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UNIVERSITY OF MINNESOTA

Accountable to U

2003-04
University Plan, Performance, and Accountability Report

Office of the Executive Vice President and Provost
University of Minnesota
Minneapolis, Minnesota

February 2004

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The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

The University's mission, carried out on multiple campuses and throughout the state, is threefold: research and discovery, teaching and learning, and outreach and public service.

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Cited Minnesota Statutes
for
University Plan, Performance, and Accountability Report

Minnesota Session Laws 2003, Chapter 133-S.F. No. 675:

An act relating to higher education; appropriating money for educational and related purposes to the higher education services office, board of trustees of the Minnesota state colleges and universities, board of regents of the university of Minnesota...

Article 1, Section 4, Subd. 6. Accountability:

The board shall continue to submit the data and information enumerated in Laws 2001, First Special Session chapter 1, article 1, section 4, subdivision 5, in the board's university plan, performance, and accountability report. For the purposes of those reports, a first generation student is a student neither of whose parents received any postsecondary education.

Minnesota Session Laws 2001, 1st Special Session, Chapter 1-S.F. No 11:

An act relating to education; appropriating money for education and related purposes to the higher education services office, board of trustees of the Minnesota state colleges and universities, board of regents of the University of Minnesota...

Article 1, Section 4, Subd. 5. Accountability:

(a) By February 1 of each even-numbered year, the board must submit a report to the chairs of the appropriate education committees of the legislature describing the following: (1) how it allocated the state appropriations made to the system in the omnibus higher education funding bill in the odd-numbered year; (2) the tuition rates and fees set by the board; and (3) the amount of state money used to leverage money from other funding sources and the level of support from those sources.

(b) By February 15, 2002, and each odd-numbered year, thereafter, the board of regents of the University of Minnesota must submit a report to the commissioner of finance and the chairs of the higher education finance committees delineating: (1) the five undergraduate degree programs determined to be of highest priority to the system, and the revenue necessary to advance each program to be a center of excellence; (2) the reallocation of money and curricular and staffing changes, by campus and program, made to advance the system's priorities; (3) baseline data, and the methodology used to measure, the number of first generation students admitted systemwide, together with a plan to increase both the recruitment and retention through graduation of these students; (4) progress towards increasing the percentage of students graduating within four, five, and six years as reported in IPEDS. Data should be provided for each institution by race, ethnicity, and gender. Data provided should include information on successful retention strategies and the money allocated to enhance student retention; (5) progress towards increasing the revenue received, from all sources, to support research activities. Data provided should include information on the increase in funding from each source; and (6) progress of the academic health center in meeting the goals and outcomes in paragraph (c) including how money appropriated from the medical endowment fund contributed to meeting specific workforce training and health education goals for the academic health center.

(c) The Academic Health Center, in cooperation with the department of health, shall: (1) develop new strategies for health care delivery and professional training in this state that takes into account the changing racial and ethnic composition of this state; (2) develop new strategies to meet the health care workforce needs in the state; and (3) base these strategies on analysis of the population's health status and opportunities for improvement.

Executive Summary

"...[The regents shall] make a report annually, to the Legislature...exhibiting the state and progress of the University...and such other information as they may deem proper, or may from time to time be required of them."

– University charter, 1851 Territorial Laws, Chapter 3, Section 16

Since the University of Minnesota's inception, citizens, the state legislature, the federal government, the Board of Regents, alumni, students, parents, employers, and many others have held the University accountable for fulfilling its fundamental land-grant mission of teaching, research, and outreach.

Over the years, the ways in which the University has demonstrated its accountability and its progress in meeting mission-related goals have been many – legislative reports and testimony, financial reports, accreditation reviews, and collegiate and unit annual reports to their constituencies.

Origins of the Report

In 2000, the Regents asked University administration to review three institutional reports – the institutional measures, the unit compact plans, and the annual academic plan and report – to determine the feasibility of providing a single, consolidated report each year rather than three individual reports.

In November 2000, the Board approved the creation of the *University Plan, Performance, and Accountability Report.* In its resolution, the Board noted that it "...holds itself accountable to the public for accomplishing the mission of the University" and that the report was to become the principal annual documentation of that accountability.

The first report was published in 2001; a 2002-03 update was produced in December 2002. The 2003-04 edition is the third produced for the Board of Regents.

For the first time, *Accountable to U: 2003-04 University Plan, Performance, and Accountability Report* represents the University's principal annual report to the State, as mandated by the 2003 Legislature.

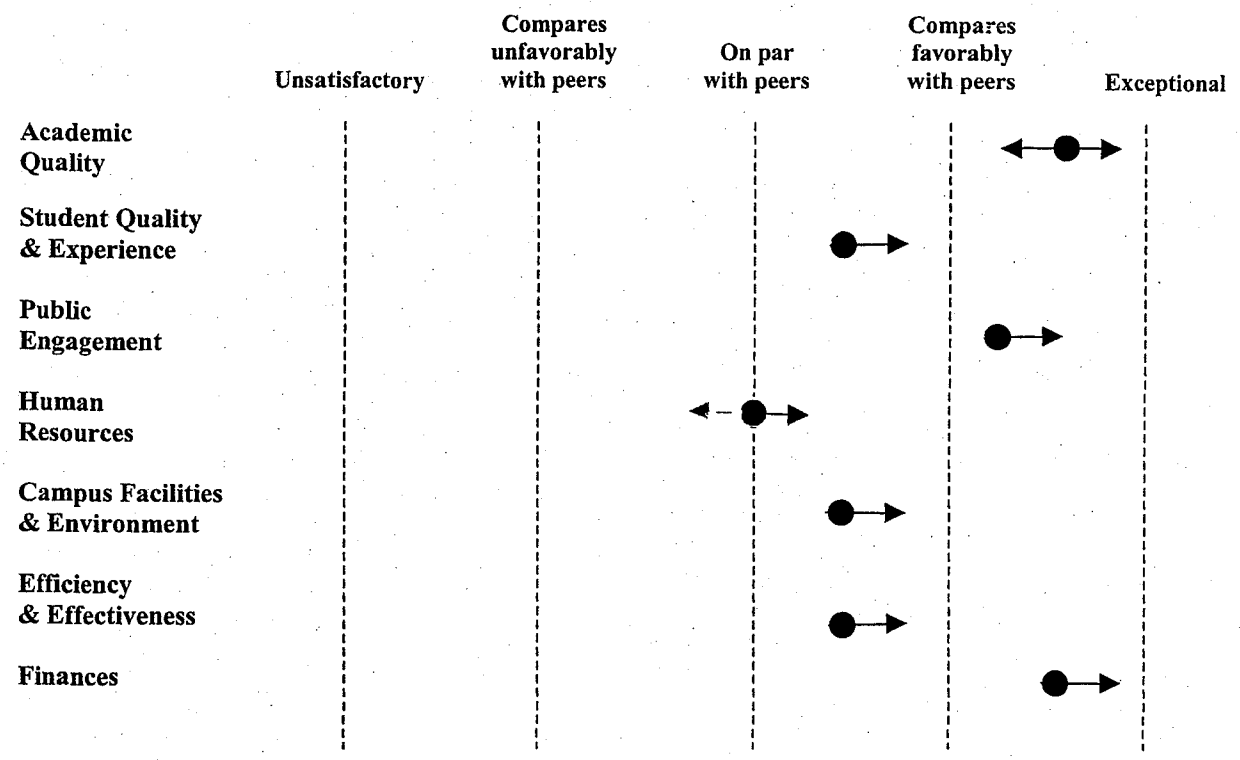
Organization of the Report

The 2003-04 report provides an overview of the University of Minnesota and its academic priorities (Section 1), accountability measures for each campus (Sections 2-6), as well as University-wide measures related to public engagement (Section 7), efficiency and effectiveness (Section 8), and finances (Section 9).

The Executive Summary represents the initial effort of the University's executive leadership to develop a concise self-assessment of University performance, as requested by the Board of Regents. The Self-Assessment Scorecard includes seven performance areas: academic quality, student quality and experience, public engagement, human resources, campus facilities and environment, efficiency and effectiveness, and finances.

Following the scorecard in each area are key findings that were instrumental in the performance assessment.

University Performance: Self-Assessment Scorecard



Key:

Arrow right = most or all indicators moving in a positive direction
Arrow left = some indicators are cause for concern
Arrow left and right = indicators show mixed results and outlook

Academic Quality

The University of Minnesota strives to maintain and enhance its position as a leading land-grant institution in the nation. Of particular note:

- The University continues to rank among the premier public and private research universities in the U.S. according to the University of Florida's annual publication, *The Top American Research Universities*.
- Over the past four years, the University has outperformed its national competitors and public Big Ten peers in total research expenditures and federal research expenditures.
- The University's production of doctoral degrees has declined at a faster rate than its national top 10 competitors and its Big Ten public university peers over the past four years; however, the University awarded more than 11,500 degrees of all types (doctoral, first-professional, master's, bachelor's, and associate) in 2002-03, the most ever.
- The University's average number of faculty awards in various disciplines has declined at a faster rate over the past two years than its national competitors, thereby affecting its overall University of Florida ranking.

Student Quality and Experience

The University has placed a high priority on attracting, retaining and graduating highly qualified students at the undergraduate, graduate, and first-professional levels and assuring and enhancing their educational experience. This emphasis has begun to show promising results:

- The Twin Cities campus, while not performing as well as it aspires to against its Association of American University public institution competitors and Big Ten public university competitors, continues to show sustained, long-term improvement in attracting, retaining, and graduating undergraduate students. The four-year graduation rate exceeded 30 percent in 2002-03 for the first time since the University has measured graduation rates, and the first-year retention rate of 86 percent was also the highest ever.
- The coordinate campuses at Duluth, Morris, and Crookston have had more mixed results according to multiple measures for undergraduate students.
- Graduate and first-professional student indicators of quality continue to be comparable to peer institutions; time-to-degree completion remains on par with peer institutions.
- Undergraduate student satisfaction on all campuses in most areas of measurement has shown overall improvement over previous results; graduate student satisfaction also has improved.

Public Engagement

The University is making a renewed commitment to its outreach and service mission – or public engagement – and taking steps to work and communicate more effectively with the public, private, and non-profit sectors, communities, and citizens:

- The University has made dramatic increases in annual licensing income from its technology commercialization efforts over the past five years.
- Citizen surveys show a high level of understanding of and satisfaction with the University's unique role in the state and its valuable contributions in teaching, research, and public engagement. Results also showed, however, a continuing trend that the University is not perceived as an efficient manager of its financial resources and is judged as not doing everything it can to keep tuition rates low.
- A recent economic impact study showed the University generated more than $513 million through research and created 39 jobs for each $1 million in research expenditures.
- Extension Service provided a high level of service to citizens throughout its transition to a regional service center framework.

Human Resources

Attracting, retaining, and supporting the continued development of faculty and staff is required for the University to remain competitive with its national and international research university peers. The University's goal is to bring average salary and compensation for faculty and staff to the mean of their peer cohorts.

- Faculty salary and compensation on the Twin Cities campus continue to lag behind the peer group average at the full, associate, and assistant professor levels; Duluth and Morris faculty salary figures are closer to their peer groups' averages,

and average compensation at all levels exceeds that of their peer groups' averages; at Crookston, two of the three faculty ranks' average salary is higher than its peer group average, and average compensation at all levels exceeds that of its peer groups' averages.

- Staff compensation levels are competitive with comparable local and national peer groups.

Campus Facilities and Environment

The University of Minnesota's teaching, research, outreach, and administrative facilities throughout the state require sound stewardship and measurement of results:

- A new Facilities Condition Needs Index showed University buildings to be in the mid-range of condition among other higher education institutions using this measure.
- Over 90 percent of FY 2003 capital projects were completed within budget or returned a positive balance; 45 percent of projects were completed on time, a 5 percent gain over the previous year.
- University campuses continue to provide an overall safe and secure environment for students to live (including more and better on-campus housing), faculty and staff to work, and visitors to enjoy, as evidenced by campus safety and security statistics.

Efficiency and Effectiveness

The University has launched a broad range of initiatives that leverage fiscal resourcefulness, institutional efficiency, and quality services to improve and enhance the educational experience of students at all levels:

- Use of enterprise systems has yielded significant service improvements and cost savings in areas such as financial aid.
- The President's Enhanced Service and Productivity Initiative is placing increased emphasis on showing measurable results in providing such student services as online course scheduling, academic planning, portfolio, and financial transactions.
- Technology-Enhanced Learning (TEL) and enterprise-wide technology applications are being used to support the University's core teaching, research, and public service mission.
- Total energy consumption has been reduced by 15 percent since 1991 despite increased energy demand, net increases in space, and more sophisticated equipment and technology.

Finances

The University has managed its financial resources well despite significant reductions in state support, a national recession, and a challenging philanthropic environment:

- The University continues to earn the second highest credit ratings from Moody's (Aa2) and Standard & Poor's (AA).
- Campaign Minnesota raised $1.66 billion for endowment and ongoing support, one of the largest campaigns ever in the U.S.
- Over the past four years, the University's average endowment assets were flat, compared to double-digit average increases among the top-rated public and private research universities nationally and among its Big Ten public competitors.
- Annual giving to the University outperformed the top 10 public and private research university and Big Ten public university averages.

University of Minnesota

From the President and Board Chair

The University of Minnesota is an integral part of our idea of Minnesota – a relatively small population of five million in a challenging climate that has built a high quality of life and nurtured an uncompromising aspiration for innovation and leadership.

Since its founding, the University has been a statewide resource that makes a significant impact on the economy, society, and culture of Minnesota. Through its land-grant mission – teaching and learning, research and discovery, and public engagement – it has been dedicated to advancing knowledge and serving as a partner for the public good.

As we begin the 21st century in a fiscally austere environment, our challenge is to ensure the continued excellence, strength, and vitality of the University for our students and for the people of Minnesota. To fulfill our mission in this new century, the University has embraced four over-arching goals:

- **Maintain excellence and push the boundaries of knowledge.** The University of Minnesota is actively committed to maintaining and strengthening excellence by investing in its outstanding academic programs and building a culture that supports interdisciplinary work.
- **Enhance the educational life of students.** The University is committed to enhancing the experience of its undergraduate, graduate, and professional-level students by: improving access to the University and affordability, enhancing teaching and learning, promoting better progress and improved graduation rates, and maintaining and improving student satisfaction levels.
- **Achieve improved stewardship and accountability.** The University is dedicated to good stewardship of its public and private resources and to accountability to citizens and members of its own community.
- **Create effective public engagement.** The University has made a renewed commitment to its public mission, one that reflects the changing conditions of public higher education, the needs of society, and the most current means of communication and public engagement.

As one of this country's and the world's premier research institutions, the University of Minnesota will continue its 153-year legacy as an open door to the power that knowledge provides and a crucible for new ideas, discoveries and connections.

Robert H. Bruininks
President

David R. Metzen
Chair, Board of Regents

1: Profile of the University of Minnesota

The University of Minnesota is a statewide resource that makes a significant impact on the economy, society and culture of Minnesota. For 153 years, it has been dedicated to advancing knowledge and serving as a partner for the public good.

With more than 63,000 students enrolled in high-quality programs in the Twin Cities, Duluth, Crookston, Morris, and Rochester, the University is a key educational asset for the state and the region.

The University of Minnesota is one of the state's most important assets. As a top research institution, it serves as a magnet and a means of growth for talented people, a place where ideas and innovations flourish, and where discoveries and services materially advance Minnesota's economy and quality of life.

As a land grant institution, the University is strongly connected to Minnesota's communities, partnering with the public to apply its research for the benefit of the state.

A. 10 Things To Know About the University of Minnesota

1. The University of Minnesota awarded more than 11,500 degrees in 2002-03. Ten percent of all degrees awarded were in engineering, and 41 percent of the degrees awarded on the Twin Cities campus were graduate and first-professional degrees (e.g., M.S., Ph.D., M.D., D.D.S.). University graduates play a unique role in keeping Minnesota competitive and connected in our increasingly knowledge-based economy and global society.
2. The University of Minnesota is the state's only major research University. This sets Minnesota apart from the many states that have at least two major research institutions (e.g., Michigan and Michigan State; Iowa and Iowa State). Its research comprises 98.8 percent of sponsored academic research in Minnesota – more than one-half billion dollars each year. This accomplishment creates an estimated 20,000 jobs in Minnesota's private economy.
3. In economic terms, the University also provides significant return on the state's investment. A recent study showed that the University leveraged $16 for every dollar of state investment in 2001. That means Minnesota realized nearly $10 billion in economic activity from the state's $600 million annual investment in the University – an outstanding return.
4. State appropriations provided 30.8 percent of University of Minnesota revenue in FY 2002, making it the most important, and the most flexible, source of funding. Grants and contracts provided another 24.3 percent of revenues while tuition and fees provided 14 percent. Private fundraising is an increasingly important source of funding within the University's diverse revenue mix, but this source represents less

than 5 percent of the annual operating budget. Most private funds are dedicated to the support of specific activities and cannot be used for general budget needs. In 2003, the University completed a six-year fundraising campaign that raised more than $1.6 billion in private donations and pledges.

5. Total enrollment at the University of Minnesota's campuses for fall 2003 was 63,769. Sixty-three percent of registered students were undergraduates. Non-degree seeking students represented over 10 percent of total enrollment.

6. The Twin Cities campus ranks consistently within the top six public research universities in the nation, according to a University of Florida study. It is also among the nation's most comprehensive institutions, one of only four campuses nationally that have agricultural programs as well as an academic health center with a major medical school. The University prides itself on strong programs and departments – from theater and dance to chemical engineering and economics – and its breadth provides unique interdisciplinary strengths, particularly in the life sciences.

7. The University of Minnesota was founded in 1851, predating statehood by seven years. It is governed by a 12-member Board of Regents, which is elected by the legislature. Eight members are elected to represent Minnesota's eight congressional districts and four are elected at large.

8. The statutory mission of the University of Minnesota is to "offer undergraduate, graduate, and professional instruction through the doctoral degree, and...be the primary state-supported academic agency for research and extension services." (*Minnesota Statutes 135A.052*).

9. The University of Minnesota is a multi-campus university, one with no separate "system" office. This is an economical management structure, since the University's senior officers double as the chief operating officers for the Twin Cities campus.

10. The University of Minnesota has four established campuses (Twin Cities, Duluth, Morris, Crookston), a developing cooperative campus in Rochester, six agricultural experiment stations, one forestry center, 18 regional extension offices, and extension personnel in counties throughout the state. The University's public service programs (e.g., Extension Service, clinics in medicine, dentistry, and veterinary medicine, outreach to K-12 education) touch more than 1,000,000 people annually.

B. Academic Priorities

"Founded in faith that men are ennobled by understanding
Dedicated to the advancement of learning and the search for truth
Devoted to the instruction of youth and the welfare of the state."

These words, composed by Hartley Burr Alexander and adopted by the Board of Regents of the University of Minnesota in 1936, are inscribed over the Northrop Auditorium entrance on the Twin Cities campus. The University remains committed to these great purposes, which are, appropriately, carved in stone. The University is an integral part of our idea of Minnesota – a relatively small population of 5 million in a challenging

climate that has built a high quality of life and nurtured an uncompromising aspiration for innovation and leadership.

That idea of Minnesota has always been premised on the importance of education, and the University has benefited at the same time it has served this state. Today, through the education of the more than 63,000 students it has enrolled, through the half billion dollars of external support for path-breaking research its scholars do each year, and through the many and varied ways it connects its work to the needs of the community, the University of Minnesota is even more relevant to the people of the state, the nation, and the world.

According to University President Robert Bruininks, "Our challenge today is to move ahead, to set high academic aspirations, and to ensure the excellence, strength, and vitality of the University for our students and for the people of Minnesota in a time of fiscal austerity. We must continue our legacy of advancing knowledge while serving as a partner for the public good." Today the University of Minnesota is still advancing knowledge and serving as a partner for the public good, just as it has for 153 years, as it has through good times and bad.

Building for the future in the context of recent large state budget cuts means investing strategically while at the same time making difficult decisions to balance the University's budget. The University has significantly reallocated its internal resources to address new opportunities, but in order to continue to improve – to reach the next level of excellence and to generate the dynamic intellectual capital that helps drive this region's economy and quality of life – the University will need significant investment.

"We can learn from other states' experiences, but I believe that Minnesota must blaze its own trail," said President Bruininks in his 2003 State of the University address. "Our future is still tied to a strong University of Minnesota, and I see no way for the University to continue to succeed without adequate state and private investment."

Academic Research and Education: Maintaining Excellence, Pushing the Boundaries of Knowledge

The University of Minnesota is actively committed to maintaining and strengthening excellence by investing in its outstanding academic programs and building a culture that supports interdisciplinary work.

The University has many highly ranked academic programs, and it is critical that we continue to provide significant support to these departments in order to maintain the strong disciplines that form the core of basic knowledge. The distinctive contributions of individual disciplines create an intellectual framework for developing deep expertise in specific arenas.

At the same time, the University community recognizes that today, more than ever, pushing the boundaries of knowledge in one field often means crossing into other disciplines. Answering the big questions that confront us in the 21st century will require interdisciplinary teams of researchers working together.

In the last decade, the academy has begun to realize the untapped potential of interdisciplinary research, and increasingly funding agencies are encouraging interdisciplinary proposals. Many scholars at the University of Minnesota are already involved in interdisciplinary research, and new initiatives will provide the infrastructure for enhancing these collaborations.

Investments in interdisciplinary academic programs will be made through the newly announced Presidential Initiatives. In addition, through the University's strategic

planning (compact) process, colleges will be encouraged to consider investments in the highest level of interdisciplinary collaboration in the President's Interdisciplinary Academic Initiatives as well as in areas not covered by these initiatives.

The President's Interdisciplinary Conference Series will provide opportunities for the development of new interdisciplinary collaborations and expand the connections of University of Minnesota research to the needs of society.

Table 1-1 shows the conferences planned for 2004 and 2005. For more information about this conference series also see the "Creating Effective Public Engagement" later in this section.

Table 1-1. President's 21st Century Conference Series, 2004-05.

2004 Conferences	
Intellectual Property Rights for the Public Good: Obligations of U.S. Universities to Developing Countries	From Inquiry to Impact: Youth Development in Out-of-School Time
Access Versus Congestion: Rethinking the Transportation Future of Our Region	Environmental Threats to Children's Health: Legal and Policy Challenges
The Power of Water: Integrating the Social, Economic and Environmental Dimensions	Annual Symposium on Small Towns
Healthy Foods, Healthy Lives: Setting the Agenda	Design of Medical Devices
Publication, the Public University, and Public Interest: A University-wide Conference on Scholarly Communication in the Digital Age	Transforming Health Care in Minnesota
Improving Disability Services Across the Age Spectrum	Reclaiming the Arts: Strategies for Commitment
2005 Conferences	
Information, Technology, and Everyday Life	Globalization, Modernization, and Violence
Promoting Healthy Communities for Children: the Social and Physical Environments	Governing the Global Workplace
Promoting Interactionism Within and Among the Disciplines	A Cognitive Neuroscience Perspective on Typical and Atypical Development

The President's Interdisciplinary Academic Initiatives represent areas of comparative advantage for the University, have high-quality foundational programs, are central to our land-grant mission and research enterprise, and reflect the needs and resources of Minnesota. They are areas where further investment will yield significant return in intellectual quality and capital, and where we can leverage considerable outside resources. The University's students at all levels also reap the rewards as they learn in a dynamic interdisciplinary environment.

Three of these initiatives – Children, Youth, and Families; Arts and Humanities; and the Consortium on Law And Values in Health, Environment, and the Life Sciences – are more established programs where significant resources have already been allocated. They will be funded through reallocation of existing resources and private philanthropy.

The remaining five (Brain Vitality Across the Lifespan; Biosciences and Biotechnology; Healthy Foods, Healthy Lives; Biocatalysis; Environment and Renewable Energy; and Translational Research in Human Health) cannot be fully capitalized without additional support from the state and partnerships with the private sector.

Under the direction of faculty leaders, working documents have been developed for all of the following initiatives. Working groups are being convened to develop long-term strategies that will take into account the breadth of connections inherent in each initiative.

Initiative on Arts and Humanities: This initiative will build on the University's strengths in the arts and humanities. About six years ago, the University developed and supported the Humanities Institute and a new educational partnership with the Guthrie Theatre. At the core of this expanded effort will be the creation of the University of Minnesota Institute for Advanced Study that will promote and support distinguished, path-breaking research and creative work at the intersection of the arts, humanities, and social sciences.

The initiative will also seek to transform the arts and humanities at the University and beyond by developing a new interdisciplinary arts and humanities curriculum, supporting new creative processes and works of art, and deepening collaborations with arts organizations and educators in the community.

Initiative on Children, Youth, and Families: The contributions an individual can make to society as an adult can be traced directly to the first few years of life, and Minnesota has an important stake in the adults its children will become. This initiative represents an institutional commitment to deepen and broaden the University's capacity to address the pressing issues that face the state when it comes to children, youth, and families.

President Bruininks launched this initiative in 2002 through a statewide summit. It will create new and enhance existing mechanisms for leveraging faculty support for cross-disciplinary approaches to research, teaching, and public engagement. By bringing together researchers and educators from around the University with practitioners, policy makers, and opinion leaders, this initiative seeks to create new ways to enhance outcomes for children at every developmental stage.

In so doing, we will be able to reap tangible benefits for not only the children and families themselves, but also the common public good, including enhanced returns in school readiness, parenting skills, children's mental health, workforce capacity, and economic and community development.

Bioscience and Biotechnology Initiatives

The University plays a critical role in the health of the state as a center of bioscience and biotechnology research and development and bioscience industry. It is vital that the University remain a center for cutting-edge basic research, an innovative laboratory for applications of basic research, a magnet for the highest level of talent, and an educator of the next generation of bioscience and biotechnology workers.

In concert with the Governor's bioscience initiative and the emerging growth of partnerships to improve the transfer of technology, the University will continue to invest in strengthening Minnesota's capacity to lead in bioscience and biotechnology. A number of the President's Interdisciplinary Initiatives focus directly on increasing the University's contributions in areas ranging from industrial biology to bioenergy to translational research in human health.

Initiative on Biocatalysis: As a result of former President Yudof's initiative in molecular and cellular biology, the University has a strengthened basic science program in these areas. It is critical that the University maintain its strength in basic science while at the same time moving to the next stage. The University is poised to launch a wide range of investments in the application of molecular and cellular biology and genetics.

The University has a long tradition and world-class expertise in the science of biocatalysis, the use of biological catalysts and processes to transform plant material into useful products. Biocatalysis enables renewable resources, such as forests, grasslands, and the wheat and corn raised by farmers, to become the new raw materials to meet production and energy needs. This initiative will use the most advanced approaches to biology, in areas where we have great strength in faculty and facilities, to develop exciting new uses for Minnesota's abundant agricultural products and natural resources, from plastics and other industrial products to new drugs.

Initiative on Translational Research in Human Health: This initiative will strengthen the ability of the University to continue to play a leading role in the rapidly changing world of health sciences. The working group for this initiative will collaborate with working groups from the other bioscience- and health science-based initiatives in an effort to solidify the University's commitment and reach. Three key components of this initiative are: 1) the McGuire Translational Research Facility that will provide scientists with a physical environment that promotes collaboration, fosters creativity, promotes innovation, and shortens the time it takes to develop new technologies; 2) the Minnesota Partnership for Biotechnology and Medical Genomics that will bring together Mayo Clinic and University researchers to collaborate on projects creating innovations that promote human health; and 3) targeted investments in faculty to maintain leadership in cutting-edge research in areas like oncology (cancer), neurosciences (brain functions and diseases), cardiovascular (heart) disease, organ transplantation, applications of stem cell development, and clinical research.

Initiative on Brain Development and Vitality Across the Lifespan: New tools, including state-of-the-art imaging techniques, have transformed our ability to study how the normal brain develops and what can go wrong with it throughout life. Our core academic fields that support this initiative are highly recognized and productive.

This expanded interdisciplinary initiative will create new synergies and expand our capacity to bring together many research strengths, from basic neuroscience to education, to contribute to our understanding of how changes in the brain during development, adulthood, and aging influence the way we think and feel. A Center for Developmental Cognitive Neuroscience, modeled after the Cancer Center, will be proposed under this initiative.

Initiative on Healthy Foods, Healthy Lives: The University is uniquely positioned as a national leader to focus on food and health promotion, being one of only two U.S. universities to integrate six key components on one campus: agriculture, human nutrition, medicine, public health, exercise science, and veterinary medicine. This initiative will bring together activities within four priority areas to address critical health issues over the next 10 years – bridging quality science to sound public policy, and transforming what we know into what we do.

The four priority areas are: to use and advance knowledge about integrating agriculture, food science, nutrition, and medicine to promote healthy lives; to emphasize prevention of diet-related chronic diseases and obesity through

diet, exercise, and human behavior; to enhance food safety at all stages, from farm to table; and to inform public policy.

Initiative on Environment and Renewable Energy: Perhaps the most critical global challenge for the 21st century is maintaining a healthy, productive environment that will continue to support life in the face of an increasing world population, energy shortages, shrinking freshwater supplies, destruction of natural habitats, and declining genetic diversity. Integrating all we know – from scientific, economic, social, and spiritual perspectives – is key to understanding and resolving these issues.

The initiative will begin with three major projects. The first will build on recommendations of the University's Commission on Environmental Science and Policy, appointed by then Provost Robert Bruininks, to create an integrated, transparent approach to the environment at the University of Minnesota. The second will focus research and technology transfer on renewable energy with funding from Xcel Energy under a mandate from the legislature through the Prairie Island Bill. The third will be aimed at integrating sustainable practices and energy conservation across the full range of University activities under the leadership of the Office of University Services.

Initiative on Law and Values in Health, Environment, and the Life Sciences: This initiative deepens the University's commitment to the Consortium on Law and Values in Health, Environment, and the Life Sciences. The consortium was founded in 2000 to respond to the most challenging legal and ethical questions of the 21st century, questions posed by biomedicine and the life sciences. These are questions that require a new kind of cross-disciplinary work fully marrying legal, ethical, and scientific expertise. The consortium leverages the University's strengths in the life sciences, humanities, law, bioethics, and public policy to do cutting-edge work on the societal implications of the life sciences.

Enhancing the Educational Life of Students

President Bruininks has articulated four interrelated goals for student life and student learning: improving access to the University and affordability for students, enhancing teaching and learning, promoting better progress and improved graduation rates, and maintaining and improving student satisfaction levels.

For the University of Minnesota, there is no greater obligation than delivering the best possible education to students at the undergraduate, graduate, and professional levels. We owe students our undivided attention and commitment. The University is deepening its commitment to the development, support, and learning of students.

Under the leadership of former Presidents Hasselmo and Yudof, the University of Minnesota made great strides in improving the undergraduate experience. Some of those gains have affected the quality of students' lives outside the classroom, through new residence halls and vastly improved services, including online class registration. Other improvements have affected student learning more directly. During President Yudof's tenure, these improvements included the growth of freshman seminars; the creation of the Academy of Distinguished Teachers, and expanded faculty development and award programs designed to build excellence in teaching; the reinstatement of freshman convocation; and upgrades of classrooms. Opportunities to study abroad and to perform research have also been expanded. In addition, the University has implemented policies and incentives that are gradually

improving undergraduate graduation rates.

The University will continue and strengthen its commitment to all students, "trickling up" improvements in student life from the undergraduate to the professional and graduate levels.

Access and Affordability: Students today pay an increasingly greater share of the cost of their education, in large part because the University has refused to sacrifice educational quality in the face of a long-term trend of reduced state investment. To help ensure that rising tuition and fees do not become barriers to a University education, funding for scholarships was a priority in the last year of Campaign Minnesota, and it remains a top priority in the post-campaign period through a newly inaugurated matching incentive for private gifts.

Restructuring of tuition (to make credits above 13 free) provides an important incentive for timely graduation. A student who takes 15 credits a term and graduates in four years will save 20 percent in tuition as compared with a student who takes 12 credits a term and graduates in five years.

Teaching and Learning: President Bruininks has called on the University community to "dedicate more of our attention to the science of learning and apply it to our central obligation of education." The enhancement of teaching and learning is clustered in six areas:

- Learning Outcomes: The Council for Enhancing Student Learning will articulate the learning outcomes the University expects its students to achieve during their experience on the Twin Cities campus.
- The Learning Environment: The University must ensure that all classrooms offer effective learning environments for students at all levels and on all campuses, and complete pre-existing plans for technology enhancements
- Expanded Learning Communities: New learning communities in residential halls, such as Biology House and Spanish House on the Twin Cities campus, have better connected students to the University and motivated their academic work. We will expand the concept of learning communities outside of residential halls and involve a larger proportion of students.
- Strengthening Honors Opportunities: To continue to be attractive to the best and brightest students in Minnesota and elsewhere, the University is expanding honors opportunities.
- Undergraduate Research Opportunities: The University is expanding opportunities for undergraduates for direct involvement in faculty research projects, particularly for students interested in health careers.
- Undergraduate Library Initiative: To help students navigate the explosion of online knowledge resources, the University Library is working with vendors and others to develop integrative tools that will enable students to access all materials in a seamless, one-stop environment.

Better Progress and Improved Graduation Rates: The University will build on recent improvements in undergraduate graduation rates at all of its campuses through enhanced advising and other interventions, including increased faculty development and recognition. In general, timely graduation (four or five years) serves students better by providing a more intense, focused academic experience; it serves the institution by freeing up valuable class openings for other students.

The most dramatic change related to retention and graduation rates has been the requirement that students take at least 13 credits each semester unless they have permission to take a

reduced credit load. Coupled with the restructuring of tuition, this policy has had encouraging results in its first two years:

- credit loads are higher;
- the most recent four-year graduation rate on the Twin Cities campus shows an increase from 28.8 percent in FY02 to 31.8 percent in FY03;
- we are on track for improving four-year graduation rates, including a 50 percent goal on the Twin Cities campus; and
- retention rates are also increasing.

The University has also made significant improvements in course availability for students, guaranteeing that critical first-year courses are available to freshmen. We need to insure that courses continue to be available when students need them so that students can stay on track for graduation.

The University has made major investments in advising and seeks to expand those investments to insure that career development information is closely integrated with advising throughout a student's time at the University. Helping students see the connection between their academic work and career opportunities can make an important contribution to retention and timely graduation.

Student Satisfaction Levels: Undergraduate satisfaction indicators rose during the last decade and remain at high rates. Students are most satisfied when they are engaged with the learning experience and connected to the University in meaningful ways. To help improve student satisfaction and timely graduation, the University seeks to engage students more fully in their education. Keys to this involvement are student engagement and civic leadership. The University is using electronic portfolios or activities transcripts to capture student progress toward these outcomes.

The University is committed to making as many student services such as financial aid and registration as easy and seamless for students as it can. In fall 2003 we introduced e-pay and e-bill, allowing the elimination of mailed paper bills and the payment of bills online. A web project to give students more information and more control over their financial aid packages is underway.

The University is also developing the online Grad Planner, which will give students detailed information about the sequence of courses necessary for each major and allow students to develop individualized graduation plans. The Grad Planner will give advisors more timely and accurate indications of student progress toward graduation.

Achieving Improved Stewardship and Accountability

The University of Minnesota is dedicated to good stewardship of its resources – public and private – and to accountability to citizens of the state and members of our own community.

The University takes a comprehensive, strategic approach to stewardship of its resources and accountability to Minnesota's citizens and members of the University community. This approach includes comprehensive strategic planning and reporting; making the case for critical state funding; private fundraising focused on four strategic goals; and a broad commitment to efficiency and quality of service.

As an institution, the University of Minnesota engages in strategic planning, including a long-term capital plan and a strategic agreement (compact) process that holds the administration and units accountable to well-articulated and measurable goals. These goals reflect the University's overall priorities and the desired directions of colleges, departments,

and administrative units; these agreements are monitored closely. The University also tracks key indicators of progress and excellence in this document, the *University Plan, Performance, and Accountability Report.*

In order to attract and retain the faculty, students, and staff to maintain and bolster academic excellence, the University will continue to make the case that **state investment in a research university provides unparalleled economic, social, and cultural returns**. For the foreseeable future, state funding provides the crucial, unrestricted operating resources that allow the University to take advantage of new opportunities while maintaining continuity in overall academic planning. Still, the University will continue to diversify its revenue streams.

State funding is leveraged most obviously by the more than half billion dollars in sponsored academic funds the University attracts each year. Although critical to the research enterprise and the academic reputation of the University, these sponsored funds are almost always restricted to specific purposes, and cannot be diverted to meet other needs.

Private fundraising is also crucial to the University's long-term success. The recently completed Campaign Minnesota raised more than $1.6 billion and reflected a high level of confidence in the University direction and its management among donors. In the post-campaign period, President Bruininks has identified four areas of focus for fundraising:

- support for students at all levels;
- resources to support critically important capital projects;
- broad, all-University interdisciplinary themes and strategies; and
- collegiate and campus-based priorities.

In order to take care of what it has – the physical infrastructure that the people of Minnesota have been instrumental in building and renewing – the University's 2004 capital request to the State of Minnesota is composed largely of projects that will preserve past investments in existing buildings through repair and renovations. The small part of the capital request dedicated to new construction is targeted to meet increased student demand for classrooms and other facilities.

In a recent speech, President Bruininks expressed his hope that, "One day the University will be known as much for how efficiently it operates and its quality of service as for what we create in our research breakthroughs or high-quality education programs." He launched a Service and Productivity Initiative in October 2002 with that objective in mind. The initiative encompasses four broad goals:

- creating a system-wide culture of excellence in service to students, to people and organizations that support us, and to the general community;
- determining opportunities where resources can be used to bolster the University's internal economy in solving problems with available resources;
- developing approaches for how the University can regularly monitor the effectiveness of key service/support areas; and
- identifying innovations that transform University business practices.

Creating Effective Public Engagement

The University of Minnesota has made a renewed commitment to its public mission, one that reflects the changing conditions of public higher education, the needs of society, and the most current means of communication and public engagement.

Throughout its history the University has embraced public values and pursued public purposes. Today, because of dramatic decreases in state support for the University, some observers have predicted that the University's commitment to its public mission will be sacrificed for other academic priorities. But President Bruininks believes that in these difficult times, public engagement is more important than ever. As former University President Lotus Coffman once said: the University "breathes the spirit of the social order ... is constantly engaged in an attempt to understand the meaning of the age [and is] dominated by a philosophy of helpfulness."

President Bruininks has asked the University community to hold onto that helpfulness as the institution looks to the future and to strengthen the connection between the University's research and education missions and the needs of society. The University is working to create more effective public engagement by strengthening the connection between its research and education and society's needs.

"You can see these deeply embedded connections in programs like the Bachelor of Fine Arts degree we offer in conjunction with the Guthrie Theatre," Bruininks said, "where undergraduates combine rigorous education in theatre arts with a solid liberal arts curriculum; and in the work of Baby Space, a center where the University has brought considerable expertise in child development and family support to the table to partner with the needs of the Little Earth community in the Phillips neighborhood of Minneapolis.

"And we see it in the progress we've made in commercializing University technology; that's one of the primary ways that the discoveries in our labs make their way to the public. That's as true today, with new magnetic resonance imaging technology, as it was with the pacemaker, and as it was with the development of apples, berries, corn, and even flowers that could thrive in our northern climate."

The University's Extension Service is its best-known avenue of outreach and community engagement. Recently, the Extension Service was reconfigured and reconstructed to make the best use of the resources allotted by the county, state, and federal governments. Extension's primary goal is to bring high-quality university research and knowledge to bear on the challenges facing Minnesota's economy and society.

Through its new regional strategy and its new agreements with Minnesota counties, which now have a significant range of choices among the University's programs, the Extension Service seeks to better leverage the specialized knowledge of its faculty – those in the regional centers, Research and Outreach Centers, and on its campuses. Technology will also have an increasing role to play in strengthening the connection of the broad range of research resources of Extension to the needs of Minnesota's communities. The changes in Extension have required difficult choices, but they will ultimately serve Minnesota's communities better.

The University has established a rich conversation on its public responsibility through the Council on Public Engagement and through implementation of the Outstanding Community Service Award. In addition, over the past year, the University has been working closely with some of Minnesota's largest foundations and state and local governments to better align resources dedicated to community and economic development. The University has served as convener for these discussions and seeks to deepen its role as an analytical resource for local and regional economic ideas.

The University is also engaged in public conversations and initiatives on important issues facing society, such as the President's Initiative on Children, Youth and Families.

Because the health of higher education and the nation will rely on the generation who are children today, the University is convening and connecting its considerable intellectual resources with the work being done with youth and families in the community.

Last year the University held a Children's Summit to bring child advocates and academics together; launched a commission on out-of-school time to examine how Minnesota's children spend and are supervised during the many hours they spend outside of school; launched a Center for Excellence in Children's Mental Health; and is planning a second children's summit this year.

The President's 21st Century Interdisciplinary Conference Series also provides resources for promising areas where the University's dynamic base of knowledge can be applied to enrich our society. Planned conference topics include Design of Medical Devices; Environmental Threats to Children's Health: Legal and Policy Challenges; Annual Symposium on Small Towns; and Intellectual Property Rights for the Public Good.

2: Twin Cities Campus

A. Campus Profile

The University of Minnesota – Twin Cities is a classic Big Ten campus set on the banks of the Mississippi River near downtown Minneapolis with an additional campus in the rolling hills of St. Paul. Not only does the Twin Cities campus have the most comprehensive academic programs of any institution in Minnesota – encompassing both agricultural and professional programs and an academic health center built around a major medical school – it is also the nation's third largest university campus as measured by enrollment.

Founded
1851

Leadership
Robert H. Bruininks, President
Christine M. Maziar, Executive Vice President and Provost of the Twin Cities Campus

Colleges/Schools
Agricultural, Food, and Environmental Sciences
Architecture and Landscape Architecture
Biological Sciences
Continuing Education
Dentistry
Education and Human Development
General College
Graduate School
Human Ecology
Law
Liberal Arts
Management
Medicine
Natural Resources
Nursing
Pharmacy
Public Affairs
Public Health
Technology
Veterinary Medicine

Minnesota Extension Service

Degrees/majors offered
149 undergraduate degree programs; 131 masters degree programs; 104 doctoral degree programs; and professional programs in law, dentistry, medicine, pharmacy, and veterinary medicine.

Fall 2003 enrollment	
Undergraduate	28,747
Graduate	12,796
Professional	2,758
Non-degree	5,173
Total	49,474

Faculty Size (FY 2003)	
Tenured/Tenure Track	2,321
Other Faculty	762

Student/Faculty Ratio (FY 2003)	
Tenured/Tenure Track	21:1
All Faculty	16:1

Degrees Awarded (FY 2003)	
Undergraduate	5,576
Masters	2,561
Doctoral and First-Professional	1,282

Alumni (FY 2003)	
Alumni Association Members	54,248
Living Alumni	153,880

Staff (FY 2003)	
Civil Service and Bargaining Unit	8,999
Professional and Administrative	4,759

Number of buildings
243 (12,517,000 assignable square feet)

Expenditures (FY 2003)
$1,907,093,368

B. Academic Quality

The University of Minnesota – Twin Cities aspires to provide undergraduate, graduate, and professional student experiences that are consistently characterized by educational excellence, timely degree and academic program completion, and a supportive institutional environment. Through world-class research, scholarship, and public engagement, it also aims to solve challenges facing the state, nation, and world and provide broad access to programs and resources.

The Twin Cities campus intends to advance its reputation as one of the best research universities in the nation and the world. It aspires to be known for innovation and excellence in teaching, research, and public engagement and for continually setting new standards of quality and service.

To achieve these goals, the Twin Cities campus invests in its strongest programs and in new and existing areas of strategic importance. It also seeks resources for programs through sponsored funding and voluntary support, significantly leveraging state investments in the University.

Rankings

Higher education institutions are ranked and rated by numerous sources. There is no single, consistent peer group for all of the indicators included in this report. National comparisons focus on a variety of peer groups defined in different ways depending on the topic. Recognizing the inconsistencies and methodological weaknesses of most ranking systems, among the more well known and reliable are the University of Florida's rankings of research universities, the National Research Council's rankings of graduate program quality, and *U.S. News & World Report*'s rankings of undergraduate and graduate programs. Details of these rankings are provided below.

Quality Indicators

The Center at the University of Florida determines the top 200 American research universities by their rank on nine measures. These measures reflect what The Center regards as the core function of universities: garnering resources to support research. The measures, and their locations within this report, are:

- doctorates granted (Tables 2-2 and 2-3),
- National Academy members (Tables 2-4 and 2-5),
- faculty awards (Tables 2-6 and 2-7),
- post-doctoral appointees (Tables 2-8 and 2-9),
- total research expenditures (Tables 2-24 and 2-25),
- federal research expenditures (Tables 2-26 and 2-27),
- SAT scores (Tables 2-30 and 2-31),
- endowment assets (Tables 9-9 and 9-10), and
- annual giving (Tables 9-12 and 9-13).

The University of Minnesota – Twin Cities has ranked in the top 15 of all research universities and among the top six public universities for the past three years.

Table 2-1 shows the number of quality indicators in the top 50 among U.S. public and private research universities for 2003.

Table 2-1. Number of quality indicators in top 50 nationally among American public and private research universities, 2003.

Rank	Type	All institutions in order of top 25 score, then top 26-50 score, then alphabetically	# of Indicators	
			1-25	26-50
1	Private	Harvard University	9	0
1	Private	Massachusetts Institute of Technology	9	0
1	Private	Stanford University	9	0
4	Private	Columbia University	8	1
4	Private	Cornell University	8	1
4	Private	Johns Hopkins University	8	1
4	Private	University of Pennsylvania	8	1
8	Private	Duke University	8	0
8	Public	University of California – Berkeley	8	0
10	Private	Yale University	7	2
11	Public	University of California – Los Angeles	7	1
11	Public	University of Michigan – Ann Arbor	7	1
11	**Public**	**University of Minnesota – Twin Cities**	**7**	**1**
11	Public	University of Washington	7	1
11	Public	University of Wisconsin – Madison	7	1
11	Private	Washington University	7	1
17	Private	University of Southern California	6	2
18	Public	University of North Carolina – Chapel Hill	5	3
19	Private	Princeton University	5	1
19	Public	University of Illinois – Urbana-Champaign	5	1

Source: *The Top American Research Universities:* The Center, University of Florida, 2003.

Doctoral Degrees Conferred

The University of Minnesota – Twin Cities is among the leading producers of doctorates nationwide.

Table 2-2 shows the University's 9th-place ranking among public and private research universities nationally and 5th place standing among Big Ten public universities for doctoral degrees conferred during 2001-02.

Table 2-3 shows the University's production of doctoral degrees from 1998-99 to 2001-02 and its performance relative to other universities in the top 10 nationally as well to other Big Ten public universities.

The University of Minnesota's conferral of doctoral degrees declined more sharply (23.2 percent) over the four years than did the average of other top 10 universities in this category (11.3 percent) and the average of other Big Ten public universities (9.9 percent).

Table 2-2. Doctoral and other degrees conferred by top 10 U.S. public and private research universities and Big Ten public universities, 2001-02.

