lead:

## School of Law founds Health Law Institute

With the nation's aging population, debates over bioethics and funding of care, and continuing technological innovation, health law has become an important specialty in the legal profession. That is why Hamline University School of Law, located in a premier health care market and successful in establishing specialized legal institutes, launched its Health Law Institute this fall.

Modeled after Hamline's Dispute Resolution Institute, which is ranked fifth in the nation by *U.S. News and World Report*, the Health Law Institute offers students the opportunity to learn health law from industry experts and practice what they know in clinics and internships with area companies. Through academic research and public policy forums the institute will also help shape tomorrow's health law landscape.

*"I went from being a cardiovascular intensive care nurse, taking care of patients whose lives were changed through a Medtronic device, to learning first hand how the devices are approved and regulated."*

— Meghan Gaspar JD '07





For the students, both the topics (tolerance, equality, justice and the rule of law, and active citizenship) and the methodology (group discussion, where students are encouraged to share their opinions) are new concepts.

*Left:* A girls' school in Swarcha, a Palestinian village outside East Jerusalem. *Right:* At a Palestinian boys' school in East Jerusalem, students gather after school to attend the classes, which are voluntary.

*"The people in the Middle East are asking 'How come this small college... in the middle of nowhere... Hamline? Where is it?'"*

**Arie Zmora**, director of the Middle East Civic Education Project

# Lead:

## Middle East Civic Education Project

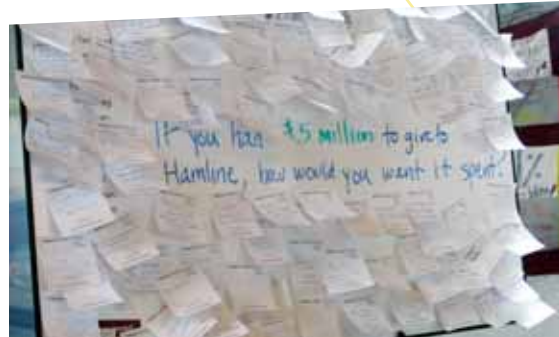
While peace in the Middle East is a wish of many, Hamline is working hard to make it a reality. With funding from a State Department grant, Hamline professors have been working with educators from the Middle East to write peace curriculum for middle and high schools in the Middle East. Last year the high school curriculum was successfully piloted in Gaza, the West Bank, Jordan, Israel, and in select Twin Cities' schools. This project is a unique success story of Hamline faculty and staff responding to an opportunity and showing students that real people can make a difference in this war-torn region.



*Left:* Omri Shalmon, director of the Gesher historical site; Motti Nahum, the lawyer of Beit Shean municipality; Dani Tamari, the mayor of the Beit Shean municipality; Yael Shealtiel, director of the Israeli Ministry of Agriculture; Lou Kanavati, the former superintendent of Saint Paul Public Schools; School of Law Dean Jon Garon; Professor Ken Fox; Professor Nurith Zmora; Professor Arie Zmora; and General (ret.) Mansour Abu Rashid, head of Amman Center for Peace and Development. *Right:* The Civic Education Program brought together Israeli girls from Shaar Hanegev (on the border with Gaza) and Palestinian girls from Sawarcha, a village outside Jerusalem.



*Left:* Students, faculty, staff, and trustees participated in a strategic planning event in November. *Below:* The annual Convocation in September served as a kickoff for the strategic planning process, with faculty and staff sharing ideas and hopes for the future. *Far below:* Dean Delgado, Dean Schuster, and Vice President Stern.



# Fulfill:

## Hamline begins strategic planning, welcomes new leadership

In **September** Hamline embarked on a year-long strategic planning process titled, “Fulfilling the Promise—Distinction in a World of Change.” Faculty and staff, along with students and alumni, are at work examining the challenges that Hamline faces and the opportunities it has to anticipate and respond to these challenges. In May 2007 their findings will be pulled together into a strategic plan for the university to be implemented during the next five years.

Hamline also prepared for its future by welcoming two new deans and a vice president this June. Dr. Fernando Delgado, dean of the College of Liberal Arts, Dr. Julian Schuster, dean of the Graduate School of Management, and Dr. David Stern, vice president for academic and student affairs, serve on the university’s senior leadership team.