National Research Universities					
Rank	**Institution**	**Doctorates**	**Masters**	**Bachelors**	**First Professional**
1	University of California – Berkeley	805	1,845	6,292	347
2	University of Wisconsin – Madison	650	1,818	5,866	607
3	University of Texas – Austin	639	2,612	7,866	587
4	Ohio State University – Columbus	617	2,457	7,354	775
5	University of Michigan – Ann Arbor	610	2,986	5,724	674
6	University of Florida	607	2,753	7,775	907
7	University of Illinois – Urbana-Champaign	602	2,452	6,720	317
8	University of California – Los Angeles	593	2,399	6,894	539
9	**University of Minnesota – Twin Cities**	**560**	**2,521**	**5,322**	**673**
10	Nova Southeastern University	555	3,113	947	610
2	University of Wisconsin – Madison	650	1,818	5,866	607
4	Ohio State University – Columbus	617	2,457	7,354	775
5	University of Michigan – Ann Arbor	610	2,986	5,724	674
7	University of Illinois – Urbana-Champaign	602	2,452	6,720	317
9	**University of Minnesota – Twin Cities**	**560**	**2,521**	**5,322**	**673**
13	Pennsylvania State University	519	1,107	8,757	0
20	Michigan State University	428	1,888	7,073	323
23	Purdue University – West Lafayette	409	1,341	5,855	192
32	Indiana University – Bloomington	347	1,663	5,711	265
38	University of Iowa	320	1,280	3,783	570

Source: *The Top American Research Universities:* The Center, University of Florida, 2003.

Table 2-3. Average number of doctoral degrees conferred by top 10 U.S. public and private research universities, Big Ten public universities, and University of Minnesota – Twin Cities, 1998-99 – 2001-02.

	1998-99	**1999-2000**	**2000-01**	**2001-02**	**4-Year Change**
National Top 10 Average[1]	711	643	641	631	
% Change		-9.6%	-0.3%	-1.6%	-11.3%
U of M – Twin Cities[2]	**729 (5th)**	**604 (7th)**	**632 (5th)**	**560 (9th)**	
% Change		**-17.1%**	**+4.6%**	**-11.4%**	**-23.2%**
Big Ten Publics Average[1]	555	525	517	500	
% Change		-5.4%	-1.5%	-3.3%	-9.9%

Source: *The Top American Research Universities:* The Center, University of Florida, 2003.

[1] Excluding University of Minnesota.
[2] National rank in parentheses.

National Academy Members

These prestigious honors are granted by the National Academies of Sciences and Engineering and the Institute of Medicine. These private, nonprofit organizations serve as advisors to the federal government on science, technology, and medicine.

Table 2-4 shows that the University of Minnesota – Twin Cities ranked 23rd in the

nation and 4th among Big Ten public universities for 2001-02.

Table 2-5 shows the University's number of National Academy members from 1998-99 to 2001-02 and its performance relative to other universities in the top 10 nationally as well to other Big Ten public universities. The number of National Academy members at the University increased at a slightly lower rate (5.6 percent) than the average increase among the top 10 universities nationally in this category (6.4 percent) and lower than the average increase among the other Big Ten public universities (14.3 percent).

Table 2-4. Number of National Academy members for top 10 U.S. public and private research universities, University of Minnesota – Twin Cities, and other Big Ten public universities, 2001-02.

Rank	National Research Universities	Number
1	Harvard University	259
2	Stanford University	244
3	Massachusetts Institute of Technology	232
4	University of California – Berkeley	202
5	Yale University	108
6	California Institute of Technology	95
7	University of California – San Diego	91
7	University of Pennsylvania	91
9	Columbia University	84
10	Princeton University	79
23	**University of Minnesota – Twin Cities**	**38**
	Big Ten Public Universities	
14	University of Michigan – Ann Arbor	70
15	University of Wisconsin – Madison	69
20	University of Illinois – Urbana-Champaign	51
23	**University of Minnesota – Twin Cities**	**38**
25	Pennsylvania State University	35
47	University of Iowa	18
50	Ohio State University – Columbus	17
53	Purdue University – West Lafayette	15
68	Indiana University – Bloomington	9
81	Michigan State University	6

Source: *The Top American Research Universities:* The Center, University of Florida, 2003.

Table 2-5. Average number of National Academy members for top 10 U.S. public and private research universities, Big Ten public universities, and University of Minnesota – Twin Cities, 1998-99 – 2001-02.

	1998-99	1999-2000	2000-01	2001-02	4-Year Change
National Top 10 Average	140	144	148	149	
% Change		+2.9%	+2.8%	+0.7%	+6.4%
U of M – Twin Cities[1]	**36 (23rd)**	**36 (23rd)**	**35 (25th)**	**38 (23rd)**	
% Change		**0.0%**	**-2.8%**	**+8.6%**	**+5.6%**
Big Ten Publics Average[2]	28	30	31	32	
% Change		+7.1%	+3.3%	+3.2%	+14.3%

Source: *The Top American Research Universities:* The Center, University of Florida, 2003.
[1] National rank in parentheses.
[2] Excluding University of Minnesota.

Faculty Awards

The Center at the University of Florida collects data on faculty awards in the arts, humanities, science, engineering, and health. Some of these programs include: American Council of Learned Societies; Fulbright; Guggenheim; MacArthur Foundation; National Endowment for the Humanities; National Institutes of Health; Newberry Library; Pew Charitable Trusts; Robert Wood Johnson Foundation; Sloan Foundation; and Woodrow Wilson Fellows.

Table 2-6 shows that the University of Minnesota – Twin Cities ranked 31st nationally and 6th among Big Ten public universities in 2001-02 in the number of these faculty awards.

Table 2-7 shows the University's number of faculty awards from 1998-99 to 2001-02 and its performance relative to other universities in the top 10 nationally as well to other Big Ten public universities.

The number of awards to faculty at the University of Minnesota dropped off sharply in 2001-02, and over the four-year period showed a decline of 35.7 percent. This was a larger decline than the average decline among the national top 10 universities in this category (22.6 percent), but less than the average decline among other Big Ten public universities (44.0 percent).

Table 2-6. Number of faculty awards in the arts, humanities, science, engineering, and health for top 10 U.S. public and private research universities, University of Minnesota – Twin Cities, and other Big Ten public universities, 2001-02.

Rank	National Research Universities	Number
1	Harvard University	56
2	University of Wisconsin – Madison	52
3	Columbia University	44
3	University of Michigan – Ann Arbor	44
5	University of Washington	42
6	Cornell University	36
7	Johns Hopkins University	35
8	Massachusetts Institute of Technology	34
9	University of Pennsylvania	31
9	Washington University	31
31	**University of Minnesota – Twin Cities**	**18**
	Big Ten Public Universities	
2	University of Wisconsin – Madison	52
3	University of Michigan – Ann Arbor	44
15	University of Illinois – Urbana-Champaign	26
15	Pennsylvania State University	26
21	Ohio State University – Columbus	21
31	**University of Minnesota – Twin Cities**	**18**
33	Purdue University – West Lafayette	17
33	University of Iowa	17
49	Indiana University – Bloomington	13
49	Michigan State University	13

Source: *The Top American Research Universities:* The Center, University of Florida, 2003.

Table 2-7. Average number of faculty awards in the arts, humanities, science, engineering, and health for top 10 U.S. public and private research universities, Big Ten public universities, and University of Minnesota – Twin Cities, 1998-99 – 2001-02.

	1998-99	1999-2000	2000-01	2001-02	4-Year Change
National Top 10 Average	53	45	42	41	
% Change		-15.1%	-6.7%	-2.4%	-22.6%
U of M – Twin Cities[1]	**28 (19th)**	**31 (14th)**	**28 (17th)**	**18 (31st)**	
% Change		**+10.7%**	**-9.7%**	**-35.7%**	**-35.7%**
Big Ten Publics Average[2]	25	20	25	14	
% Change		-20.0%	+25.0%	-44.0%	-44.0%

Source: *The Top American Research Universities:* The Center, University of Florida, 2003.

[1] National rank in parentheses.
[2] Excluding University of Minnesota.

Post-Doctoral Appointees

Post-doctoral appointees are individuals holding doctorates in science and engineering, medicine, dentistry, and veterinary medicine who have temporary appointments, without academic rank, to receive additional training through the conduct of research activities. The University of Minnesota – Twin Cities ranks high nationally among research universities for post-doctoral employment.

Table 2-8 shows that the University of Minnesota – Twin Cities ranked 16th nationally and second among Big Ten public universities in 2001.

Table 2-9 shows the number of University post-doctoral appointees for 1998-2001 and its performance relative to other universities in the top 10 nationally as well to other Big Ten public universities.

The number of post-doctoral appointees at the University of Minnesota grew at a higher rate over the four-year period (15.6 percent) than the average among the national top 10 universities in this category (4.2 percent) and the average among other Big Ten public universities (5.3 percent).

Table 2-8. Number of post-doctoral appointees for top 10 U.S. public and private research universities, University of Minnesota – Twin Cities, and other Big Ten public universities, 2001.

Rank	Institution	Number
1	Harvard University	3,597
2	Stanford University	1,210
3	Johns Hopkins University	1,159
4	Yeshiva University	1,117
5	University of Pennsylvania	950
6	University of California – San Diego	949
7	University of Washington	938
8	University of California – Berkeley	896
9	University of California – Los Angeles	847
10	Massachusetts Institute of Technology	828
16	**University of Minnesota – Twin Cities**	**615**

Table 2-8 (cont). Number of post-doctoral appointees, 2001.

	Big Ten Public Universities	
15	University of Michigan – Ann Arbor	624
16	**University of Minnesota – Twin Cities**	**615**
25	University of Wisconsin – Madison	467
44	Michigan State University	289
46	Ohio State University – Columbus	283
47	University of Iowa	281
51	University of Illinois – Urbana-Champaign	261
53	Pennsylvania State University	258
57	Purdue University – West Lafayette	247
77	Indiana University – Bloomington	144

Source: *The Top American Research Universities:* The Center, University of Florida, 2003.

Table 2-9. Average number of post-doctoral appointees for top 10 U.S. public and private research universities, Big Ten public universities, and University of Minnesota – Twin Cities, 1998-2001.

	1998	1999	2000	2001	4-Year Change
National Top 10 Average	1,199	1,234	1,238	1,249	
% Change		+2.9%	+0.3%	+0.9%	+4.2%
U of M – Twin Cities[1]	**532 (15th)**	**518 (16th)**	**626 (15th)**	**615 (16th)**	
% Change		**-2.6%**	**+20.8%**	**-1.8%**	**+15.6%**
Big Ten Publics Average[2]	301	315	335	317	
% Change		+4.7%	+6.3%	-5.4%	+5.3%

Source: *The Top American Research Universities:* The Center, University of Florida, 2003.

[1] National rank in parentheses.
[2] Excluding University of Minnesota.

Internationalization

The University of Minnesota is engaged in a range of internationally related education, research, and outreach activities that provide significant strength to its position as a leading research and land-grant university.

The University affirms the value of attracting students and scholars from throughout the world and providing opportunities for students to travel, study, and conduct research in other countries. In doing so, the University follows a number of guiding principles:

- to understand, promote, and effectively engage an increasingly international society and economy;
- to be globally networked in support of the mission of the University;
- to help develop the international competitiveness of the state's economy;
- to encourage students and staff who are actively engaged in international exchange, research, development, and study; and
- to provide a welcoming and supportive environment for international scholars and students, fostering their development and ability to provide leadership to both their nation and internationally.

In following these principles, the University: encourages learning abroad and conducting

international research; engages foreign nationals as faculty; recruits foreign nationals as undergraduate and graduate students, postdoctoral appointees, and fellows; seeks to bring international issues and global perspectives to the curriculum; and builds relationships with international institutions.

Each year, the University's Office of International Programs sends more than 1,200 students to study in over 80 countries. In addition, it administers about a dozen study abroad programs plus numerous global seminars and advises and supports a University international population of more than 4,500 people from over 130 countries – one of the nation's largest. (The University hosts the largest number of Chinese students and scholars in the United States – more than 1,300.)

The University has more than 250 exchange agreements and many informal linkages with institutions around the world, which provide opportunities for students and faculty to study, conduct research, develop contacts, and interact with people of different cultures.

Table 2-10 shows the University's ranking among U.S. research institutions in the number of international students attracted in 2002-03. About 80 percent of these students at the University of Minnesota are graduate and first-professional students.

Table 2-11 shows comparable rankings for the number of international scholars the University attracted over the past two years.

Table 2-12 shows the number of students studying abroad in 2001-02 from U.S. research institutions.

Table 2-10. Number of international students for selected top 25 U.S. research institutions, 2002-03.

Rank	Institution	International Students
1	University of Southern California	6,270
2	New York University	5,454
3	Columbia University	5,148
4	Purdue University – West Lafayette	5,105
5	University of Texas – Austin	4,926
6	University of Michigan – Ann Arbor	4,601
7	University of Illinois – Urbana-Champaign	4,555
8	Boston University	4,518
9	University of Wisconsin – Madison	4,396
10	Ohio State University – Columbus	4,334
15	Pennsylvania State University	3,681
20	University of Houston	3,358
21	**University of Minnesota – Twin Cities**	**3,351**
25	Cornell University	3,096

Source: *Open Doors Report: 2003,* Institute of International Education.

Table 2-11. Institutions hosting the most international scholars, 2001-02 and 2002-03.

Rank	Institution	International Scholars	
		2001-02	2002-03
1	Harvard University	2,884	2,403
2	University of California – Berkeley	2,365	2,365
3	University of California – Los Angeles	2,496	2,098
4	University of Pennsylvania	1,774	2,082
5	Columbia University	1,621	1,890
6	University of California – San Diego	1,878	1,817
7	University of Illinois – Urbana-Champaign	1,623	1,694
8	Yale University	1,478	1,637
9	University of California – San Francisco	1,492	1,600
10	Massachusetts Institute of Technology	1,640	1,573
11	University of Washington	1,489	1,556
12	Ohio State University – Columbus	1,378	1,423
13	University of Michigan – Ann Arbor	1,342	1,342
14	University of Florida	1,318	1,335
15	**University of Minnesota – Twin Cities**	**1,271**	**1,252**
19	University of Wisconsin – Madison	1,129	1,131
22	Pennsylvania State University	1,370	1,080
26	Michigan State University	880	910
29	University of Iowa	901	865

Source: *Open Doors Report: 2003,* Institute of International Education.

Table 2-12. Students enrolled in U.S. research universities participating in study abroad, 2001-02.

Rank	Institution	Study Abroad Students
1	New York University	1,872
2	Michigan State University	1,819
3	University of Texas – Austin	1,591
4	University of Pennsylvania	1,461
5	Georgetown University	1,412
6	University of Wisconsin – Madison	1,340
7	Boston University	1,330
8	University of Arizona	1,326
9	Pennsylvania State University	1,270
10	University of Georgia	1,268
11	University of North Carolina – Chapel Hill	1,266
12	Indiana University – Bloomington	1,245
13	**University of Minnesota – Twin Cities**	**1,219**
14	University of Illinois – Urbana-Champaign	1,216
15	University of Southern California	1,211
16	Arizona State University	1,194
17	University of Notre Dame	1,161
18	Ohio State University – Columbus	1,156

Source: *Open Doors Report: 2003,* Institute of International Education.

NRC Rankings

The National Research Council (NRC), along with the National Academies of Science and Engineering and the Institute of Medicine, are private, nonprofit institutions that provide science, technology, and health policy advice under a congressional charter. One service the Council provides is the periodic assessment of higher education graduate programs.

Historically, the NRC's rankings have been considered in academe as among the more reliable. One of its most significant limitations, however, is the infrequency with which rankings are generated. Last done in 1995, NRC won't conduct its next assessment and report results until the fall of 2006.

The Council's 1995 assessment included faculty ratings of quality for over 3,600 doctoral programs in 41 fields of study at 274 universities. The methodology included both objective criteria (e.g., faculty achievements in research support and publications, graduate characteristics, and program size) and subjective criteria (e.g., reputation for scholarly quality, effectiveness in doctoral education) in a nationwide survey of over 10,000 faculty members.

It is important to note that many fields of study are not included in the NRC ratings, including: agriculture, food, and environmental science; architecture; dentistry; education; human ecology; law; management; medicine; nursing; pharmacy; public affairs and policy. These programs make up about one-fourth of the University's non-sponsored funding. The NRC rankings, therefore, do not capture completely the strength and breadth of the University and other public, land-grant institutions.

Table 2-13 shows the 1995 rankings of 12 fields in which the University of Minnesota – Twin Cities scored in the top 15 nationally and the rankings of other Big Ten public universities in those 12 fields.

Table 2-14 lists other University of Minnesota fields of study ranked by NRC.

Table 2-13. 1995 NRC faculty quality rankings of public and private research universities and Big Ten public universities for University of Minnesota programs ranked in the top 15 nationally.

Ecology, Evolution, and Behavior	
Rank	**National Research Universities**
1	Stanford University
1	University of Chicago
3	Duke University
4	Cornell University
5	University of California – Davis
6	Princeton University
7	University of Washington – Seattle
8	University of California – Berkeley
9	University of Wisconsin – Madison
10	State University of New York – Stony Brook
10	University of Texas – Austin
15	**University of Minnesota – Twin Cities**
	Big Ten Public Universities
9	University of Wisconsin – Madison
12	University of Michigan – Ann Arbor
15	**University of Minnesota – Twin Cities**
29	University of Illinois – Urbana-Champaign
30	Indiana University – Bloomington
34	Michigan State University
43	Pennsylvania State University
46	Ohio State University – Columbus
51	Purdue University – West Lafayette
61	University of Iowa

Economics	
Rank	**National Research Universities**
1	Harvard University
1	University of Chicago
3	Massachusetts Institute of Technology
4	Stanford University
5	Princeton University
6	Yale University
7	University of California – Berkeley
8	University of Pennsylvania
9	Northwestern University
10	**University of Minnesota – Twin Cities**
	Big Ten Public Universities
10	**University of Minnesota – Twin Cities**
13	University of Michigan – Ann Arbor
15	University of Wisconsin – Madison
27	Michigan State University
28	University of Illinois – Urbana-Champaign
30	University of Iowa
34	Ohio State University – Columbus
44	Indiana University – Bloomington
45	Pennsylvania State University
50	Purdue University – West Lafayette

Table 2-13 (continued). 1995 NRC faculty quality rankings.

Engineering, Aerospace	
Rank	**National Research Universities**
1	California Institute of Technology
2	Massachusetts Institute of Technology
3	Stanford University
4	Princeton University
5	University of Michigan – Ann Arbor
6	Cornell University
7	Purdue University
8	University of Texas – Austin
9	Georgia Institute of Technology
10	University of California – Los Angeles
10	University of California – San Diego
12	**University of Minnesota – Twin Cities**
	Big Ten Public Universities
5	University of Michigan – Ann Arbor
7	Purdue University – West Lafayette
12	**University of Minnesota – Twin Cities**
14	University of Illinois – Urbana-Champaign
17	Pennsylvania State University
21	University of Iowa
24	Ohio State University – Columbus
nr	Indiana University – Bloomington
nr	Michigan State University
nr	University of Wisconsin – Madison

Engineering, Chemical	
Rank	**National Research Universities**
1	**University of Minnesota – Twin Cities**
2	Massachusetts Institute of Technology
3	University of California – Berkeley
4	University of Wisconsin – Madison
5	University of Illinois – Urbana-Champaign
6	California Institute of Technology
7	Stanford University
8	University of Delaware
9	Princeton University
10	University of Texas – Austin
	Big Ten Public Universities
1	**University of Minnesota – Twin Cities**
4	University of Wisconsin – Madison
5	University of Illinois – Urbana-Champaign
16	Purdue University – West Lafayette
18	University of Michigan – Ann Arbor
23	Pennsylvania State University
32	University of Iowa
41	Ohio State University – Columbus
45	Michigan State University
nr	Indiana University – Bloomington

Engineering, Civil	
Rank	**National Research Universities**
1	Massachusetts Institute of Technology
2	University of California – Berkeley
3	Stanford University
4	University of Texas – Austin
5	University of Illinois – Urbana-Champaign
6	Cornell University
7	California Institute of Technology
8	Princeton University
9	Northwestern University
10	University of Michigan – Ann Arbor
13	**University of Minnesota – Twin Cities**
	Big Ten Public Universities
5	University of Illinois – Urbana-Champaign
10	University of Michigan – Ann Arbor
11	Purdue University – West Lafayette
13	**University of Minnesota – Twin Cities**
22	University of Wisconsin – Madison
32	Pennsylvania State University
40	Ohio State University – Columbus
41	Michigan State University
45	University of Iowa
nr	Indiana University – Bloomington

Engineering, Mechanical	
Rank	**National Research Universities**
1	Stanford University
2	Massachusetts Institute of Technology
3	University of California – Berkeley
4	California Institute of Technology
5	University of Michigan – Ann Arbor
6	Princeton University
7	Cornell University
8	**University of Minnesota – Twin Cities**
9	University of Illinois – Urbana-Champaign
10	Purdue University
10	University of California – San Diego
	Big Ten Public Universities
5	University of Michigan – Ann Arbor
8	**University of Minnesota – Twin Cities**
9	University of Illinois – Urbana-Champaign
10	Purdue University – West Lafayette
17	Pennsylvania State University
20	University of Wisconsin – Madison
25	Ohio State University – Columbus
43	Michigan State University
46	University of Iowa
nr	Indiana University – Bloomington

Table 2-13 (continued). 1995 NRC faculty quality rankings.

Geography	
Rank	**National Research Universities**
1	Pennsylvania State University
2	University of Wisconsin – Madison
3	**University of Minnesota – Twin Cities**
4	University of California – Santa Barbara
5	Ohio State University – Columbus
6	Syracuse University
6	University of California – Berkeley
8	University of California – Los Angeles
9	Clark University
10	University of Washington – Seattle
	Big Ten Public Universities
1	Pennsylvania State University
2	University of Wisconsin – Madison
3	**University of Minnesota – Twin Cities**
5	Ohio State University – Columbus
16	University of Illinois – Urbana-Champaign
17	University of Iowa
25	Indiana University – Bloomington
nr	Michigan State University
nr	Purdue University – West Lafayette
nr	University of Michigan – Ann Arbor

German	
Rank	**National Research Universities**
1	University of California – Berkeley
2	Princeton University
3	Cornell University
4	Harvard University
5	Yale University
6	Stanford University
7	Washington University
8	University of Virginia
9	Johns Hopkins University
10	University of Wisconsin – Madison
11	**University of Minnesota – Twin Cities**
	Big Ten Public Universities
10	University of Wisconsin – Madison
11	**University of Minnesota – Twin Cities**
15	Indiana University – Bloomington
17	Ohio State University – Columbus
20	University of Illinois – Urbana-Champaign
21	University of Michigan – Ann Arbor
27	Pennsylvania State University
nr	Michigan State University
nr	Purdue University – West Lafayette
nr	University of Iowa

Mathematics	
Rank	**National Research Universities**
1	Princeton University
1	University of California – Berkeley
3	Massachusetts Institute of Technology
4	Harvard University
5	University of Chicago
6	Stanford University
7	Yale University
8	New York University
9	Columbia University
9	University of Michigan – Ann Arbor
14	**University of Minnesota – Twin Cities**
	Big Ten Public Universities
9	University of Michigan – Ann Arbor
13	University of Wisconsin – Madison
14	**University of Minnesota – Twin Cities**
21	University of Illinois – Urbana-Champaign
24	Purdue University – West Lafayette
29	Ohio State University – Columbus
34	Indiana University – Bloomington
37	Pennsylvania State University
48	Michigan State University
62	University of Iowa

Political Science	
Rank	**National Research Universities**
1	Harvard University
2	University of California – Berkeley
3	University of Michigan – Ann Arbor
3	Yale University
5	Stanford University
6	University of Chicago
7	Princeton University
8	University of California – Los Angeles
9	University of California – San Diego
10	University of Wisconsin – Madison
13	**University of Minnesota – Twin Cities**
	Big Ten Public Universities
3	University of Michigan – Ann Arbor
10	University of Wisconsin – Madison
13	**University of Minnesota – Twin Cities**
17	Ohio State University – Columbus
20	Indiana University – Bloomington
25	University of Iowa
27	Michigan State University
30	University of Illinois – Urbana-Champaign
58	Purdue University – West Lafayette
69	Pennsylvania State University

Table 2-13 (continued). 1995 NRC faculty quality rankings.

Psychology		Statistics	
Rank	**National Research Universities**	**Rank**	**National Research Universities**
1	Stanford University	1	Stanford University
2	University of Michigan – Ann Arbor	1	U of California – Berkeley (Statistics)
3	Yale University	3	U of California – Berkeley (Biostatistics)
4	University of California – Los Angeles	4	Cornell University
5	University of Illinois – Urbana-Champaign	5	University of Chicago
6	Harvard University	6	U of Washington – Seattle (Biostatistics)
7	**University of Minnesota – Twin Cities**	7	Harvard University
8	University of Pennsylvania	8	University of Wisconsin – Madison
9	University of California – Berkeley	9	U of Washington – Seattle (Statistics)
10	University of California – San Diego	10	Purdue University – West Lafayette
		13	**University of Minnesota – Twin Cities**
	Big Ten Public Universities		**Big Ten Public Universities**
2	University of Michigan – Ann Arbor	8	University of Wisconsin – Madison
5	University of Illinois – Urbana-Champaign	10	Purdue University – West Lafayette
7	**University of Minnesota – Twin Cities**	**13**	**University of Minnesota – Twin Cities**
15	University of Wisconsin – Madison	19	Pennsylvania State University
19	Indiana University – Bloomington	24	University of Michigan – Ann Arbor
21	Ohio State University – Columbus	26	University of Illinois – Urbana-Champaign
29	Purdue University – West Lafayette	29	Ohio State University – Columbus
32	Pennsylvania State University	30	Michigan State University
36	University of Iowa	35	University of Iowa
46	Michigan State University	nr	Indiana University – Bloomington

Source: *Research-Doctorate Programs in the U.S,* National Research Council, 1995.

Table 2-14. 1995 NRC faculty quality rankings of other University of Minnesota programs.

Program (rank)		
Anthropology (50)	Classics (24)	Molecular and General Genetics (39)
Art History (30)	Comparative Literature (28)	Music (30)
Astrophysics and Astronomy (24)	Computer Science (47)	Neuroscience (34)
Biochemistry and Molecular Biology (39)	Engineering, Biomedical (17)	Pharmacology (21)
	Engineering, Electrical (18)	Philosophy (32)
Biostatistics (45)	English (36)	Physics (22)
Cell and Developmental Biology (37)	French (26)	Physiology (72)
Cell and Developmental Biology – Medicine (34)	Geosciences (31)	Sociology (24)
	History (21)	Spanish (27)
Chemistry (21)	Materials Science (17)	

Source: *Research-Doctorate Programs in the U.S,* National Research Council, 1995.

Undergraduate Rankings

Table 2-15 shows the University's national reputation ranking among Big Ten public universities and its performance relative to incoming freshmen, class size, and full-time faculty as compiled by *U.S. News & World Report* for 2004. Among these measures, the University lagged most noticeably in the percentage of freshmen coming from the top 10 percent of their high school classes.

Table 2-15. Undergraduate rankings for Big Ten public universities by *U.S. News & World Report.*

University	National rank by reputation	Freshmen in top 10% of high school class	Percent of classes with under 20 students	Percent of classes with 50 or more students	Percent full-time faculty
University of Michigan – Ann Arbor	25	87%	48%	16%	92%
University of Wisconsin – Madison	32	55	41	18	92
University of Illinois – Urbana-Champaign	40	56	30	18	95
Pennsylvania State University	48	41	30	20	95
University of Iowa	57	21	47	11	98
Purdue University – West Lafayette	58	28	36	16	99
Ohio State University – Columbus	60	32	44	18	91
University of Minnesota – Twin Cities	**60**	**30**	**42**	**17**	**95**
Indiana University – Bloomington	67	21	40	19	95
Michigan State University	73	26	22	23	96

Source: *America's Best Colleges: 2004, U.S. News & World Report.*

Graduate School Rankings

Table 2-16 shows 42 graduate programs on the University's Twin Cities campus that achieved a national top-15 or higher ranking in the last four years in *U.S. News & World Report*'s annual survey. Programs are not ranked every year.

Table 2-16. University of Minnesota – Twin Cities graduate programs ranked in the top 15 nationally by *U.S. News & World Report*, 2000-03.*

Program	2000	2001	2002	2003
Business (Health Services Administration)	4		4	5
Business (Information Systems)		6	5	5
Business (Part-Time MBA)		12	11	10
Chemistry (Analytic)			12	
Chemistry (Inorganic)			10	
Communications Disorders (Audiology)	8			
Comm. Disorders (Speech-Lang. Pathology)	14			
Economics (Macroeconomics)	5	6		
Economics (Microeconomics)	11	12		
Education	14	20	12	12
Education (Administration/Supervision)		12	19	15
Education (Counseling/Personnel Services)	3	2	5	6
Education (Curriculum/Instruction)	13	18	19	14
Education (Educational Psychology)	6	6	6	6
Education (Elementary Education)	11	11	13	12
Education (Higher Education Administration)	15	11	13	15
Education (Special Education)	5	8	7	4
Education (Vocational/Technical Education)	5	3	3	2
Engineering (Chemical)	3	3	2	3
Engineering (Mechanical)	9	10	9	11
English (Gender and Literature)	16	14		
Fine Arts (Ceramics)				10
Geology (Hydrogeology)	7 (1999)			
History (European)	19	14		
History (Women's)	11	7		
Mathematics (Applied)			9	
Political Science	15	15		
Political Science (American Politics)	11	9		
Political Science (Political Theory)	7	7		
Psychology	9	11		

Table 2-16 (continued). University of Minnesota – Twin Cities graduate programs rankings, 2000-03.*

Psychology (Clinical)	2	5
Psychology (Developmental)	1	1
Psychology (Institute of Child Development)		3
Psychology (Industrial/Organizational)	2	2
Public Affairs	18	12
Public Affairs (Health Policy & Management)	10	7
Public Affairs (Nonprofit Management)	11	3
Public Affairs (Public Management Admin)	24	13
Public Affairs (Public Policy Analysis)	12	13
Public Affairs (Social Policy)		11
Sociology (Historical)	13	6

Source: *America's Best Graduate Schools, U.S. News & World Report,* 1999-2003.

*Programs are not ranked every year.

C. Academic Health Center

The Academic Health Center (AHC) comprises seven schools and colleges – medicine (one on the Twin Cities campus and one on the Duluth campus), public health, nursing, dentistry, pharmacy, and veterinary medicine – as well as allied health programs in physical therapy, occupational therapy, medical technology, health information science, and mortuary science.

Interdisciplinary efforts include the Center for Spirituality and Healing, the Center for Bioethics, the Cancer Center, the Center for Infectious Disease Research and Policy, the Center for Animal Health and Food Safety, the Center for Drug Design, and the Biomedical Genomics Center.

AHC schools educate 70 percent of Minnesota's health care professionals. The schools are also an economic engine driving Minnesota's leading industry – health care services and products – which includes 7,000 businesses that employ more than 200,000 Minnesotans and generate at least $15 billion a year.

In July 2000 the University of Minnesota Board of Regents approved a new Academic Health Center vision, which includes the following seven principles:

- Create and prepare the new health professionals for Minnesota;
- Sustain the vitality and excellence of Minnesota's health research;
- Expedite the dissemination and application of new knowledge into the promotion of health and delivery of health care in Minnesota;
- Develop and provide new models of health promotion and care for Minnesota;
- Reduce health disparities in Minnesota and address the needs of the state's diverse populations;
- Use information technology to transform how we educate, conduct research, and provide service to individuals and communities in Minnesota; and
- Build a culture of service and accountability to Minnesota.

From these principles, AHC developed six strategic focus areas:

- Balance the operating budget and stabilize the finances of the Medical School to maintain current enrollments of primary area physicians and specialists;

- Rebuild the Medical School faculty and the AHC's health research capacity;
- Develop interdisciplinary and community-based health professional education;
- Meet the state's health professional workforce needs;
- Improve access to AHC research, information, and new technology; and
- Build community support for funding of health professional education and research.

***U.S. News & World Report* Rankings:** Table 2-17 shows the rankings of AHC – Twin Cities campus programs by *U.S. News & World Report.*

Table 2-17. University of Minnesota – Twin Cities Academic Health Center programs ranked in the top 15 nationally in *U.S. News & World Report*, 2000-03.*

Program	2000	2001	2002	2003
Clinical Nurse Spec. (Community/Public Health)	7			6
Nursing (Midwifery)	19 (1999)			3
Primary Care		11	14	9
Public Health	7			10
Veterinary Medicine	11			11

Source: *America's Best Graduate Schools, U.S. News & World Report*, 1999-2003.

*All programs are not ranked every year.

D. University Libraries

The University Libraries on the Twin Cities campus provide collections, access, and service to students, researchers, and citizens. As such, the Libraries are a key component in the educational and information infrastructure for the state of Minnesota.

The University Libraries system is comprised of 14 locations on the Twin Cities campus. In addition, the University Libraries provide services in support of several independent libraries (e.g., Law, Journalism, and the coordinate campus libraries). Over 6 million volumes are held within five large facilities as well as specialized branch libraries. With nearly 2 million user visits to campus libraries annually, the Libraries remain a critical and heavily used resource for the University.

The Libraries also make a crucial contribution to the University's excellence in teaching, research, and public engagement activities. In 2002 they responded to over 182,000 reference questions and offered over 1,000 class sessions. The Libraries' instructional programs help students navigate the rich physical and electronic collections available and help develop essential skills in information inquiry.

Among the Libraries' most significant programs are:

Interlibrary Loans: Among North American research libraries, the University of Minnesota ranks first in the provision of interlibrary loans of library materials.

The University Libraries have played a lead role in the implementation and management of the **Minnesota Library Information Network (MnLINK).** MnLINK is a statewide virtual library that electronically links public, academic, K-12, and government libraries. The project was funded with a 1997 appropriation of $12 million from the

Minnesota Legislature and receives a standing annual appropriation of $450,000.

MINITEX, a cooperative library organization based at the University of Minnesota Libraries, serves libraries in Minnesota, North Dakota, and South Dakota. In 2002, it processed requests for 271,838 books and articles for interlibrary resource sharing among over 170 Minnesota libraries of all types. The Minnesota Legislature funds MINITEX through the Minnesota Higher Education Services Office (MHESO). In addition to resource sharing, MINITEX helps participating libraries save hundreds of thousands of dollars by cooperative purchasing programs. As more publishing moves to electronic form, MINITEX plays a lead role in licensing electronic content for libraries throughout the state. These large-scale licenses provide access to resources that would be beyond the means of individual libraries.

The **Minnesota Library Access Center** (MLAC), located in a cavern below the Elmer L. Anderson Library and administered by the University of Minnesota Libraries, supports libraries throughout Minnesota by providing efficient, climate-controlled storage for important, but infrequently used collections.

InfoPoint, the Libraries' premier digital reference service, provides information services seven days a week for users either from the University community or externally through a single online point of access. Since the service was implemented in 1998, traffic has increased over 400 percent.

The University's **Government Publications Library** serves as the Regional Depository Library for the states of Minnesota and South Dakota.

The University Libraries' online catalog, **MNCAT**, provides citizens of Minnesota free and convenient access to more than 6 million volumes in the Libraries' collections.

The Libraries cooperate with **K-12 schools** throughout the state, many of which send classes of students to the University Libraries to work on research projects.

The **Borchert Map Library** provides access to any walk-in client to a variety of geographic resources, including U.S. Geological Survey maps of Minnesota as well as nearly 331,000 aerial photographs of the state, including photographs of all counties in Minnesota from 1936 to date.

ESTIS (Engineering, Science, and Technology Information Service) and **BIS** (Biomedical Information Service) provide fee-based research services and resources from the Libraries' collections for unaffiliated users and Minnesota organizations. These services are particularly valuable to smaller businesses that have a critical need for timely information but are unable to fund their own library or research staff.

In addition, the University Libraries **information literacy program** has been recognized for its creative and useful suite of online tools that help build inquiry skills and also help students manage their research process.

University Libraries Rankings: The University of Minnesota currently ranks 17th among the 114 North American university library members of the Association of Research Libraries. This ranking reflects a composite index of size and growth of collections, funding, and staff. While this is a useful indicator of traditional resources, it does not provide a full picture of 21st century library programs or the quality of library services.

Tables 2-18 and 2-19 show library trends and rankings across a number of measures.

Table 2-18. Library trends and rankings for University Libraries, University of Minnesota, 1996-2002.

	Volumes Owned	Periodical Subscriptions	Loans to Other Libraries	Annual Expenditures	Total Circulation	Reference Queries	Instruction Sessions	Session Attendees
1996	5,376,090	47,867	246,800	$26,696,016	1,020,273	262,756	668	13,450
1997	5,490,668	48,105	235,602	27,009,302	863,425	270,919	851	14,545
1998	5,613,171	46,989	237,424	28,489,796	876,162	248,848	858	15,069
1999	5,747,805	45,696	232,976	29,715,493	819,156	214,081	861	15,138
2000	5,856,705	41,618	233,783	29,993,696	715,080	225,727	878	15,655
2001	5,979,843	41,048	225,944	30,139,362	656,259	198,143	1,065	17,828
2002	6,082,452	38,121	214,465	32,443,747	633,090	182,418	1,025	19,490
				Rankings				
1996	17	11	1	11	23	24	56	28
1997	17	11	1	13	28	22	39	25
1998	17	13	1	14	24	21	41	29
1999	17	13	1	14	30	26	41	29
2000	17	19	1	15	33	18	35	29
2001	17	23	1	16	35	19	24	21
2002	17	29	1	16	40	19	28	22

Source: University of Minnesota Libraries; Association of Research Libraries.

Table 2-19. U.S. research university library rankings based on collection size.

Rank	1945	1960	1975	2002
1	Harvard University	Harvard University	Harvard University	Harvard University
2	Yale University	Yale University	Yale University	Yale University
3	University of Illinois	University of Illinois	University of Illinois	University of Illinois
4	Columbia University	Columbia University	Columbia University	University of Toronto
5	University of Chicago	University of Chicago	University of Chicago	U of California – Berkeley
6	**University of Minnesota**	University of Michigan	University of Michigan	University of Texas
7		U of California – Berkeley	U of California – Berkeley	Stanford University
8		Cornell University	Cornell University	University of Michigan
9		**University of Minnesota**	Stanford University	Columbia University
10			University of Toronto	U of California – Los Angeles
11			Indiana University	Cornell University
12			**University of Minnesota**	University of Chicago
13				Indiana University
14				University of Washington
15				University of Wisconsin
16				Princeton University
17				**University of Minnesota**

Source: University of Minnesota Libraries; Association of Research Libraries.

Online Library Resources: Digital collections have grown considerably in recent years and promote access for all University Libraries users. Online tools increased almost 800 percent between 1995 and 2003.

Table 2-20 shows the growth of online library resources during 2001-2003.

Figure 2-1 provides the results of a recent Association of Research Libraries survey. A growing majority of University faculty and graduate students use the Libraries' electronic resources daily or weekly. It should be noted, however, that most users have difficulty knowing when an electronic resource is provided by the Libraries or not; thus, the percentages may underestimate use of Libraries-licensed content.

A smaller percentage of these groups use physical libraries with the same frequency. The picture for undergraduates is quite different, with equal use of physical and virtual library resources reported. The Libraries have recently launched an undergraduate services initiative to address the unique needs of this constituency.

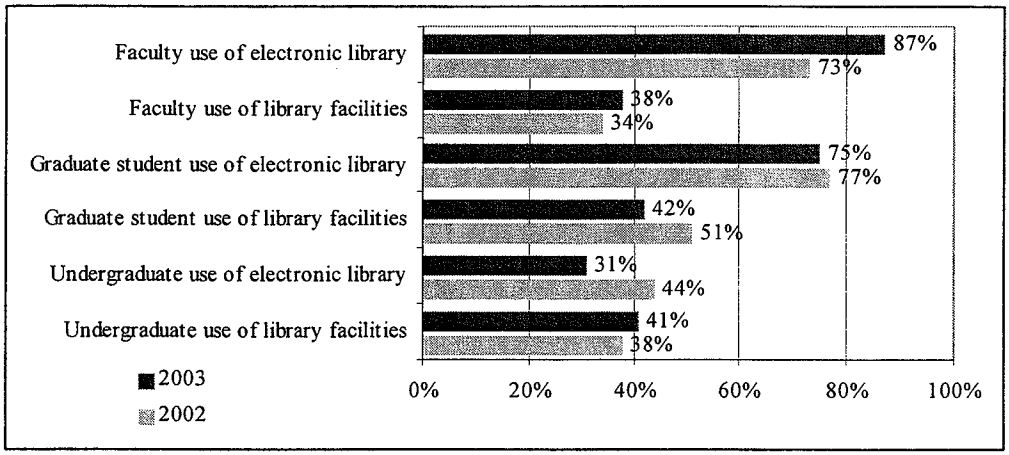
Table 2-20. Online library resources of University Libraries, University of Minnesota, 2001-03.

Resource	2001	2002	2003
On-line databases, indexing and abstracting tools	198	267	304
CD-ROMs	3,475	3,709	5,464
Electronic journals	9,300	16,000	21,582
Catalogued full-text electronic resources (e-books, government publications)*	14,549	7,594	19,847
Locally created digital files (images, sound files, texts)	NA	12,000	13,000
InfoPoint electronic reference queries	2,471	3,829	5,443

Source: University of Minnesota Libraries.

*Beginning in 2002, some items are now counted as locally created files.

Figure 2-1. Percentage of University of Minnesota – Twin Cities faculty and students who use the University Libraries (facility vs. online) on a daily or weekly basis, 2002-03.

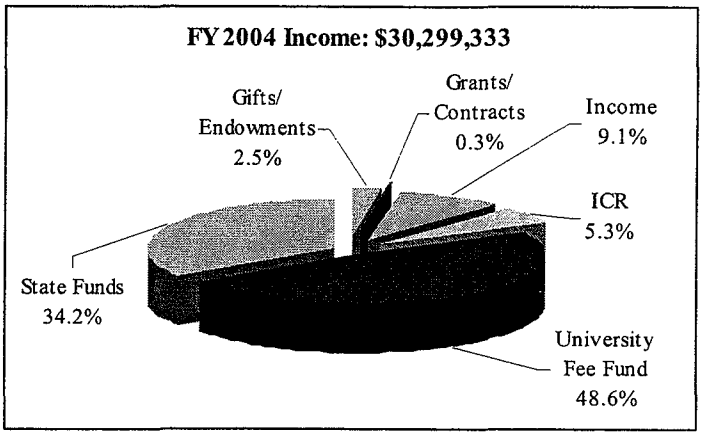


Source: University Libraries, University of Minnesota.

University Libraries Revenue: The majority of the Libraries' non-sponsored funding comes from state funds and tuition and a fixed allocation of central indirect cost revenues, as shown in Figure 2-2.

Institutional support of the University Libraries, as reflected in library expenditures as a percentage of University expenditures, decreased from 2.27 percent in 1996 to 1.8 percent in 2002. In 2000, the latest year for which comparative data are available, the University ranked 51st among 54 public research universities for this indicator as ranked by the Association of Research Libraries.

Figure 2-2. University Libraries non-sponsored revenue, FY 2004.



Source: University Libraries, University of Minnesota.

E. University Research

The University of Minnesota has long been a national and international leader in research, and, in this capacity, serves as an important component of the state's economic engine. Its research programs attract outstanding faculty and students from a national and international pool. Many students are actively recruited by Minnesota employers looking for highly motivated, well-educated employees.

The University's research programs may be thought of as a valuable Minnesota industry in and of themselves. The U.S. Department of Commerce estimates that 39 jobs are created in Minnesota for every $1 million spent on research by colleges and universities in the state. The University of Minnesota plays a commanding and central role: it attracts over 98 percent of all sponsored research performed by colleges and universities in the state.

As one of the country's premier research institutions, and the only one of its kind in the state, the University of Minnesota takes seriously its mission to discover new medical treatments, develop new technologies, and expand the bounds of human knowledge through extensive research programs.

Achieving this mission depends directly on the quality of the University's faculty and their ability to compete for external funding to support their research, scholarly, and other activities. Sponsored research for all University of Minnesota campuses is administered through the Office of the Vice President for Research in the Twin Cities.

The funds the University attracts for research come from many sources. Faculty, staff, and students compete for research funds from federal agencies like the National Institutes of Health and the National Science Foundation. The University also receives sponsored funding from state and local governments, businesses, and foundations.

While sponsored funding is a key measure of research activities and quality, there are other significant factors, such as the University Libraries, that contribute to and help support a strong research infrastructure.

As competition intensifies for the best researchers and scholars and for the funding to support their endeavors, the University is well positioned to continue as a leading research university. The University has made

significant progress in generating external funding to support its research programs.

The dollar value of sponsored research proposals submitted provides an early predictive measure of the University's future research activity.

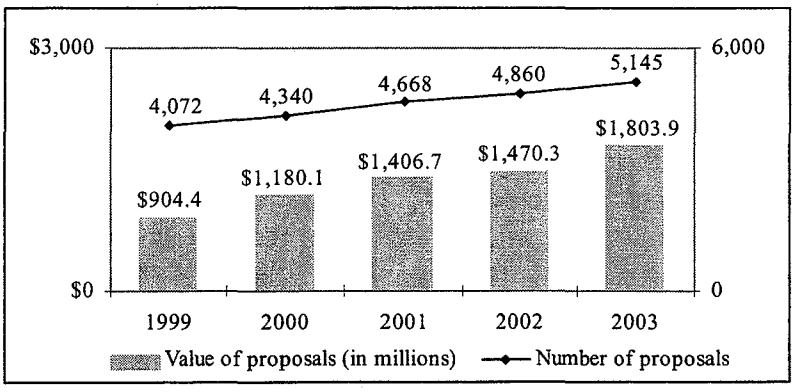
Figures 2-3 and 2-4 show the University's performance in terms of the number of proposals submitted and awarded and the value of those proposals.

Although the number and value of proposals submitted has increased steadily over the past five years, the number of proposals funded has been relatively flat and, in fact, showed a decrease in FY 2003. The total value of sponsored funding proposals awarded also showed a decrease in FY 2003, after four years of steady increase.

In FY 2003, the Medical School led all University academic units in the amount of sponsored funds awarded, followed by the School of Public Health and the Institute of Technology, as shown in Figure 2-5.

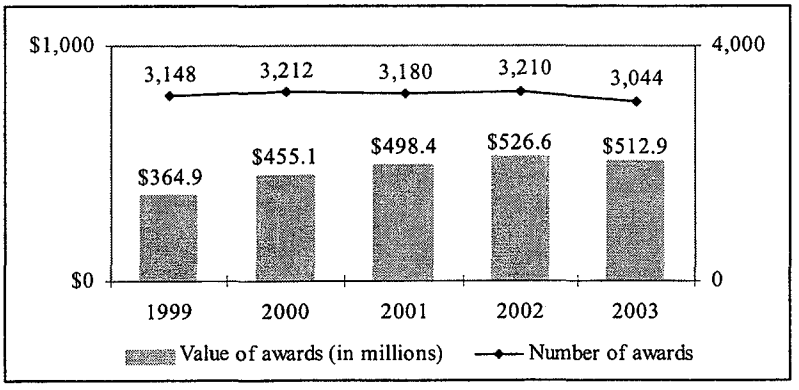
Figure 2-6 shows grant and contract awards by source.

Figure 2-3. Number and value of sponsored funding proposals submitted, 1999-2003.



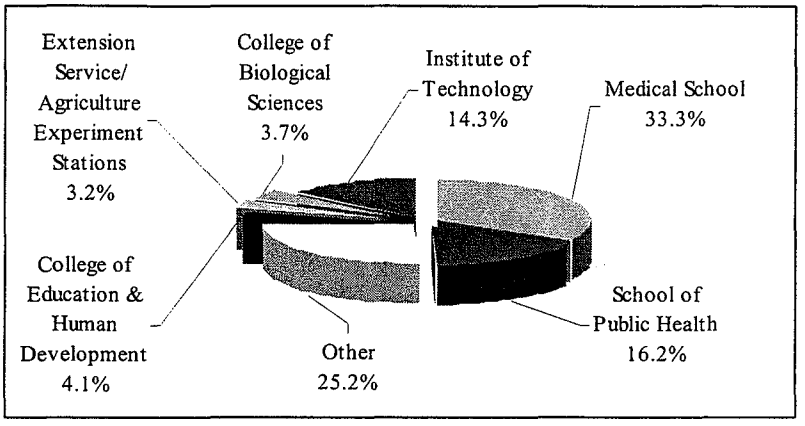
Source: Office of Oversight, Analysis and Reporting, University of Minnesota.

Figure 2-4. Number and value of sponsored funding awards, 1999-2003.



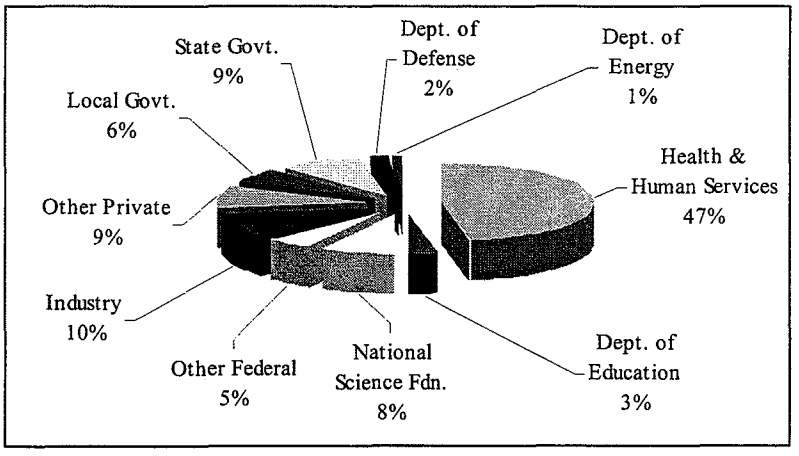
Source: Office of Oversight, Analysis and Reporting, University of Minnesota.

Figure 2-5. Recipients of University of Minnesota sponsored program awards, by percentage, FY 2003.



Source: Office of Oversight, Analysis and Reporting, University of Minnesota.

Figure 2-6. Grant and contract awards by source, FY 2003.



Source: Office of Oversight, Analysis and Reporting, University of Minnesota.

NIH Research Grants

Primarily through its Academic Health Center, the University of Minnesota – Twin Cities is one of the leading higher education recipients of research grants from the National Institutes of Health (NIH).

The University ranked 20th among all institutions and 3rd among its Big Ten public university peers in total NIH awards in FY 2002, as shown in Table 2-21.

Table 2-22 shows the University's NIH award ranking among first-professional schools.

Table 2-21. National Institutes of Health total awards to domestic institutions and Big Ten public universities, FY 2002.

Rank	Institution	Amount	Number
1	Johns Hopkins University	$510,005,326	1,204
2	University of Pennsylvania	418,546,510	1,166
3	University of Washington	405,729,042	950
4	University of California – San Francisco	365,365,909	876
5	Washington University	343,792,077	761
10	Yale University	289,899,944	779
15	Baylor College of Medicine	263,540,460	556
20	**University of Minnesota**	**217,209,642**	**572**
	Big Ten Public Universities		
6	University of Michigan	$325,786,206	855
19	University of Wisconsin	227,807,000	628
20	**University of Minnesota**	**217,209,642**	**572**
31	University of Iowa	158,018,371	448
45	Indiana University	121,834,471	369
49	Ohio State University	104,503,037	329
65	Pennsylvania State University	80,503,155	288
99	University of Illinois	45,279,487	185
127	Michigan State University	29,619,112	125
131	Purdue University	28,557,729	111

Source: *NIH Awards to All Institutions by Rank: FY 2002,* National Institutes of Health.

Table 2-22. National Institutes of Health award amounts to selected first-professional schools, FY 2002.

Schools of Dentistry

Rank	Institution	Amount
1	University of California – San Francisco	$17,119,788
2	**University of Minnesota**	**12,363,575**
3	University of Washington	10,730,467
4	University of Pennsylvania	10,028,071
5	University of North Carolina	8,705,160

Schools of Medicine

Rank	Institution	Amount
1	Johns Hopkins University	$387,340,990
2	University of Pennsylvania	347,729,353
3	Washington University	328,381,301
4	University of California – San Francisco	316,545,160
5	Baylor College of Medicine	262,124,966
10	University of Pittsburgh	226,297,614
29	**University of Minnesota**	**118,326,042**

Table 2-22 (continued). NIH awards to selected first-professional schools, FY 2002.

Schools of Nursing

Rank	Institution	Amount
1	University of Washington	$13,662,728
2	University of California – San Francisco	10,663,305
3	University of Illinois – Chicago	8,176,294
4	University of North Carolina	7,535,184
5	University of Pennsylvania	5,758,381
10	University of Texas	3,334,534
36	**University of Minnesota**	**1,135,020**

Schools of Pharmacy

Rank	Institution	Amount
1	University of California – San Francisco	$19,531,489
2	University of Arizona	10,981,765
3	University of Kansas	10,725,687
4	University of Utah	10,651,199
5	University of Montana	9,663,516
10	University of Washington	5,589,899
27	**University of Minnesota**	**1,710,496**

Schools of Public Health

Rank	Institution	Amount
1	Johns Hopkins University	$90,857,767
2	Harvard University	80,610,569
3	**University of Minnesota**	**48,252,838**
4	University of Pittsburgh	47,010,728
5	University of North Carolina	34,124,705

Schools of Veterinary Medicine

Rank	Institution	Amount
1	University of California – Davis	$29,265,449
2	Colorado State University	17,332,883
3	Cornell University	15,703,869
4	University of Pennsylvania	15,672,475
5	University of Wisconsin	9,714,712
10	**University of Minnesota**	**7,731,007**

Source: *NIH Extramural Awards, Current Rankings by Higher Education Component*, National Institutes of Health.

NSF Research Grants

Table 2-23 shows that the University of Minnesota – Twin Cities ranked 12th in funding awarded by the National Science Foundation in FY 2003. In the same year, the University ranked 5th among its Big Ten public university peers.

Table 2-23. National Science Foundation awards to U.S. public and private research universities and Big Ten public universities, FY 2003.

Rank	National Research Universities	Total Awards Amount	Number of Awards
1	University of Illinois – Urbana-Champaign	$119,101,000	310
2	University of California – San Diego	95,494,000	178
3	University of California – Berkeley	86,942,000	338
4	University of Wisconsin – Madison	85,890,000	281
5	Cornell University	85,689,000	235
6	University of Washington	81,007,000	354
7	California Institute of Technology	73,322,000	151
8	University of Michigan	73,266,000	326
9	Columbia University	72,586,000	240
10	Massachusetts Institute of Technology	67,024,000	263
12	**University of Minnesota**	**56,983,000**	**272**
	Big Ten Public Universities		
1	University of Illinois	$119,101,000	310
2	University of Wisconsin	85,890,000	281
8	University of Michigan	73,266,000	326
11	Michigan State University	62,760,000	173
12	**University of Minnesota**	**56,983,000**	**272**
18	Pennsylvania State University	48,855,000	306
33	Purdue University	36,229,000	180
34	Ohio State University	35,093,000	210
39	Indiana University	29,752,000	125
112	University of Iowa	7,459,000	67

Source: *FY 2003 Award Summary*, National Science Foundation.

Research Expenditures

The actual expenditure of sponsored research funds is the most consistent measure of external research support. The number of proposals and award amounts tend to be more variable from year to year than do expenditures.

In its rankings of public and private research universities, The Center at the University of Florida focuses on nine measures, two of which relate to research expenditures: total research expenditures and federal research expenditures. These measures include "all activities specifically organized to produce research outcomes that are separately budgeted and accounted for." This research may be funded either by an external agency, i.e., sponsored research, or by a unit within the university, i.e., university research.

For both measures, over the past four years the University of Minnesota – Twin Cities has ranked consistently in the top 15 of public and private research universities and in the top three or four of Big Ten public universities.

Table 2-24 shows the University ranked 10th in 2001 for total research expenditures among U.S. public and private research universities and 3rd among Big Ten public universities.

Table 2-25 shows the University's performance in total research expenditures during 1998-2001 relative to the top 10 universities nationally and Big Ten public universities. During the period the University of Minnesota outperformed both its national top 10 competitors and other Big Ten public universities, with increases of 33.6 percent, 26.3 percent, and 27.7 percent, respectively.

Table 2-26 shows the rankings for federal research expenditures. In 2001, the University of Minnesota ranked 15th nationally and 3rd among Big Ten public universities.

Table 2-27 shows the University's performance in federal research expenditures during 1998-2001 relative to its peer groups. During the period, the University of Minnesota outperformed both its national top 10 competitors and other Big Ten public universities, with increases of 29.1 percent, 22.2 percent, and 26.2 percent, respectively.

Table 2-24. Total research expenditures for top 10 U.S. public and private research universities and Big Ten public universities, 2001.

Rank	National Research Universities	Total Research Expenditures	% Change From 1992
1	Johns Hopkins University	$999,246,000	2.8%
2	University of California – Los Angeles	693,801,000	93.7
3	University of Wisconsin – Madison	604,143,000	29.6
4	University of Michigan – Ann Arbor	600,523,000	15.6
5	University of Washington	589,626,000	42.3
6	University of California – San Diego	556,533,000	49.2
7	University of California – San Francisco	524,975,000	34.3
8	Stanford University	482,906,000	-0.7
9	University of Pennsylvania	469,852,000	59.8
10	**University of Minnesota**	**462,011,000**	**14.8**
	Big Ten Public Universities		
3	University of Wisconsin – Madison	$604,143,000	29.6%
4	University of Michigan – Ann Arbor	600,523,000	15.6
10	**University of Minnesota**	**462,011,000**	**14.8**
15	Pennsylvania State University	412,259,000	27.3
18	University of Illinois – Urbana-Champaign	390,863,000	17.3
19	Ohio State University – Columbus	390,652,000	45.4
35	Michigan State University	265,946,000	41.4
37	University of Iowa	255,348,000	42.6
38	Purdue University – West Lafayette	254,917,000	37.5
98	Indiana University – Bloomington	103,960,000	67.2

Source: *The Top American Research Universities*, The Center, University of Florida, 2003.
Note: Percent change based on 1998 constant dollars.

Table 2-25. Average total research expenditures for top 10 U.S. public and private research universities, Big Ten public universities, and University of Minnesota – Twin Cities, 1998-2001.

	1998	1999	2000	2001	4-Year Change
Nat'l Top 10 Average[1] % Change	$473,598,000	$498,326,000 +5.2%	$543,250,000 +9.0%	$598,362,000 +10.1%	+26.3%
U of M – Twin Cities[2] % Change	**$345,910,000 (13th)**	**$356,529,000 (15th) +3.1%**	**$411,380,000 (12th) +15.4%**	**$462,011,000 (10th) +12.3%**	**+33.6%**
Big Ten Publics Avg.[3] % Change	$285,358,000	$300,628,000 +5.4%	$333,627,000 +11.0%	$364,290,000 +9.2%	+27.7%

Source: *The Top American Research Universities:* The Center, University of Florida, 2003.

[1] Excluding University of Minnesota in 2001.
[2] National rank in parentheses.
[3] Excluding University of Minnesota.

Table 2-26. Federal research expenditures for top 10 U.S. public and private research universities, University of Minnesota – Twin Cities, and Big Ten public universities, 2001.

Rank	National Research Universities	Federal Research Expenditures	% Change From 1992
1	Johns Hopkins University	$879,741,000	-0.2%
2	University of Washington	435,103,000	27.6
3	University of Michigan – Ann Arbor	396,117,000	34.1
4	Stanford University	384,468,000	9.5
5	University of Pennsylvania	351,996,000	66.9
6	University of California – San Diego	343,276,000	18.1
7	Columbia University	317,928,000	37.6
8	University of California – Los Angeles	312,858,000	30.9
9	Massachusetts Institute of Technology	304,319,000	-3.3
10	University of Wisconsin – Madison	304,009,000	15.1
15	**University of Minnesota**	**264,289,000**	**20.5**
3	University of Michigan – Ann Arbor	$396,117,000	34.1%
10	University of Wisconsin – Madison	304,009,000	15.1
15	**University of Minnesota**	**264,289,000**	**20.5**
21	Pennsylvania State University	221,356,000	25.3
25	University of Illinois – Urbana-Champaign	195,316,000	14.5
32	Ohio State University – Columbus	161,092,000	24.4
36	University of Iowa	155,249,000	32.9
51	Michigan State University	112,359,000	27.9
60	Purdue University – West Lafayette	98,151,000	8.8
109	Indiana University – Bloomington	46,712,000	26.4

Source: *The Top American Research Universities*, The Center, University of Florida, 2003.

Table 2-27. Average federal research expenditures for top 10 U.S. public and private research universities, Big Ten public universities, and University of Minnesota – Twin Cities, 1998-2001.

	1998	1999	2000	2001	4-Year Change
Nat'l Top 10 Average	$329,730,000	$347,479,000	$370,268,000	$402,982,000	
% Change		+5.4%	+6.6%	+8.8%	+22.2%
U of M – Twin Cities[1]	**$204,741,000 (14th)**	**$207,761,000 (16th)**	**$229,958,000 (15th)**	**$264,289,000 (15th)**	
% Change		**+1.5%**	**+10.7%**	**+14.9%**	**+29.1%**
Big Ten Publics Avg.[2]	$148,772,000	$158,830,000	$170,886,000	$187,818,000	
% Change		+6.8%	+7.6%	+9.9%	+26.2%

Source: *The Top American Research Universities:* The Center, University of Florida, 2003.

[1] National rank in parentheses.
[2] Excluding University of Minnesota.

Research Results and Technology Commercialization: An integral part of the University's land-grant mission is to seek practical application for research results to benefit the public and support state and regional economic vitality. The University's technology commercialization activities and results are described in detail in Section 7 of the report.

F. Undergraduate Students

Improving undergraduate education is one of the highest priorities of the University of Minnesota – Twin Cities campus. The campus aspires to provide a high-quality undergraduate education that exceeds the expectation of students.

Over the past decade, the campus has used several strategies to make these improvements, including targeted investments in:

- improving the first-year experience;
- improving course access;
- instituting a 13-credit minimum policy;
- expanding opportunities for international experience and research;
- fostering connections between curricular and co-curricular activities;
- using technology such as Web-based student registration and course information systems to improve student support; and
- creating a better environment for learning, including strengthened academic advisement and student support services, as well as new and refurbished classrooms, labs, and student housing.

These strategies are beginning to show measurable progress in students' academic success and in improved retention, graduation, and student satisfaction rates.

Quality of Entering Students

Students are admitted to the colleges of the University of Minnesota – Twin Cities on a competitive basis using a full range of review factors, both qualitative and quantitative. The University admits undergraduate students who have demonstrated the ability to complete a course of study and graduate, and who will be challenged by the rigor of instruction and research at the University.

The quality of incoming undergraduate students at the Twin Cities campus has improved significantly over the past 10 years, as measured by average high school rank and ACT and SAT scores. These improvements occurred at the same time as the number of new freshmen increased by 40 percent.

High School Rank

Table 2-28 shows that the percentage of entering students who graduated in the top 10 percent of their high school class increased from 28 percent in 1994 to 33 percent in 2003. Those who graduated in the top 25 percent increased from 59 percent to 71 percent over the same period.

Figure 2-7 shows that the average high school rank percentile of incoming freshmen at the Twin Cities campus increased from just under the 75th percentile in 1994 to nearly the 80th percentile in 2003.

In 2002-03 among its Big Ten public university peers, the University of Minnesota was tied for 6th in the percentage of freshmen who graduated in the top 25 percent of their high school class, as shown in Table 2-29.

ACT and SAT Scores

Figure 2-8 shows that average test scores of entering students have shown similar gains over the past decade – from an average ACT score of 23.9 in 1994 to 24.8 in 2003, likely an all-time high for the Twin Cities campus.

Also reflecting these improvements is an increase in SAT scores. From 1998 to 2001, for example, the University of Minnesota – Twin Cities campus increased its median SAT

score at a significantly higher rate than either the average among the national top 10 public research universities or among the Big Ten public universities.

Table 2-30 shows the median SAT score for the national top 10 public universities and the Big Ten public universities for 2001.

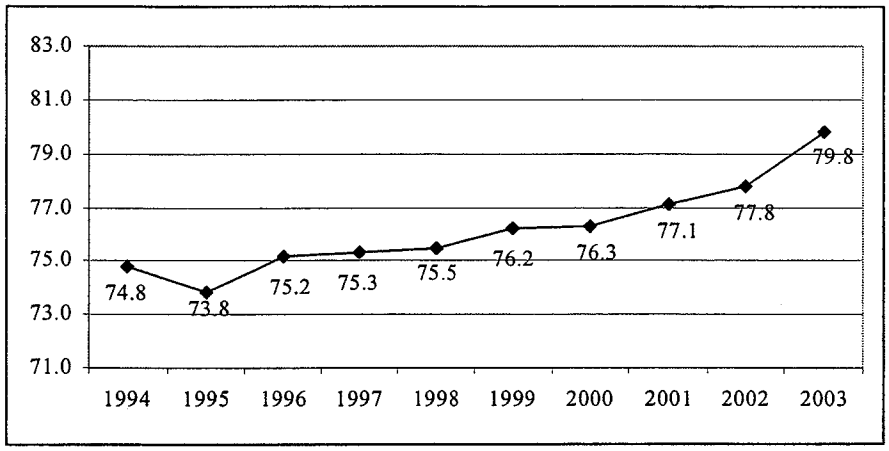
Table 2-31 shows the average median SAT scores during 1998-2001 for the national top 10 public universities and the Big Ten public universities and the University of Minnesota – Twin Cities performance relative to each group.

Table 2-28. High school rank of freshmen, University of Minnesota – Twin Cities, 1994-2003.

Rank	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
90-99%	28%	26%	28%	27%	28%	29%	30%	29%	30%	33%
75-89	31	30	32	32	32	31	32	34	36	38
50-74	28	32	29	29	28	30	28	28	27	22
1-49	12	13	11	12	12	10	11	9	8	6

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

Figure 2-7. Average high school rank percentile of new, entering freshmen, Twin Cities campus, 1994-2003.



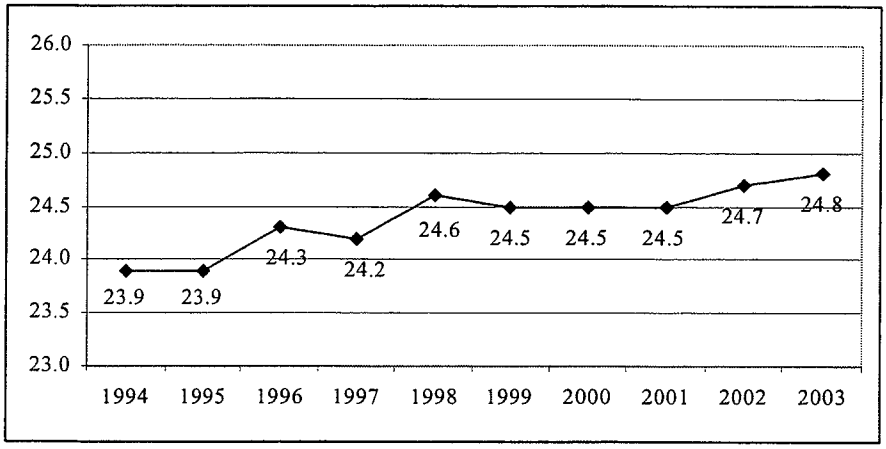
Source: Office of Institutional Research and Reporting, University of Minnesota.

Table 2-29. Percent of new freshmen from top 25 percent of high school class for Big Ten public universities, 1998-2002.

Institution	1998-99	2002-03
Big Ten Public Universities		
University of Michigan – Ann Arbor	90%	98%
University of Wisconsin – Madison	93%	93%
University of Illinois – Urbana-Champaign	85%	87%
Pennsylvania State University	90%	78%
Ohio State University	56%	67%
Michigan State University	54%	65%
University of Minnesota – Twin Cities	**60%**	**65%**
Purdue University – West Lafayette	57%	62%
Indiana University – Bloomington	53%	53%
University of Iowa	50%	50%

Source: Institutional Research and Reporting (1998-99); *America's Best Colleges: 2004, U.S. News & World Report:*

Figure 2-8. Average ACT score of new, entering freshmen, University of Minnesota – Twin Cities, 1994-2003.



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

Table 2-30. Median SAT score for top 10 U.S. public research universities, Big Ten public universities, and University of Minnesota – Twin Cities, 2001.

Rank	Institution	Score
1	Georgia Institute of Technology	1335
2	University of Virginia	1315
3	University of California – Berkeley	1305
4	University of California – Los Angeles	1280
5	University of Michigan – Ann Arbor	1280
6	University of Wisconsin – Madison	1270
7	University of Illinois – Urbana-Champaign	1270
8	University of California – San Diego	1270
9	University of North Carolina – Chapel Hill	1260
10	University of Maryland – College Park	1250
	Big Ten Public Universities	
1	University of Michigan – Ann Arbor	1280
2	University of Wisconsin – Madison	1270
3	University of Illinois – Urbana-Champaign	1270
4	**University of Minnesota – Twin Cities**	**1205**
5	University of Iowa	1195
6	Pennsylvania State University	1190
7	Ohio State University – Columbus	1175
8	Purdue University – West Lafayette	1135
9	Michigan State University	1125
10	Indiana University – Bloomington	1095

Source: *The Top American Research Universities:* The Center, University of Florida, 2003.

Table 2-31. Average median SAT score for top 10 U.S. public research universities, Big Ten public universities, and University of Minnesota – Twin Cities, 1998-2001.

	1998	1999	2000	2001	4-Year Change
National Public University Top 10 Average	1263	1271	1268	1284	+1.7%
U of M – Twin Cities[1]	**1165 (19th)**	**1185 (17th)**	**1203 (13th)**	**1205 (14th)**	**+3.4%**
Big Ten Public University Average[2]	1172	1173	1181	1193	+1.8%

Source: *The Top American Research Universities:* The Center, University of Florida, 2003.
[1] National rank among public universities in parentheses.
[2] Excluding University of Minnesota.

Student Diversity

The University statement on diversity reads: "The University...is committed to achieving excellence through diversity. As a community of faculty, staff and students engaged in research, scholarship, artistic activity, teaching and learning...[we] foster an environment that is diverse, humane, and hospitable."

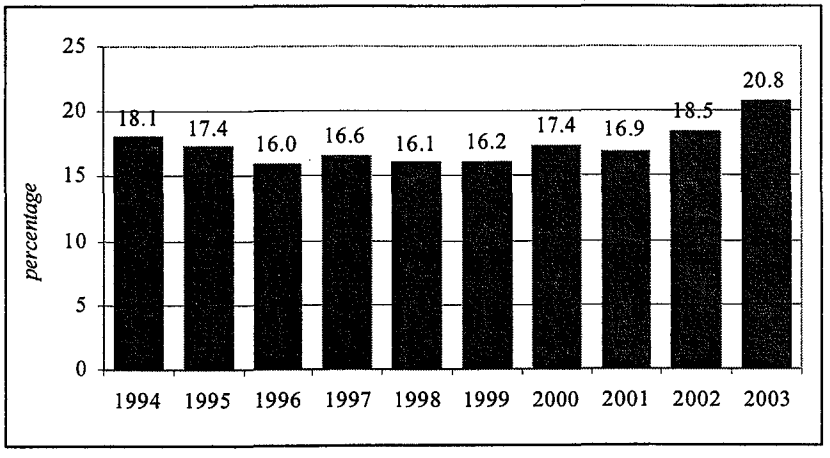
Most students of color on the Twin Cities campus are Minnesotans. In addition:

- Students of color are less affluent than their peers and substantially more likely to receive grants and work-study funds.
- Enrollment increases among students of color over the past decade have occurred primarily among Asian American and African American students.
- One- and two-year retention rates for students of color have improved even as their enrollments have increased.

In the past decade, the percentage of freshmen of color increased from 18.1 percent in 1994 to 20.8 percent in the fall of 2003, as shown in Figure 2-9.

From 1997-2003, the percentage of self-reported Caucasian students decreased from 78.4 percent to 73.1 percent; the percentage of students who did not report a racial/ethnic group increased from 2.7 percent to 6.2 percent. Table 2-32 shows the proportion of students by racial/ethnic group.

Figure 2-9. Percentage of entering freshmen of color, University of Minnesota – Twin Cities, 1994-2003.



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

Table 2-32. Undergraduates by racial/ethnic group, University of Minnesota – Twin Cities, 1997-2003

	1997	1998	1999	2000	2001	2002	2003
Caucasian	78.4%	77.9%	77.7%	74.9%	74.3%	73.1%	73.1%
International	6.8	6.8	6.8	6.5	7.1	7.8	7.8
Asian/Pacific Islander	6.9	6.9	6.8	6.5	6.6	6.9	7.0
African American	2.8	3.0	3.1	3.3	3.3	3.4	3.5
Chicano/Hispanic	1.7	1.8	1.9	1.8	1.7	1.7	1.8
American Indian	0.7	0.8	0.7	0.7	0.6	0.7	0.6
Not Reported	2.7	2.8	3.0	6.3	6.4	6.3	6.2

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

First-Generation Students

The University of Minnesota defines "first-generation students" to include those whose parents have a high school diploma, or less.

"First-generation student" is not a common demographic characteristic used by universities in recruiting students or collecting data.
However, through the national CIRP (Cooperative Institutional Research Program) survey of new freshmen, the University has data that can be used to estimate the proportion of students admitted in fall 2001 who reported themselves as "first generation."

For those matriculating on the Twin Cities campus in fall 2001 (the most recent CIRP data available), 12.2 percent indicated that their parents had only a high school diploma. Among these students, there was a dichotomy: 28 percent of students of color identified themselves as first generation, while only 8.9 percent of white students did so.

Undergraduate Experience Initiatives

The First Year Experience Project, launched in 1998, is an effort to improve the undergraduate experience and enhance an educational culture that supports students' learning inside and outside the classroom. The project's primary goals are to improve retention and graduation rates and to increase student satisfaction with their college experience.

Specific initiatives instituted include:

Freshman Seminars: Over 125 seminars were offered in fall 2003 across a wide variety of disciplines. A total of 1,720 freshmen enrolled in the seminars.

New Student Orientation: A total of 5,155 students participated in orientation activities preceding the fall 2003 semester; 825 students participated in New Student Weekend.

Parent Orientation: Nearly 3,100 parents participated in parent orientation activities preceding the fall 2003 semester.

Convocation: About 4,000 students attended convocation-related activities in fall 2003.

Living/Learning Communities: In fall 2003, 927 students participated in 20 living/learning communities in the residence halls.

Assessment of how well these initiatives are meeting their objectives and contributing to the achievement of retention, graduation, and student satisfaction goals is ongoing.

Council for Enhancing Student Learning

In 2002, the Twin Cities campus launched a comprehensive initiative to enhance student success at all levels and across all academic units. This initiative will help strengthen academic quality by focusing on improving

teaching and learning and increasing student retention and graduation rates.

The driving force for this initiative is the Council for Enhancing Student Learning, which is comprised of representatives from all collegiate units and other faculty, academic administrators, and students.

The Council's mission is: "to enhance educational effectiveness in the colleges and schools, departments, and classrooms on the Twin Cities campus by: 1) providing models, tools, and learning opportunities for faculty and students, 2) encouraging and supporting the use of data to enhance student learning and conducting research in learning assessment, and 3) sharing expertise across disciplines and among undergraduate, graduate, and professional education units."

During 2003-04, the Council is undertaking several focused projects, including:

- identifying a set of general learning outcomes for all Twin Cities campus undergraduates,
- developing a best practices "toolkit" for classroom and course assessment,
- launching a learning assessment Web page,
- revising the course evaluation questionnaire,
- exploring ways that technology can strengthen student learning assessment,
- developing guidelines and resources for delivering disciplinary/departmental and research advising at the upper-division undergraduate level and at the graduate and professional level,
- conducting a baseline survey of faculty and instructors on perceptions and attitudes related to teaching and learning, and
- hosting small- and large-group workshops and colloquia on teaching and learning.

Retention Rates

The Twin Cities campus long has been at or near the bottom of its Big Ten public institution and national research university peer groups in terms of undergraduate retention and graduation rates.

Table 2-33 shows the most recent comparative retention rate data for the top public institutions in the Association of American Universities peer group and the University's Big Ten public university competitors.

A 2000-01 task force examined the reasons for these low rates and developed specific recommendations to enhance retention and graduation rates. These recommendations, along with previous efforts in the mid- to late-1990s, have led to substantial improvements.

Figure 2-10 shows that first-, second-, and third-year retention rates increased steadily throughout the 1993-2002 decade for first-time, full-time new entering students.

Figure 2-11, however, indicates that retention rates for students of color increased only slightly during the same period.

In 2002-03, the Twin Cities campus achieved a first-year retention rate of 86 percent, the highest ever since the University began measuring retention and graduation rates.

Freshman seminar participation does seem to contribute not only to higher grade-point averages but also to higher retention rates.

Table 2-34 compares the retention rates of freshmen who participated in freshman seminars and those who did not during 1998-2000.

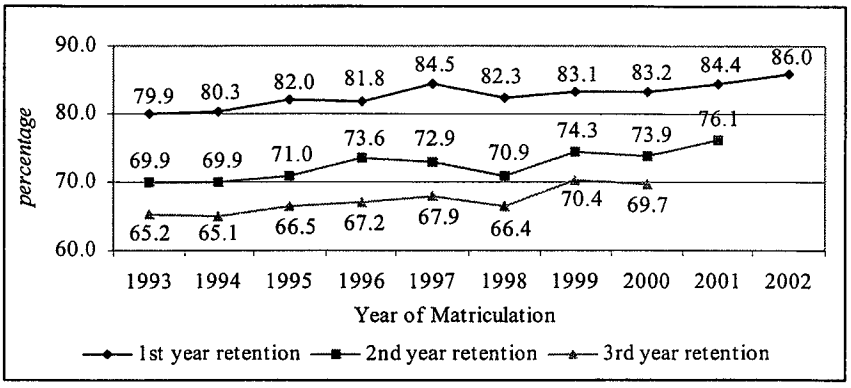
Table 2-33. First-, second-, and third-year retention rates for selected AAU institutions, ranked by third-year rate, 1999-2001 cohorts.

Institution	1st-year Rate (Fall 2001 cohort)	2nd-year Rate (Fall 2000 cohort)	3rd-year Rate (Fall 1999 cohort)
University of Virginia	96.6	89.8	89.6
Carnegie Mellon	95.6	89.1	88.2
University of California – Berkeley	96.5	92.1	86.1
University of North Carolina – Chapel Hill	94.7	89.8	85.1
University of California – Los Angeles	96.6	90.4	85.0
University of California – San Diego	95.7	88.4	84.2
University of Maryland – College Park	91.7	86.0	81.3
University of California – Santa Barbara	91.1	81.3	80.8
Texas A&M University	89.6	83.5	80.4
University of California – Irvine	92.4	85.0	80.1
University of California – Davis	91.1	84.6	79.9
University of Texas – Austin	91.0	85.8	78.9
University of Washington – Seattle	90.5	82.8	76.4
Rutgers University	88.1	80.5	76.2
University of Pittsburgh	87.8	80.9	74.0
Iowa State University	83.4	74.7	73.3
University of Colorado – Boulder	83.1	74.3	71.7
University of Missouri	83.2	76.4	70.0
University of Oregon	83.9	73.3	68.6
University of Kansas	81.0	69.7	67.0
State University of New York – Buffalo	85.6	72.0	64.0
Big Ten Public Universities			
University of Michigan – Ann Arbor**	95.6	90.3	86.1
Pennsylvania State University	90.6	87.8	85.0
University of Illinois – Urbana-Champaign	91.2	86.5	84.0
University of Wisconsin – Madison	92.0	84.5	80.0
Michigan State University	90.1	83.8	79.6
Indiana University – Bloomington	87.7	80.4	77.2
Ohio State University – Columbus	86.5	79.0	70.8
Purdue University – West Lafayette	86.8	78.3	70.8
University of Iowa	82.5	74.8	70.5
University of Minnesota – Twin Cities	**84.3**	**73.8**	**69.8**

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

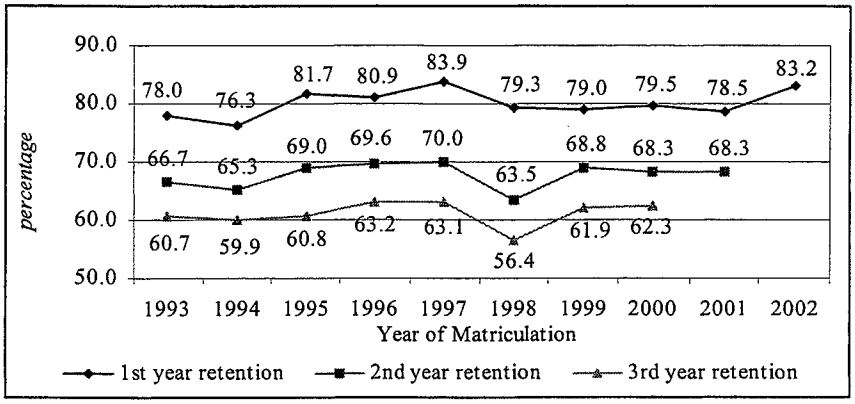
**includes part-time students

Figure 2-10. First-, second-, and third-year retention rates (percentage) for first-time, full-time new entering students, by year of matriculation, University of Minnesota – Twin Cities, 1993-2002.



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

Figure 2-11. First-, second-, and third-year retention rates (percentage) for first-time, full-time new entering students of color, by year of matriculation, University of Minnesota – Twin Cities, 1993-2002.



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

Table 2-34. Freshman seminar retention rates, University of Minnesota – Twin Cities, 1998-2000.

Year of Entry	Returned Second Year	Returned Third Year	Returned Fourth Year
1998 Seminar	87.9%	78.6%	75.9%
1998 Non-Seminar	80.7%	68.8%	64.0%
1999 Seminar	84.1%	76.4%	
1999 Non-Seminar	82.0%	72.7%	
2000 Seminar	86.9%		
2000 Non-Seminar	81.5%		

Source: Office of the Executive Vice President and Provost, University of Minnesota.

Graduation Rates

The Twin Cities campus has set ambitious goals to improve its graduation rates from their historically low levels. The 2012 goals are: a four-year graduation rate of 50 percent, five-year rate of 70 percent, and a six-year rate of 75 percent.

Table 2-35 shows the most recent comparative graduation rate data for the top public institutions in the Association of American Universities peer group and the University's Big Ten public university competitors.

Figure 2-12 shows that four-year graduation rates improved substantially over the last eight years. Five- and six-year rates showed similar gains.

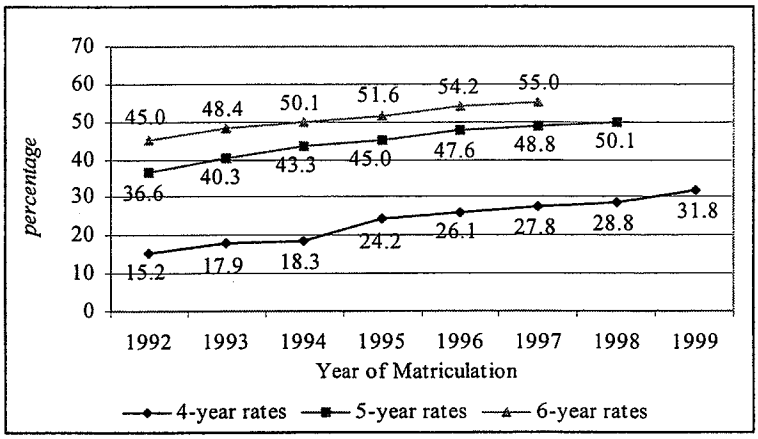
As shown in Figure 2-13, graduation rates for students of color lagged behind these overall graduation rates, but still showed significant gains.

Table 2-35. Four-, five-, and six-year graduation rates for selected public research universities and Big Ten public universities.

Institution	4-year Rate*	5-year Rate*	6-year Rate*
University of Virginia	83	91	92
University of North Carolina – Chapel Hill	67	79	80
University of California – Berkeley	51	79	84
University of California – San Diego	50	75	81
University of Florida	50	72	77
University of California – Los Angeles	47	80	85
Rutgers University	44	65	72
University of California – Santa Barbara	44	67	73
University of Maryland – College Park	41	64	69
University of Pittsburgh	40	60	63
University of Washington – Seattle	40	64	70
University of Colorado – Boulder	39	62	67
University of Texas – Austin	39	65	71
University of California – Irvine	37	70	76
State University of New York – Stony Brook	35	52	55
University of California – Davis	32	69	78
Texas A&M University	30	68	75
University of Arizona	29	50	55
Big Ten Public Universities	**4-year Rate***	**5-year Rate***	**6-year Rate***
University of Michigan – Ann Arbor	64	81	84
University of Illinois – Urbana-Champaign	56	77	80
Indiana University – Bloomington	46	65	69
Pennsylvania State University	44	76	80
University of Wisconsin – Madison	41	73	77
University of Iowa	38	61	64
Michigan State University	36	64	69
Purdue University – West Lafayette	29	58	64
University of Minnesota – Twin Cities	**26**	**47**	**54**
Ohio State University – Columbus	25	52	59

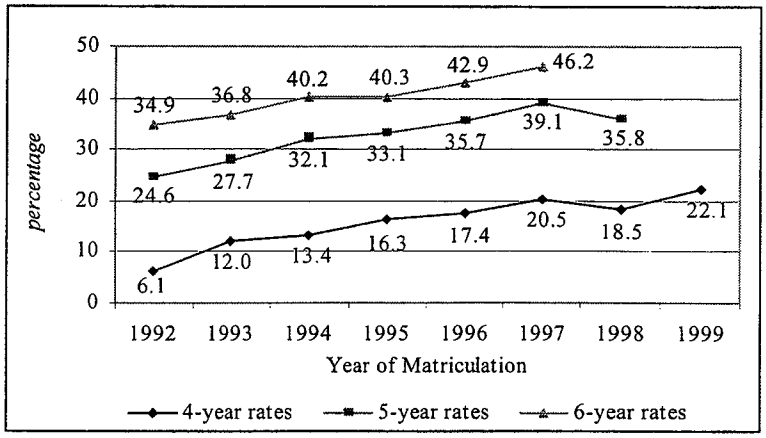
Source: *America's Best Colleges: 2004, U.S. News and World Report*
*Based on Fall 1996 or Fall 1997 cohorts.

Figure 2-12. 4-, 5-, and 6-year graduation rates, University of Minnesota – Twin Cities, 1992-1999.



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

Figure 2-13. 4-, 5-, and 6-year graduation rates for Twin Cities campus students of color, 1992-1999.



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

See note above for Figure 2-17.

Undergraduate Student Satisfaction

Over the past 10 years the University has placed an increased emphasis on improving the student experience on all campuses. To measure student satisfaction with these efforts, every other year since 1997 the University of Minnesota has administered the Student Experiences Survey (SES). The 2003 SES was administered to a random sample of students enrolled on the four campuses during spring semester 2003.

The results of the 2003 SES survey show overall improvement in most areas over the results for 2001. The 2001 results were probably low in some areas because of the disruption caused by the change to the semester system and because of the extensive construction activity on the Twin Cities campus.

Figure 2-14 summarizes the responses in 10 key areas.

Figure 2-14. Undergraduate student experiences survey results, University of Minnesota – Twin Cities, 1997-2003.

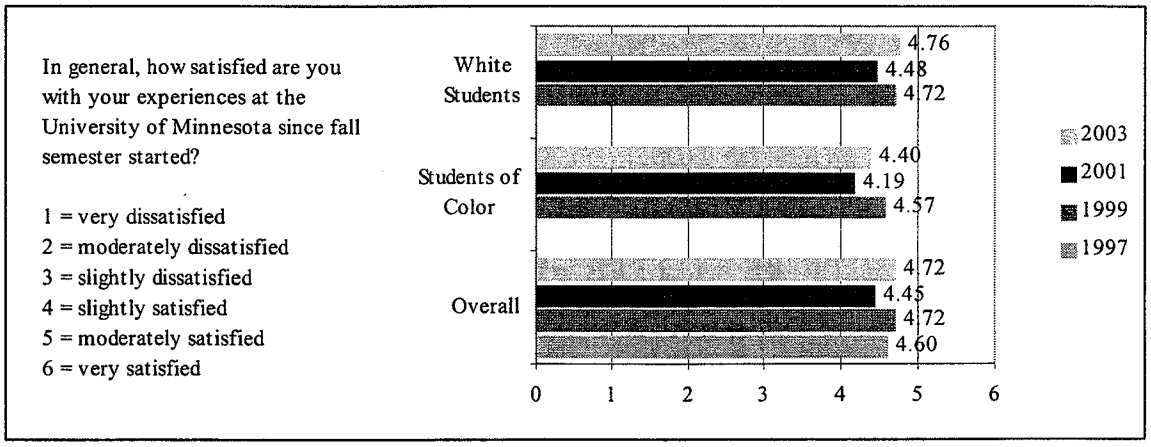
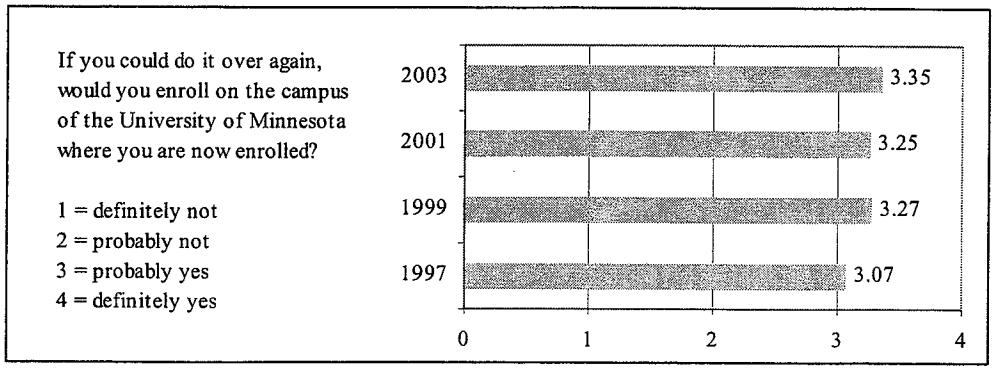
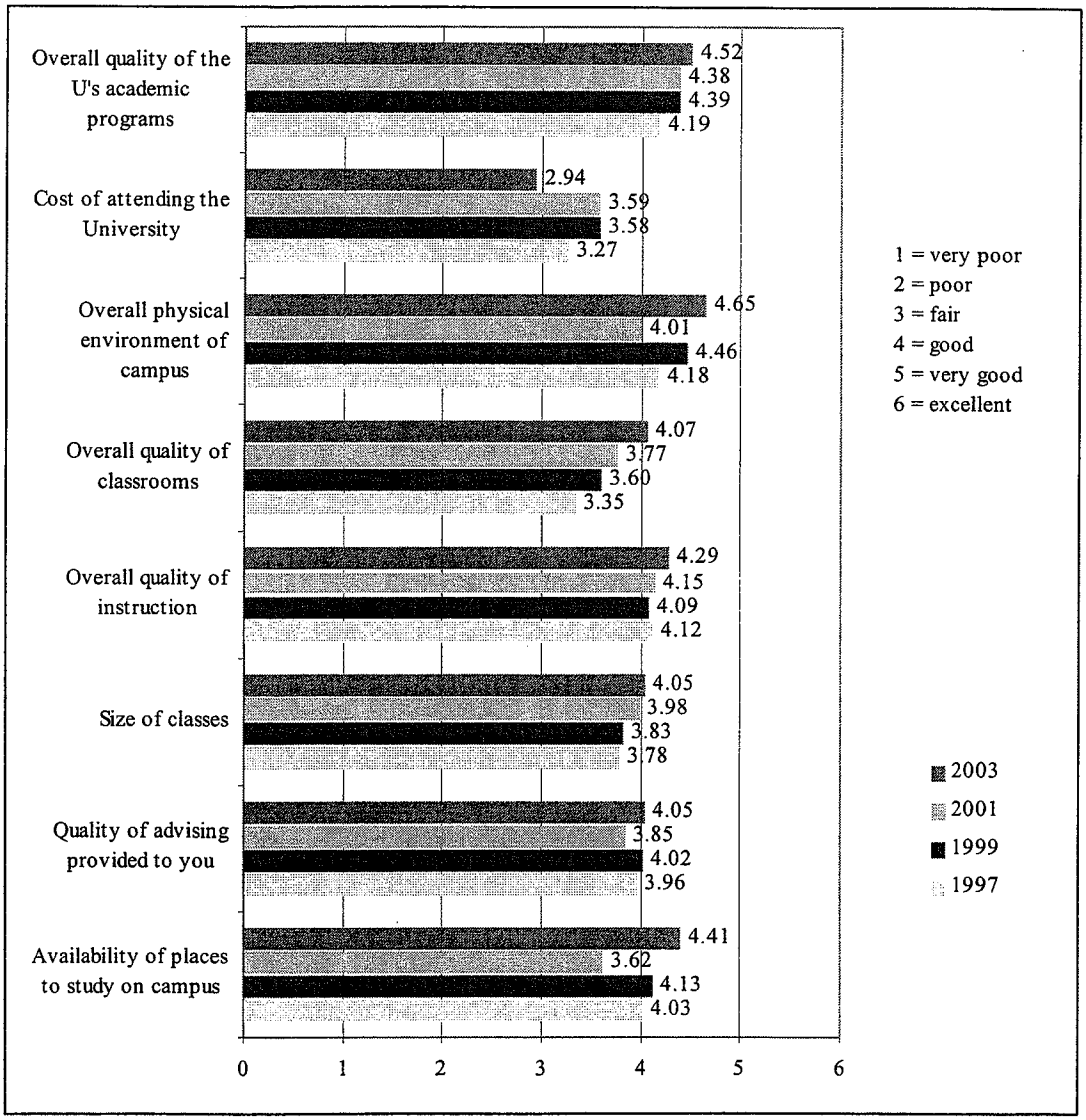


Figure 2-14 (continued). Twin Cities campus undergraduate student experiences survey results.





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

Undergraduate Student Tuition and Fees

University policy mandates that "tuition assessments within the University of Minnesota as a public institution must reflect the shared responsibility, benefits, and needs of the state and of the individual student."

Tuition rates are established annually by the Board of Regents and take into account issues of access, choice, retention, progress toward degrees, the competitive environment, and applicable state and federal policies and laws.