## Hamline University Statement of Financial Position 2006 At June 30, 2006

Assets:		Liabilities:	
Cash and cash equivalents	\$6,184,744	Accounts payable, accrued expense	\$10,357,464
Restricted cash	12,851,645	Deposits and deferred revenue	5,290,131
Accounts receivable (net)	2,703,364	Other liabilities	10,296,299
Other current assets	1,988,548	Bonds payable	37,967,194
Long-term receivables	13,182,794	<b>Total liabilities</b>	<b>\$63,911,088</b>
Investments	74,693,407		
Property, plant, and equipment (net)	74,447,160	<b>Net Assets:</b>	
Beneficial interest in trusts	1,372,480	Unrestricted:	
		For investment in plant	47,927,152
<b>Total Assets</b>	<b>\$187,424,142</b>	For operations and endowment payout	18,466,351
		Temporarily restricted	7,292,874
		Permanently restricted	49,826,677
		<b>Total Net Assets</b>	<b>\$123,513,054</b>
		<b>Total Liabilities and Net Assets</b>	<b>\$187,424,142</b>

## Hamline University Statement of Activities 2005–2006 Year ended June 30, 2006

Totals	2005	2006	Totals	2005	2006
<b>Revenue</b>			<b>Expenses</b>		
Tuitions and fees	\$67,830,731	\$73,773,392	Instruction	\$25,836,723	\$27,314,106
Less:			Academic support	11,326,523	12,543,936
Unfunded student aid	16,828,601	18,212,919	Research	231,923	160,042
Funded student aid	2,072,530	1,874,317	Public service	701,462	886,799
<b>Net student tuition and fees</b>	<b>48,929,600</b>	<b>53,686,156</b>	Student services	10,345,069	10,964,426
Government grants	2,207,029	1,955,062	Institutional support	10,965,225	11,325,200
Contributions	7,654,853	7,387,009	Auxiliary enterprises	8,536,953	9,257,783
Investment income, net	1,255,933	2,164,277	<b>Total Expenses</b>	<b>\$67,943,878</b>	<b>\$72,452,292</b>
Realized and unrealized gains on investments	2,056,021	1,693,477	<b>Change in Operating Assets</b>	<b>\$4,237,218</b>	<b>\$4,638,623</b>
Sale and services of educational activities	729,974	1,055,836	Investment income over spending rate	929,711	5,499,020
Change in value of split interest agreements	112,320	(112,084)	Board designated unrestricted spending	(84,548)	(94,129)
Other sources	1,655,111	1,365,135	Change in net assets	5,082,381	10,043,514
Auxiliary enterprises	7,580,255	7,896,047	Impact of change in accounting principle		(134,102)
<b>Total Revenue</b>	<b>\$72,181,096</b>	<b>\$77,090,915</b>	<b>Change in net assets</b>	<b>\$5,082,381</b>	<b>\$9,909,412</b>
			Net Assets at Beginning of Year	\$108,521,261	\$113,603,642
			Net Assets at End of Year	\$113,603,642	\$123,513,054



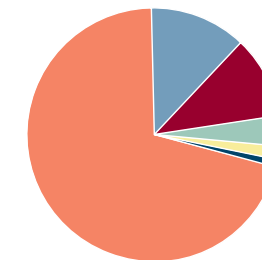
I am pleased to share this summary financial information for Hamline University. For the sixth year, we achieved operating financial results which exceeded expectations. For this fiscal year, our results were bolstered by strong enrollments in the College of Liberal Arts and the School of Law, our ability to manage discounts, effective expense management, and continuing commitments by donors. Within this performance, net tuition revenue increased by 9.7 percent, and combined with investment earnings, drove a total operating revenue increase of 8.1 percent.

Hamline continues to be effective in allocating the resources that are generated, as our operating expenses increased at a lower rate of 6.6 percent. In total, our net assets grew by 8.7 percent, reflecting the positive operating results, gifts to the endowment fund, investment earnings, and capital improvements. Key capital investments worthy of note include full card key access to our residence halls, significant expansion of technology in our classrooms, major renovation of the patio area of Bush Library, and significant heating and ventilation work.

We remain committed to ensuring that a solid financial position is maintained to fully support our ability to invest in academic programs for years to come. Should you desire additional information on our financial results, or simply have a question, please do not hesitate to contact me personally.