Tuition assessments also are closely linked to state appropriations to the University and its programs.

Table 2-36 shows the 2003-04 resident and non-resident tuition and required fees for undergraduates at the University of Minnesota – Twin Cities and other Big Ten public universities and the percentage increases measured over one year, five years and 10 years.

Table 2-36. 2003-04 undergraduate resident and non-resident tuition and required fees for Big Ten public universities and 1-, 5-, and 10-year percentage increase.

Resident Undergraduate Students

Rank	University	Resident Tuition/Fees	Percentage Increase 1 Year	5 Year	10 Year
1	Pennsylvania State University	$9,706	13	57	101
2	University of Michigan – Ann Arbor	8,481	7	30	66
3	**University of Minnesota – Twin Cities**	**7,116**	**13**	**55**	**108**
4	Michigan State University	7,044	10	37	58
5	University of Illinois – Urbana-Champaign	7,010	5	54	100
6	Ohio State University – Columbus	6,551	17	70	126
7	Indiana University – Bloomington	6,517	23	60	118
8	Purdue University – West Lafayette	5,860	5	64	117
9	University of Wisconsin – Madison	5,139	16	51	102
10	University of Iowa	4,993	19	74	112

Non-Resident Undergraduate Students

Rank	University	Nonresident Tuition/Fees	Percentage Increase 1 Year	5 Year	10 Year
1	University of Michigan – Ann Arbor	$25,647	6	29	64
2	Pennsylvania State University	19,328	8	49	90
3	University of Wisconsin – Madison	19,139	4	65	128
4	**University of Minnesota – Twin Cities**	**18,746**	**11**	**53**	**105**
5	University of Illinois – Urbana-Champaign	18,046	18	59	125
6	Purdue University – West Lafayette	17,640	8	50	99
7	Indiana University – Bloomington	17,552	10	43	91
8	Michigan State University	16,948	10	37	57
9	Ohio State University – Columbus	16,638	10	45	88
10	University of Iowa	15,285	10	53	97

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

G. Graduate and First-Professional Students

The University of Minnesota – Twin Cities aspires to provide graduate and professional education programs that are among the best in the world. Its graduates are recognized as among the best-educated and most innovative scholars and professionals in their disciplines, across disciplines, and chosen professions.

The University of Minnesota is distinguished from all other post-secondary institutions in the state by two related activities: a major emphasis on post-baccalaureate and professional training and a fundamental commitment to advanced research and scholarship as part of education.

Graduate school prepares individuals for a wide variety of productive careers and positions of leadership. Training that leads to the Ph.D. is essential for careers in research and scholarship and for teaching at the college and university level. Master's degrees are of increasing importance in a wide variety of professional careers.

The University of Minnesota is the only Research I-category, Ph.D.-awarding public institution in the state. It also produces a large proportion of the master's and first-professional (law, medicine, dentistry, etc.) graduates.

The University has one of the nation's largest and most productive graduate schools, ranking 9th in the latest survey of Ph.D. production. It also offers one of the nation's most comprehensive selections of graduate programs, about 160, enrolling over 9,000 students. Graduate and first-professional students constitute about 30 percent of the Twin Cities campus's enrollment and about 40 percent of the degrees awarded each year.

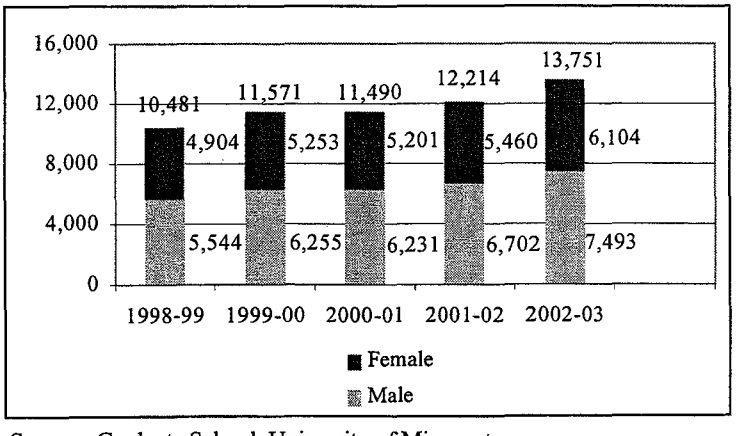
To enhance graduate and professional education, major investments have been made in fellowships, career-oriented educational opportunities, and recruiting and retaining a larger proportion of graduate students of color.

Graduate Student Gender

Females now constitute the majority of graduate students, a trend that is occurring across the country.

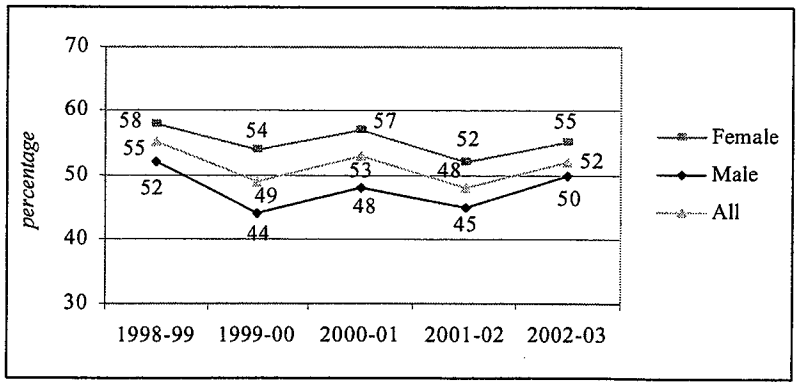
Figure 2-15 shows the recent demographics of male and female graduate applicants. Figure 2-16 shows the yield (percentage of admitted students who matriculated).

Figure 2-15. University of Minnesota Graduate School applications by males and females, 1998-2003.



Source: Graduate School, University of Minnesota.
Note: Gender is self-reported and optional, so sub-totals may not be consistent with totals.

Figure 2-16. University of Minnesota Graduate School yield for males and females, 1998-2003.



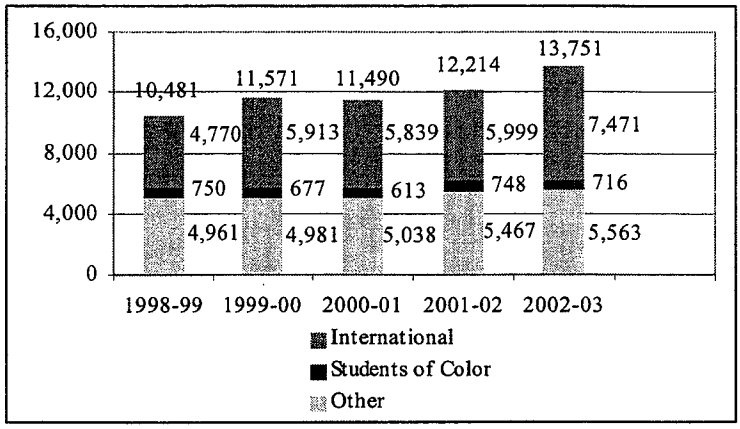
Source: Graduate School, University of Minnesota.

International Students, Students of Color

International students have made up an increasing proportion of applicants and matriculants, particularly, though not exclusively, in science and engineering. This trend is reversing, at the University of Minnesota and across the country, because of greater difficulty in obtaining student visas since September 11, 2001 and because of enhanced competition with other countries for the best foreign students. Early indications for the 2003-04 academic year are that domestic student applications are increasing, while international student applications will continue to show substantial declines.

Figure 2-17 shows the recent demographics of graduate applicants in terms of international students and students of color. Figure 2-18 shows the yield (percentage of admitted students who matriculated) for these groups of students.

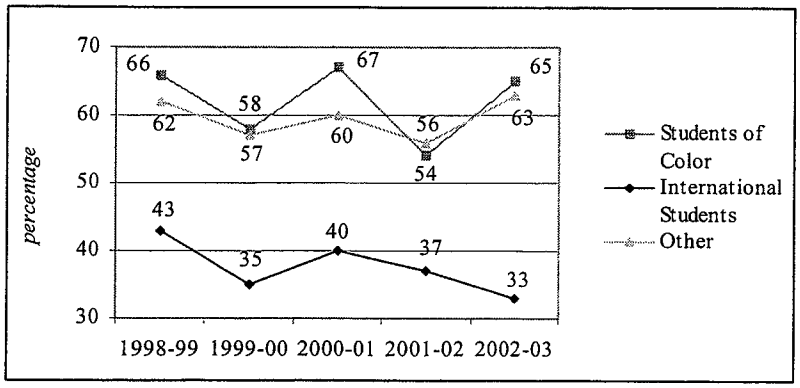
Figure 2-17. University of Minnesota Graduate School applications by international students and students of color, 1998-2003.



Source: Graduate School, University of Minnesota.

Note: "International" means non-citizens and non-permanent residents; "students of color" includes citizens and permanent residents of African-American, Asian-American, American Indian, and Hispanic/Chicano/Latino ethnicity. Ethnicity is self-reported.

Figure 2-18. University of Minnesota Graduate School yield for international students and students of color, 1998-2003.



Source: Graduate School, University of Minnesota.
See note for Figure 2-22 above.

Timely Graduation

The timely completion of degrees is as important at the graduate level as it is at the undergraduate level. The University tracks this measure as the "median elapsed time to degree," which is calculated as the number of years from the start of a student's first term in the Graduate School (regardless of subsequent changes of major or degree objective) until the degree is conferred.

Table 2-37 shows this measure for the previous five academic years. The University's performance is in line with other leading research universities.

Table 2-37. Median elapsed time to degree for University of Minnesota master's and doctoral students, 1998-2003.

	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
Master's Degree Students – All	2.6	2.4	2.4	2.5	2.6
Male	2.7	2.5	2.5	2.7	2.6
Female	2.6	2.3	2.4	2.4	2.5
Students of Color	2.4	2.0	2.5	2.7	2.7
International Students	2.2	2.2	2.2	2.3	2.3
Doctoral Students – All	6.1	6.2	5.9	5.9	5.9
Male	6.0	5.9	5.4	6.0	5.8
Female	6.2	6.6	6.5	5.9	6.2
Students of Color	6.3	5.8	5.9	6.5	6.7
International Students	5.3	5.7	5.0	5.3	5.2

Source: Graduate School, University of Minnesota.

Graduate and Professional Student Satisfaction

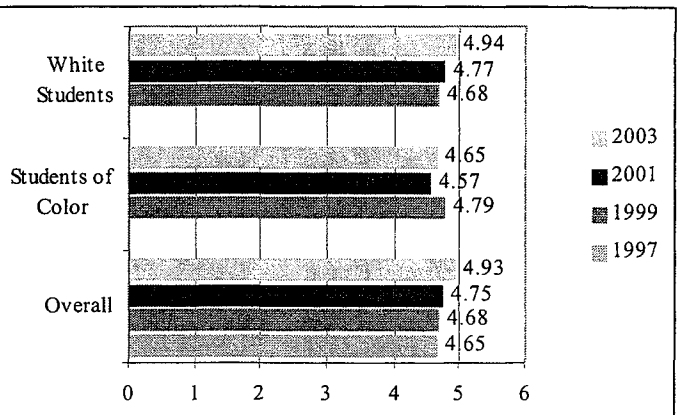
Satisfaction indices seem to be increasing slightly. This may be due to the improvement of physical facilities and the greater attention being paid to improving the quality of the graduate student experience.

Figure 2-19 shows the results of the Student Experiences Survey of graduate and professional students on the Twin Cities campus for the period 1997-2003.

Figure 2-19. Graduate student experiences survey results, University of Minnesota – Twin Cities, 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

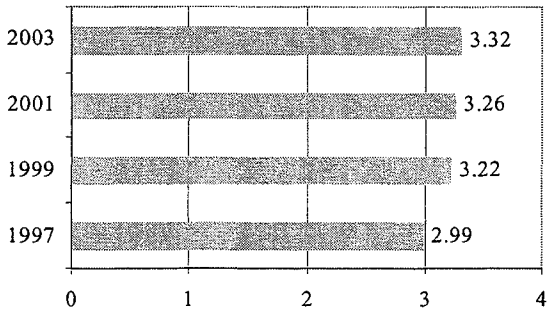
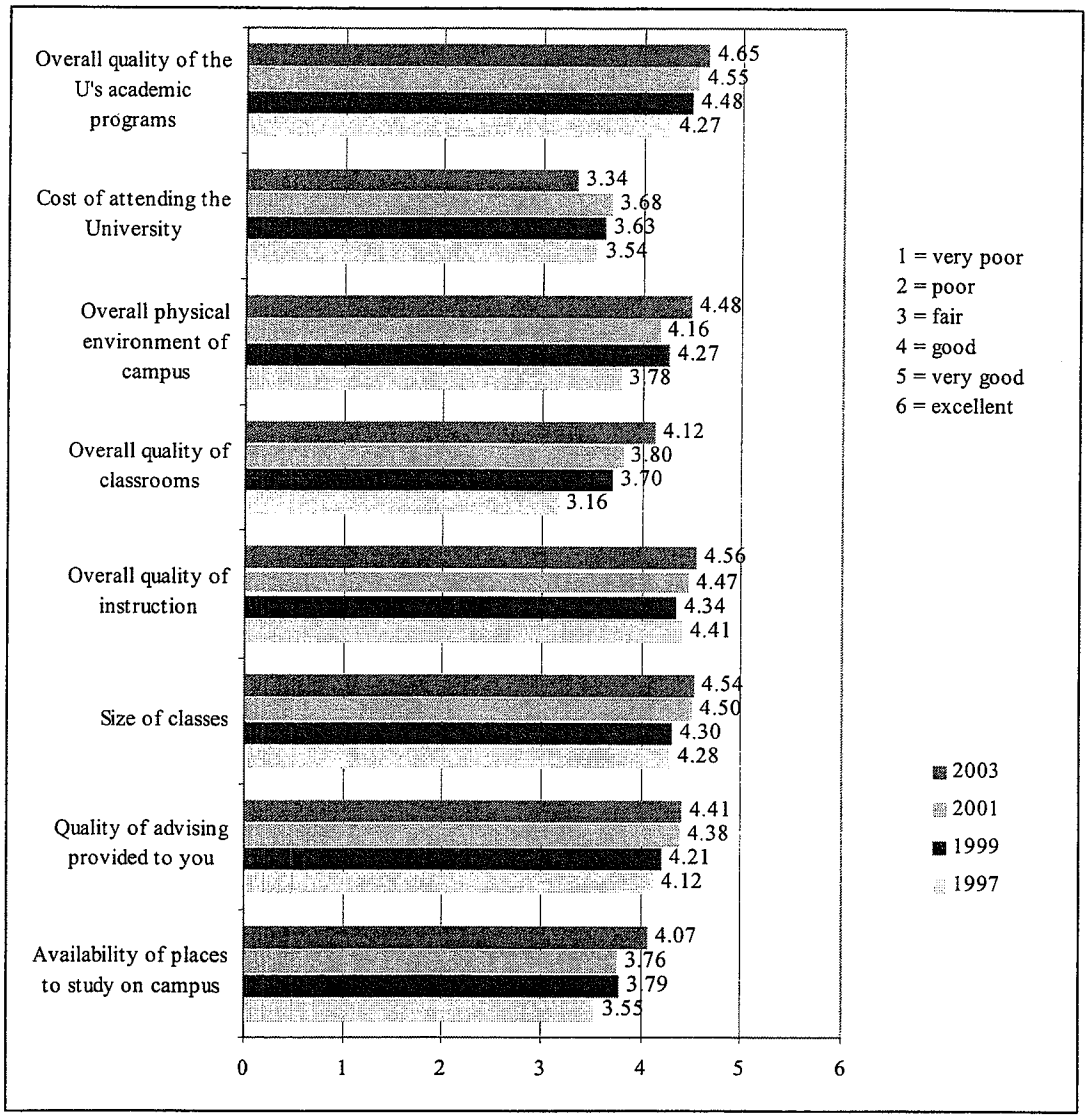


Figure 2-19 (continued). Graduate student experiences survey results.



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

Graduate and First-Professional Student Tuition and Fees

University policy mandates that "tuition assessments...must reflect the shared responsibility, benefits, and needs of the state and of the individual student." Tuition rates are established annually by the Board of Regents and take into account issues of access, choice, retention, progress toward degrees, the competitive environment, and applicable state and federal policies and laws. Tuition assessments also are closely linked to state appropriations to the University.

Table 2-38 shows the 2003-04 resident and non-resident tuition and required fees for graduate students at the University of Minnesota – Twin Cities and other Big Ten public universities and the percentage increases measured over one year, five years and 10 years.

Tables 2-39 – 2-43 show similar information for the University's first-professional schools.

Table 2-38. 2003-04 resident and non-resident tuition and required fees for graduate students at Big Ten public universities and 1-, 5-, and 10-year percentage increase.

Resident Graduate Students

Rank	University	Resident Tuition/Fees	Percentage Increase 1 Year	5 Year	10 Year
1	University of Michigan – Ann Arbor	$12,933	6	27	62
2	Pennsylvania State University	10,420	12	54	93
3	**University of Minnesota – Twin Cities**	**8,517**	**11**	**52**	**114**
4	Michigan State University	7,762	10	31	53
5	University of Illinois – Urbana-Champaign	7,756	5	52	93
6	University of Wisconsin – Madison	7,593	10	54	115
7	Ohio State University – Columbus	7,278	10	33	71
8	Purdue University – West Lafayette	5,860	5	64	117
9	University of Iowa	5,689	16	69	106
10	Indiana University – Bloomington	5,569	4	39	83

Non-Resident Graduate Students

Rank	University	Nonresident Tuition/Fees	Percentage Increase 1 Year	5 Year	10 Year
1	University of Michigan – Ann Arbor	$25,999	6	27	61
2	University of Wisconsin – Madison	22,863	3	51	114
3	Pennsylvania State University	20,240	8	48	87
4	University of Illinois – Urbana-Champaign	18,866	17	57	98
5	Ohio State University – Columbus	18,489	7	30	67
6	Purdue University – West Lafayette	17,640	8	50	99
7	University of Iowa	15,723	10	51	95
8	**University of Minnesota – Twin Cities**	**15,616**	**10**	**48**	**106**
9	Indiana University – Bloomington	14,959	4	36	80
10	Michigan State University	14,920	10	31	53

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

Table 2-39. 2003-04 resident and non-resident tuition and required fees for first-professional business (M.B.A.) students at Big Ten public universities and 1-, 5-, and 10-year percentage increase.

Resident Business (M.B.A.) Students

Rank	University	Resident Tuition/Fees	Percentage Increase 1 Year	5 Year	10 Year
1	University of Michigan – Ann Arbor	$29,687	7	47	123
2	**University of Minnesota – Twin Cities**	**19,004**	**9**	**66**	**119**
3	University of Illinois – Urbana-Champaign	15,960	4	42	218
4	Michigan State University	15,300	14	83	202
5	Ohio State University – Columbus	14,121	6	138	231
6	Pennsylvania State University	12,908	21	73	140
7	Purdue University – West Lafayette	12,860	5	250	377
8	Indiana University – Bloomington	12,761	8	49	90
9	University of Iowa	10,701	8	147	201
10	University of Wisconsin – Madison	9,049	9	52	109

Non-Resident Business (M.B.A.) Students

Rank	University	Nonresident Tuition/Fees	Percentage Increase 1 Year	5 Year	10 Year
1	University of Michigan – Ann Arbor	$34,687	6	38	74
2	**University of Minnesota – Twin Cities**	**26,554**	**9**	**64**	**104**
3	Ohio State University – Columbus	25,332	6	73	129
4	Purdue University – West Lafayette	24,988	8	61	182
5	Indiana University – Bloomington	24,862	8	48	88
6	University of Illinois – Urbana-Champaign	24,660	2	35	134
7	University of Wisconsin – Madison	24,487	3	51	114
8	Pennsylvania State University	22,792	14	58	111
9	Michigan State University	21,400	10	76	120
10	University of Iowa	19,013	4	66	114

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

Table 2-40. 2003-04 resident and non-resident tuition and required fees for law (J.D.) students at Big Ten public universities and 1-, 5-, and 10-year percentage increase.

Resident Law (J.D.) Students

Rank	University	Resident Tuition/Fees	Percentage Increase 1 Year	5 Year	10 Year
1	University of Michigan – Ann Arbor	$27,863	11	56	123
2	**University of Minnesota – Twin Cities**	**15,385**	**13**	**62**	**119**
3	University of Illinois – Urbana-Champaign	14,566	14	72	188
4	Ohio State University – Columbus	13,095	10	70	166
5	Indiana University – Bloomington	12,541	14	83	178
6	University of Iowa	11,603	10	78	207
7	University of Wisconsin – Madison	9,557	8	54	120

Non-Resident Law (J.D.) Students

Rank	University	Nonresident Tuition/Fees	Percentage Increase 1 Year	5 Year	10 Year
1	University of Michigan – Ann Arbor	$32,863	6	38	68
2	University of Illinois – Urbana-Champaign	27,178	5	44	115
3	University of Iowa	25,361	5	54	145
4	**University of Minnesota – Twin Cities**	**25,351**	**13**	**61**	**96**
5	Ohio State University – Columbus	25,201	8	47	107
6	University of Wisconsin – Madison	25,005	3	53	121
7	Indiana University – Bloomington	24,420	5	44	104

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

Table 2-41. 2003-04 resident and non-resident tuition and required fees for pharmacy (Pharm.D.) students at Big Ten public universities and 1-, 5-, and 10-year percentage increase.

Resident Pharmacy (Pharm.D.) Students

Rank	University	Resident Tuition/Fees	Percentage Increase 1 Year	5 Year	10 Year
1	University of Michigan – Ann Arbor	$16,619	9	36	86
2	**University of Minnesota – Twin Cities**	**13,402**	**8**	**53**	**142**
3	University of Iowa	11,929	7	125	299
4	Purdue University	10,736	5	194	298
5	University of Wisconsin – Madison	10,131	8	50	187
6	Ohio State University – Columbus	9,663	12	50	96

Non-Resident Pharmacy (Pharm.D.) Students

Rank	University	Nonresident Tuition/Fees	Percentage Increase 1 Year	5 Year	10 Year
1	University of Michigan – Ann Arbor	$28,583	9	36	71
2	University of Iowa	26,083	3	63	173
3	**University of Minnesota – Twin Cities**	**23,759**	**8**	**53**	**123**
4	Purdue University	22,812	9	47	158
5	University of Wisconsin – Madison	22,382	3	51	110
6	Ohio State University – Columbus	21,588	9	37	77

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

Table 2-42. 2003-04 resident and non-resident tuition and required fees for veterinary (D.V.M.) students at Big Ten public universities and 1-, 5-, and 10-year percentage increase.

Resident Veterinary (D.V.M.) Students

Rank	University	Resident Tuition/Fees	Percentage Increase 1 Year	5 Year	10 Year
1	**University of Minnesota – Twin Cities**	**$15,911**	**10**	**60**	**109**
2	University of Wisconsin – Madison	15,856	0	40	96
3	Ohio State University – Columbus	14,661	11	57	115
4	Michigan State University	14,000	9	30	52
5	University of Illinois – Urbana-Champaign	13,488	7	47	109
6	Purdue University	12,116	5	141	79

Non-Resident Veterinary (D.V.M.) Students

Rank	University	Nonresident Tuition/Fees	Percentage Increase 1 Year	5 Year	10 Year
1	Ohio State University – Columbus	$38,457	8	38	85
2	University of Illinois – Urbana-Champaign	31,926	8	41	90
3	**University of Minnesota – Twin Cities**	**30,667**	**9**	**58**	**174**
4	Michigan State University	29,000	10	32	53
5	Purdue University	28,644	9	218	78
6	University of Wisconsin – Madison	23,889	0	43	104

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

Table 2-43. Price of M.D. degree at AAU institutions using FY2003 tuition rates for all four years.

Resident Medical (M.D.) Students

Rank	University	Resident 4-Year Total
1	University of Pittsburgh	$109,896
2	Pennsylvania State University	95,640
3	University of Illinois – Chicago	92,612
4	University of Wisconsin – Madison	84,612
5	University of Michigan – Ann Arbor	78,928
6	**University of Minnesota – Twin Cities**	**75,984**
7	University of Missouri	73,755
8	Ohio State University – Columbus	73,148
9	University of Virginia	62,660
10	University of Iowa	60,456
11	State University of New York – Buffalo	59,360
12	State University of New York – Stony Brook	59,360
13	University of Kansas	50,264
14	University of California – Irvine	46,542
15	University of California – San Diego	44,706

Non-Resident Medical (M.D.) Students

Rank	University	Non-Resident 4-Year Total
1	University of Illinois – Chicago	$214,562
2	University of Missouri	145,109
3	**University of Minnesota – Twin Cities**	**141,133**
4	Case Western Reserve	140,000
5	University of Pittsburgh	136,672
6	Columbia University	136,064
7	Washington University	134,740
8	University of Iowa	134,328
9	Pennsylvania State University	132,960
10	Stanford University	132,252
11	University of Wisconsin – Madison	129,108
12	University of North Carolina	127,036
13	University of Virginia	123,808
14	Harvard University	122,000
15	University of Michigan – Ann Arbor	121,632

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

H. Intercollegiate Athletics

The University of Minnesota – Twin Cities offers intercollegiate competition in 25 men's and women's sports:

Men's sports: baseball, basketball, cross country, football, golf, gymnastics, hockey, indoor and outdoor track and field, swimming and diving, tennis, wrestling.

Women's sports: basketball, cross country, golf, gymnastics, hockey, indoor and outdoor track and field, rowing, soccer, softball, swimming and diving, tennis, volleyball.

Competitive Performance

The National Association of Collegiate Directors of Athletics' annual Directors' Cup standings honor institutions that achieve success across their men's and women's intercollegiate athletics programs. Minnesota Gophers athletic teams had one of their most successful years ever in 2002-03.

Overall, Minnesota ranked 11th in the national Directors' Cup standings, out of 318 National Collegiate Athletic Association Division I athletic programs, as shown in Table 2-44.

Table 2-44. National Association of Collegiate Directors of Athletics Directors' Cup Final Standings, 2002-03.

Rank	Institution	Points
1	Stanford University	1,330.5
2	Ohio State University – Columbus	1,074.8
3	University of Michigan – Ann Arbor	1,034.3
4	University of Texas – Austin	1,011.0
5	Pennsylvania State University	993.0
6	University of Florida	935.8
7	University of North Carolina	933.5
8	University of California – Los Angeles	933.3
9	University of California	884.8
10	Arizona State University	860.8
11	**University of Minnesota – Twin Cities**	**845.0**
12	Auburn University	822.8
13	University of Notre Dame	822.5
13	University of Southern California	822.5
15	University of Georgia	784.0
16	University of Arizona	760.0
17	University of Washington	732.0
18	University of South Carolina	701.0
19	University of Virginia	690.0
20	University of Oklahoma	643.3
	Big Ten Universities	
2	Ohio State University – Columbus	1,074.8
3	University of Michigan – Ann Arbor	1,034.3
5	Pennsylvania State University	993.0
11	**University of Minnesota – Twin Cities**	**845.0**
25	University of Wisconsin – Madison	579.0
26	Michigan State University	578.5
30	University of Illinois – Urbana-Champaign	537.0
33	Indiana University – Bloomington	514.5
40	Purdue University – West Lafayette	463.0
42	University of Iowa	460.3
78	Northwestern University	203.0

Source: National Association of Collegiate Directors of Athletics.

This successful year of competition included:

- Men's hockey won its second consecutive NCAA championship.
- Conference championships in baseball, men's golf, men's hockey, men's outdoor track and field, volleyball, wrestling, and season championship in women's tennis.
- Six top-10 national finishes in men's and women's hockey, wrestling, men's swimming and diving, and men's indoor and outdoor track and field.

- 20 of the 25 teams qualified for postseason competition.

Academic Performance

Nearly one half of all University of Minnesota – Twin Cities student-athletes had grade-point averages of 3.0 or better, and 182 student-athletes were named to the Academic All-Big Ten Team. According to the most recent federally mandated annual graduation rate report produced by the NCAA, national student-athlete graduation rates are climbing and are higher than those of the general student body. Minnesota Gopher student-athletes mirror this trend; according to the 2003 NCAA report, their six-year graduation rate is 9 percent higher than that of the general student body. More detailed information on NCAA graduation rates for student-athletes receiving athletics aid among Big Ten public universities is provided in Tables 2-45 – 2-47 for freshmen entering in 1994, 1995, and 1996.

Table 2-45. Student-athlete six-year graduation rates at Big Ten public universities, 1994-95 cohort.

Rank	University	All Student-Athletes	Male Student-Athletes	Female Student-Athletes	All Students
1	Pennsylvania State University	75%	61%	90%	80%
2	University of Iowa	74	74	75	63
3	University of Wisconsin – Madison	74	68	83	76
3	University of Illinois – Urbana-Champaign	72	67	78	76
5	University of Michigan – Ann Arbor	71	62	80	82
6	Purdue University – West Lafayette	67	62	74	64
7	Indiana University – Bloomington	63	62	64	65
8	Michigan State University	62	52	76	66
8	Ohio State University – Columbus	62	53	78	55
10	**University of Minnesota – Twin Cities**	**56**	**41**	**85**	**50**
	Big Ten public universities average*	69	62	78	70
	All Division I institutions average	58	51	69	56

Source: *NCAA Graduation Rates Report: 2001*
*excluding University of Minnesota – Twin Cities

Table 2-46. Student-athlete six-year graduation rates at Big Ten public universities, 1995-96 cohort.

Rank	University	All Student-Athletes	Male Student-Athletes	Female Student-Athletes	All Students
1	Pennsylvania State University	82%	79%	86%	81%
2	Purdue University – West Lafayette	75	74	78	62
3	University of Illinois – Urbana-Champaign	74	67	86	79
4	University of Michigan – Ann Arbor	72	64	83	83
5	Indiana University – Bloomington	65	56	79	69
6	University of Iowa	61	58	67	65
7	University of Wisconsin – Madison	61	49	78	76
8	Ohio State University – Columbus	60	54	75	56
9	Michigan State University	57	50	67	69
10	**University of Minnesota – Twin Cities**	**54**	**44**	**78**	**50**
	Big Ten public universities average*	67	61	78	71
	All Division I institutions average	60	54	69	58

Source: *NCAA Graduation Rates Report: 2002*
*excluding University of Minnesota – Twin Cities

Table 2-47. Student-athlete six-year graduation rates at Big Ten public universities, 1996-97 cohort.

Rank	University	All Student-Athletes	Male Student-Athletes	Female Student-Athletes	All Students
1	University of Wisconsin – Madison	88%	85%	92%	75%
2	University of Michigan – Ann Arbor	82	73	91	84
3	Pennsylvania State University	80	74	88	80
4	Michigan State University	74	69	82	69
5	University of Iowa	73	64	81	64
6	Indiana University – Bloomington	65	65	63	69
7	University of Illinois – Urbana-Champaign	63	57	72	80
8	**University of Minnesota – Twin Cities**	**63**	**51**	**83**	**54**
9	Purdue University – West Lafayette	61	56	68	64
10	Ohio State University – Columbus	60	57	65	59
	Big Ten public universities average*	72	67	78	72
	All Division I institutions average	62	55	70	59

Source: *NCAA Graduation Rates Report: 2003*

*excluding University of Minnesota – Twin Cities

Financial Performance

Table 2-48 shows the 2002-03 operating revenues and expenditures for the University of Minnesota – Twin Cities athletics department. Revenues of $47,469,000 exceeded expenditures of $47,145,000 by $324,000.

Table 2-48. University of Minnesota – Twin Cities athletics department revenues and expenditures, 2002-03.

Item	Amount	Percent of Budget
Operating Revenue		
Ticket sales	$15,947,000	34%
Big Ten conference distributions	10,274,000	21
University support	8,113,000	17
Fundraising	5,965,000	13
Other revenue	2,855,000	6
Sponsorships, suites, clubrooms	2,262,000	5
Local radio and television	1,375,000	3
Facility rental	678,000	1
Total Revenue	**$47,469,000**	**100%**
Operating Expenditures		
Sports	$17,982,000	38%
Administration & support units	13,400,000	28
Scholarships	6,583,000	14
Facility operations	4,633,000	10
Debt service	4,547,000	10
Total Expenditures	**$47,145,000**	**100%**

Source: Department of Intercollegiate Athletics, University of Minnesota – Twin Cities.

Athletic Fundraising

As part of the University's Campaign Minnesota capital fund campaign, Intercollegiate Athletics endowed 25 new scholarships, a total $6,300,000.

Table 2-49 shows overall fundraising results for athletics for the past three years. The increased number of donors, gifts, and pledges in the past two years is the result of a focus on major gifts over $25,000. In addition, the "Save Gopher Sports" campaign accounted for about $1 million in each year, with most of the 2,000 donors being recorded in 2003.

Table 2-49. Fundraising performance for University of Minnesota – Twin Cities athletics programs, FY 2001-03.

Year	Number of Donors	Gifts/Pledges
2001	7,433	$4,768,330
2002	6,898	8,036,537
2003	11,033	9,365,359

Source: Department of Intercollegiate Athletics, University of Minnesota – Twin Cities.

I. Human Resources

The University's Human Resources System is a network of staff directly responsible for managing the University's human resources. Positioned with the Office of Human Resources and throughout the University, human resource professionals strive to create an environment in which all employees may be successful.

Values and Goals

Human resource professionals work to achieve the University's commitment to the open exchange of ideas in an environment that:

- embodies the values of academic freedom, responsibility, integrity, and cooperation;
- provides an atmosphere of mutual respect, free from racism, sexism, and forms of prejudice and intolerance;
- supports individuals, institutions, and communities in responding to a continuously changing world;
- is conscious of and responsive to the needs of the many communities it is committed to serving;
- creates and supports partnerships within the University and with communities to achieve common goals; and
- inspires, sets high expectations for, and empowers the individuals within the community.

Based on these values, the University's primary human resources goals are to promote a culture of creative energy, vitality, productivity, service, and good community citizenship. These goals provide the following focus for Human Resources System programs:

- promote the recruitment and hiring of talented staff;
- provide competitive compensation packages;
- promote service performance excellence;

- promote a diverse and respectful community; and
- promote personal and professional growth.

To assist in reaching these goals, the University will conduct an employee satisfaction survey in 2004 that will focus on job and pay satisfaction, supervisory and departmental support, and University climate.

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 Twin Cities campus's peer group – the nation's top 30 research universities (16 private, 14 public) – is representative of the kinds of campuses with which the Twin Cities campus 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.

Peer Group Comparisons

Tables 2-50 and 2-51 show average faculty salary and compensation, respectively, for University of Minnesota –Twin Cities faculty in comparison to peer group averages for the period 1998-2003.

Tables 2-52 – 2-54 show faculty and compensation figures among selected Association of American Universities' top 30 institutions for 2002-03 at the full, associate, and assistant professor levels.

Table 2-50. Faculty salary for University of Minnesota – Twin Cities and peer group institutions, 1998-99 – 2002-03.

Average Salary

Category	1998-99	1999-00	2000-01	2001-02	2002-03
Full Professor					
Peer Group Average*	$98,900	$103,400	$108,400	$113,500	$117,800
UM – Twin Cities	85,600	89,500	93,600	97,600	101,300
Associate Professor					
Peer Group Average*	$66,100	$69,000	$72,600	$75,800	$78,600
UM – Twin Cities	61,700	63,900	66,100	69,200	70,900
Assistant Professor					
Peer Group Average*	$55,800	$58,500	$61,900	$64,900	$67,600
UM – Twin Cities	51,300	53,600	55,400	58,200	61,900

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

*Average excluding University of Minnesota – Twin Cities

Table 2-51. Faculty compensation for University of Minnesota – Twin Cities and peer group institutions, 1998-99 – 2002-03.

Average Compensation

Category	1998-99	1999-00	2000-01	2001-02	2002-03
Full Professor					
Peer Group Average*	$121,500	$127,100	$132,900	$140,000	$146,300
UM – Twin Cities	108,000	113,900	120,100	126,100	130,900
Associate Professor					
Peer Group Average*	$82,800	$86,800	$91,100	$95,400	$99,700
UM – Twin Cities	80,100	83,200	87,000	92,000	94,400
Assistant Professor					
Peer Group Average*	$70,000	$73,800	$77,900	$81,800	$86,100
UM – Twin Cities	67,700	70,900	74,300	78,900	83,700

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

*Average excluding University of Minnesota – Twin Cities

Full Professors

Table 2-52. Full professor average salary and compensation for selected top 30 Association of American Universities (AAU) institutions and Big Ten public universities, 2002-03.

Average Salary 2002-03 Average Compensation

Rank	Top 30 AAU Institutions	Salary	Rank	Top 30 AAU Institutions	Comp
1	Harvard University	$150,800	1	Harvard University	$179,400
2	Princeton University	138,600	2	University of Pennsylvania	174,000
3	Stanford University	137,300	3	New York University	173,400
4	Yale University	137,200	4	Stanford University	172,100
5	University of Chicago	134,700	5	Princeton University	168,900
10	Northwestern University	127,700	10	University of California – Los Angeles	157,600
15	University of California – Berkeley	117,300	15	Columbia University	150,500
20	Johns Hopkins University	108,500	20	Brown University	135,800
25	State University of New York – Stony Brook	102,600	**22**	**University of Minnesota – Twin Cities**	**130,900**
27	**University of Minnesota – Twin Cities**	**101,300**	25	Pennsylvania State University	123,600
30	University of Washington	91,200	30	University of Washington	111,400
	Big Ten Public Universities in Top 30			**Big Ten Public Universities in Top 30**	
16	University of Michigan – Ann Arbor	$114,800	19	University of Michigan – Ann Arbor	$138,100
24	Pennsylvania State University	102,700	**22**	**University of Minnesota – Twin Cities**	**130,900**
26	University of Illinois – Urbana-Champaign	101,400	25	Pennsylvania State University	123,600
27	**University of Minnesota – Twin Cities**	**101,300**	27	University of Wisconsin – Madison	120,900
28	University of Wisconsin – Madison	96,400	28	University of Illinois – Urbana-Champaign	120,400
29	Purdue University – West Lafayette	93,100	29	Purdue University – West Lafayette	119,800

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

Associate Professors

Table 2-53. Associate professor average salary and compensation for selected top 30 Association of American Universities (AAU) institutions and Big Ten public universities, 2002-03.

Average Salary 2002-03			Average Compensation 2002-03		
Rank	**Top 30 AAU Institutions**	**Salary**	**Rank**	**Top 30 AAU Institutions**	**Comp**
1	Stanford University	$97,800	1	University of Pennsylvania	$122,100
2	California Institute of Technology	92,200	2	Stanford University	122,000
3	University of Pennsylvania	90,100	3	Cornell University	113,300
4	Princeton University	88,900	4	California Institute of Technology	112,700
5	Harvard University	88,800	5	Massachusetts Institute of Technology	110,700
10	Northwestern University	83,900	10	Harvard University	105,300
15	Carnegie-Mellon University	76,900	15	Yale University	98,500
20	University of Wisconsin – Madison	73,700	**20**	**University of Minnesota – Twin Cities**	**94,400**
23	**University of Minnesota – Twin Cities**	**70,900**	25	University of North Carolina – Chapel Hill	88,400
25	University of Illinois – Urbana-Champaign	69,400			
	Big Ten Public Universities in Top 30			**Big Ten Public Universities in Top 30**	
14	University of Michigan – Ann Arbor	$78,900	16	University of Michigan – Ann Arbor	$97,700
20	University of Wisconsin – Madison	73,700	19	University of Wisconsin – Madison	94,700
23	**University of Minnesota – Twin Cities**	**70,900**	**20**	**University of Minnesota – Twin Cities**	**94,400**
24	Pennsylvania State University	70,300	26	Pennsylvania State University	86,600
25	University of Illinois – Urbana-Champaign	69,400	27	Purdue University – West Lafayette	84,900
30	Purdue University – West Lafayette	64,500	28	University of Illinois – Urbana-Champaign	84,800

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

Assistant Professors

Table 2-54. Assistant professor average salary and compensation for selected top 30 Association of American Universities (AAU) institutions and Big Ten public universities, 2002-03.

Average Salary 2002-03			Average Compensation 2002-03		
Rank	**Top 30 AAU Institutions**	**Salary**	**Rank**	**Top 30 AAU Institutions**	**Comp**
1	California Institute of Technology	$84,300	1	University of Pennsylvania	$110,900
2	University of Pennsylvania	80,800	2	Stanford University	101,600
3	Harvard University	79,300	3	California Institute of Technology	101,000
4	Massachusetts Institute of Technology	79,200	3	Massachusetts Institute of Technology	101,000
5	Stanford University	76,300	5	Cornell University	100,000
10	Carnegie Mellon University	70,600	10	University of California – Los Angeles	87,900
15	University of Michigan – Ann Arbor	65,300	15	Princeton University	84,300
20	State University of New York – Stony Brook	62,900	**16**	**University of Minnesota – Twin Cities**	**83,700**
22	**University of Minnesota – Twin Cities**	**61,900**	20	University of Wisconsin – Madison	81,200
25	University of Illinois – Urbana-Champaign	61,000	25	University of Texas – Austin	75,400
	Big Ten Public Universities in Top 30			**Big Ten Public Universities in Top 30**	
15	University of Michigan – Ann Arbor	$65,300	**16**	**University of Minnesota – Twin Cities**	**$83,700**
21	University of Wisconsin – Madison	62,000	19	University of Michigan – Ann Arbor	81,700
22	**University of Minnesota – Twin Cities**	**61,900**	20	University of Wisconsin – Madison	81,200
25	University of Illinois – Urbana-Champaign	61,000	26	University of Illinois – Urbana-Champaign	75,400
28	Pennsylvania State University	59,500	28	Purdue University – West Lafayette	74,500
30	Purdue University – West Lafayette	57,100	29	Pennsylvania State University	73,300

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

Staff Compensation

The University of Minnesota's compensation for staff is guided by four principles:

- achieve and maintain competitive salary and benefit levels,
- ensure internal equity among University jobs,
- colleges and units should establish compensation strategies that support their goals, and
- compensation program design and management should be flexible to meet collegiate and unit needs.

Civil Service/Bargaining Unit Employees: In 2003, on the Twin Cities campus there are 8,966 civil service and collective bargaining unit staff members, an increase of 1.2 percent from 2001. Of the 4,437 civil service employees and 4,529 collective bargaining unit members, 39 percent are male and 61 percent are female.

Persons of color comprise 12.4 percent of these employees, an increase of 0.4 percent from 2001. The average employee is nearly 43 years old and has 10.6 years of service. The annual turnover rate is 12 percent, down from 14 percent in 2001.

Tables 2-55 and 2-56 show average wage and benefit comparisons for civil service and collective bargaining unit employees on the Twin Cities campus.

Table 2-55. Average wages for civil service and collective bargaining unit employees at the University of Minnesota – Twin Cities, 1999-2002.

Year	Hourly	Annual	Increase From Previous Year
1999	$16.27	$33,842	n.a.
2000	$17.40	$36,192	+6.5%
2001	$18.18	$37,814	+4.5%
2002	$18.83	$39,166	+4.5%

Source: Office of Human Resources, University of Minnesota – Twin Cities.

Table 2-56. Benefit comparisons for an assumed base pay of $39,220 for University of Minnesota – Twin Cities civil service and collective bargaining unit employees and comparable public and private sector employees, 2002.

	University of Minnesota – Twin Cities	Public Sector	Private Sector
Total Cash Benefits and Time Off	$17,092 (43.6% of base)	$16,324 (41.6% of base)	$15,531 (39.6% of base)

Source: DCA Stanton and Office of Human Resources, University of Minnesota – Twin Cities.

Faculty and Staff Diversity

The recruitment and retention of a diverse faculty and staff remains one of the most challenging issues facing higher education. The University remains committed to recruiting and retaining a diverse faculty and staff. This commitment is exemplified in the University's mission statement, which clearly articulates diversity as a core goal and

strategic initiative: "...share that knowledge, understanding, and creativity...in a strong and diverse community of learners and teachers, and prepare...students...for active roles in a multiracial and multicultural world....[T]he University strives to sustain an open exchange of ideas in an... atmosphere of mutual respect, free from racism, sexism, and other forms of prejudice and intolerance..."

The Twin Cities campus has made modest but steady progress in hiring and retaining faculty and staff of color over the past eight years.

Figure 2-20 shows that between 1996 and 2003, the percentage of female tenured/tenure-track and other female faculty increased from 23.6 percent to 27.9 percent and from 27.2 percent to 30.7 percent, respectively.

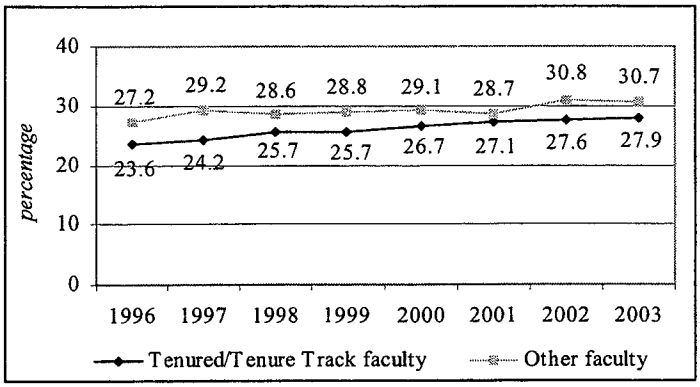
Figures 2-21 and 2-22 show that during the same period the percentage of faculty of color increased steadily among Hispanics, American Indians, Asians, and blacks. Tenured/tenure-track faculty of color increased from 8.2 percent in 1996 to 12.6 percent in 2003. Other faculty of color increased from 6.1 percent in 1996 to 9.3 percent in 2003.

Figure 2-23 shows that similar gains were made in terms of the percentage of female staff employees in the executive and professional and administrative categories, while the civil service/collective bargaining unit category showed a slight decline.

Figure 2-24 shows that during 1996-2003 the percentage of staff members of color increased only in the civil service/collective bargaining unit category, while remaining unchanged among executive staff of color and declining slightly within the professional and administrative category.

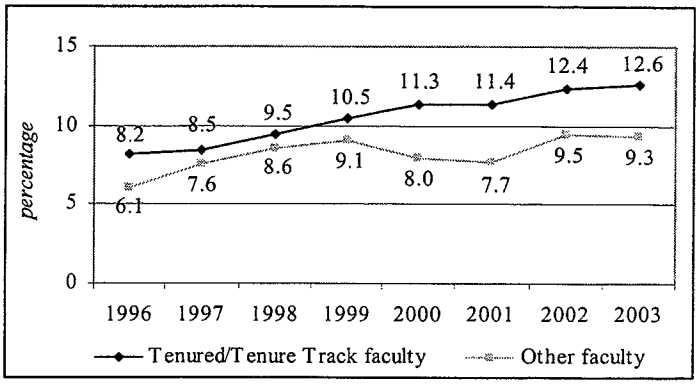
Individuals in executive and administrative positions may also be tenured faculty. For the purposes of this report, each person was counted only once, according to his/her primary appointment.

Figure 2-20. Percentage of female faculty, University of Minnesota – Twin Cities, 1996-2003.



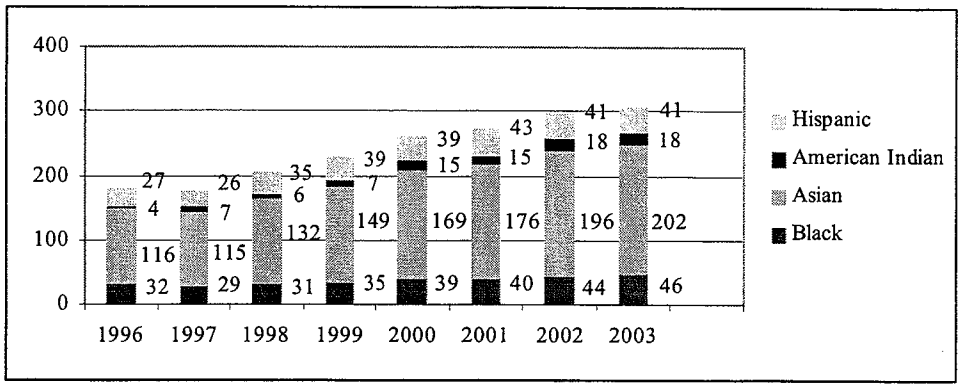
Source: Office of Equal Opportunity and Affirmative Action, University of Minnesota.

Figure 2-21. Percentage of faculty of color, University of Minnesota – Twin Cities, 1996-2003.



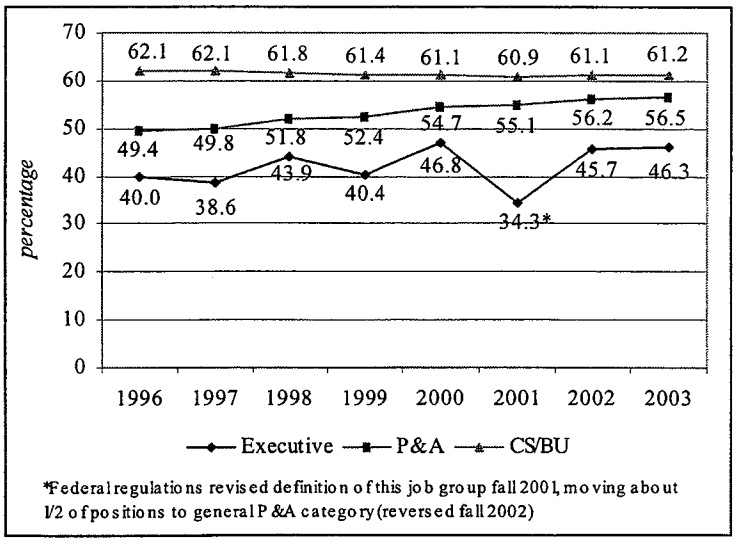
Source: Office of Equal Opportunity and Affirmative Action, University of Minnesota.

Figure 2-22. Diversity of faculty, University of Minnesota – Twin Cities, 1996-2003.



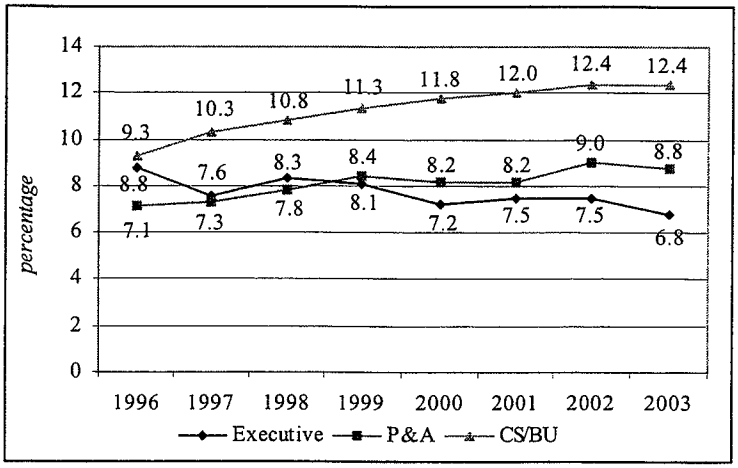
Source: Office of Equal Opportunity and Affirmative Action, University of Minnesota.

Figure 2-23. Percentage of female staff employees, University of Minnesota – Twin Cities, 1996-2003.



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

Figure 2-24. Percentage of staff of color, University of Minnesota – Twin Cities, 1996-2003.



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

Training and Development

Through the Center for Human Resource Development, about 11,000 academic and non-academic employees participated in structured training and development programs in FY 2003. Among these ongoing programs are the following: career development, administrative and academic leadership development, service improvement, relocation assistance, change management, and the President's Emerging Leaders Program.

J. Campus Facilities and Environment

The University of Minnesota's Twin Cities campus includes 243 buildings with over 12.5 million assignable square feet.

Classroom Quality and Use

The Twin Cities campus has over 300 centrally managed, general-purpose classrooms, with over 23,000 student seats, comprising about 300,000 square feet in 63 buildings. Colleges or departments manage another 224 classrooms and 360 labs and studios. Fifty-seven percent of classes are held in general purpose classrooms.

Demand for central classrooms has increased to 14,000 sections per semester. Use of these classrooms is 61 percent over the class day; during peak demand hours, use increases to 68 percent. A major effort has been initiated with departments and colleges to improve usage by shifting more classes to off-peak hours.

Residential Life

To help improve students' educational experience, the University has placed a high priority on providing more and better on-campus housing. Through these efforts, 78 percent of first-year students now live on campus, up from 72 percent in 1998. However, on-campus housing demand continues to outstrip supply; only 24 percent of students reside on campus. A 2002 study showed that first-year students who lived on campus had a weighted-average GPA of 3.08 compared to an off-campus rate of 2.85.

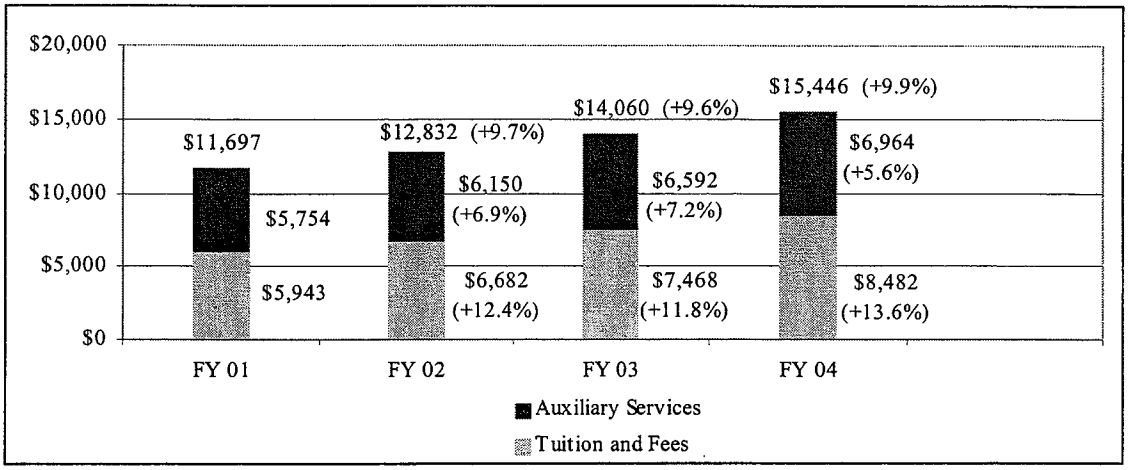
Auxiliary Services

Auxiliary services include student service operations such as the bookstores, housing and residential life, transportation, and other support services.

When developing its operations and business plans, the University of Minnesota considers all costs of attendance, including tuition, student service and technology fees, books, room and board, and transportation costs. This comprehensive view of the actual costs incurred by students is necessary in developing financial aid packages and is important in informing decisions regarding tuition, fees, and rates. The University tracks and seeks to reduce these costs as a percentage of the total cost to students.

Figure 2-25 shows the change in auxiliary services-related costs in comparison with tuition and fees and total cost of attendance changes for FY 2002-04 for on-campus undergraduate resident students.

Figure 2-25. Auxiliary services portion of average total cost of attendance for on-campus undergraduates, University of Minnesota – Twin Cities, FY 2001-04.



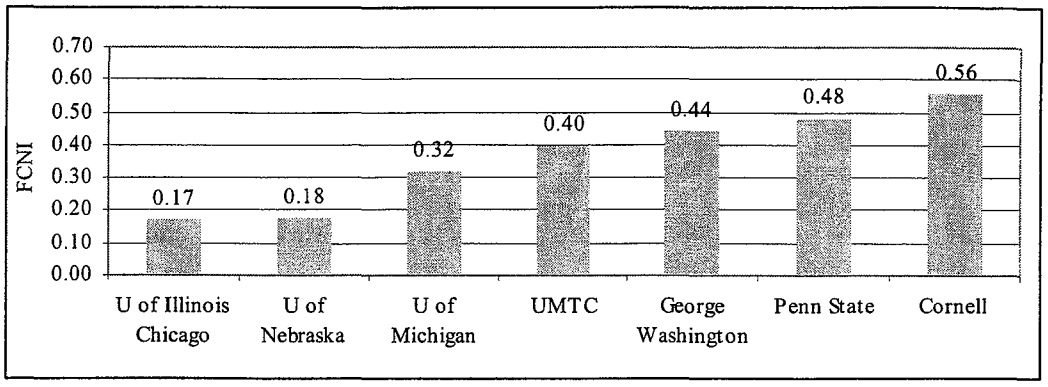
Source: Office of University Services, University of Minnesota – Twin Cities.

Facilities Condition Needs Index

The Facilities Condition Needs Index (FCNI) compares a facility's deficiencies in timely maintenance against its estimated replacement value. The result is expressed on a 0-1 scale; a higher number indicates a greater need for maintenance. The FCNI allows the University to compare its facilities' condition to that of other institutions and to compare facilities across the campus. A comprehensive analysis in 2003 assigned the Twin Cities campus an initial composite FCNI of 0.40.

Figure 2-26 shows the University's FCNI in comparison with selected institutions that use this measure.

Figure 2-26. Facilities Condition Needs Index measures for selected higher education institutions, 2003.



Source: Office of University Services, University of Minnesota.

Faculty and Staff Satisfaction

Faculty and staff satisfaction surveys are conducted periodically to measure the overall suitability of the University's research, administration, and operations facilities. The results of customer satisfaction surveys will be included in the 2004-05 report.

Campus Safety and Security

Recent investments in public safety are resulting in improved risk avoidance including emergency preparedness, regulatory compliance, operational continuity, and physical security. A 2002-03 survey rated the statement, "The University of Minnesota campus is a safe place to work and attend school," at an average of 4.8 on a six-point scale.

Table 2-57 shows crime, alcohol, drug, and weapons violation statistics for the Twin Cities campus for 2000-03. Low levels of campus crime mirrored results in Minneapolis, which experienced a 5 percent decline over the prior year and a 35 percent decline over five years.

Table 2-57. On-campus criminal offenses at University of Minnesota – Twin Cities, 2000-2003.

Offense	2000	2001	2002	2003[1]
Murder/Non-negligent manslaughter	0	0	0	0
Forcible sex offenses (including forcible rape)	26	16	23	7
Non-forcible sex offenses	0	0	0	0
Robbery	3	3	9	5
Aggravated assault	6	5	6	2
Burglary	41	38	108[2]	76
Motor vehicle theft	20	22	27	14
Arson	4	1	10	25
Negligent manslaughter	0	0	0	0
Alcohol violations	449	416	546	615
Drug violations	78	65	91	121
Weapons violations	8	2	3	5

Source: University Police Department, University of Minnesota – Twin Cities.

[1] Reported to UMPD through December 30, 2003.
[2] The increase in reported burglary is attributable to adhering to the correct standards of the Uniform Crime Report and the Cleary Act, as opposed to an actual increase in offenses.

3: Duluth Campus

From the Chancellor

The University of Minnesota – Duluth was founded in 1895 as Normal School at Duluth to provide teachers for the state. In 1921 its name changed to Duluth State Teachers College, and, in 1947, to the University of Minnesota – Duluth, when its mission and scope was significantly broadened. Its goal ever since has been defined by a belief that UMD must maintain quality without compromising access, and with a continued focus on exemplary undergraduate education. Central to UMD's mission is high-quality teaching nurtured by the research and artistic efforts of our faculty. In addition, UMD has selected graduate and professional programs that generally mesh with and support our mission and focus on the undergraduate learning experience. We are an inclusive, diverse community with special emphasis on American Indian education, which is acknowledged as a responsibility in all areas of UMD. As a medium-size, comprehensive public university, we hold the Sea Grant designation of the land grant university. To that end much of the research on our campus is dedicated to freshwater research, an area in which we have a growing national and international reputation.

UMD's ongoing priorities are as follows:

- the continuing development of outstanding undergraduate advising;
- the rapid integration of the *e*Portfolio in the teaching and learning environment of the campus;
- the continued growth and expansion of institutional technology to accommodate the highest level of interface between technology in teaching and in learning. All residence halls have data ports for each bed, our library is acknowledged nationally for a high level of technology, and our Visualization and Digital Imaging Laboratory, an interdisciplinary facility fostering a synergy of strong collaboration among disciplines, provides significant opportunity for faculty and students to use technologically advanced visualization and digital imaging hardware and software; and
- freshwater research as exemplified through the Center for Water and the Environment, the Sea Grant designation, and the Large Lakes Observatory, which provide the impetus for continued growth and freshwater and environmental research as well as environmental education.

The University of Minnesota – Duluth has been acknowledged for providing best practices in advising, in undergraduate research, and in technology through the levels of technology in our facilities as well as the *e*Portfolio. The recent additions of the library, the Weber Music Hall, and our soon-to-be-completed Swenson Science Building all have at their core the highest level of interface between technology, learning and performance. Our goal and focus continues to be to provide the best possible undergraduate education identified by the highest levels of teaching, advising, technology, and facilities, with a major research emphasis on freshwater and the protection of the environment.

Kathryn A. Martin
Chancellor
University of Minnesota – Duluth

A. Campus Profile

The University of Minnesota – Duluth (UMD) is a comprehensive regional university. Undergraduate students can choose from 12 bachelor's degrees in 75 majors. In addition to the two-year program at the School of Medicine and a four-year College of Pharmacy program, UMD offers graduate programs in 19 fields (16 Graduate School programs and three collegiate graduate programs), plus six cooperative programs offered through the Twin Cities. UMD consistently ranks among the top Midwestern, regional universities in *U.S. News and World Report*'s "America's Best Colleges." Providing an alternative to large research universities and small liberal arts colleges, UMD attracts students looking for a personalized learning experience on a medium-sized campus of a major university. The campus is set on 244 acres overlooking Lake Superior.

Founded
1895

Leadership
Kathryn A. Martin, Chancellor

Colleges/Schools
Business and Economics
Education and Human Service Professions
Fine Arts
Liberal Arts
Medicine
Pharmacy
Science and Engineering

Degrees and Majors Offered
Undergraduate degrees in 75 majors. Graduate programs in 19 fields, plus six cooperative programs offered through the University of Minnesota – Twin Cities.

Degrees Awarded FY03

Undergraduate	1,387
Masters	176

Fall 2003 Enrollment

Undergraduate	8,662
Graduate	586
Professional	165
Non-degree	701
Total	10,114

Faculty (FY 2003)

Tenured/Tenure Track	305
Other Faculty	186

Student/Faculty Ratio (FY 2003)

Tenured/Tenure Track	32:1
All Faculty	20:1

Alumni (FY 2003)

Alumni Association Members	45,941
Living Alumni	43,549

Staff (FY 2003)

Civil Service/ Bargaining Unit	752
Professional and Administrative	203

Number of buildings
74 (1,742,000 assignable square feet)

Expenditures (FY 2003)
$148,503,254

B. Academic Priorities

The University of Minnesota – Duluth places its academic priorities in the following areas: advising, undergraduate research, public engagement, American Indian education, fine arts, freshwater resources, emerging technology, and study abroad programs.

Advising

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

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

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

Student Affairs: Collegiate unit student affairs offices have increased their advising efforts in a number of ways. New advising staff positions have been created to meet increased demand by transfer students and entering freshman. Every department has undertaken new advising initiatives, including: piloting new advising models; enhancing peer advisement programs; working more closely with undergraduates to select majors; coordinating student affairs, faculty, and peer advising within the collegiate unit; equipping an advising resource center; and implementing an early alert system.

Outstanding Faculty Adviser Award: This annual award, started in 1999, honors faculty members who have demonstrated outstanding service through advising. Awards include individual and departmental cash bonuses and/or travel or equipment allocations.

First Year Experience Programs

In addition, freshman students participate in First Year Experience Programs, including:

Introduction to College Learning: A one-credit course offers a personalized introduction to UMD, academic planning, technology, skill development, and making connections.

Parent Newsletter: Parents of UMD students can choose to receive a monthly newsletter that provides information as well as opportunities to share advice and suggestions.

Academic Orientation: A one-day program focusing on personal advisement operates mid-March through August.

Bulldog Bash: Social and educational events for new students and their parents are offered during the first week of fall. The Chancellor's welcome team helps students and parents move into the residence halls.

Parents and Family Weekend: An upbeat weekend is designed to bring families together in Duluth to showcase the University and offer student support.

Freshman Yearbook: New students can participate in and purchase a yearbook during the summer. The yearbooks contain pictures of incoming freshmen and are distributed during the first week.

***FYE Spectrum*:** This publication is sent three times per year providing current information on deadlines, issues, and upcoming events.

Freshman Workshop Series: A variety of workshops are presented during fall semester to address adjustment issues.

Undergraduate Research

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

Table 3-1 shows UROP participation from fall 2001 to spring 2003.

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

Table 3-1. Undergraduate Research Opportunities Program (UROP) participation, University of Minnesota – Duluth, Fall 2001 – Spring 2003.

Unit	Proposals Funded	Amount
Business Administration	5	$7,990
Education and Human Services Professions	37	58,830
Fine Arts	32	49,313
Liberal Arts	17	27,242
Science and Engineering	139	230,336
Total:	**230**	**$373,711**

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

Public Engagement

UMD participates in the American Democracy Project, a nationwide project sponsored by the American Association of State Colleges and Universities (AASUC) and the *New York Times*. The project seeks to create an intellectual and experiential understanding of U.S. civic engagement in the 21st century. It grows out of a concern about decreasing participation rates in voting, advocacy, volunteerism, and other forms of civic engagement. The project goals are:

- To focus the attention of policy makers and opinion leaders on the civic value of the college experience; and
- To increase the number of undergraduate students who understand and are committed to engaging in meaningful civic actions by reviewing and restructuring academic programs and processes, extracurricular programs and activities, and the institutional culture.

The project targets undergraduates enrolled at AASCU's 162 member institutions. In its first year of participation in the American Democracy Project, UMD is implementing a campus-wide civic engagement audit, initiating a campus-wide, 15-20 member

Reading/Thinking group, and planning and launching other civic engagement projects.

UMD has two major civic engagement programs: the Darland Connection and SERVE (Students Engaged in Rewarding Volunteer Experiences). The Darland Connection helps Duluth-area youth with academic and personal development. Last year, 614 fall semester volunteers and 612 spring semester volunteers worked at 114 sites delivering 33,243 hours of community service.

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

American Indian Education

UMD has a longstanding commitment to American Indian education. The College of Liberal Arts houses the American Indian studies department that offers a major in American Indian studies. In addition, the department operates a successful Upward Bound Early Intervention (UBEI) program for American Indian students across Minnesota.

The College of Education and Human Service Professions also is committed to American Indian education as shown by these initiatives:

- The education department offers the master of education degree for special tribal cohorts, infusing an indigenous epistemology in curriculum delivery; 28 American Indians earned a master's degree in 2002 and another 27 students began in the second tribal cohort in fall 2003.
- The Early Childhood Studies program engages in a cooperative service learning initiative with Fond du Lac Tribal and Community College (FDLTCC). The program was developed to encourage, recruit, train, and support American Indian students in a culturally responsive curriculum in residence at the FDLTCC in Cloquet. In 2003, 16 American Indian candidates completed their bachelor's degree in elementary education. A second cohort of students begins in 2004.
- American Indian projects in the social work department, funded by the Bush Foundation and the U.S. Department of Education, enhance the social work skills of American Indian students while providing an opportunity to participate in activities to enhance cultural knowledge.

Currently, 115 American Indian students are enrolled at UMD; the campus has seven tenure-track American Indian faculty.

Fine Arts

UMD's School of Fine Arts, the only one of its kind on a university campus in Minnesota, has a reputation for exceptionally high-quality programs. The theatre department has been invited to perform in the American College Theatre Festival at the Kennedy Center in Washington, D.C. five times in the past 15 years – a record unequalled by any other university theatre program – and it has been acknowledged as one of the top university theatre programs in the United States.

The School of Fine Arts houses the art and design department, which is rapidly gaining a national reputation in graphic design; its international faculty is recognized in product design and branding. The music department is a leader in music education. With the recent opening of Weber Music Hall, UMD now has a separate performance facility to showcase music programs. In addition, the music department has received consistent recognition for its jazz program. The Tweed Museum of Art and the Glensheen Historic Estate are also housed in the School of Fine Arts.

Freshwater Resources

UMD's initiative in this area is located in the Minnesota Sea Grant program, the Center for Water and the Environment at the Natural Resources Research Institute, the Large Lakes Observatory, and the physical and biological science departments in the College of Science and Engineering.

Minnesota Sea Grant: This program's mission is to help maintain and enhance the environment and economies along Lake Superior and Minnesota's inland waters. Sea Grant engages university faculty and staff, federal and state agencies, tribal interests, the public, and industry to understand the complex nature of the multidisciplinary problems and opportunities facing this region. By identifying needs, funding research, and translating results, faculty and staff at UMD as well as across the University system are dedicated to providing the tools and technology for responsible management and policy decisions affecting these resources.

Center for Water and the Environment: Scientists at this center within the Natural Resources Research Institute focus on environmental research and resource management for lakes, streams, rivers, northern forests, and the Great Lakes. The Center is committed to understanding problems that impede environmentally sound development of the economy. It also provides basic environmental information essential to safe, sustainable natural resource development.

Center faculty and staff seek to: 1) understand the ecological structure and function of surface waters; 2) understand how ecosystem management, natural forest succession, and climate change influence the productivity of northern forest ecosystems; 3) understand the fate and effects of human-made and naturally occurring chemicals in the environment; and 4) create computer models to understand and predict chemical behavior, moose foraging habits, and sediment and nutrient accumulations.

The Center has completed more than $13 million in Great Lakes research projects over the past 12 years, including ecological indicators, decision support systems, and contaminants.

Large Lakes Observatory: The observatory's mission is to conduct basic research on Lake Superior and other large lakes worldwide; investigate the impact on their ecosystems of physical, chemical, geological, and biological processes; and use research to develop sound public policy for protecting these fresh water resources. Faculty, staff, and students conduct research on Lake Superior using advanced scientific instrumentation on the UMD-owned and operated research vessel, the Blue Heron.

College of Science and Engineering: Graduate and undergraduate faculty and students from biology, chemistry, mathematics, and engineering departments and others teach and do research of water and the environment. Because of close departmental and faculty working relationship, students are well trained in interdisciplinary aspects of water and environmental problems.

Emerging Technology

The use of technology to enhance teaching and learning continues to be an important priority at UMD. This initiative embraces these major areas: tech camp, laptop computer pilot program, visualization and digital imaging laboratory, and technology infrastructure.

Tech Camp: This intensive, one-week program helps faculty enhance their teaching through technology. Selected faculty members receive a laptop computer, software, and staff support before, during, and after tech camp; 170 UMD faculty have participated to date. The overall result is extensive use of Power

Point, integration of the Web into coursework, and multimedia use in the classroom.

Laptop Pilot Program: During 2002-03, the accounting, theatre, early childhood education, and journalism programs participated in this program, which provided about 215 students with a laptop computer for use in courses modified to take advantage of the immediate availability of the laptop. To date, 28 faculty teaching 20 courses are involved in the project.

Visualization and Digital Imaging Lab: This joint facility of the School of Fine Arts and the College of Science and Engineering provides a dynamic, multi-media environment for design and scientific researchers to conduct research in animation, visual imaging, and scientific visualization. The lab integrates design research using computer graphics, two- and three-dimensional imaging, virtual reality applications, and sound/image control.

Technology Infrastructure: UMD has upgraded its general-purpose classrooms to accommodate rapidly changing technology:

- 100 percent are Internet connected and can be used with portable or permanently installed computers and projectors;
- 87 percent have Ethernet connection, digital projector, VCR and/or DVD and/or Laserdisk player, and teaching station with computer and/or laptop connection;
- 21 percent have additional features: multiple digital projectors, wireless Ethernet connections, electronic whiteboard, stereophonic-surround sound system, student laptop station, and closed circuit television;
- 17 percent have wired or wireless student laptop connections;
- one large classroom has an electronic student response system;
- portable technology equipment for class use includes digital cameras, laptops, and five Nomad Presentation carts.

Study Abroad

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

Table 3-2 shows the significant increase in the number of students studying abroad. In 2002-03, each UMD college showed an increase in participation. There also has been an increase in scholarship funds dedicated to study abroad – $30,000 in 2002-03 and $40,000 in 2003-04.

Table 3-2. Study abroad participation, University of Minnesota – Duluth, 1999-2003.

	1999-2000	2000-01	2001-02	2002-03
Undergraduates studying abroad	109	160	214	317
Undergraduate enrollment	7,473	7,809	8,181	8,575
Percent of undergraduate enrollment studying abroad	1.5%	2.0%	2.6%	3.7%
UMD undergraduate degrees granted	1,218	1,164	1,221	1,450 *
As percentage of total undergraduate degrees granted	8.9%	13.7%	17.5%	21.9%

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

*2002-03 UMD undergraduate degrees granted is estimated. The official number will not be available until March 2004.

Academic Rankings

The University of Minnesota – Duluth is ranked by *U.S. News &World Report* among 142 institutions in the Midwest that provide undergraduate and master's programs but few, if any, doctoral programs. Fifty-five of these institutions are public, and the University of Minnesota – Duluth ranked 8th among them, as shown in Table 3-3.

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

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

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

Source: *America's Best Colleges: 2004, U.S. News & World Report.*

Table 3-4. University of Minnesota Duluth Medical School programs ranked in the top 20 nationally by *U.S. News & World Report*, 2001-2003.*

Program	2001	2002	2003
Family Medicine	13	14	16
Primary Care	8	14	5
Rural Medicine	6	8	5

Source: *America's Best Graduate Schools, U.S. News & World Report*, 2001-2003.

* All programs are not ranked every year

C. Students

Undergraduate education is a hallmark of the UMD campus, which strives to provide high-quality education as well as social and developmental opportunities to enhance the educational experience. The campus continuously seeks ways to improve the experience while balancing costs and access. Many strategies have been used over the past decade to enhance campus community and provide exemplary education and experience. Improvements have been made through partnerships on and off campus such as:

- enhanced advising to provide students with accurate, timely assistance through increased staff investment, training, assessment, and communication;
- enhanced first year of college through a new honors program, introductory courses, freshman trips, welcome program, and communications;
- improved student life opportunities providing late-night programming, musical

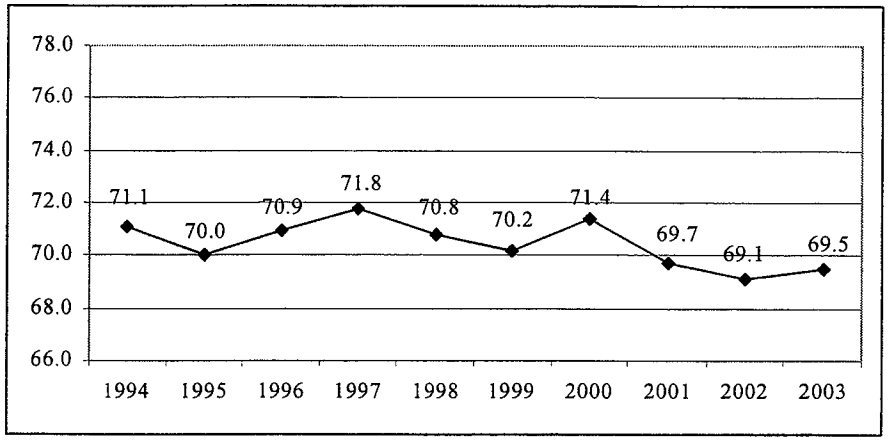
events, and recreational and outdoor opportunities; and

- increased opportunities and interactions via the Web and electronic systems with courses, instructor communication, student services, and feedback.

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

Figure 3-1 and Table 3-5 provide trend data for high school rank percentile and high school rank. The data reflect UMD's efforts to maintain academic preparation standards of entering students while providing access in accordance with its public institution mission. During the past decade, UMD has maintained consistent entrance requirements while gradually increasing student enrollment from 7,497 in 1994 to 10,114 in 2003.

Figure 3-1. Average high school rank percentile of new, entering freshmen, University of Minnesota – Duluth, 1994-2003.



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

Table 3-5. High school rank of freshmen, University of Minnesota – Duluth, 1994-2003.

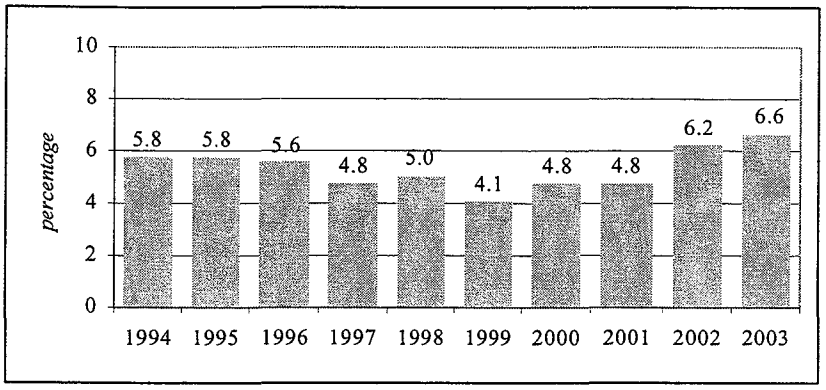
Rank	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
90-99%	19%	16%	18%	18%	19%	18%	19%	18%	16%	16%
75-89	28	29	30	30	29	27	29	25	26	28
50-74	38	40	40	39	39	39	38	40	41	40
1-49	15	15	13	13	14	16	14	16	17	16

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

Diversity

UMD has placed a high priority on diversity and creating an environment that is open, accepting, and just to all members. To this end, one key strategy is to increase the diversity of the campus community. Through programs such as the Page and Wallin scholarships and the Minority Enrichment Program, UMD has experienced steady growth in underrepresented student groups (Figure 3-2 and Table 3-6) over the past several years. Considering the growth in overall enrollment during this time, the actual number of underrepresented students on campus has helped diversify the community.

Figure 3-2. Percentage of entering freshmen of color, University of Minnesota – Duluth, 1994-2003.



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

Table 3-6. Proportion of students by racial/ethnic group, University of Minnesota – Duluth, 1997-2003.

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

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

Retention and Graduation Rates

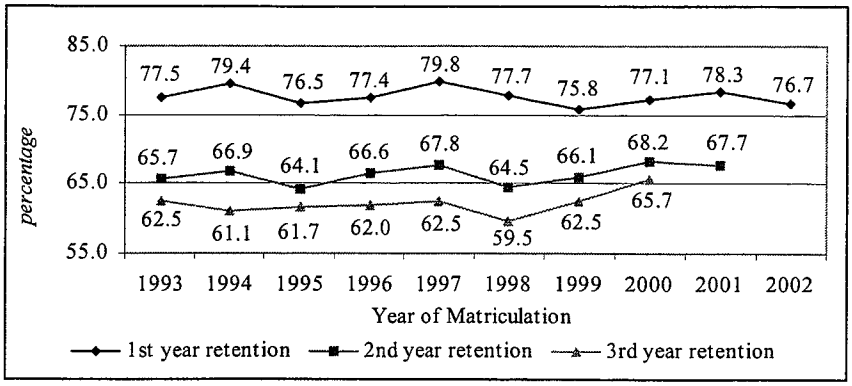
Figure 3-3 shows student retention rates that were fairly consistent during the 1990s and slightly above UMD's peer group average.

Figure 3-4 compares retention of students of color from 1993-2002. First-year retention rates increased 3.8 percent during this time.

Graduation rates for students matriculating during 1992-99, noted in Figure 3-5, remained fairly constant. These rates are consistent with data from comparable institutions nationwide.

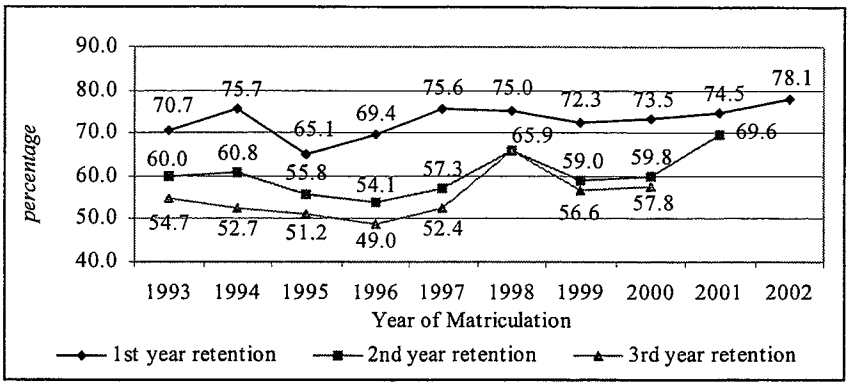
UMD has established four-, five-, and six-year graduation rate goals for 2012 of 30 percent, 53 percent, and 58 percent, respectively.

Figure 3-3. First-, second-, and third-year retention rates (percentage) for first-time, full-time new entering students, by year of matriculation, University of Minnesota – Duluth, 1993-2002.



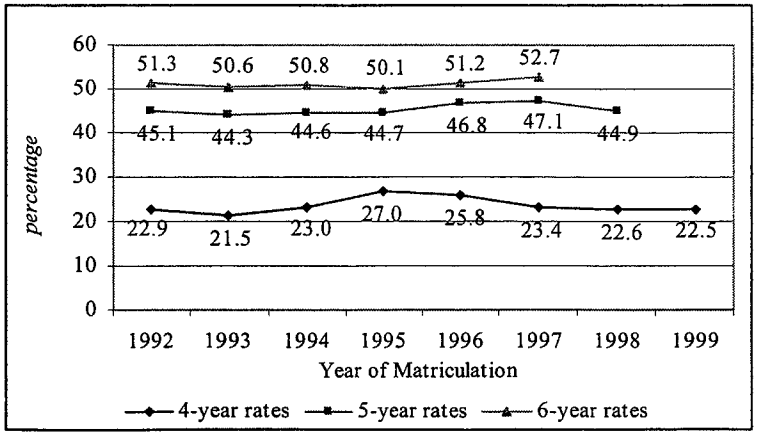
Source: Office of Institutional Research and Reporting, University of Minnesota.

Figure 3-4. First-, second-, and third-year retention rates (percentage) for first-time, full-time new entering students of color, by year of matriculation, University of Minnesota – Duluth, 1993-2002.



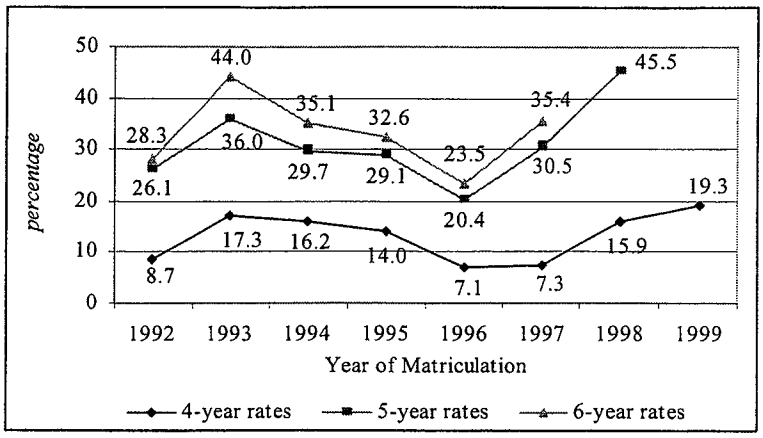
Source: Office of Institutional Research and Reporting, University of Minnesota.

Figure 3-5. 4-, 5-, and 6-year graduation rates, University of Minnesota – Duluth, 1992-99.



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

Figure 3-6. 4-, 5-, and 6-year student of color graduation rates, University of Minnesota – Duluth, 1992-99.



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

Note: See note for Figure 3-5 above.

Student Satisfaction

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

Recent results reflect a number of UMD priorities. The campus's attempt to diversify its community and provide support for students of color has been met with an increase of general satisfaction from students of color. The campus also has made substantial improvements in its physical environment with the addition of new buildings and upgraded classrooms. These improvements have been followed by increases in satisfaction with the physical environment. Decreased satisfaction in the cost of attendance remains a concern. Figure 3-7 summarizes undergraduate student responses in the 10 survey areas.

Figure 3-8 shows findings from the graduate student survey.

Figure 3-7. Undergraduate student experiences survey results, University of Minnesota – Duluth, 1997-2003.

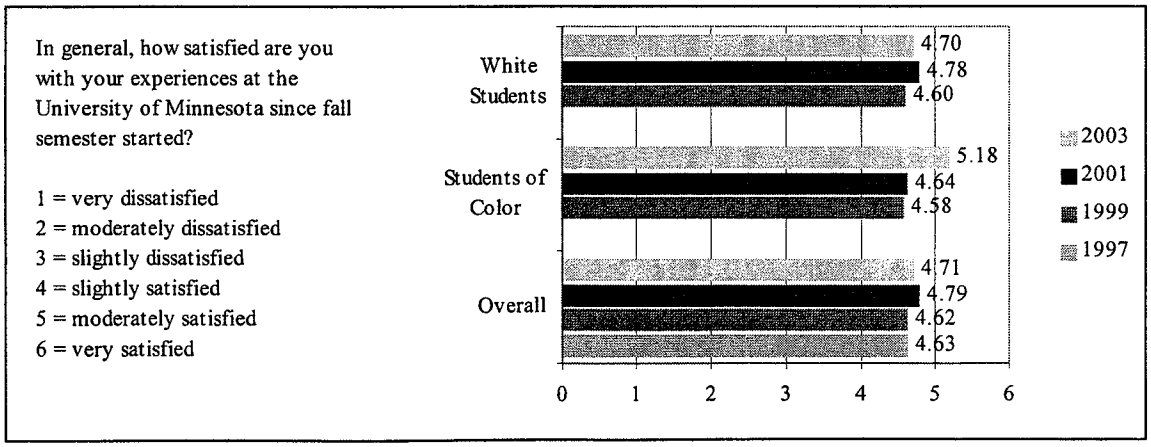
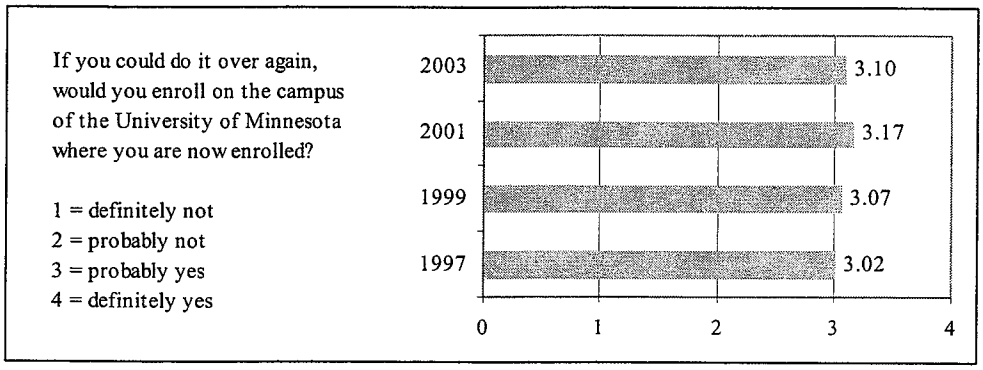
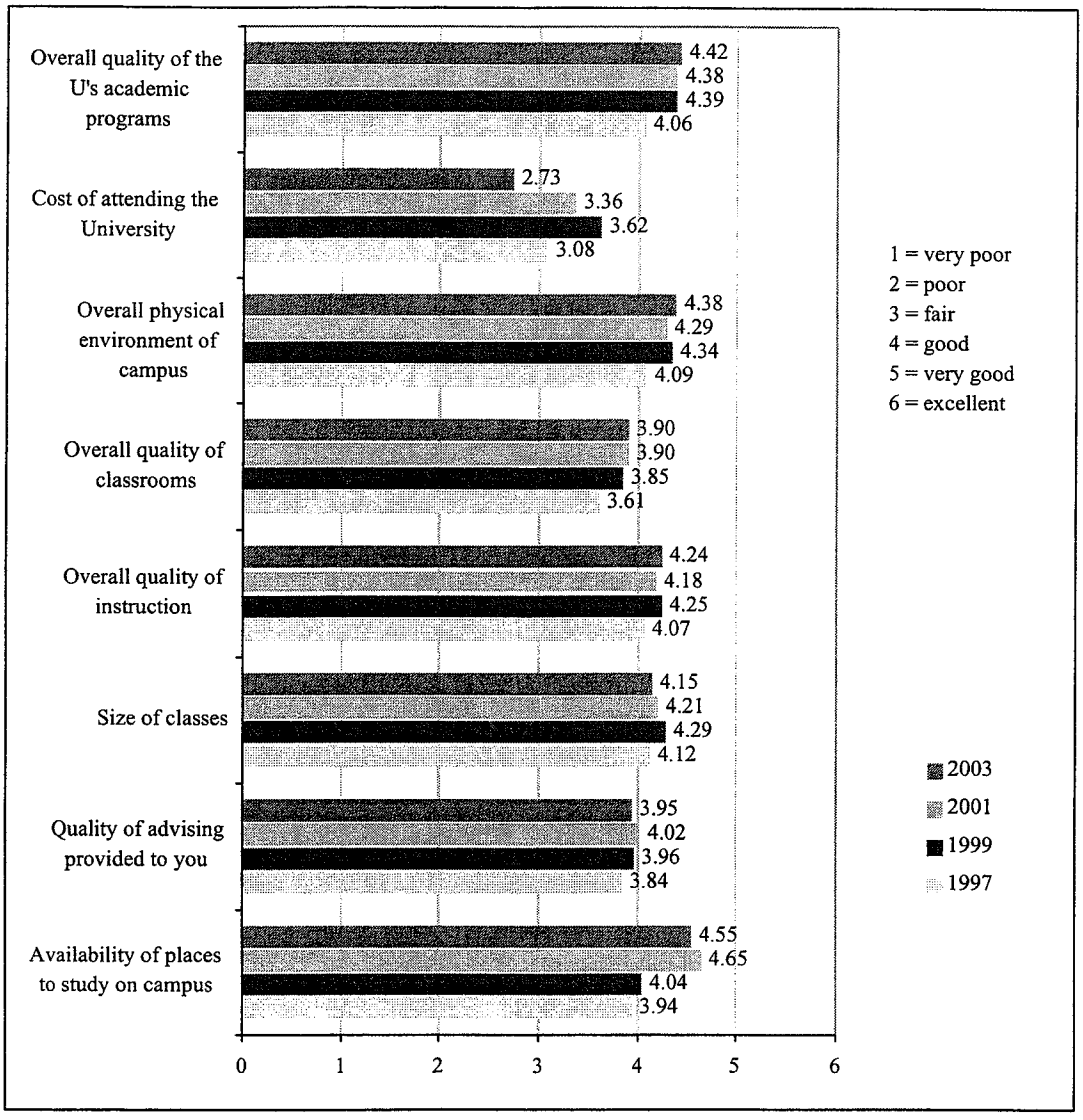


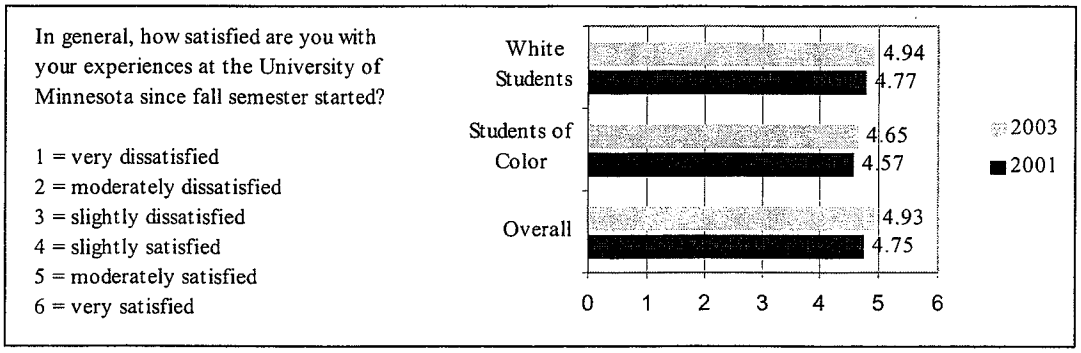
Figure 3-7 (continued). UMD undergraduate student experiences survey.

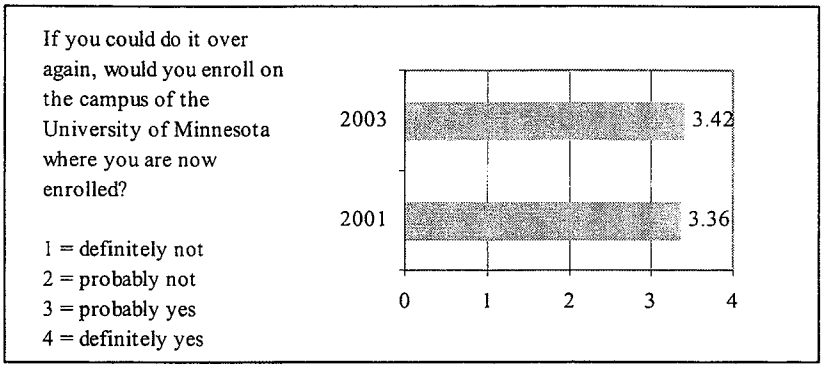


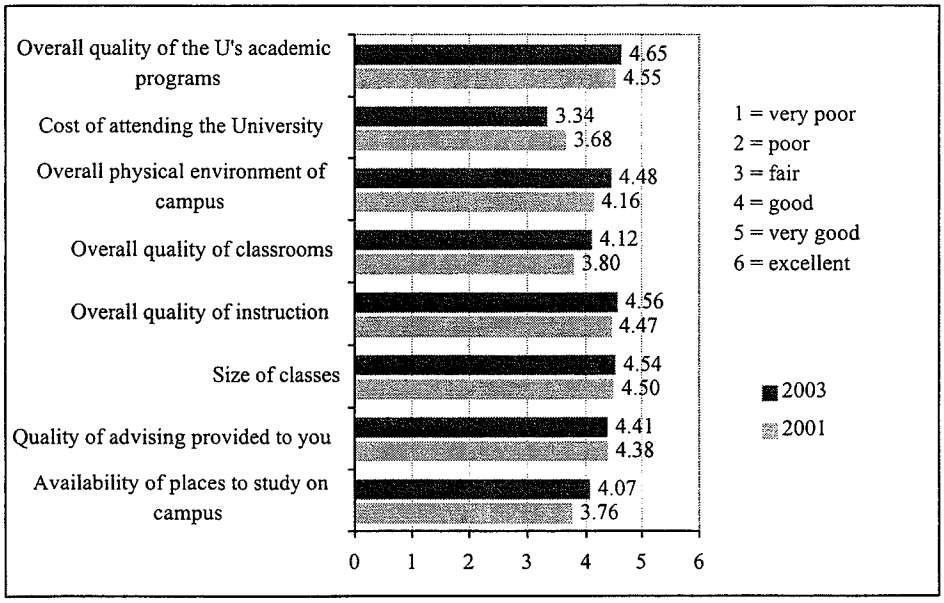


Source: Office of Institutional Research and Reporting, University of Minnesota.