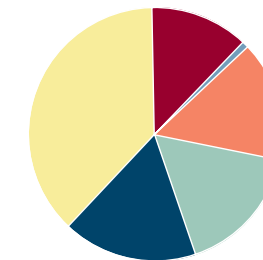
Douglas P. Anderson  
Vice President for Finance and Treasurer  
651-523-2203 danderson@hamline.edu

### Distribution of Revenues



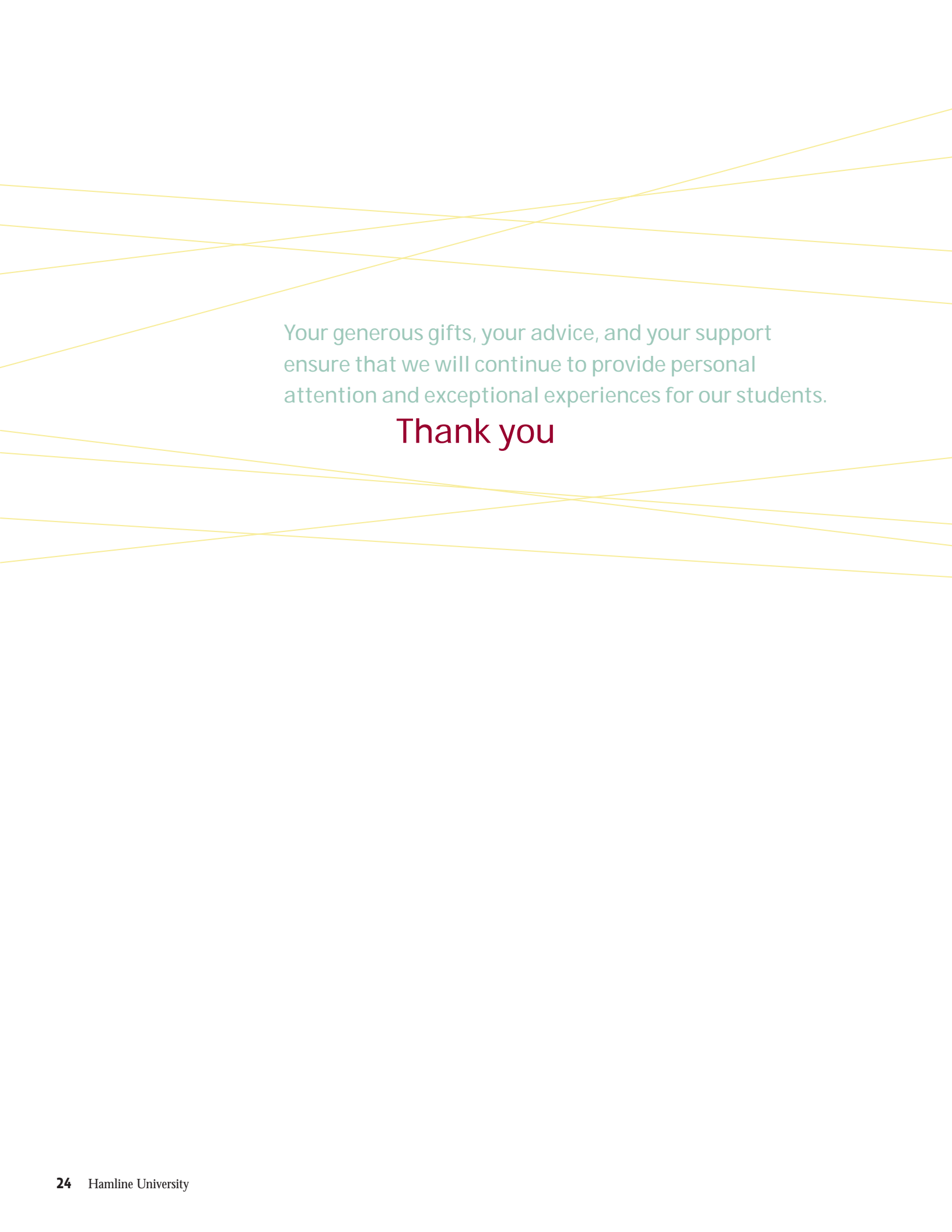
70% Net Tuitions and Fees  
12% Contributions & Government Grants  
10% Auxiliary Enterprises  
5% Investment Income, Gains & Losses, Net  
2% Other Sources  
1% Sales and Services

### Distribution of Expenses



38% Instruction  
17% Academic Support  
16% Institutional Support  
15% Student Services  
13% Auxiliary Enterprises  
1% Public Service  
<1% Research



The page features several thin, light yellow lines that crisscross the background, creating a subtle, abstract pattern. These lines vary in length and orientation, some running horizontally while others are diagonal.

Your generous gifts, your advice, and your support ensure that we will continue to provide personal attention and exceptional experiences for our students.

**Thank you**





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