Figure 3-8. Graduate student experiences survey results, University of Minnesota – Duluth, 2001-2003.







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

Campus Safety and Security

UMD continues to be a safe place to attend; reported violent crimes are practically non-existent. The campus has seen an increase in alcohol and drug violations since 2001. This

is due to an intentional change in enforcement efforts at the suggestion of a Campus Community Task Force in the spring of 2000. Statistics are reported in Table 3-7.

Table 3-7. On-campus criminal offenses at University of Minnesota – Duluth, 1999-2002.

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

Source: Campus Police, University of Minnesota – Duluth.

D. Intercollegiate Athletics

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

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

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

UMD athletic teams had one of their most successful years in school history during the 2002-03 year. Highlights included:

- Women's hockey won its third consecutive NCAA Division I national championship.
- Conference regular season or playoff championships were won in baseball, men's and women's basketball, men's and women's cross country, football, women's hockey, men's and women's indoor and outdoor track and field, soccer, softball, women's tennis and volleyball.
- Six top-20 national finishes; nine teams qualifying for post-season competition.
- The university won its 11th consecutive Northern Sun Intercollegiate Conference All-Sports Trophy in 2002-03.

Academic Performance

A total of 441 student athletes averaged a 2.89 cumulative GPA during 2002-03. Eighty-three student athletes made the 2002-03 Northern Sun Intercollegiate Conference All-Academic Team, which requires a minimum cumulative GPA of 3.2 following one year of competition. Fifteen student athletes made the 2002-03 Western Collegiate Hockey Association All-Academic Team, which requires a minimum cumulative GPA of 3.0.

Student-athlete graduation rates continue to exceed those for all students. The latest report tracking 1996-97 freshmen indicated a six-year graduation rate of 58 percent for student

athletes compared to 44 percent for all students.

UMD's athletic program also boasts a 94 percent graduation rate for those students who have completed their athletic eligibility over the past 15 years.

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

Table 3-8. Student athlete graduation rates for students entering UMD from 1992 to 1996.

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

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

E. Human Resources

Average salaries and compensation for UMD faculty including faculty from the Duluth School of Medicine are shown in comparison to the UMD peer group institutions in Tables 3-9 – 3-13. Overall, UMD full professor average salary for 2002-03 trails the peer group full professor average salary by $3,900 per person while the assistant professor average salary for 2002-03 at UMD trails the peer groups assistant professor average salary by $1,100 per person. On the other hand, UMD associate professor average salary for 2002-03 exceeds the peer group associate professor average salary by $1,700.

Peer Group Comparisons

Table 3-9. Average faculty salary for UMD and peer group institutions, 1998-99 – 2002-03.

Average Salary†

Category	1998-99	1999-00	2000-01	2001-02	2002-03
Full Professor					
Peer Group Average*	$73,400	$75,600	$78,900	$82,200	$85,400
UM – Duluth	71,000	72,800	n.a.	78,800	81,500
Associate Professor					
Peer Group Average*	$56,100	$57,600	$60,000	$62,000	$64,200
UM – Duluth	57,400	59,400	n.a.	63,600	65,900
Assistant Professor					
Peer Group Average*	$46,500	$47,800	$49,600	$51,600	$53,100
UM – Duluth	46,400	47,500	n.a.	49,700	52,000

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

* Average excluding University of Minnesota – Duluth.

† University of Minnesota – Duluth salaries also include faculty salaries in the UMD School of Medicine.

Table 3-10. Average faculty compensation for UMD and peer group institutions, 1998-99 – 2002-03.

Average Compensation†

Category	1998-99	1999-00	2000-01	2001-02	2002-03
Full Professor					
Peer Group Average*	$91,000	$93,800	$97,400	$101,300	$105,300
UM – Duluth	91,200	94,500	n.a.	104,300	107,800
Associate Professor					
Peer Group Average*	$70,700	$72,900	$75,500	$77,900	$81,000
UM – Duluth	74,900	78,200	n.a.	85,900	89,000
Assistant Professor					
Peer Group Average*	$59,200	$60,900	$62,800	$65,400	$67,700
UM – Duluth	61,700	63,900	n.a.	69,200	72,200

Source: Office of Institutional Research and Reporting, University of Minnesota.
* Average excluding University of Minnesota – Duluth
† University of Minnesota – Duluth compensation also includes faculty compensation in the UMD School of Medicine.

Full Professors

Table 3-11. Full professor average salary and compensation for Duluth campus peer group, 2002-2003.

Average Salary† 2002-03 Average Compensation†

Rank	Peer Group Institution	Salary	Rank	Peer Group Institution	Comp
1	Villanova University	$100,400	1	Villanova University	$125,200
2	University of Nevada – Reno	96,000	2	University of Nevada – Reno	112,100
3	University of Nevada – Las Vegas	93,900	3	University of Nevada – Las Vegas	111,500
4	University of Central Florida	88,800	4	University of New Hampshire	111,000
5	University of Colorado – Denver	87,200	5	University of Central Florida	110,000
6	University of New Hampshire	86,900	6	Marquette University	109,300
7	Marquette University	85,200	**7**	**University of Minnesota – Duluth**	**107,800**
8	University of North Carolina – Charlotte	84,400	8	Oakland University	107,100
9	University of Wisconsin – Milwaukee	83,600	9	University of Wisconsin – Milwaukee	106,500
10	Old Dominion University	83,200	10	University of Colorado – Denver	102,000
11	Cleveland State University	83,000	11	Wright State University – Dayton	101,800
12	Wright State University – Dayton	82,800	12	Cleveland State University	101,600
13	Oakland University	81,800	13	Old Dominion University	101,100
14	**University of Minnesota – Duluth**	**81,500**	14	University of North Carolina – Charlotte	101,000
15	University of Massachusetts – Dartmouth	80,200	15	University of Massachusetts – Dartmouth	98,200
16	Florida Atlantic University	78,500	16	Florida Atlantic University	96,500
17	University of Maine – Orono	69,900	17	University of Maine – Orono	90,200

Source: Office of Institutional Research and Reporting, University of Minnesota.
† University of Minnesota – Duluth salaries and compensation also include faculty salaries and compensation in the UMD School of Medicine.

Associate Professors

Table 3-12. Associate professor average salary and compensation for Duluth campus peer group, 2002-2003.

Average Salary† 2002-03			Average Compensation† 2002-03		
Rank	**Peer Group Institution**	**Salary**	**Rank**	**Peer Group Institution**	**Comp**
1	University of Nevada – Las Vegas	$71,200	1	Villanova University	$90,900
2	Villanova University	70,500	**2**	**University of Minnesota – Duluth**	**89,000**
3	University of Nevada – Reno	69,500	3	Oakland University	86,700
4	**University of Minnesota – Duluth**	**65,900**	4	University of New Hampshire	86,100
5	University of New Hampshire	65,400	4	University of Nevada – Las Vegas	86,100
6	University of Wisconsin – Milwaukee	65,300	6	University of Wisconsin – Milwaukee	85,100
7	University of Colorado – Denver	65,200	7	Marquette University	84,600
8	University of Massachusetts – Dartmouth	65,000	8	University of Nevada – Reno	82,900
9	Marquette University	64,600	9	University of Colorado – Denver	80,000
10	University of Central Florida	64,200	9	University of Central Florida	80,000
11	Oakland University	64,000	11	University of Massachusetts – Dartmouth	79,700
12	Cleveland State University	63,100	12	Cleveland State University	78,800
13	University of North Carolina – Charlotte	62,300	13	University of Maine – Orono	76,700
14	Wright State University – Dayton	60,400	14	Wright State University – Dayton	76,500
15	Old Dominion University	59,400	15	University of North Carolina – Charlotte	75,600
16	Florida Atlantic University	58,800	16	Old Dominion University	73,500
16	University of Maine – Orono	58,800	17	Florida Atlantic University	73,300

Source: Office of Institutional Research and Reporting, University of Minnesota.
† University of Minnesota – Duluth salaries and compensation also include faculty salaries and compensation in the UMD School of Medicine.

Assistant Professors

Table 3-13. Assistant professor average salary and compensation for Duluth campus peer group, 2002-2003.

Average Salary† 2002-2003			Average Compensation† 2002-2003		
Rank	**Peer Group Institution**	**Salary**	**Rank**	**Peer Group Institution**	**Comp**
1	University of Wisconsin – Milwaukee	$56,900	1	University of Wisconsin – Milwaukee	$75,200
2	Villanova University	56,300	2	Oakland University	74,000
3	University of Colorado – Denver	56,100	3	Villanova University	73,000
4	University of Nevada – Las Vegas	55,900	**4**	**University of Minnesota – Duluth**	**72,200**
5	University of Massachusetts – Dartmouth	55,100	5	University of New Hampshire	71,500
6	Oakland University	54,600	6	University of Colorado – Denver	70,900
7	Marquette University	54,500	7	Marquette University	69,100
8	University of North Carolina – Charlotte	53,900	8	University of Nevada – Las Vegas	68,900
9	University of New Hampshire	53,000	9	University of Massachusetts – Dartmouth	68,300
10	University of Nevada – Reno	52,300	10	University of North Carolina – Charlotte	66,100
11	University of Central Florida	52,200	11	Old Dominion University	65,200
11	Old Dominion University	52,200	12	University of Central Florida	65,100
13	**University of Minnesota – Duluth**	**52,000**	13	University of Maine – Orono	64,500
14	Florida Atlantic University	50,400	14	University of Nevada – Reno	64,000
15	Wright State University – Dayton	49,300	15	Florida Atlantic University	63,000
16	University of Maine – Orono	49,100	16	Wright State University – Dayton	62,500
17	Cleveland State University	47,800	17	Cleveland State University	61,100

Source: Office of Institutional Research and Reporting, University of Minnesota.
† University of Minnesota – Duluth salaries and compensation also include faculty salaries and compensation in the UMD School of Medicine.

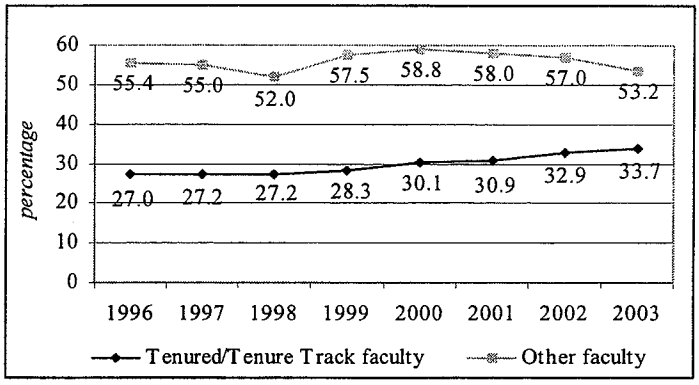
Faculty Diversity

Figure 3-9 shows the percentage of female tenured/tenure track faculty and other faculty for the period 1996-2003.

Figure 3-10 shows the percentage of tenured/tenure track faculty of color and other faculty of color for the same period.

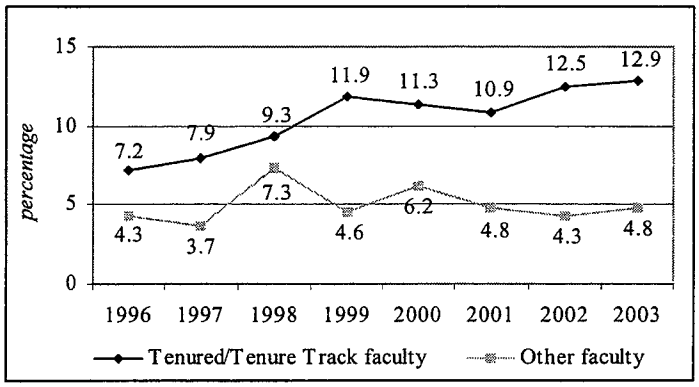
Figure 3-11 shows the ethnic and racial diversity of the UMD faculty. Individuals in executive and administrative positions may also be tenured faculty. For this report, each person was counted only once, according to his/her primary appointment. Thirty-four training programs enrolled 1,206 participants; 160 requests to participate in the Regent's Scholarship program were approved. Participation in the Employee Assistance Program increased from 68 to 113 people. Employee grievances remain very low. New efforts to recruit minority employees were implemented. Currently UMD has 29 non-academic minority staff members.

Figure 3-9. Female faculty at University of Minnesota – Duluth, 1996-2003.



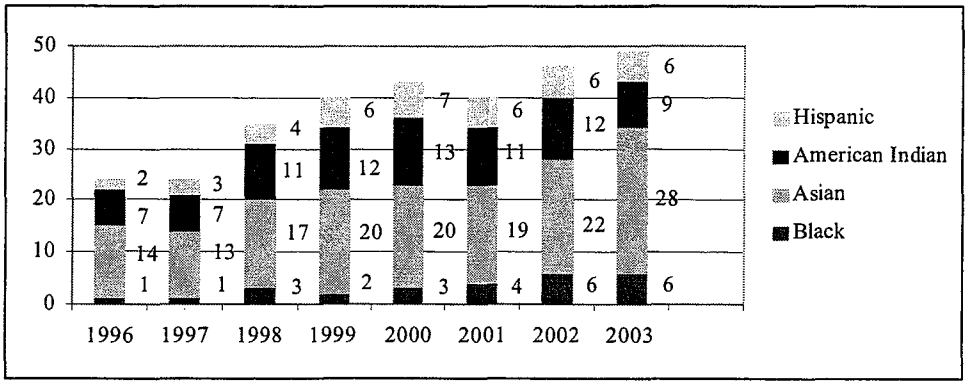
Source: Office of Equal Opportunity and Affirmative Action, University of Minnesota.

Figure 3-10. Faculty of color at University of Minnesota – Duluth, 1996-2003.



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

Figure 3-11. Faculty diversity at University of Minnesota – Duluth, 1996-2003.



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

F. Endowment and Annual Giving

Campaign Minnesota

UMD set its original goal for Campaign Minnesota at $22 million in 1996 and later increased the goal to $28 million. Finally, this record-setting capital campaign ended in 2003 with a total of $37.5 million. Among the tangible results of the campaign:

- initial funding for the James I. Swenson Science Building, Weber Music Hall, and Labovitz School of Business and Economics Building;
- endowed five College of Science and Engineering fellowships and 10 scholarships, two Mitchell J. and Elva Sill scholarships, 10 scholarships in the College of Education and Human Service Professions, the Goldberg Family Scholarship for Division II Athletics, and the Risdon Writing and Computer Fund;

FY 2003-04 Goals

At the halfway point of its 2003-04 annual campaign, UMD has raised $1,632,476 of its $4 million goal. In addition, UMD has launched a $10 million Best in Class Scholarship and a Library Campaign. The scholarship pays half of the UMD tuition for Minnesota students who graduate first or second in their high school class.

UMD also will create an Electronic Subscription Endowment which will help pay for periodical subscriptions found on the Internet and serve the entire campus as well as the community and region.

4: Morris Campus

From the Chancellor

The University of Minnesota's Morris campus traces its origins through two predecessor institutions. First established by the Sisters of Mercy as a boarding school for American Indian boys and girls in 1887, the campus then became the West Central School of Agriculture from 1910 to 1960.

Although our college was completely reinvented as a rigorous liberal arts undergraduate campus of the University of Minnesota in 1960, we continue to take pride in the continuity of our service to non-traditional students and to the people of rural west central Minnesota.

UMM is one of a small but growing group of "public liberal arts colleges." We combine many of the most valuable attributes of, on the one hand, private liberal arts colleges and, on the other, public universities. So, we value small classes and intense, close, rigorous learning relationships between students, faculty, and staff. We create a deliberately integrated collegiate experience, in which student engagement is encouraged, rewarded, and practically required.

At the same time, we are devoted to serving our region through a wide range of programs and facilities. We cultivate diversity in our student body and our employees, and we place a high value on faculty who are outstanding scholar/researchers as well as undergraduate teachers second to none. Compared to private liberal arts colleges of comparable aspirations and quality, we are remarkably inexpensive. But we offer an educational experience of uncompromising quality: we are anything but "cheap."

This college is proud of its past, vigorous and ambitious in its present, and confidently assertive about its future. UMM offers a challenging, rewarding, and a "real" college experience of the highest order that is also a remarkable value to students and their families.

Sam Schuman
Chancellor
University of Minnesota – Morris

A. Campus Profile

The University of Minnesota – Morris is the undergraduate liberal arts campus of the University of Minnesota. Its mission is unique as an academically rigorous, public undergraduate liberal arts college. Since opening in 1960, the Morris campus has repeatedly received national recognition for its distinctive mission and strong academic quality. Feature articles in *U.S. News & World Report*, *Kiplinger's*, *Changing Times*, and rankings in *Peterson's Guide to Competitive Colleges* and the *Fiske Guide to Colleges* have all remarked on the quality of Morris's liberal arts education.

The campus's strength as a liberal arts institution comes primarily from three factors: a focused, narrowly defined mission which provides a rigorous liberal arts program; an intellectually gifted student body; and a faculty dedicated to teaching, to personal contact with students, and to research with full student participation. Ninety-eight percent of Morris's tenured and tenure-track faculty hold terminal degrees. Thirty faculty members are recipients of the University of Minnesota's highest teaching award, the Horace T. Morse-University of Minnesota Alumni Association Award – the largest percentage of any campus.

Founded
1960

Leadership
Samuel Schuman, Chancellor

Divisions
Education
Humanities
Science and Mathematics
Social Sciences

Degrees offered
Bachelor of Arts

Majors offered
Majors in 30 disciplines
7 pre-professional programs

Fall 2003 enrollment

Undergraduate	1,728
Non-degree	133
Total	1,861

Faculty Size (FY 2003)

Tenured/Tenure Track	102
Other Faculty	25

Student/Faculty Ratio (FY 2003)

Tenured/Tenure Track	18:1
All faculty	14:1

Undergraduate Degrees Awarded (FY 2003)
325

Alumni (FY 2003)
Nearly 17,000 (graduates and non-grads)

Staff (FY 2003)

Civil Service/ Bargaining Unit	199
Professional and Administrative	92

Number of buildings
32 (540,000 assignable square feet)

Expenditures (FY 2003)
$36,906,827

B. Academic Priorities

Current academic priorities include:

- continuing to offer a high-quality undergraduate liberal arts education to students during a period of significant fiscal constraints;
- recruiting and retaining a diverse community of student learners and faculty teacher/scholars without peer in American undergraduate institutions;
- developing several new majors and minors, such as Native American studies;
- strengthening the first-year seminar and honors programs; and
- developing a universal international experience for all students for the May term of the sophomore year.

Based on an extensive self-study, the first-year seminar program was approved in 2003 as a permanent part of the universal undergraduate curriculum. Three new majors – women's studies, anthropology, and statistics – have been added in the last few years, as well as a minor in African American studies. The campus continues to provide creative alternatives to students through programs of "areas of emphasis" and "areas of concentration" where students and faculty can develop their own custom-made majors and minors.

The Morris campus has provided important leadership across the University in student advising and has initiated a comprehensive assessment program for advising in the freshman year and in the major. The Council of Undergraduate Deans on the Twin Cities campus identified these programs as models for other units of the University.

The Morris campus recently joined the National Student Exchange (NSE) and placed its first student this year. (NSE is a national consortium of 177 higher education institutions that permits students from one member institution to study at another's while paying their normal tuition and fees or the in-state tuition and fees rate of the host institution.) Participation levels are expected to grow, especially among students whose particular interest might lie in fields other than those represented on the Morris campus.

The Morris campus has also begun to work with faculty and students to compete for national scholarships, such as Rhodes, Truman, Goldwater, and Fulbright scholarships. Success to date has been modest but the campus is striving to become a leader in this area. Other areas of excellence include:

- revitalizing the honors program, offering students an interdisciplinary experience to accompany the traditional major;
- increased success in raising money for scholarships through the University's Capital Campaign;
- recruiting and retaining a diverse faculty, including the addition of Native American women in the English and anthropology programs; and
- the continued success of Morris faculty winning the Horace T. Morse Award for undergraduate teaching.

Academic Rankings

The University of Minnesota – Morris is ranked by the Carnegie Commission among 217 liberal arts colleges across the country that emphasize undergraduate education and award at least half of their degrees in the liberal arts disciplines. Twenty-one of these colleges are

public institutions, and the University of Minnesota – Morris was ranked third among them by *U.S. News & World Report*, as shown in Table 4-1. UMM is the only Midwestern institution in the top five of the nation's public liberal arts colleges.

Table 4-1. Ranking of University of Minnesota – Morris among top public liberal arts colleges by *U.S. News & World Report.*

Rank	Institution
1	Virginia Military Institute – Lexington, Virginia
2	St. Mary's College – St. Mary's City, Maryland
3	**University of Minnesota – Morris**
4	University of North Carolina – Asheville
5	Richard Stockton College – Pomona, New Jersey

Source: *America's Best Colleges: 2004, U.S. News & World Report.*

Undergraduate Improvement Efforts

Programs to improve the undergraduate experience include:

Study Abroad: The Morris campus leads the University of Minnesota in study abroad participations rates.

Undergraduate Research Opportunities Program (UROP): The campus has high UROP participation rates and also makes funds available to support 24 students in conducting research in conjunction with a faculty member under the Morris Academic Partners Program. Another 30 students serve various campus offices as Morris Administrative Interns, gaining practical knowledge while enhancing their undergraduate education.

Service Learning: The campus has an extensive repertoire of service-learning courses. For the past three years a grant from Learn and Serve America has been used to enhance service learning on campus, with over 300 students participating. Forty-eight people from the Morris community, representing community programs, agencies, and religious institutions, also participated.

The campus was recently chosen by Learn and Serve America to receive a second three-year grant to develop more service-learning courses. This grant will focus on more fully incorporating service learning into the academic core of the campus by creating four areas of interest: regional /sustainable agriculture, youth mentorships, elder partnerships, and arts and culture opportunities. Community partners in each area will work with faculty teaching courses in those areas to develop service-learning opportunities across the curriculum. The result will be a hybrid between traditional service-learning opportunities and learning communities.

Public Engagement

UMM provides a variety of educational opportunities for citizens of all ages and interests. These opportunities include:

- continuing education and summer session classes for all ages;
- Creative Study Institute for talented youth;
- Summer Scholars program for high school students; and
- summer workshops for teachers.

UMM serves area communities while providing learning experiences for students. Some recent activities include:

- voter registration;
- Campus Compact involvement (tree planting, leaf raking, snow shoveling, special senior citizen presentations); and
- Center for Small Towns projects (helping school districts with tutoring, cultural exchanges, strategic planning, Web site development).

UMM is a willing and cooperative partner in city, county, and regional projects that benefit citizens:

- partnership with Morris Area School District to create a regional fitness center;
- media services productions;
- research collaboration with the U.S. Department of Agriculture and the City of Morris; and
- holiday food drive for the Stevens County Food Shelf.

UMM plays an important role in providing or hosting cultural and educational experiences for citizens. These include:

- student and faculty science programs for elementary school children;
- children's theater productions;
- Big Friend/Little Friend activities;
- performing arts series and exhibits;
- free residencies, workshops, and classroom visits by visiting artists and speakers;
- special exhibits such as the AIDS Memorial Quilt; and
- Christmas Carol Concert and Jazz Fest open to the community.

UMM provides facilities, expertise, and resources to the community:

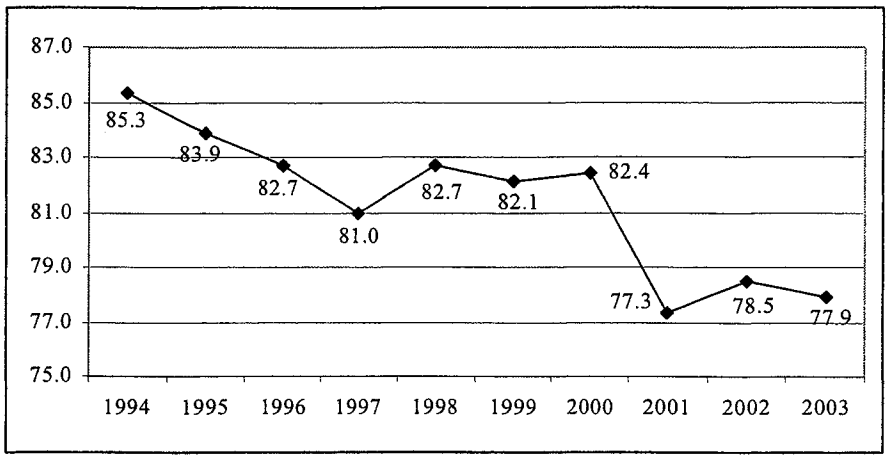
- business incubator (e.g., Info-Link Internet provider, West Central Environment Consultants);
- faculty experts, speakers, and moderators;
- graduate and in-service professional development for educators; and
- area high school athletic tournaments hosted by Physical Education Center.

C. Students

UMM's entering students are among the top in the state, judging by standard quantitative measures such as ACT scores and high school class rank. Their retention to graduation rate is the highest of any University of Minnesota campus. The college's commitment to diversity – recognizing its location in a rural, small town in a region of racial, ethnic, and religious homogeneity – is reflected in a student body that is nearly 14 percent students of color.

Figures 4-1 – 4-2 and Tables 4-2 and 4-3 provide detailed information on the demographics of UMM students over the past decade.

Figure 4-1. Average high school rank percentile of new, entering freshmen, University of Minnesota – Morris, 1994-2003.



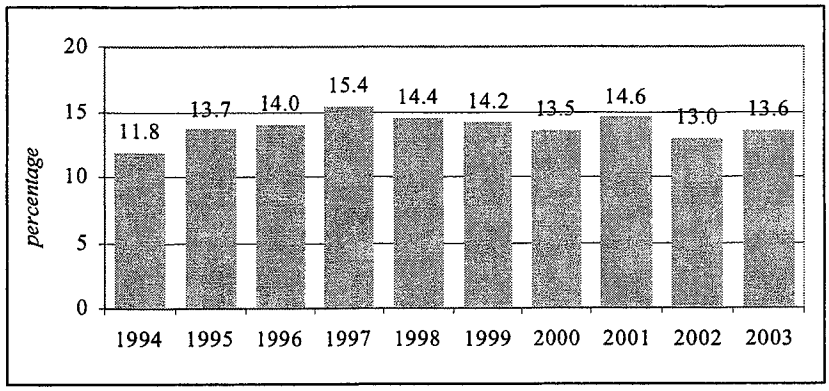
Source: Office of Institutional Research and Reporting, University of Minnesota.

Table 4-2. High school rank of freshmen, University of Minnesota – Morris, 1994-2003.

Rank	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
90-99%	54%	45%	44%	39%	44%	43%	41%	32%	33%	32%
75-89	28	34	33	33	30	31	33	31	33	32
50-74	16	18	19	24	23	22	22	28	26	28
1-49	2	3	5	4	3	3	3	9	8	8

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

Figure 4-2. Percentage of entering freshmen of color, University of Minnesota – Morris, 1994-2003.



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

Table 4-3. Proportion of students by racial/ethnic group, University of Minnesota – Morris, 1997-2003.

	1997	1998	1999	2000	2001	2002	2003
Caucasian	84.4%	83.3%	82.8%	83.0%	81.6%	81.9%	82.4%
American Indian	5.0	5.5	6.5	6.8	6.0	6.6	6.7
African American	4.2	5.6	5.5	5.2	5.6	4.9	3.5
Asian/Pacific Islander	3.1	2.4	2.7	2.5	2.6	2.8	2.8
Chicano/Hispanic	1.9	1.6	1.1	1.2	1.4	1.4	1.6
International	0.9	1.3	0.4	0.8	0.3	0.8	1.1
Not Reported	0.5	0.4	0.9	0.5	2.5	1.6	1.9

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

Retention and Graduation Rates

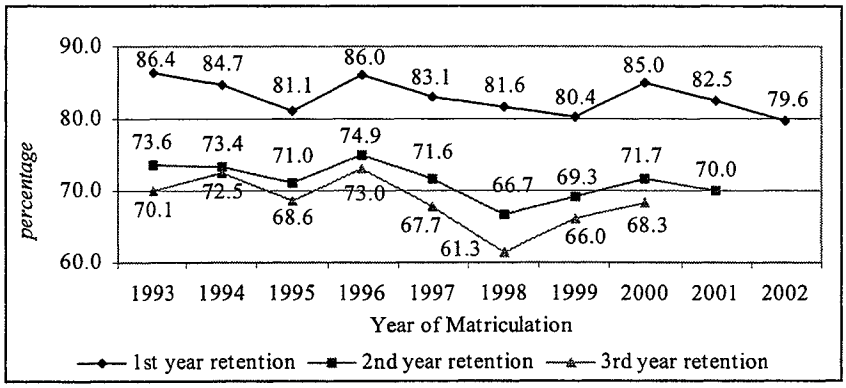
Figures 4-3 and 4-4 show UMM's retention rates over the past decade.

Figures 4-5 and 4-6 provide information on graduation rates over the same period.

UMM's graduation rates are the highest of any University of Minnesota campus; the rates are also high on a national scale for public institutions. Nevertheless, the campus aspires to increase retention and graduation rates to the level of the nation's top private liberal arts colleges.

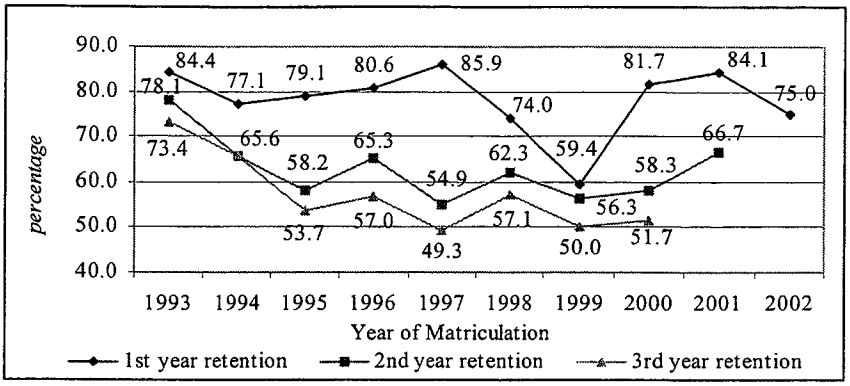
UMM has set four-, five-, and six-year graduation rate goals for 2012 of 52 percent, 66 percent, and 68 percent, respectively.

Figure 4-3. First-, second-, and third-year retention rates (percentage) for first-time, full-time new entering students, by year of matriculation, University of Minnesota – Morris, 1993-2002.



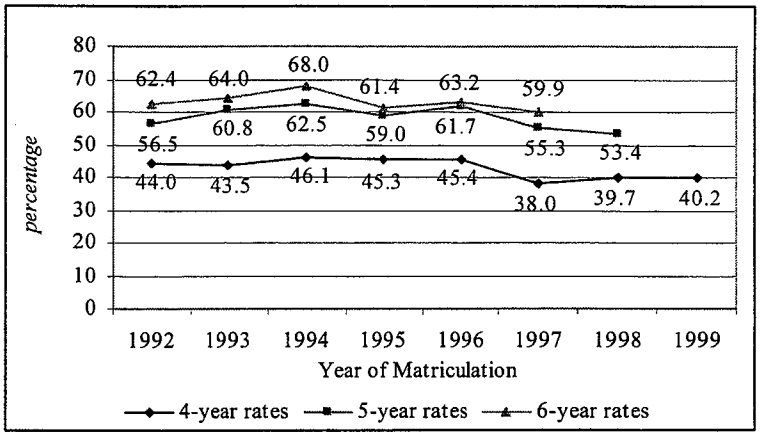
Source: Office of Institutional Research and Reporting, University of Minnesota.

Figure 4-4. First-, second-, and third-year retention rates (percentage) for first-time, full-time new entering students of color, by year of matriculation, University of Minnesota – Morris, 1993-2002.



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

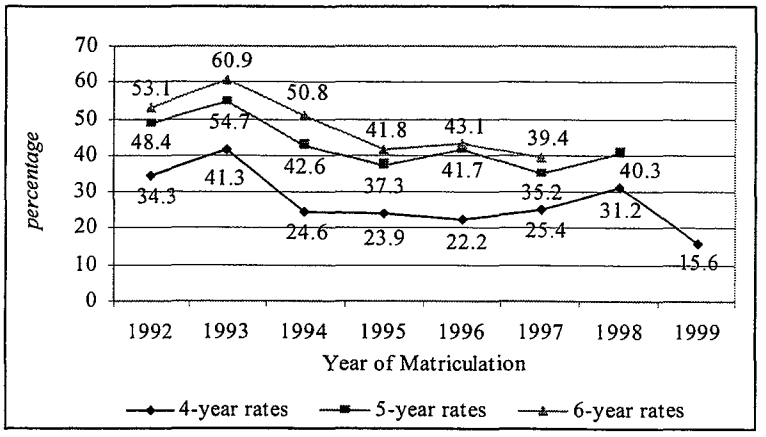
Figure 4-5. 4-, 5-, and 6-year graduation rates, University of Minnesota – Morris, 1992-99.



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

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

Figure 4-6. Graduation rates for students of color, University of Minnesota – Morris, 1992-99.



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 4-7 summarizes the responses in 10 key areas at the University of Minnesota – Morris campus.

In addition, Table 4-4 shows the safety and security record of the Morris campus over the past four years.

Figure 4-7. Undergraduate student experiences survey results, University of Minnesota – Morris, 1997-2003.

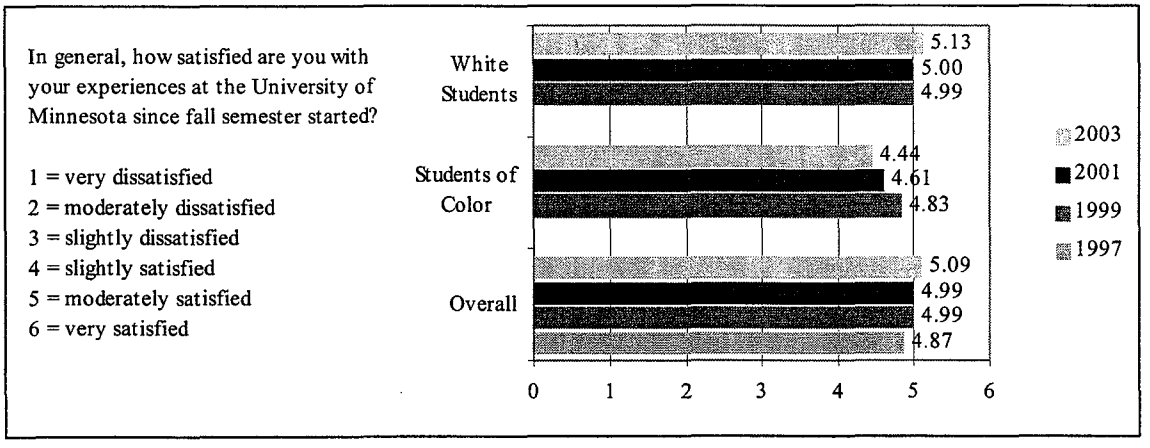
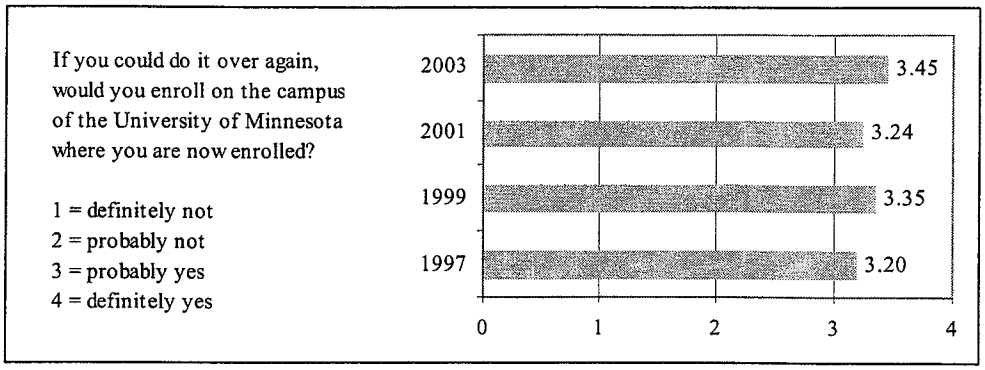
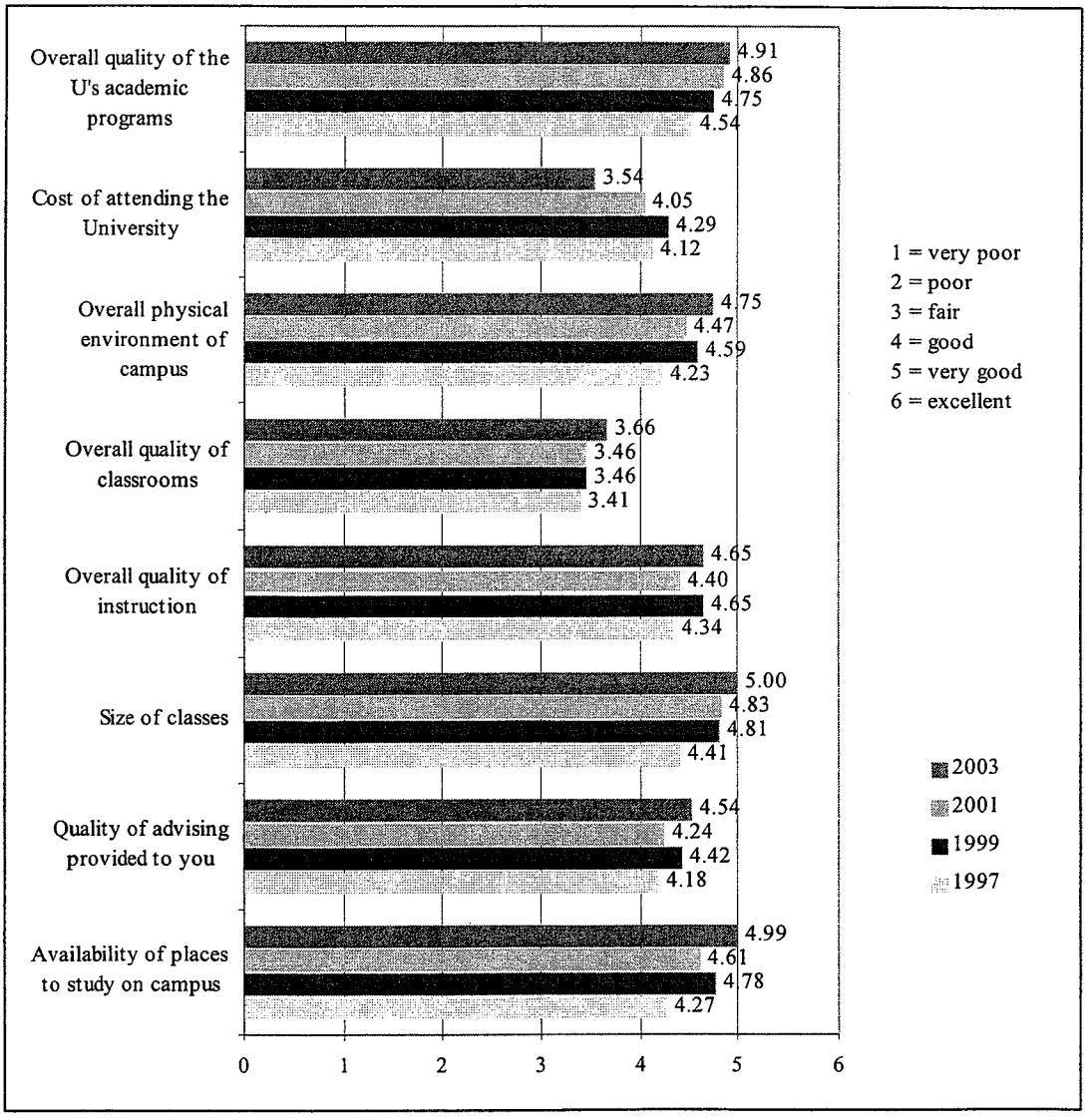


Figure 4-7 (continued). Morris campus undergraduate student experiences survey results.





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

Table 4-4. On-campus criminal offenses at University of Minnesota – Morris, 1999-2002.

Offense	1999	2000	2001	2002
Murder	0	0	0	0
Robbery	0	0	0	0
Aggravated assault	1	0	0	1
Sex offenses (non-forcible and forcible)	4	0	4	2
Burglary	3	9	4	13
Motor vehicle theft	0	0	0	0
Arson	0	0	0	0
Alcohol arrests	20	33	21	14
Drug arrests	5	1	3	0
Weapons arrests	0	0	0	0

Source: Campus Police, University of Minnesota – Morris

D. Intercollegiate Athletics

The University of Minnesota – Morris competes in eight men's and 10 women's sports. Fifty-five percent of varsity athletes are males. The campus has recently transferred from the Northern Sun Intercollegiate Athletic Conference, and NCAA Division II league, to the Upper Midwest Athletic Conference, in Division III. This new affiliation is more in keeping with UMM's size, institutional type, and finances.

Intercollegiate athletics teams have proven highly competitive at the Division III level. Several teams already have won UMAC conference championships, e.g., golf, soccer, and volleyball in 2003.

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 Morris campus's peer group of 14 public and private institutions nationwide is representative of the kinds of campuses with which UMM 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 Tables 4-5 and 4-6 indicate, faculty salaries at the University of Minnesota – Morris are below average among a comparison group of public and private small liberal arts colleges, but UMM faculty compensation is higher than average in its peer group.

Tables 4-7 – 4-9 show UMM faculty salary and compensation averages at the full-, associate-, and assistant-level ranks in comparison with the campus's peer group institutions.

Peer Group Comparisons

Table 4-5. Average faculty salary for University of Minnesota – Morris and peer group institutions, 1998-99 – 2002-03.

Average Salary

Category	1998-99	1999-00	2000-01	2001-02	2002-03
Full Professor					
Peer Group Average*	$64,100	$65,800	$68,500	$71,800	$73,600
UM – Morris	64,900	67,200	66,700	68,900	70,900
Associate Professor					
Peer Group Average*	$50,600	$51,900	$53,800	$55,300	$57,000
UM – Morris	49,400	51,400	53,300	53,900	55,200
Assistant Professor					
Peer Group Average*	$40,000	$41,100	$42,800	$44,300	$45,700
UM – Morris	37,800	38,700	38,700	39,700	41,000

Source: Office of Institutional Research and Reporting, University of Minnesota.
*Average excluding University of Minnesota – Morris

Table 4-6. Average faculty compensation for University of Minnesota – Morris and peer group institutions, 1998-99 – 2002-03.

Average Compensation

Category	1998-99	1999-00	2000-01	2001-02	2002-03
Full Professor					
Peer Group Average*	$79,200	$82,200	$85,700	$90,200	$92,500
UM – Morris	84,600	88,700	89,300	93,100	96,000
Associate Professor					
Peer Group Average*	$62,500	$64,800	$67,700	$70,100	$72,600
UM – Morris	65,900	69,600	73,100	75,000	77,100
Assistant Professor					
Peer Group Average*	$49,400	$50,900	$53,700	$56,100	$58,300
UM – Morris	51,900	54,300	55,500	57,900	59,900

Source: Office of Institutional Research and Reporting, University of Minnesota.
*Average excluding University of Minnesota – Morris

Full Professors

Table 4-7. Full professor average salary and compensation for University of Minnesota – Morris and peer group, 2002-03.

Average Salary 2002-03			Average Compensation 2002-03		
Rank	**Peer Group Institution**	**Salary**	**Rank**	**Peer Group Institution**	**Comp**
1	Carleton College	$94,800	1	Carleton College	$122,500
2	Macalester College	88,700	2	Macalester College	111,400
3	Ramapo College of New Jersey	88,500	3	Ramapo College of New Jersey	109,900
4	St. Mary's College of Maryland (est.)	78,800	4	St. Mary's College of Maryland (est.)	98,100
5	Hamline University	73,900	**5**	**University of Minnesota – Morris**	**96,000**
6	Mary Washington College	72,700	6	Hamline University	93,400
7	**University of Minnesota – Morris**	**70,900**	7	St. John's University	89,600
8	University of North Carolina – Asheville	69,600	8	Mary Washington College	89,400
9	St. John's University	69,500	9	St. Olaf College	87,700
10	St. Olaf College	69,300	10	Gustavus Adolphus College	85,300
11	Gustavus Adolphus College	67,700	11	University of North Carolina – Asheville	84,000
12	College of St. Benedict	65,500	12	College of St. Benedict	83,800
13	Concordia College – Moorhead	62,800	13	Concordia College – Moorhead	75,600
14	University of Maine – Farmington	54,900	14	University of Maine – Farmington	72,400

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

Associate Professors

Table 4-8. Associate professor average salary and compensation for University of Minnesota – Morris and peer group, 2002-03.

Average Salary 2002-03			Average Compensation 2002-03		
Rank	**Peer Group Institution**	**Salary**	**Rank**	**Peer Group Institution**	**Comp**
1	Ramapo College of New Jersey	$69,400	1	Carleton College	$88,600
2	Macalester College	67,100	2	Macalester College	88,100
3	Carleton College	66,800	3	Ramapo College of New Jersey	86,100
4	St. Mary's College of Maryland (est.)	59,700	**4**	**University of Minnesota – Morris**	**77,100**
5	St. Olaf College	57,300	5	St. Mary's College of Maryland (est.)	75,100
6	Hamline University	55,800	6	St. Olaf College	71,900
7	Mary Washington College	55,700	7	Hamline University	71,600
8	**University of Minnesota – Morris**	**55,200**	8	College of St. Benedict	70,900
9	College of St. Benedict	54,500	9	Gustavus Adolphus College	70,000
10	Gustavus Adolphus College	54,400	10	Mary Washington College	69,600
10	St. John's University	54,400	11	St. John's University	68,800
12	Concordia College – Moorhead	51,900	12	Concordia College – Moorhead	63,100
13	University of North Carolina – Asheville	50,400	13	University of North Carolina – Asheville	61,400
14	University of Maine – Farmington	43,100	14	University of Maine – Farmington	58,600

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

Assistant Professors

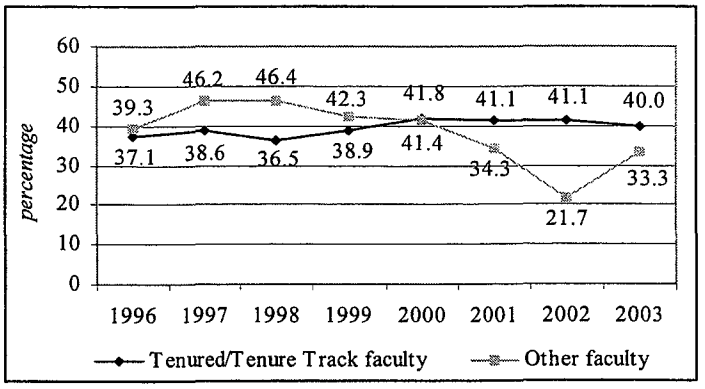
Table 4-9. Assistant professor average salary and compensation for University of Minnesota – Morris and peer group, 2002-03.

	Average Salary	2002-03		Average Compensation	
Rank	**Peer Group Institution**	**Salary**	**Rank**	**Peer Group Institution**	**Comp**
1	Carleton College	$59,200	1	Carleton College	$79,000
2	Ramapo College of New Jersey	54,000	2	Ramapo College of New Jersey	67,100
3	Macalester College	51,100	3	Macalester College	64,500
4	Gustavus Adolphus College	46,000	4	**University of Minnesota – Morris**	**59,900**
5	St. Mary's College of Maryland (est.)	45,200	5	Gustavus Adolphus College	59,300
6	St. John's University	44,700	6	St. Mary's College of Maryland (est.)	57,700
7	St. Olaf College	44,500	7	St. Olaf College	56,700
8	College of St. Benedict	44,300	8	St. John's University	56,000
8	Concordia College – Moorhead	44,300	9	Hamline University	55,400
10	University of North Carolina – Asheville	42,700	9	College of St. Benedict	55,400
11	Hamline University	42,000	11	Concordia College – Moorhead	53,300
12	**University of Minnesota – Morris**	**41,000**	12	University of North Carolina – Asheville	52,800
13	Mary Washington College	39,400	13	Mary Washington College	50,400
14	University of Maine – Farmington	36,600	14	University of Maine – Farmington	50,200

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

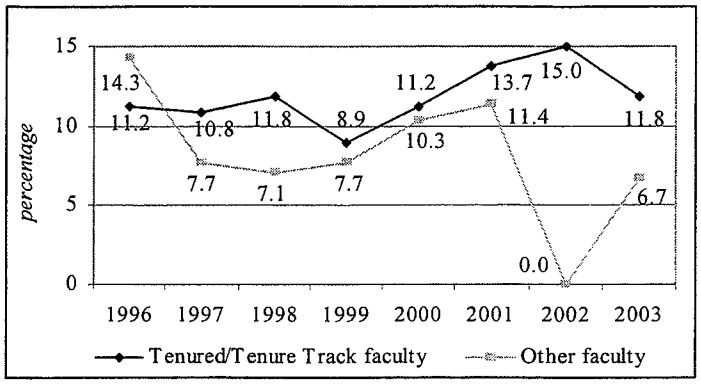
Faculty and Staff Diversity

Figure 4-8. Female faculty at University of Minnesota – Morris, 1996-2003.



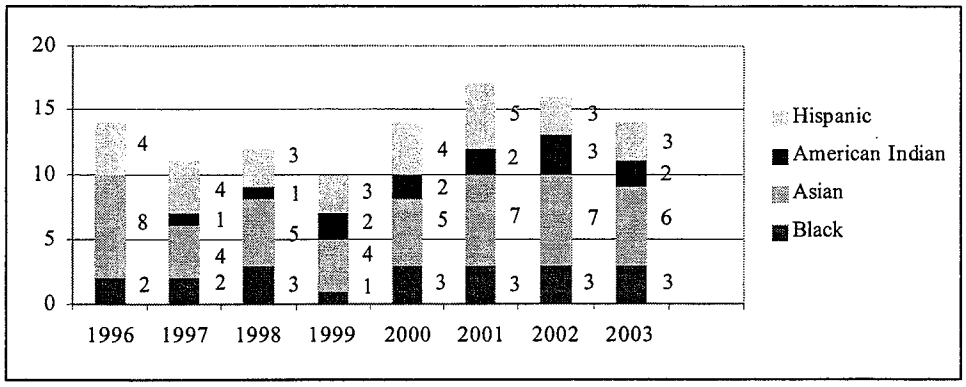
Source: Office of Equal Opportunity and Affirmative Action, University of Minnesota.

Figure 4-9. Faculty of color at University of Minnesota – Morris, 1996-2003.



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

Figure 4-10. Faculty diversity at University of Minnesota – Morris, 1996-2003.



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

5: Crookston Campus

From the Chancellor

The University of Minnesota – Crookston is excited about the continued transformation and maturation as a more comprehensive coordinate campus. UMC is unique in many ways. We:

- are the only four-year polytechnic campus in Minnesota;
- provide the only baccalaureate programs in North America in natural resources aviation and law enforcement aviation;
- offer one of the top equine programs in the Upper Midwest;
- deliver the state's only four-year hotel, restaurant and institutional management program; and
- collaborate in a unique private-public partnership project, Nature Northwest, promoting eco-tourism

2003-4 has been a great year for UMC. Here are some of our most notable achievements:

- campus-wide strategic planning is underway to guide future initiatives;
- UMC's Service Learning Center was selected as one of only six 2004 Minnesota Carter Partnership Award finalists and the only public university finalist;
- UMC's student clubs and organizations were recognized as "Outstanding Volunteers" by the Crookston City Council; and
- progress continues on the new student center scheduled to open in summer 2005.

The next chapter in UMC's history will focus on growth, alignment, and economic development in northwest Minnesota, with the following priorities serving as guides:

- continue to develop and expand academic programs, presence, and relevance;
- expand the research base – good research correlates with good teaching, helps attract and retain top faculty, and is the foundation for regional economic development;
- strengthen the academic profile of our faculty;
- reorganize academically to improve delivery of education to students and align more closely with other universities;
- maximize and further integrate collaboration with Extension Service, Northwest Research and Outreach Center, Agricultural Utilization and Research Institute, Northwest Regional Partnership, Northern Great Plains, the City of Crookston, and other regional resources;
- continue to strengthen the outreach/service role UMC plays in northwest Minnesota; and
- provide a physical infrastructure that maximizes student learning and the student experience.

Velmer S. Burton, Jr.
Chancellor
University of Minnesota – Crookston

A. Campus Profile

The University of Minnesota – Crookston has provided nearly a century of educational service to northwestern Minnesota. With its roots in the Northwest School of Agriculture dating back to 1905, today's UMC is a four-year, public university with about 1,200 full-time students. 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. In 1993 UMC became the first college in the nation to issue a notebook computer to all full-time students.

Founded
1905

Leadership
Velmer S. Burton, Jr., Chancellor

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

Programs offered
19 four-year degrees
6 two-year degrees

Fall 2003 enrollment

Undergraduate	1,187
Non-degree	1,133
Total	2,320

Undergraduate Degrees Awarded (FY 2003)
201

Faculty Size (FY 2003)

Tenured/Tenure Track	44
Other Faculty	10

Student/Faculty Ratio (FY 2003)

Tenured/Tenure Track	26:1
All faculty	21:1

Alumni (FY 2003)

Living Alumni	5,828

Staff (FY 2003)

Civil Service/ Bargaining Unit	112
Professional and Administrative	100

Number of buildings
40 (347,000 assignable square feet)

Expenditures (FY 2003)
$22,281,026

B. Academic Priorities

Crookston's highest priority is to broaden its academic offerings to meet the needs of northwestern Minnesota. Work is currently under way to develop new programs in a number of fields that are responsive to the needs of students and potential employers in the region.

In addition, the campus is working to strengthen the academic profile of students by moving from open enrollment to traditional enrollment with corresponding increases in average ACT scores and average class rank.

Assessment of student learning also is a high priority. The campus is establishing a plan for enhancing teaching and learning in the three core components of its curriculum – critical thinking, working with others, and communication.

This will be accomplished by setting clear learner outcomes and through specific measures of the three core components. A grant from the Bush Foundation is supporting this and other student learning assessment initiatives.

Student Experience Enrichment

These efforts have included:

- Undergraduate Research Opportunities Program (UROP) applications have averaged two or three per semester for the past three years. For spring semester 2004, seven applications were submitted for funding.
- Practically no students studied abroad prior to 2002; however, a new campus climate is encouraging students to be more globally aware. Significant efforts have resulted in 20 students studying abroad over the past two years and another 13 students will do so in 2003-04.

Public Engagement

Public engagement activities have included:

- enhancing partnerships with regional employers;
- two Veden Fellowships to support faculty outreach and research in rural development;
- development of a diversity course and highlighting the need for curriculum integration of diversity issues;
- adoption of "Voice and the Public Good" as a theme for fall 2003 community-wide discussions, including guest speakers, convocation, and a special faculty-student interaction event; and
- incorporating service learning into learner outcomes in many course syllabi.

Efficiency and Effectiveness

The University of Minnesota – Crookston has been a leader among institutions of its type in using technology to enhance learning and make effective use of resources. Technology is incorporated in all courses. Electronic billing and payment is an example of a client-focused improvement, which increases the campus's efficiency and effectiveness.

In addition, the campus tracks academic degree program costs per student to improve efficiency and provide valuable decision-making information. Crookston's internal planning cycle links resource allocation and management with mission-driven activities, efficient operations, and fiscally responsible budget planning. Also, a new strategic

planning process is informing Crookston's future growth vision.

Academic Rankings

The Carnegie Commission 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 109 colleges, of which 13 are public institutions.

Among those 13 public institutions, *U.S. News & World Report* ranked the Crookston campus third in 2003, as shown in Table 5-1.

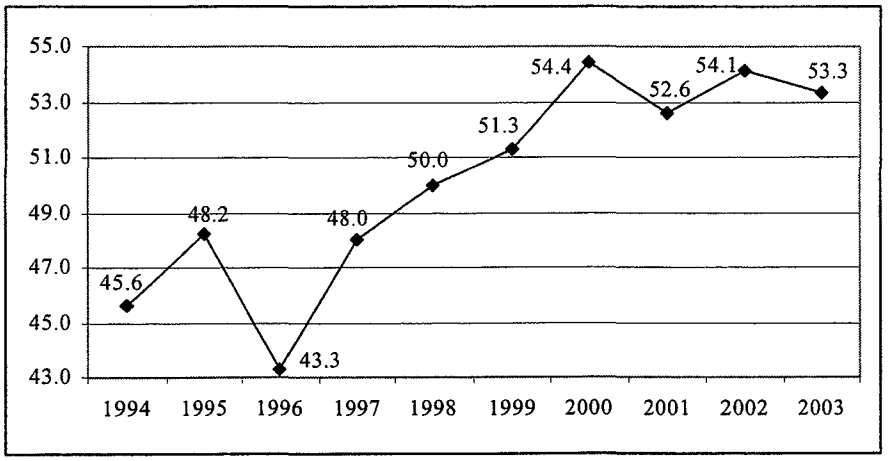
Table 5-1. *U.S. News & World Report,* Top Public Comprehensive Colleges – Bachelor's (Midwest) category, 2003.

Rank	Institution
1	Southwest Minnesota State University – Marshall
2	Valley City State University – Valley City, North Dakota
3	**University of Minnesota – Crookston**
4	Dakota State University – Madison, South Dakota

Source: *America's Best Colleges: 2004, U.S. News & World Report.*

C. Students

Figure 5-1. Average high school rank percentile of new, entering freshmen, University of Minnesota – Crookston, 1994-2003.



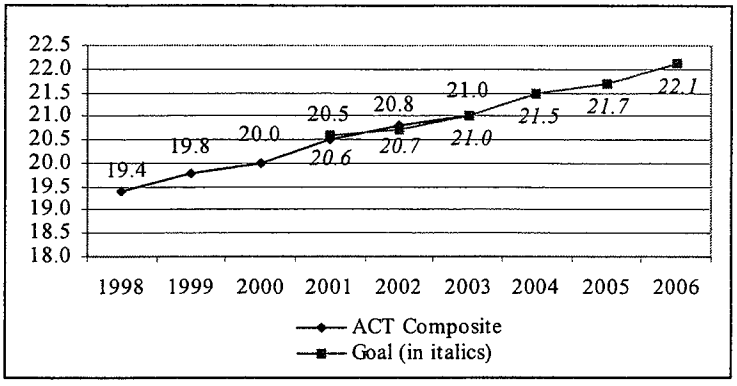
Source: Office of Institutional Research and Reporting, University of Minnesota.

Table 5-2. High school rank of freshmen, University of Minnesota – Crookston, 1994-2003.

	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
90-99	4%	4%	2%	4%	7%	7%	10%	7%	5%	6%
75-89	12	13	8	16	14	13	16	18	18	16
50-74	24	31	28	26	30	33	29	29	32	35
1-49	60	52	61	54	50	47	45	46	45	43

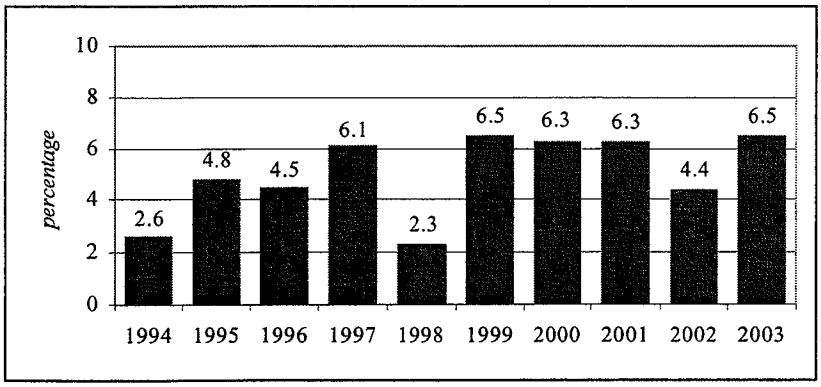
Source: Office of Institutional Research and Reporting, University of Minnesota.

Figure 5-2. Average ACT composite scores of admitted new entering students, University of Minnesota – Crookston, 1998-2006 (actual and goal).



Source: University of Minnesota – Crookston.

Figure 5-3. Percentage of entering freshmen of color, University of Minnesota – Crookston, 1994-2003.



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

Table 5-3. Proportion of students by racial/ethnic group, University of Minnesota – Crookston, 1997-2003.

	1997	1998	1999	2000	2001	2002	2003
Caucasian	94.1%	89.8%	93.2%	91.4%	77.4%	75.8%	72.5%
American Indian	1.7	1.8	1.3	1.2	0.8	0.7	0.7
International	1.3	1.1	1.3	1.2	1.3	1.3	1.5
Asian/Pacific Islander	0.7	0.6	0.7	0.8	0.9	1.3	1.1
African American	0.8	0.6	0.8	1.2	0.9	1.2	1.1
Chicano/Hispanic	1.1	0.8	1.2	1.3	0.9	0.8	0.7
Not Reported	0.2	5.3	1.4	3.0	17.3	18.9	22.4

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

Retention and Graduation Rates

Significant progress has made in the past several years in addressing the underlying factors that will ultimately improve campus retention and graduation rates.

In admissions, for example, students were admitted from 1993 to 1999 under an "open" admissions policy that required students to possess only a high school diploma or GED. Effective fall 2000, a "traditional" admissions policy was adopted that requires students to have graduated within the top-half of their high school class or to have a minimum ACT score of 21. The new admission standards allow UMC to either deny admission to new applicants with insufficient academic preparation or to admit them under academic probation.

This policy change, together with recruitment focusing on higher-ability students, was designed to improve the academic profile of the student body as measured by average high school rank and ACT scores. UMC has shown consistent improvement in both measures.

A second policy change initiated in fall 2000 was the adoption of a more stringent academic progress policy, e.g., probation and suspension guidelines. The policy increased the GPA and credit completion requirements for continuing students to remain in good academic standing and to avoid probation or suspension.

In addition to academic policy changes, specific program and service initiatives have been implemented to improve retention and graduation. The First Year Experience program was initiated in fall 2001 to provide new students with programs and resources to assist them with their transition to UMC. In its first year, this program contributed to an improvement of freshmen-to-sophomore retention form 59 percent to 62 percent.

Other First Year Experience initiatives include:

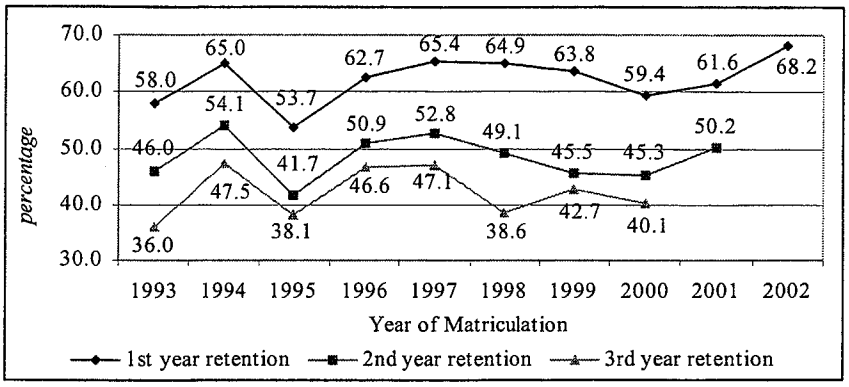
- Summer Start, an optional one-week summer program for new freshmen to live on campus prior to the fall semester and take a computer applications course. All of the students who participated in the 2002 program rated it as "good, very good, or excellent". Participants' freshman-sophomore retention rate was 68 percent.
- The Living and Learning Program, a traditional learning community of students residing on the same residence hall floor and enrolled in paired-courses. Participants' freshman-sophomore retention rate was 69.4 percent and a cumulative GPA of 2.6.
- The establishment of a chapter of Alpha Lambda Delta, a first-year honors society.

The First Year Experience program continues to move forward with new initiatives to improve the undergraduate experience at UMC. These changes, together with modifications in the campus merit scholarship program and on-going admission office efforts to improve the new student academic profile, are expected to improve future retention and graduation rates.

Figures 5-4 – 5-6 show the retention and graduation rate trends for the Crookston campus over the past decade.

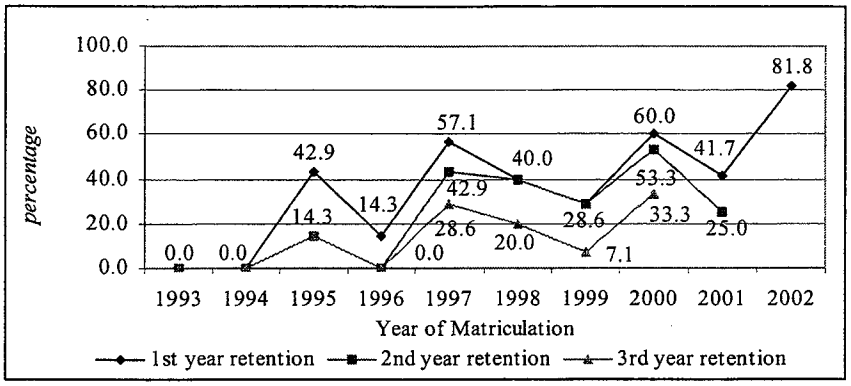
UMC has established four-, five-, and six-year graduation rate goals for 2012 of 36 percent, 45 percent, and 49 percent, respectively.

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, 1993-2002.



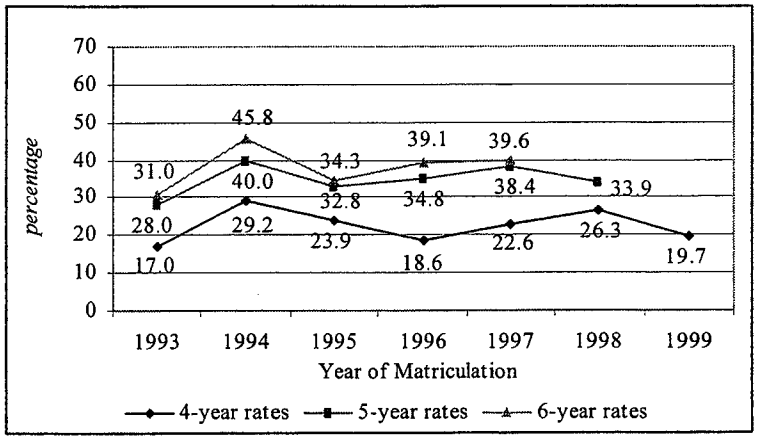
Source: Office of Institutional Research and Reporting, University of Minnesota.

Figure 5-5. UMC first-, second-, and third-year retention rates (percentage) for students of color, 1993-2002.



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

Figure 5-6. 4-, 5-, and 6-year graduation rates, University of Minnesota – Crookston, 1993-99.



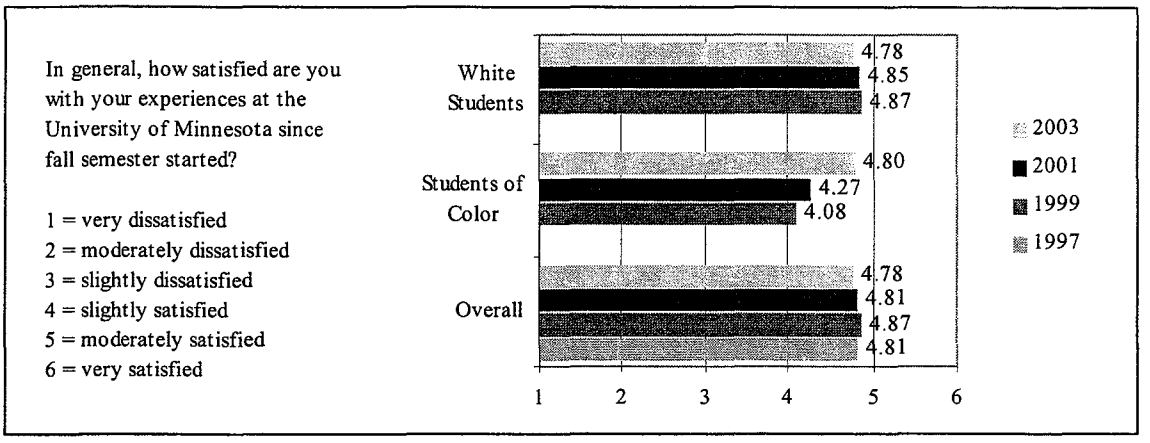
Source: Office of Institutional Research and Reporting, University of Minnesota
Note: Rates include students who transferred from one University campus to another and graduated (e.g., a student who matriculated at Crookston and graduated from Duluth is counted as a Crookston graduate). The University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

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 University of Minnesota – Crookston campus.

Figure 5-7. Undergraduate student experiences survey results, University of Minnesota – Crookston, 1997-2003.



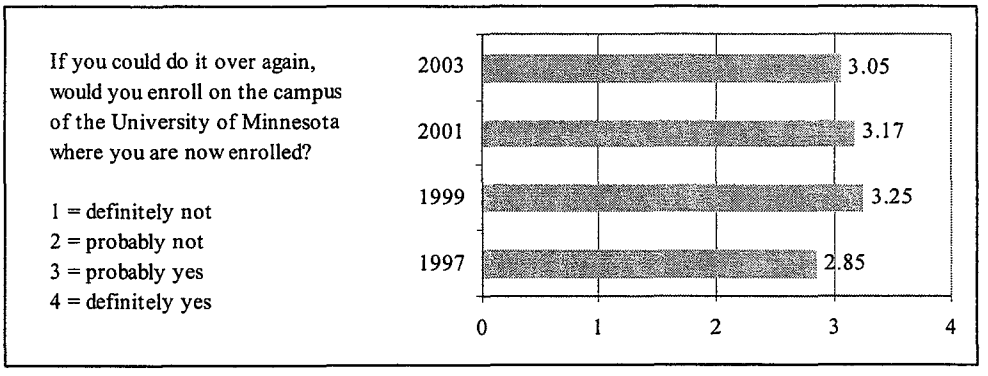
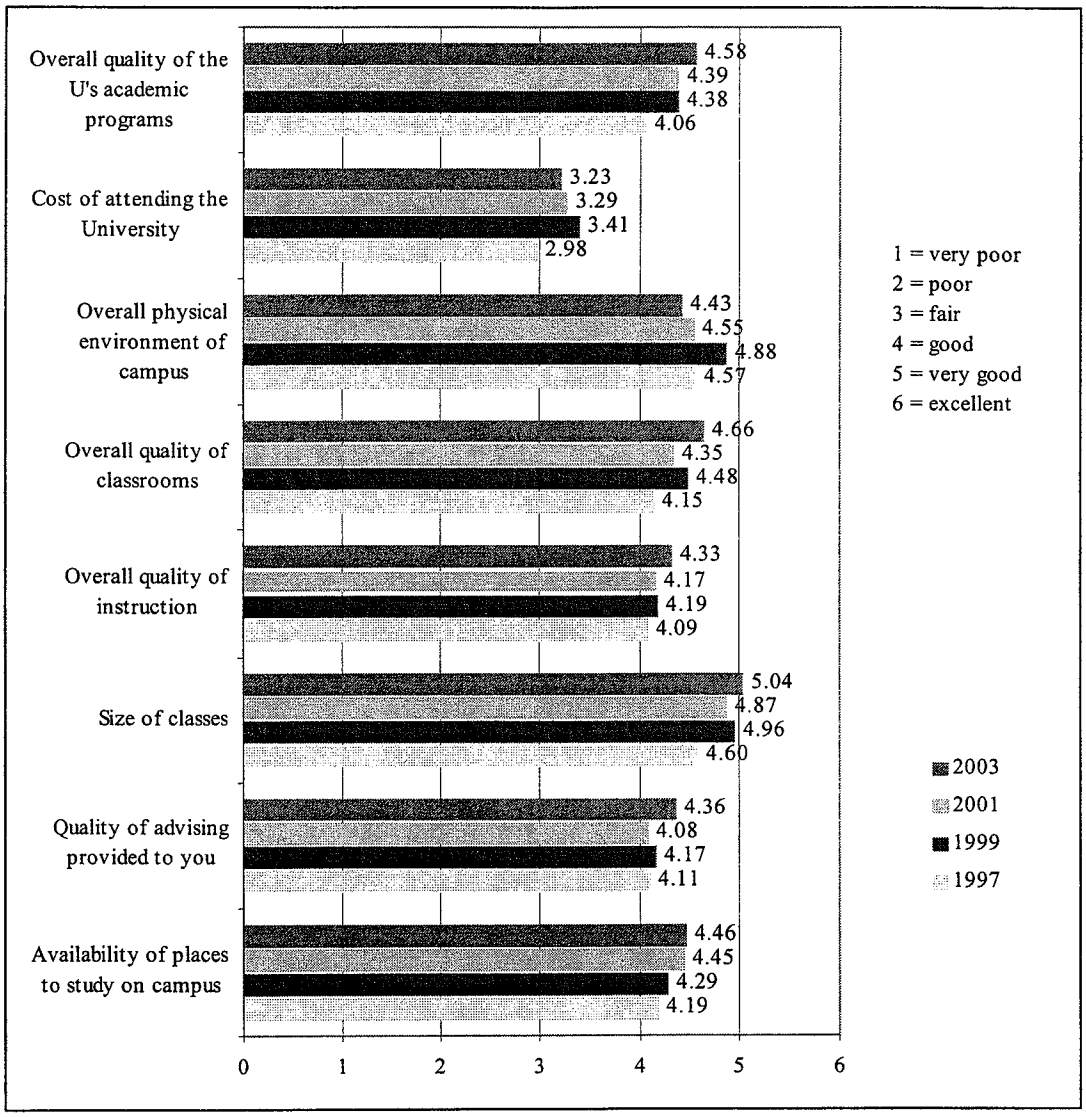


Figure 5-7 (continued). Crookston campus undergraduate student experiences survey results.



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, 1998-2002.

Offense	1998	1999	2000	2001	2002
Murder/Non-negligent manslaughter	0	0	0	0	0
Forcible sex offenses (including forcible rape)	0	1	0	0	0
Non-forcible sex offenses	0	0	0	0	0
Robbery	0	0	0	0	0
Aggravated assault	0	0	0	0	0
Burglary	1	4	1	1	2
Motor vehicle theft	0	0	0	0	0
Arson	n.a.	3	4	3	2
Negligent manslaughter	0	0	0	0	0

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 the 11 sports:

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

UMC, in its sixth season in Division II of the National Collegiate Athletic Association, is a member of the Northern Sun Intercollegiate Conference. The hockey program is a member of the Midwest Collegiate Hockey Association and the equestrian team is a member of the Intercollegiate Horse Show Association.

Nearly 300 student-athletes compete in UMC athletics – 63 percent, men; 37 percent, women. Many athletes have earned All-Conference and All-Academic honors while competing for UMC. Some of the recent athletic teams' accomplishments include:

- Men's golf won UMC's first ever NSIC championship and participated in the 2003 NCAA II Men's Golf Championship.
- Women's basketball advanced to 2003 NSIC tournament championship game.
- Hockey won its third MCHA championship in four years in 2003.
- Equestrian advanced to the 2003 national tournament as it has for the past several years.

According to the NCAA's most recent annual graduation rate report, UMC is mirroring the national trend of student-athlete graduation rates that are improving and 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 the general student body.

Student-athletes also participate in many community service activities through the Student Athletic Advisory Committee, including alcohol/drug education, educational outreach, and community outreach.

While student-athlete centered, the UMC athletic program enhances the University experience of all students, and embraces its role in building a sense of 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.

Peer Group Comparisons

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

Average Salary

Category	1998-99	1999-00	2000-01	2001-02	2002-03
Full Professor					
Peer Group Average*	$55,300	$56,500	$59,800	$62,900	$63,000
UM – Crookston	54,300	54,900	56,800	58,300	61,700
Associate Professor					
Peer Group Average*	$46,400	$48,400	$49,800	$51,700	$52,600
UM – Crookston	51,000	51,800	46,600	54,200	56,800
Assistant Professor					
Peer Group Average*	$39,500	$41,400	$43,300	$44,300	$45,200
UM – Crookston	43,200	44,300	44,200	46,900	49,000

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.

Average Compensation

Category	1998-99	1999-00	2000-01	2001-02	2002-03
Full Professor					
Peer Group Average*	$69,200	$71,500	$75,700	$78,000	$80,300
UM – Crookston	71,200	72,900	76,500	80,100	84,900
Associate Professor					
Peer Group Average*	$58,800	$62,000	$63,800	$65,100	$68,300
UM – Crookston	67,200	69,200	64,200	75,000	79,000
Assistant Professor					
Peer Group Average*	$50,600	$53,500	$55,600	$56,600	$59,100
UM – Crookston	57,800	60,100	61,300	66,300	69,600

Source: Office of Institutional Research and Reporting, University of Minnesota.
*Average excluding University of Minnesota – Crookston

Full Professors

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

Average Salary 2002-03			Average Compensation 2002-03		
Rank	**Peer Group Institution**	**Salary**	**Rank**	**Peer Group Institution**	**Comp**
1	University of Wisconsin – Stout	$67,000	1	University of Wisconsin – Stout	$87,300
2	Ferris State University	63,700	2	**University of Minnesota – Crookston**	**84,900**
3	Pittsburg State University	63,300	3	Ferris State University	83,700
4	**University of Minnesota – Crookston**	**61,700**	4	Pittsburg State University	79,900
5	SUNY College of Technology – Alfred	60,600	5	SUNY College of Technology – Alfred	78,400
6	University of Southern Colorado	60,500	6	University of Southern Colorado	72,200
	Worcester Polytechnic Institute	n.a.		Worcester Polytechnic Institute	n.a.

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.

Average Salary 2002-03			Average Compensation 2002-03		
Rank	**Peer Group Institution**	**Salary**	**Rank**	**Peer Group Institution**	**Comp**
1	**University of Minnesota – Crookston**	**$56,800**	**1**	**University of Minnesota – Crookston**	**$79,000**
2	Ferris State University	56,100	2	Ferris State University	76,000
3	University of Wisconsin – Stout	53,800	3	University of Wisconsin – Stout	71,700
4	Pittsburg State University	53,600	4	Pittsburg State University	68,600
5	University of Southern Colorado	49,900	5	SUNY College of Technology – Alfred	65,600
5	SUNY College of Technology – Alfred	49,900	6	University of Southern Colorado	59,500
	Worcester Polytechnic Institute	n.a.		Worcester Polytechnic Institute	n.a.

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

Assistant Professors

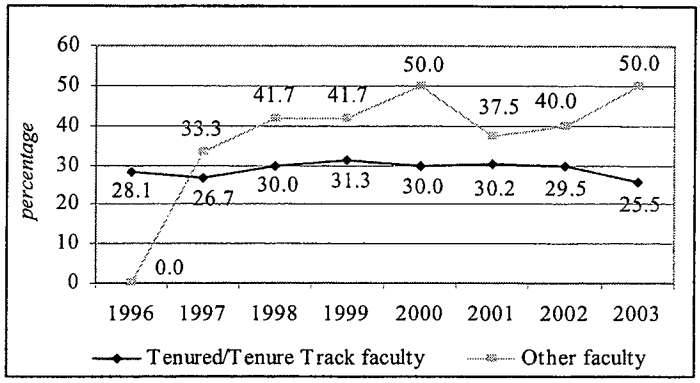
Table 5-9. Assistant professor average salary and compensation for University of Minnesota – Crookston and peer group, 2002-03.

Average Salary 2002-03			Average Compensation 2002-03		
Rank	**Peer Group Institution**	**Salary**	**Rank**	**Peer Group Institution**	**Comp**
1	**University of Minnesota – Crookston**	**$49,000**	**1**	**University of Minnesota – Crookston**	**$69,600**
2	Ferris State University	48,700	2	Ferris State University	68,500
3	University of Wisconsin – Stout	46,300	3	University of Wisconsin – Stout	62,800
4	University of Southern Colorado	46,200	4	Pittsburg State University	56,900
5	Pittsburg State University	43,900	5	University of Southern Colorado	55,100
6	SUNY College of Technology – Alfred	40,800	6	SUNY College of Technology – Alfred	52,300
	Worcester Polytechnic Institute	n.a.		Worcester Polytechnic Institute	n.a.

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

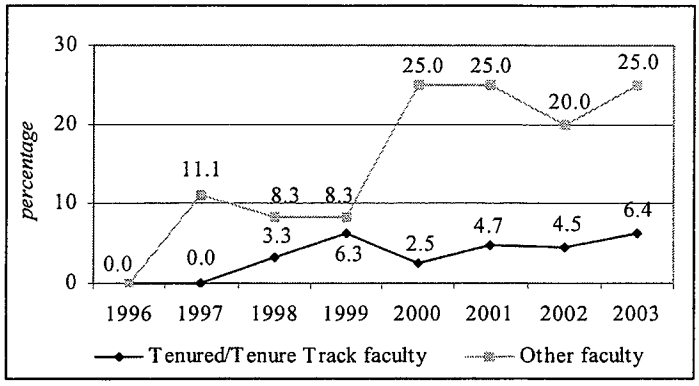
Faculty and Staff Diversity

Figure 5-8. Female faculty at University of Minnesota – Crookston, 1996-2003.



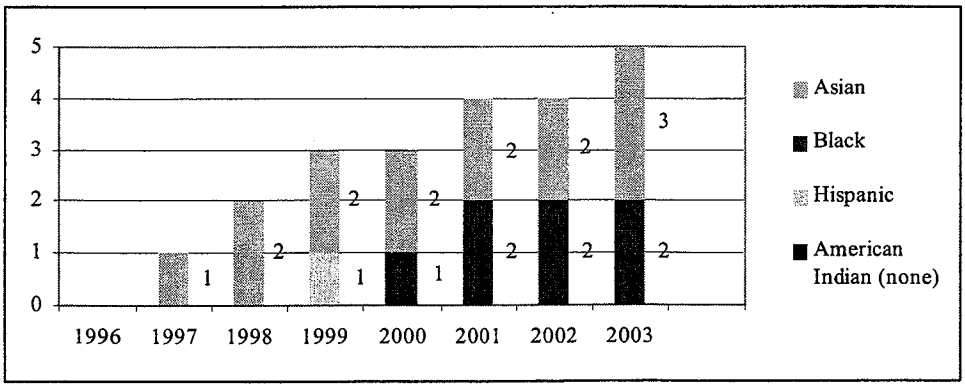
Source: Office of Equal Opportunity and Affirmative Action, University of Minnesota.

Figure 5-9. Faculty of color at University of Minnesota – Crookston, 1996-2003.



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

Figure 5-10. Faculty diversity at University of Minnesota – Crookston, 1996-2003.



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

6: Rochester Campus

From the Provost

The University of Minnesota Rochester (UMR) is a distinctive higher education institution serving southeastern Minnesota through unique relationships with other universities and colleges to provide and facilitate academic programming, research, and service. UMR is a partner in delivering higher education offerings at the University Center Rochester along with two Minnesota State Colleges and Universities institutions – Rochester Community and Technical College and Winona State University – Rochester Center. In this professional collaborative relationship, UMR provides leadership for new baccalaureate and graduate level programming.

During the past three years several new baccalaureate and graduate level degree and certificate programs have been implemented, primarily in health sciences, technology, education, and business. Of particular note are master's programs in public health, business administration, and social work; bachelor's programs in nursing and manufacturing technology; a certificate program in translation; and a doctoral degree in higher education. One of the great strengths of this programming is that UMR is able to draw upon the full academic and support resources provided by the University of Minnesota system.

The city of Rochester and southeastern Minnesota are distinctive and recognized for world-class health care and research, high technology industries, and PK-12 education. Residents of the greater Rochester area believe that locally provided University of Minnesota higher education and research opportunities are critical to the continued growth and economic development of the region. Decisions relating to program implementation are made by UMR staff working directly with regional business, health service, technology, education, and government leaders. Academic programming is directly linked to the economic development and viability of the region.

UMR offers robust professional, community, and continuing education programs. During the past year, 2,000 people participated in programs sponsored or co-sponsored with community groups and UMR. Programming encompasses political debates, training in genomics for high school educators, and advanced management seminars.

Initiatives are underway in fuel cell research and are being conducted in collaboration with Rochester Public Utilities. The research team is preparing to move into the second of a three-phase research plan. In addition, UMR faculty have submitted two U.S. patents for approval in image processing.

David L. Carl
Provost
University of Minnesota – Rochester

Overview

The University of Minnesota has provided quality higher education opportunities in Rochester and southeastern Minnesota since 1966. It is one of three institutions located on the University Center Rochester (UCR) campus, which is also home to Rochester Community and Technical College and Winona State University-Rochester Center.

Located in Minnesota's third largest city, the University of Minnesota – Rochester (UMR) offers undergraduate, graduate, and workforce education programs. The Rochester campus serves as a regional hub for educational, cultural, and recreational activities in one of Minnesota's fastest growing cities.

UMR provides leadership and coordination of upper-division undergraduate and post-baccalaureate programs at the University Center Rochester. The University offers doctoral, master's, and baccalaureate programs and several certificate and licensure programs. Credit courses that fulfill degree requirements, provide professional updating, and respond to personal interests are offered as well. UMR also offers noncredit courses for continuing education and professional development.

Doctoral degrees are offered in five fields of study, master's degrees in 16, baccalaureate degrees in nine, professional certificate programs in six, and licensure programs in five fields. Degree programs at UMR are provided by the Twin Cities and coordinate campuses.

Academic Priorities

UMR emphasizes four areas of academic development: health sciences, business, technology, and education. Increasing emphasis is being placed on offering additional health sciences and technology programs to meet the needs of these locally predominant industries.

Programs implemented in the past three years include a certificate program in translation; baccalaureate programs in nursing, information technology infrastructure, and management technology; master's programs in public health, social work, and business administration; and a doctoral program in higher education. Additional programming plans are in place to be implemented in 2004.

One facet of UMR's academic leadership at the University Center Rochester involves guiding its curricular review team. This team is charged with enhancing the effectiveness and efficiency of academic programming offered by the partners at the Center. Among activities pursued by team members during the past year have been the creation of a database of all credit and noncredit programming offered by the Center partners, and refinement of the inter-institutional process for articulation of new programming. Among the successes has been development of the annual "UCR Common Theme" for coordinating continuing education initiatives among the partner institutions and the community. The theme this year is corporate responsibility.

Related academic activities include the initiation of a development campaign focused on student scholarships and academic strategic investments. Since this effort began a year ago, three endowed scholarships and several smaller scholarships have been created.

Public Engagement

UMR faculty and staff are involved in public engagement activities in Rochester and southeastern Minnesota. Examples include:

- serving on community and non-profit governing boards;
- conducting "Best of Management of Technology" seminars for high technology industry leaders;

- co-sponsoring political debates;
- conducting a presentation on microbiology and genomics for high school biology teachers;
- conducting summer computer camps for high school students;
- bringing national speakers, University scholars, and researchers to Rochester;
- participating in the University of Minnesota Talented Youth Math Program;
- partnering with IBM in promoting the "Women in Technology" series of workshops.
- and collaborating with community groups to develop a "Corporate Responsibility" theme that integrates parts of the UMR and UCR curricula.

Student Satisfaction

Since UMR leverages talent and resources from the UMTC, coordinate campuses, and MnSCU institutions, it is necessary to create a local student services environment that serves as a central clearing point-of-contact for students.

Current initiatives to strengthen student services include: physical relocation of the student services director, academic program directors, and support staff into a single identifiable location; enhancement of web pages to better organize information for student use; full integration of Rochester student services with the UM OneStop service; implementation of ClassMaker software for the University Center that jointly identifies, tracks, and responds to student inquiries; and education of staff to serve as effective liaisons between UMR students and the University system.

The University of Minnesota Rochester conducted its first Student Experiences Survey in 2002 in order to identify key areas of service requirements for the predominantly non-traditional student base and to establish baseline values from which UMR can measure changes in performance satisfaction. The next survey is scheduled for Spring 2004.

Table 6-1summarizes the 2002 survey responses in three key areas at the University of Minnesota Rochester campus.

Table 6-1. Undergraduate and predominantly graduate student experiences survey results, University of Minnesota, Rochester campus, 2002.

Overall Student Experience		Customer Service		Institutional Environment	
1: In general, your satisfaction to date with your experience at the University of Minnesota – Rochester campus was:		**1: The advisors were helpful in guiding you to meet your academic goals:**		**1: How would you rate the overall quality of classrooms?**	
Better than I expected:	38.75%	Strongly agree:	7.50%	Excellent:	8.64%
As I expected:	43.75%	Agree:	36.25%	Good:	29.63%
Worse than I expected:	17.50 %	Neutral:	37.50%	Average:	43.21%
		Disagree:	13.75%	Poor:	11.11 %
2: If you could do it over again, would you enroll on the Rochester campus of the University of Minnesota, where you are now enrolled?		Strongly disagree:	5.00%	Very poor:	7.41%
		2: The University of Minnesota, Rochester staff are helpful when I visit the offices:		**2: There are sufficient, available places to study on campus:**	
Definitely would:	55.00%				
Probably would:	27.50%	Strongly agree:	31.17%	Strongly agree:	5.13%
Might not:	13.75%	Agree:	49.35%	Agree:	28.21%
Definitely not:	3.75%	Neutral:	16.88%	Neutral:	51.28%
		Disagree:	2.60%	Disagree:	11.54%
3: I am better off because of my experience at the University of Minnesota – Rochester campus.		Strongly disagree:	0.00%	Strongly disagree:	3.85%
		3: How would you rate the customer service you received from the University of Minnesota Rochester staff when you called on the phone?			
Strongly agree:	33.33%				
Agree:	34.57%	Excellent:	21.25%		
Neutral:	25.93%	Good:	23.75%		
Disagree:	3.70%	Average:	20.00%		
Strongly disagree:	2.47%	Poor:	3.75 %		
		Very poor:	5.00%		
		N/A:	26.25%		

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

Enrollment Trends

Tables 6-2 and 6-3 show the positive trends in enrollment and indicate a growing level of student participation and community satisfaction.

Table 6-4 shows safety and security data for the past four years at the University Center Rochester.

Table 6-2. Fall semester credit course enrollment at the University of Minnesota – Rochester, 2000-2003.

Credit Courses	Fall 2000	Fall 2001	Fall 2002	Fall 2003
Headcount	323	346	339	384
Credits Generated	1,289	1,276	1,543	1,763

Source: Office of the Provost, University of Minnesota – Rochester.

Table 6-3. Fall/Spring semester credit course enrollments at the University of Minnesota – Rochester, 2000-2003.

Credit Courses	Fall 1999 & Spring 2000	Fall 2000 & Spring 2001	Fall 2001 & Spring 2002	Fall 2002 & Spring 2003
Total Credits Generated	2,207	2,507	2,515	3,109

Source: Office of the Provost, University of Minnesota – Rochester

Campus Safety and Security

Table 6-4. On-campus criminal offenses at University Center Rochester, 2000-2002.

Offense	2000	2001	2002
Murder/Non-negligent manslaughter	0	0	0
Forcible sex offenses (including forcible rape)	0	0	1
Non-forcible sex offenses	0	0	0
Robbery	0	0	0
Aggravated assault	0	0	0
Burglary	0	0	1
Motor vehicle theft	0	1	2
Arson	0	0	0
Negligent manslaughter	0	0	0
Alcohol violations	0	2	1
Drug violations	0	0	0
Weapons violations	0	0	0

Source: Campus Security Office, University Center Rochester.

7: Public Engagement – Access and Outreach

As a publicly supported, land-grant institution, the University of Minnesota has an obligation to fill an essential outreach and public service function for the state.

The University's mission statement specifies this obligation to: "Extend, apply, and exchange knowledge between the University and society by applying scholarly expertise to community problems, by helping organizations and individuals respond to their changing environments, and by making the knowledge and resources created and preserved at the University accessible to the citizens of the state, the nation, and the world."

This historic public service mission has, more recently, been coined "public engagement," and there are concerted efforts within higher education to more precisely define the role and measure the results of colleges' and universities' public engagement responsibilities.

The Committee on Institutional Cooperation (CIC), comprised of Big Ten universities and the University of Chicago, has developed a working definition of public engagement, which the University of Minnesota has adopted for the purposes of organizing and evaluating its efforts in this area:

"Public engagement is the partnership of university knowledge and resources with those of the public and private sectors to:

- enrich scholarship and research,
- enhance curriculum teaching and learning,
- prepare citizen scholars,
- endorse democratic values and civic responsibility,
- address critical societal issues, and
- contribute to the public good."

This section of the report details the contributions to the state of the University's technology commercialization activities, the University of Minnesota Extension Service, and the Research and Outreach Centers. It also provides information on the University's economic and social impact on the state, an overview of the University's Council on Public Engagement, and a summary of the findings from the latest citizen satisfaction survey, conducted in December 2003.

A. Technology Commercialization

An integral part of the University's land-grant mission is to seek practical application for research results to benefit the public and support regional economic vitality. University faculty and researchers are increasingly active in disclosing new technologies and negotiating licenses of the University's intellectual property. This process is important as a contribution to the state's economy. It also

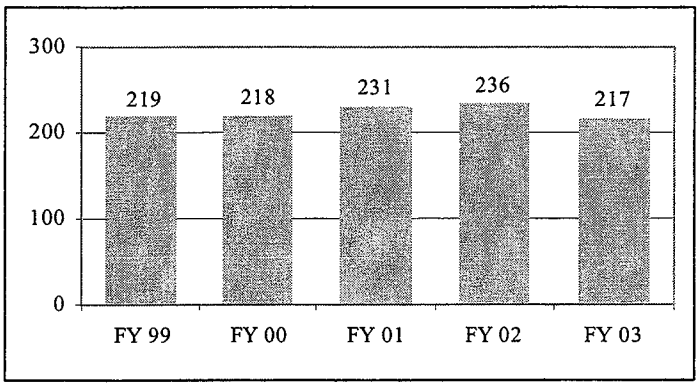
generates revenue that can be reinvested in future research development.

Figures 7-1 – 7-5 summarize the University's technology commercialization activity over the past five years.

Table 7-1 shows licensing and patent activity for the University and the top 10 institutions nationally for FY 2002.

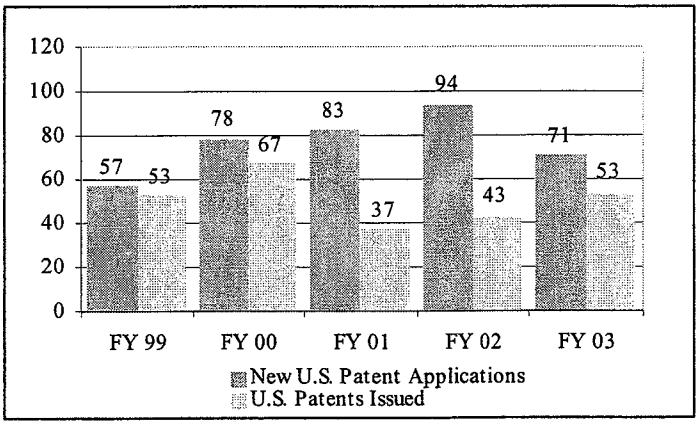
Table 7-2 shows the University's licensing income and the average licensing income for the top 10 institutions nationally during 1998-2002.

Figure 7-1. Number of new inventions and technologies disclosed to the University of Minnesota, 1999-2003.



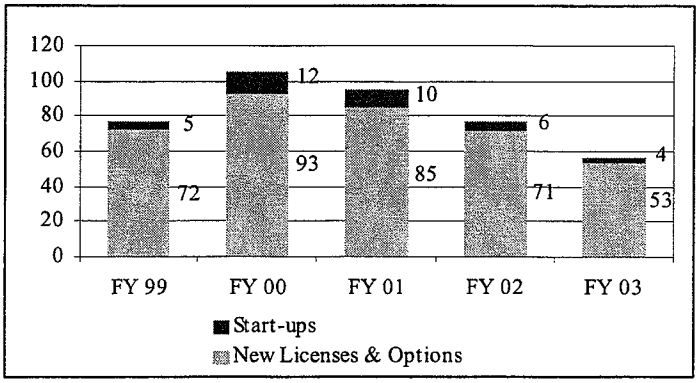
Source: Office of Patents and Technology Marketing, University of Minnesota

Figure 7-2. U.S. patent applications and patents issued, 1999-2003.



Source: Office of Patents and Technology Marketing, University of Minnesota

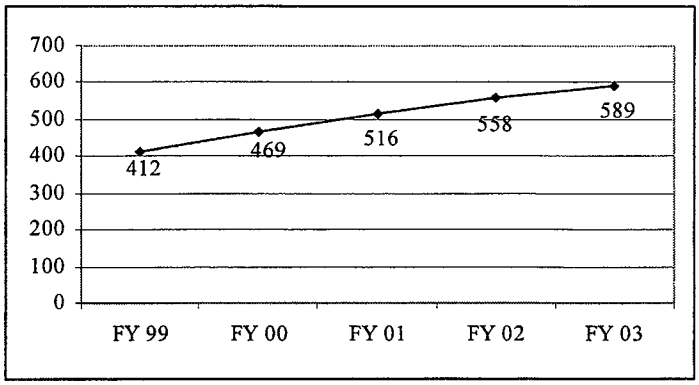
Figure 7-3. Start-ups, new licenses, and options, 1999-2003.



Source: Office of Patents and Technology Marketing, University of Minnesota

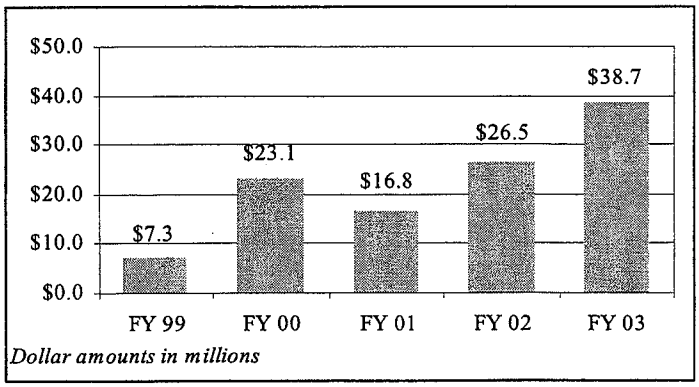
Note: Includes agreements that transfer technology rights to companies, including options but not including end user licenses for software.

Figure 7-4. Total active technology commercialization agreements, 1999-2003.



Source: Office of Patents and Technology Marketing, University of Minnesota

Figure 7-5. Technology commercialization gross revenues, in millions, 1999-2003.



Source: Office of Patents and Technology Marketing, University of Minnesota

Note: Includes all financial returns from licensing, except for licensee reimbursements of the University's patent costs.

Table 7-1. Licensing revenues and patent activity for top 10 institutions and University of Minnesota, FY 2002.

Rank	Institution	Licensing income	Licenses, options executed	Start-up companies formed	Patent applications filed	Patents issued
1	Columbia University	$155,653,442	55	8	191	60
2	University of California System	82,048,000	222	23	884	300
3	New York University	62,700,209	19	1	93	27
4	Florida State University	52,077,120	9	2	34	15
5	Stanford University	50,176,009	106	13	324	96
6	University of Rochester	42,095,533	7	4	107	19
7	University of Wisconsin – Madison	32,060,854	156	4	204	87
8	University of Florida	31,597,753	59	5	207	62
9	Michigan State University	29,758,071	22	0	60	43
10	Emory University	29,557,917	28	4	88	25
12	**University of Minnesota**	**25,870,843**	**71**	**6**	**170**	**43**

Source: Association of University Technology Managers, 2003.

Note: In some cases an institution may have included data from more than one of its campuses without indicating that.

Table 7-2. Average licensing income for top 10 public and private research universities and University of Minnesota, FY 1998-2002.

	1998	1999	2000	2001	2002	5-Year Change
Nat'l Top 10 Average	$37,074,415	$39,638,361	$70,982,009	$51,039,411	$56,772,491	
% Change		+6.9%	+79.1%	-28.1%	+11.2%	+53.1%
U of M – Twin Cities	**$3,199,373**	**$5,662,088**	**$22,689,725**	**$16,033,780**	**$25,870,843**	
Nat'l Rank	**33rd**	**23rd**	**14th**	**13th**	**12th**	
% Change		**+77.0%**	**+300.7%**	**-29.3%**	**+61.4%**	**+708.6%**

Source: *The Top American Research Universities:* The Center, University of Florida, 2003.

B. University of Minnesota Extension Service

The University of Minnesota Extension Service is committed to delivering high-quality, relevant educational programs and information to Minnesota citizens and communities. Its statewide network of researchers, educators, and volunteers addresses critical needs by focusing on issues where research-based education can make a difference.

Funding Sources: Extension Service funding comes from a variety of sources. State funding is comprised of the State Special and an O & M allocation from the University. Federal funding consists of a formula allocation and funding for a number of specific, earmarked projects. The majority of county funds are spent locally for county office expenses such as support staff, office equipment, and supplies. In addition, the Extension Service derives revenue from a variety of public and private grants, gifts, fees and sales.

Tables 7-3 and 7-4 show FY 2002 revenue sources and distribution of revenue by program area, based on academic staff full-time equivalents (FTE)s.

Table 7-3. Extension Service revenue, FY 2002.

Source	Amount	Percent
State	$26,003,000	42%
County	16,097,000	26
Federal	10,525,000	17
Grants, gifts, indirect cost recovery	6,810,000	11
Fees, sales	2,476,000	4
Total:	**$61,911,000**	**100%**

Source: University of Minnesota Extension Service.

Table 7-4. Extension Service distribution of revenue, FY 2002.

Source	Amount	Percent
Food and agriculture	$16,531,000	27%
Youth	11,571,000	19
Family	8,816,000	14
Environment	7,714,000	12
Food nutrition grant	6,810,000	11
Community	6,061,000	10
Administration	4,408,000	7
Total:	**$61,911,000**	**100%**

Source: University of Minnesota Extension Service.

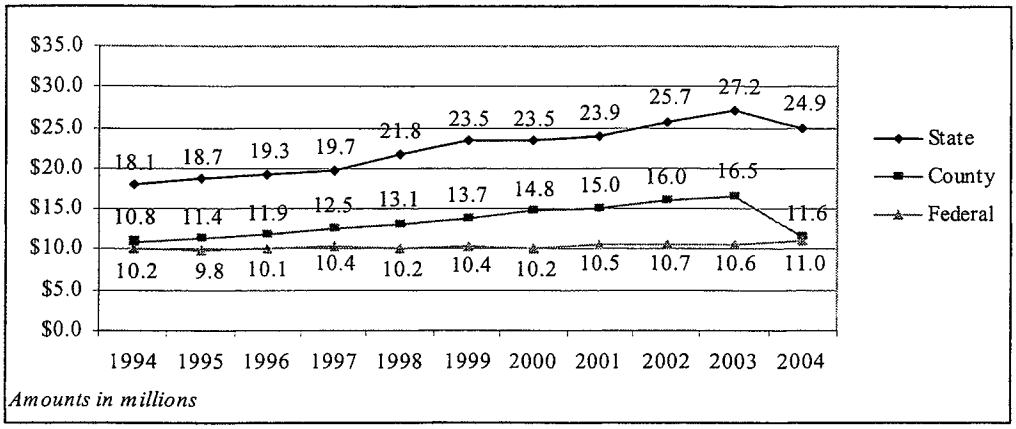
Figure 7-6 shows the distribution of state, federal, and county funding since 1994. The Extension Service has faced significant budget challenges. Federal funding has remained flat for over 10 years. Accounting for inflation, the Extension Service has lost significant purchasing power with its federal funding.

The state's recent budget shortfalls have resulted in the loss of nearly $7 million. Extension's state allocation in 2004 was over $2 million less than its 2003 allocation. While county governments are finalizing their 2004 Extension allocations, indications are that counties will be investing approximately $4.9 million less in Extension than in 2003.

As a result of these funding pressures and budget reductions, the Extension Service developed a delivery model that provides access to high-quality programs and services by creating 18 regional centers throughout the state. Included is a staffing plan that provides clearer lines of supervision and more accountability for performance.

The Extension Service is making significant investments in technology at the 18 regional centers. This will improve connections with the University's campuses, expand access to information, and put the Extension Service in a position to take better advantage of the University's technology capabilities for improved communications and new efficiencies.

Figure 7-6. Extension Service sources of revenue, 1994-2004.



Source: University of Minnesota Extension Service.

Outreach Activities: Examples and measures of Extension's impact on the state and its citizens include the following during 2002:

- 1,097,000 educational services provided, including participation in group educational activities and events, one-on-one consultations, and responses to individual inquiries;
- 873,783 Extension educational materials sold;
- 5,200,000 visits to the Extension Web site;
- 600,000 visits to INFO-U Web documents;
- 34,000 INFO-U phone line calls;
- 440,000 visits to the Yard & Garden Web site;
- 27,000 youth in 4-H clubs;
- 168,000 youth in 4-H Youth Development programs;
- 11,700 4-H Youth Development adult volunteers;
- 1,080,180 estimated hours donated by 4-H adult volunteers;
- $17,000,000: value of hours donated by 4-H adult volunteers;
- 2,146 Master Gardener volunteers;
- 88,400 hours donated by Master Gardener volunteers;
- $1,326,000 value of hours donated by Master Gardener volunteers; and
- 45,000 participants in Nutrition Education programs.

C. Research and Outreach Centers

Six Research and Outreach Centers (ROCs) strategically located throughout Minnesota are key units of the College of Agricultural, Food, and Environmental Sciences that extend its research to all regions of the state.

The ROCs conduct site-specific, coordinated research and outreach programs in cooperation with several colleges and departments within the University of Minnesota. By focusing on regional strengths and issues, the ROCs function as an integrated unit to address the

diverse agricultural and rural needs of Minnesota.

The ROCs take advantage of their unique geographical locations to conduct interdisciplinary research, to engage in teaching, and to transfer research-based knowledge to citizens. The ROCs are also linked to the University of Minnesota Extension Service and to regional Extension educators.

The six ROCs are:

North Central ROC, Grand Rapids: In addition to traditional crop and livestock research and outreach activities, scientists at this ROC use their 873-acre site to conduct research in agricultural engineering, environmental issues, forestry, by-product utilization, small fruit and vegetable crops, tourism and travel, and wild rice.

Northwest ROC, Crookston: This ROC is situated on 1,500 acres adjacent to the University of Minnesota – Crookston campus. In addition to providing experiential learning for students enrolled in agriculture programs at UMC, the center serves the surrounding area with prairie management research and crop research in sugar beets, potatoes, wheat, and barley.

Southern ROC, Waseca: This center occupies a 955-acre site in an area that produces over one-third of Minnesota's cash farm sales. Research focuses on groundwater and surface water quality as well as animal product technology for swine and dairy, with a major emphasis on waste management and odor reduction.

Southwest ROC, Lamberton: The 828-acre site of this center includes the Elwell Agro-ecology Farm, where research emphasizes cropping systems that efficiently cycle water, nutrients, and energy while enhancing profitability. Scientists at the center also conduct research on water quality, soil structural degradation, and soybean pathogens.

UMore Park, Rosemount: Research programs at this center focus on precision agricultural methods, carbon sequestration, and biological methods for potato pest control. Scientists at the 7,500-acre site also investigate strategies for weed management and maintain ongoing research on swine and poultry. The site also hosts a new immigrant agricultural program.

West Central ROC, Morris: Research and education on this 1,200-acre site focus on environmental management of crop and livestock agricultural systems, swine production, and forage-based livestock systems. The work is a collaboration among community partners and University of Minnesota – Morris faculty from the departments of animal science, agronomy, applied economics, agricultural engineering, and soil, water, and climate.

D. State Economic Impact

The University of Minnesota has a significant impact on the state economy. A 2002 economic impact study conducted under the auspices of the Humphrey Institute of Public Affairs showed that the University:

- generated $513 million through research in 2003;
- received 98 percent of all sponsored research grants awarded in the state;
- created 39 jobs for every $1 million spent on research;

- developed more than 230 patents in the past five years and currently holds nearly 600 active technology transfer agreements;
- ranks 6th in start-up companies among 142 research universities;
- spent $800 million on sales to vendors (January 2000 – September 2002);
- paid $995 million in salary to 39,039 employees in FY2002; and
- has 213,573 University alumni living in Minnesota.

In addition:

- University alumni have founded 1,200 technology companies in Minnesota that employ 10,000 people and contribute $30 billion to the state's annual economy.
- University employees generated $178 million in tax revenue in 2000.
- University employees spent $729 million, students spent $363 million, and visitors to the University spent $463 million – for more than $1.5 billion in 2000.

E. State Social Impact

Among the more important social impacts of the University of Minnesota are the following examples:

- Granted 11,508 degrees in 2002-03.
- Enrolled 63,769 students in fall 2003.
- Over the years, graduated more than 13,000 health professionals – Medical School, 5,213 (more than half the state total); School of Dentistry, 2,687 (about 75 percent of the state total); School of Nursing, 2,903 (majority of advanced-practice nurses); College of Veterinary Medicine, 1,182; College of Pharmacy, 2,367.
- Ranked 9th in the nation in total number of Ph.D. degrees awarded.
- University Libraries system (17th largest in North America) is accessible to every Minnesotan.
- 23 percent of Minnesotans use Extension Service.
- Nearly half of state residents connect with the University through sporting and cultural events.

E. Council on Public Engagement

The University of Minnesota's Council on Public Engagement (COPE) seeks to incorporate public engagement as a permanent and pervasive priority in teaching, learning, and research activities throughout the University and to enlist support for public engagement among all segments of the University and in the larger community.

Currently, the Council has five working groups addressing:

Partnerships: To identify and promote conditions for successful, interactive, mutually beneficial partnerships as the main basis for the University's connections to external groups, organizations, and communities.

Innovations: To identify opportunities to develop new programs, as well as support continuation and expansion of existing programs that are effective in involving students, faculty, alumni, and others in engaged activities.

Communication: To develop, implement, and evaluate the results of a more robust internal and external communications strategy focused on themes of publicly engaged research and scholarship, teaching and learning, and community partnerships.

Recognition: To develop, implement, and evaluate the results of an integrated strategy for embedding recognition of publicly engaged work more deeply within institutional processes for incentives, rewards, and awards.

Assessment: To develop appropriate and feasible measures of the University efforts in publicly engaged teaching, learning, and research, and the impacts and outcomes of those efforts.

Service Learning

One example of public engagement that involves University students and faculty in the life of the community is service learning. Service learning is a teaching strategy that integrates community-based learning experiences with the academic curriculum to enhance student learning and address community issues.

For example, on the Twin Cities campus, students participate in a wide variety of service-learning and other community-based learning opportunities throughout the metropolitan area. Faculty members support these students' active learning and connection to Twin Cities community and thereby underscore the land-grant mission of public service. Non-profit and governmental sector partners play key roles as co-educators, with faculty, while students contribute and help carry out the mission and goals of hundreds of organizations.

In 2002-03, over 70 courses in nine colleges provided opportunities for over 1,750 students to participate in service learning. Sixty-three faculty members and instructors taught courses integrating service learning. Results from the previous year were similar. In both years, faculty members were actively involved in the development of new courses with service-learning components.

Another example of student involvement in public engagement activities is the America Reads program, which places students as tutors with children in kindergarten through third grade across the Twin Cities. In just five years, the program has grown from 100 tutors to 650 tutors in 2003-04 serving over 2,500 elementary students at 31 sites.

F. Citizen Satisfaction

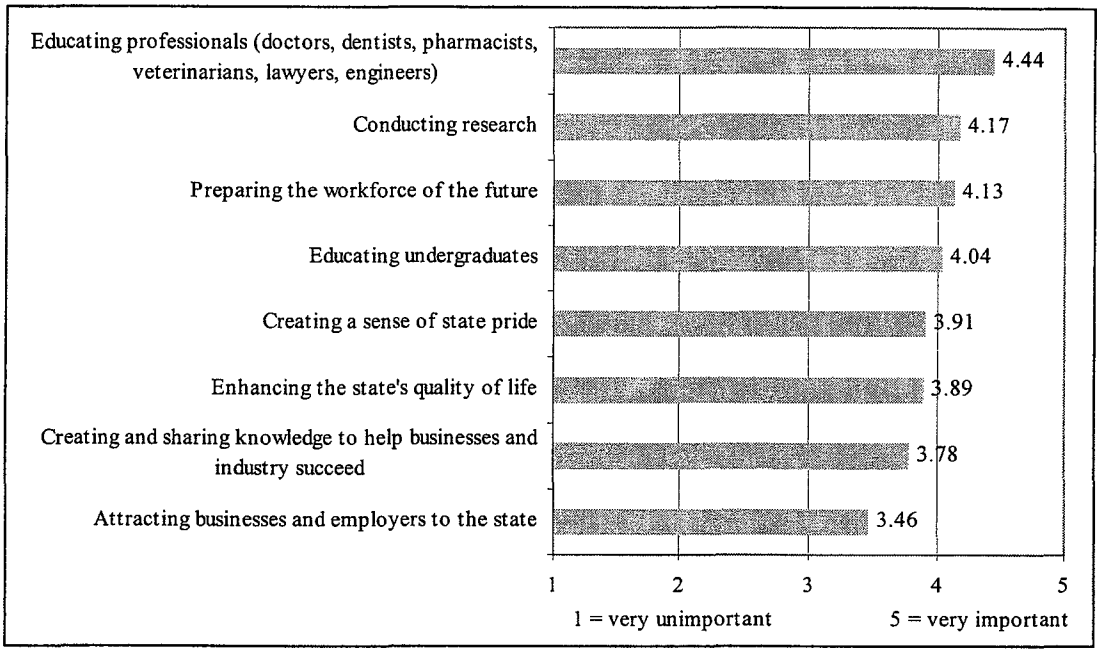
A December 2003 telephone survey of 400 Minnesota residents ages 25-64, selected at random, gathered information about their perception of state funding of education, the role of college and universities, and the University of Minnesota's performance.

Information Sources: The largest percentage of respondents (34 percent) identified friends, family, or word of mouth as the one information source that most strongly influenced their impression of the University, followed by newspapers (17 percent), and television (15 percent). When asked to identify all other sources for more information

about the University, 65 percent indicated they would visit the University's Web site.

University's Importance to Minnesota: The survey presented eight roles for the University and asked respondents to rate the importance of each on a five-point scale. Results (average scores) are shown in Figure 7-7.

Figure 7-7. Citizen impressions of University's importance to the state, 2003.



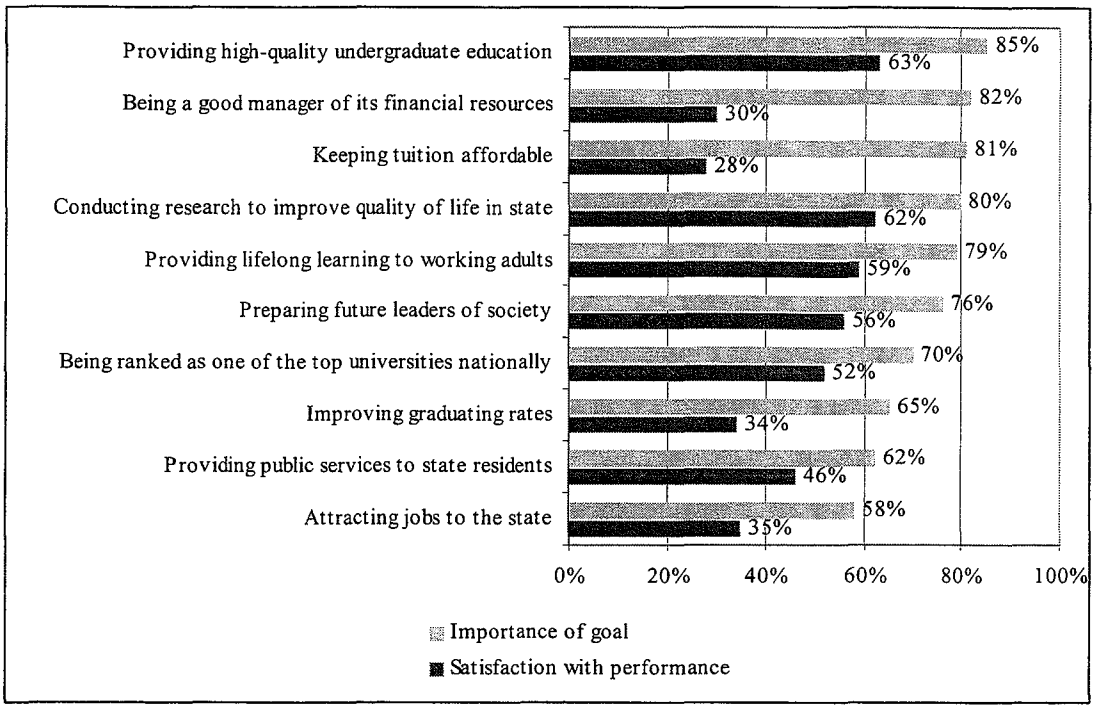
Source: University Relations; Frank N. Magid Associates, Inc.

Importance vs. Satisfaction: Respondents were asked to rate the importance of 10 goals for the University of Minnesota on a scale from 1 (very unimportant) to 5 (very important). They also rated their satisfaction with the University's performance on these goals on a scale from 1 (very dissatisfied) to 5 (very satisfied).

The most important goals were identified as providing high-quality undergraduate education, being a good manager of financial resources, and keeping tuition affordable. Satisfaction with the University's performance was highest in the areas of providing high-quality undergraduate education, conducting research to improve quality of life in the state, and providing lifelong learning opportunities to working adults.

Figure 7-8 compares the percentage of respondents who rated a goal as a "4" or a "5" to the percentage who rated their satisfaction with the University's performance as a "4" or a "5." The biggest gaps between importance of goal and satisfaction with performance were in keeping tuition affordable and being a good manager of financial resources.

Figure 7-8. Citizen impressions of University's importance to the state compared to citizen satisfaction, 2003.

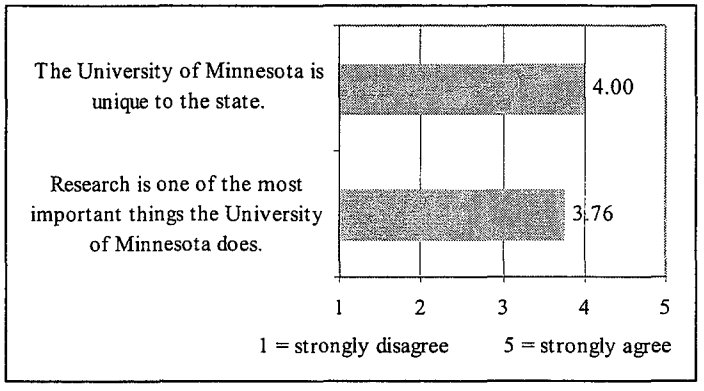


Source: University Relations; Frank N. Magid Associates, Inc.

Role of Research University: Of the 400 individuals who were surveyed, 255 understood the difference between a research university and other public colleges and universities, which indicates a need to better educate the public about the role of a research university.

The average scores in Figure 7-9 represent only the respondents who could distinguish a research university from other institutions.

Figure 7-9. Public understanding of the University of Minnesota's role as a research institution.



Source: University Relations; Frank N. Magid Associates, Inc.

State Support: The survey also revealed significant misunderstanding about state funding of the University's budget. As shown in Table 7-5, 46 percent of respondents estimated that the state provides more funding than it actually does.

Table 7-5. Citizen estimates of current state funding of the University of Minnesota's budget.

Estimate	Percentage of Respondents
None	2%
1-9%	3%
10-19%	4%
20-29%	13%
30-39%[1]	12%
40-49%	12%
50-59%	12%
60-69%	9%
70-79%	7%
80-89%	3%
90-99%	2%
100%	1%
	20% were unable to make an estimate.

Source: University Relations; Frank N. Magid Associates, Inc.

[1] The state actually funds about one-third of the University's budget.

8: Efficiency and Effectiveness

Colleges and universities are expected to be good stewards of public resources. With declining state support for higher education, mounting health care and other costs, and rising competition for quality faculty, staff, and students, institutions need to be more creative than ever in addressing these significant financial challenges. In an effort to fulfill their missions and sustain their future viability, universities must embody the values of efficient and effective management.

In this state and national context, the University is placing a high priority on fiscal resourcefulness, institutional efficiency, and quality student services.

A. Enhanced Service and Productivity

With capabilities made available by new technologies, and with a history of strong working partnerships that exist among faculty, staff, and administration, the University launched in 2002 the Enhanced Service and Productivity Initiative. This initiative encompasses four broad goals:

- create a system-wide culture of customer service excellence,
- identify opportunities where resources can be used to bolster the University's internal economy,
- develop approaches for how the University can regularly monitor the effectiveness of key service and support areas, and
- identify innovations that transform University business practices.

The initiative's four focus areas are:

Continuous Improvement Process: Enhance the service quality in central or campus-based units that deliver high-volume transactions and services to students.

Technology Initiative: Further leverage the University's investment in enterprise-wide technology systems.

Internal Economy Initiative: Identify opportunities to bolster the University's internal economy.

Great Service Initiative: Ensure that non-academic service and support units provide quality, efficiency, and appropriate levels of service for their clients.

Some early successes include:

- Students now access grades, tuition and fee billings, financial aid, and loan information online. They also apply for housing, pay their bills, and complete dozens of other transactions on the Web.
- A new electronic course scheduling system is expected to increase greatly the efficient use of classroom space across the Twin Cities campus.
- 50 cash registers atop mobile kiosks greatly increase service during rush times.

B. Information Technology Initiatives

The Office of Information Technology (OIT) on the University of Minnesota – Twin Cities campus works collaboratively with units across the University on initiatives designed to improve the efficiency and effectiveness of the institution and demonstrate leadership in the higher education community. Several of these initiatives are listed below with related accomplishments for the previous year.

***e*Portfolio:** OIT's support of ePortfolio (a secure website for saving, organizing, viewing and sharing educational and promotional achievement records) resulted in an initiative announced in February 2003 by the University of Minnesota – Duluth. In conjunction with other colleges and universities (e.g., University of Michigan and University of Delaware) the University of Minnesota has released *e*Portfolio as open-source software. In the first few months, over 500 institutions worldwide have expressed an interest in this technology; over 28,000 *e*Portfolios are in active use across the four University campuses.

PeopleSoft 8 Upgrade: OIT successfully upgraded to PeopleSoft version 8 software. This upgrade has enabled Web functionality for all PeopleSoft users and offers more self-services features and automation for University staff and students. The mainframe DARS system was upgraded to a Windows-based system called DARWIN. Both projects were completed under budget and on schedule.

Imaging: In a Twin Cities-Duluth campus collaboration, OIT delivered an imaging system designed to have a major impact on the institution.

The digitization of paper records will yield efficiencies, reduce costs, and save space – and improve services through near-instant search and retrieval capabilities. For example, since its inception, imaging automation has helped the Twin Cities campus admissions office process 18 percent more applications with fewer staff.

Portal: In collaboration with the AHC, EVPP and University Relations, OIT delivered a next generation enterprise portal that offers customizable, elective user channels and links. The portal allows the University to deliver customized information, provide access to University resources, and facilitate instruction system-wide.

During the first nine months of 2003, the portal was used to deliver the federally mandated HIPAA (Health Insurance Portability and Accountability Act) training to nearly 19,000 individuals in a cost-effective manner. This level of training compliance would not have been achieved without the portal capability.

Return on Investment Methodology: Work continues to develop a methodology that will allow the University of Minnesota to better understand the costs and benefits of implemented systems. As this initiative continues to develop, the University's governance committees are given detailed, impact-related forecast data that enable sound decisions with prudent priority.

Technology Expenditures

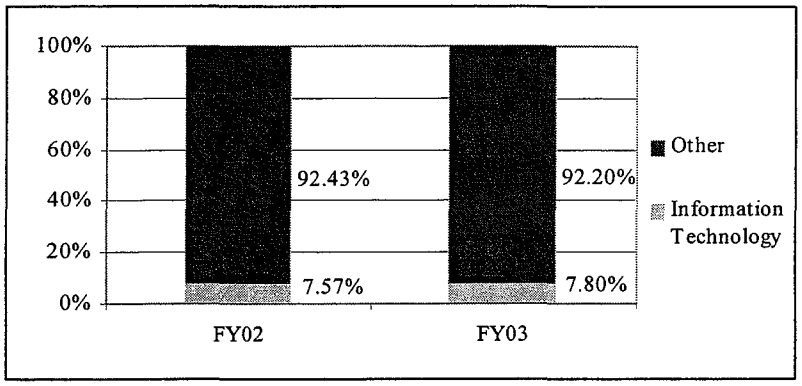
The University of Minnesota recently developed the capacity to track its overall information technology expenditures. The data encompass all of the institution's academic, administrative, research, and outreach technology-related expenditures.

FY 2002 is considered to be a benchmark year because: 1) technical employees at the University were classified into broad-banded technical positions that can now be reported,

and 2) new technology-related expense categories were added to the financial system to enable more accurate reporting capabilities.

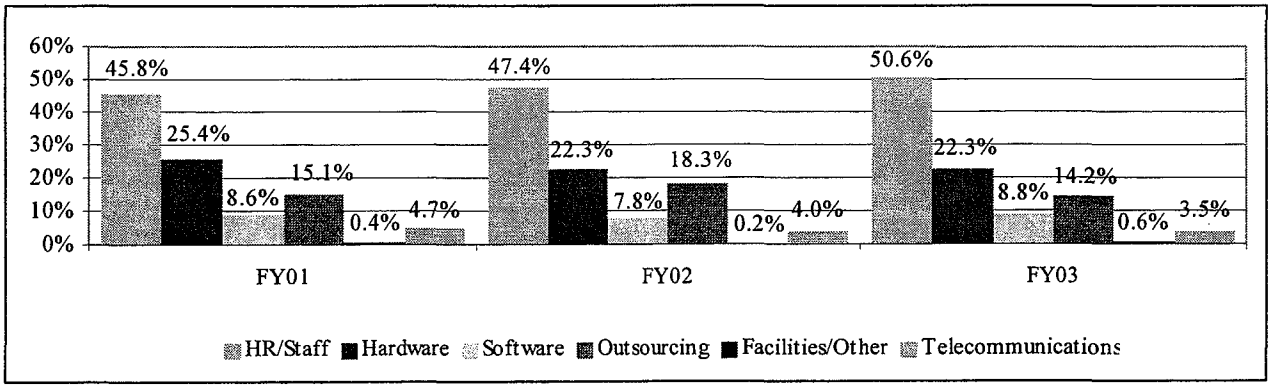
These findings are summarized in Figures 8-1 and 8-2.

Figure 8-1. Information technology as a percentage of total budget, FY2002 and 2003.



Office of Information Technology, University of Minnesota – Twin Cities.

Figure 8-2. University of Minnesota information technology spending, FY2001-03.



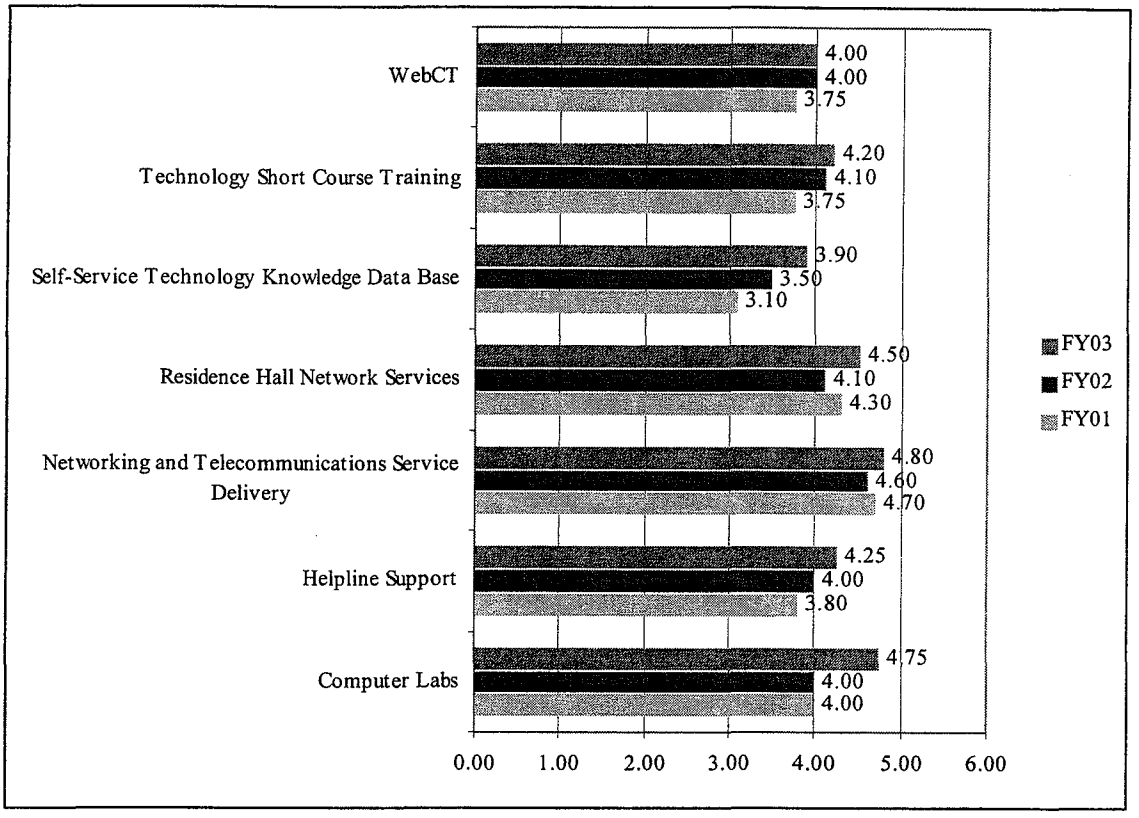
Source: Office of Information Technology, University of Minnesota – Twin Cities.

Customer Satisfaction

Satisfaction with technology services increased in six of seven key technology categories as compared to the previous year, as shown in Figure 8-3.

The greatest improvement was in satisfaction with computer labs – a direct correlation to the opening of new laboratories in Walter Library and Coffman Union.

Figure 8-3. Customer satisfaction with Office of Information Technology services, University of Minnesota – Twin Cities, FY2001-03.



Source: Office of Information Technology, University of Minnesota – Twin Cities.

Note: Data are shown on a five-point Likert scale. 1=least positive, 5=most positive.

C. Technology-Enhanced Learning (TEL)

Technology-Enhanced Learning (TEL) is the term the University of Minnesota uses to describe distributed education, instructional technology, and the University's focus on using technology to support its core teaching mission. The TEL Council was created in 2001 to integrate technology strategically and efficiently throughout the system. In addition, TEL activities are planned and carried out throughout the University of Minnesota at the collegiate, departmental, and individual levels. All TEL efforts are designed to help students develop greater knowledge and understanding through improved access to the intellectual assets of the University and through innovative instructional strategies.

TEL initiatives rely on the University of Minnesota's robust and flexible infrastructure of bandwidth, storage capacity, authentication, and disaster recovery mechanisms. Examples of this infrastructure capacity and efficiency improvement efforts include:

Network Connections: There are 45,072 network connections on the University of Minnesota campuses – 6,292 of which serve students in residence halls and 5,700 of which are on the Duluth, Morris, Rochester, and Crookston campuses.

Wireless Networking Coverage: In 2002 over 200 wireless access points existed on the Twin Cities campus and wireless services provided by the Office of Information Technology were found in more than 70 common/public areas. In 2003, there are over 380 wireless access points that provide services to classrooms and common/public spaces in over 80 University buildings.

ITV and Online Classes: The University of Minnesota's Interactive Television (UM-ITV) system links all five campuses using two-way video and audio links so that instructors and students can see and hear each other. Because UM-ITV can connect with other state, national, and international systems, it effectively links the University of Minnesota to the developing global distance education network. Online classes are another option for students in remote locations and for students who desire the flexibility this type of learning offers.

Table 8-1 shows statistics for online and ITV classes for the period from summer 2002 through spring 2003 at all locations except University of Minnesota – Duluth.

Online Evaluations: The University of Minnesota is pilot testing a Web-based course evaluation system to provide instructors and department heads timely and less expensive feedback for course and teaching effectiveness improvements.

Software Licensing: In 1999, the University began providing faculty with a TEL Faculty Toolkit containing free or reduced-cost software. In 2003, a three-year agreement between the University of Minnesota and Microsoft Corporation was signed to provide a suite of Microsoft's most popular software for use on University-owned computers. Having a centrally supported suite of software for faculty results in financial savings by eliminating the need for multiple and more costly site licenses. It also simplifies support by streamlining technical assistance and troubleshooting. Finally, it facilitates TEL initiatives by providing a common set of tools faculty can count on and which can serve as the basis for the development of best practices.

WebCT: WebCT is course management software that is used extensively across the University. By the spring term of 2003, there were:

- 1,735 sites for courses, training, seminars, research groups, committees, and tests;
- 28,693 student users (56% of enrolled students); and
- 55,215 student seats (A single student enrolled in two courses counts as two student seats).

Table 8-1. University of Minnesota online and ITV course statistics, 2002-03.

	Online	ITV
Total number of courses	85	123
Enrollment	1,625	1,243
Credits	3,346	4,123
Tuition dollars	$829,905	$899,400

Source: Office of Executive Vice President and Provost, University of Minnesota.

D. Efficiency of Facilities

The University of Minnesota has more than 700 buildings on its campuses, six research and outreach centers, and three biological and forestry field stations. With more than 25 million square feet of space, one of the country's largest libraries, and some of the world's most sophisticated research laboratories, the sound stewardship of the University's facilities is essential to achieving excellence in its mission.

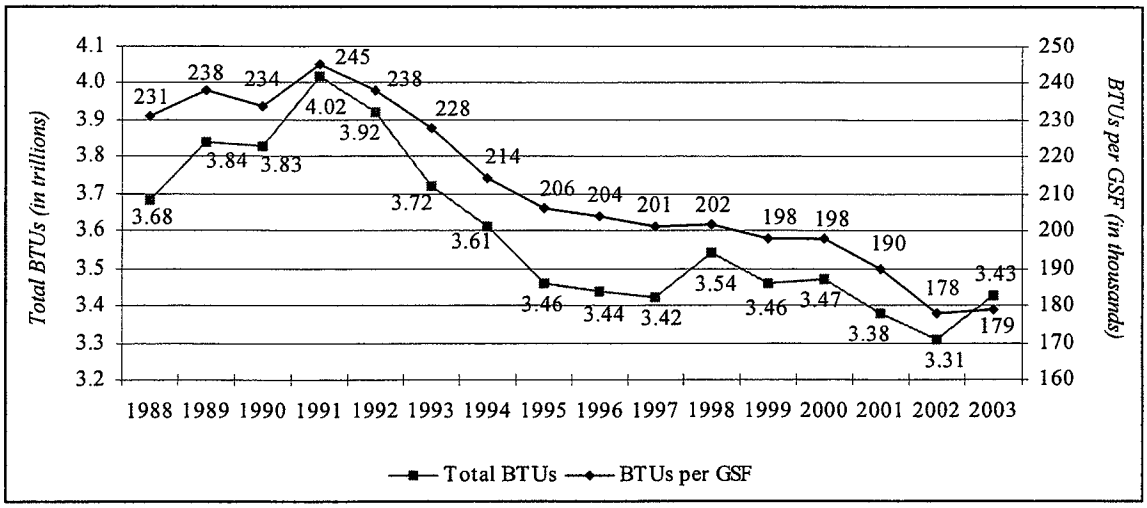
Energy Conservation

Conservation measures have allowed total energy consumption to be reduced by about 15 percent since FY 1991. These savings have been realized despite:

- an overall net increase in space;
- new space being more sophisticated and having higher energy consumption than decommissioned space;
- significant growth in the number of computers and associated equipment.

Figure 8-4 shows the reduction in energy usage from FY 1988 through FY 2003.

Figure 8-4. University of Minnesota – Twin Cities energy usage (weather normalized), FY 1988 – FY 2003.



Source: Office of University Services, University of Minnesota.

Facilities Stewardship Proficiency

On the Twin Cities campus, data gathered from the Office of Facilities Management's externally benchmarked job standards and work order records will be used in future years to develop an overall productivity measure for maintenance and repair operations. This information will be used to compare efficiency and performance against nationally recognized standards. These benchmark data will be available in 2004-05.

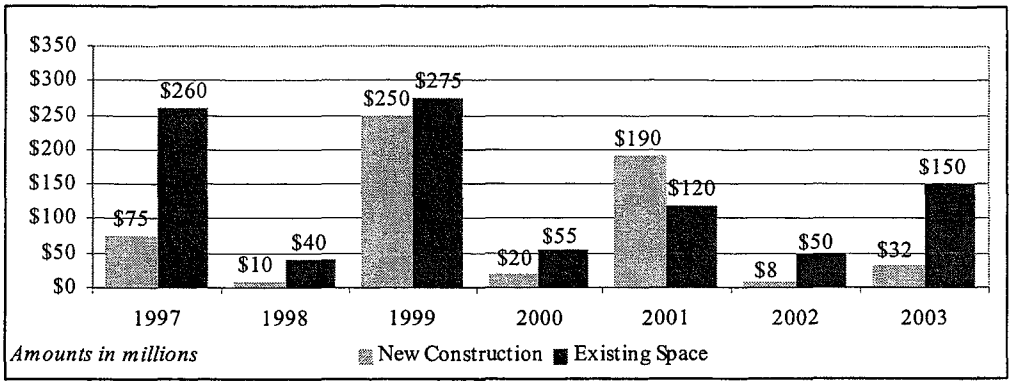
Capital Projects

The past six years have shown unprecedented investment in the physical environment of the Twin Cities campus. In FY 2001 alone, 376 approved projects were valued at $962 million.

The number of projects completed over the past four years has increased significantly: 131 in 1999, 115 in 2000, 181 in 2001, and 250 in 2002. Twenty-four projects remain in process with a value of $788 million.

Figure 8-5 shows annual capital investment in existing space and new construction from FY 1997 to 2003. In five of the past six years, capital budget funds for renovation of existing space have exceeded funds for new construction. Over this period, investment in new construction has been less than one-third the investment in renovation of existing space.

Figure 8-5. Annual capital investment in existing space and new construction, University of Minnesota – Twin Cities, FY 1997-2003.



Source: University Services, University of Minnesota.

Capital project outcomes are monitored to determine if work is progressing and completed according to plan. Review of the 250 capital projects completed during FY 2003 shows that:

- A positive balance was returned on 156 of the projects (63 percent);
- 71 projects were completed within budget (29 percent);
- 14 projects needed additional funds to cover a deficit (6 percent);
- 4 projects were cancelled (2 percent);
- 45 percent of projects were completed on time, a 5 percent improvement over FY 2002.

Two other significant examples of efficiencies achieved on the Twin Cities campus include:

- The Department of Facilities Management realized $5.7 million in recurring annual cost savings in 2003 through structural changes in organization and improved service delivery processes.
- U-Pass and Metropass provide students, faculty, and staff with unlimited access to Metro Transit bus service at discounted rates. U-Pass is funded for FY 2003 and 2004 by a federal Congestion Mitigation Air Quality grant. These initiatives aim to increase transit use at the University by at least 40 percent over two years, thereby reducing carbon monoxide emissions, vehicle miles traveled, and single-occupancy trips.

  Over the past four years, U-Pass sales increased steadily from 8,055 in fall 2000 to 14,091 in fall 2003. Similarly, Metropass sales showed an increase from 1,182 in fall 2000 to 1,569 in fall 2003.

9: Finances

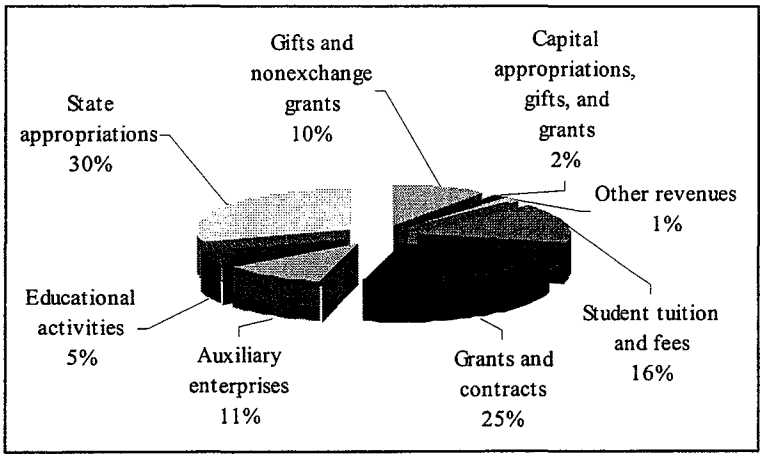
To successfully carry out its mission and remain accountable to all its constituents, the University of Minnesota must maintain a position of strong financial health. This section articulates specific financial goals regarding:

- sound statements of net assets
- balanced revenue streams
- well-managed expenditures
- positive cash flows
- managed long-term debt
- maximized returns of portfolios
- successful fundraising and voluntary support

The indicators supporting these goals show that the University of Minnesota is fiscally sound and in a strong position to strategically manage its financial resources.

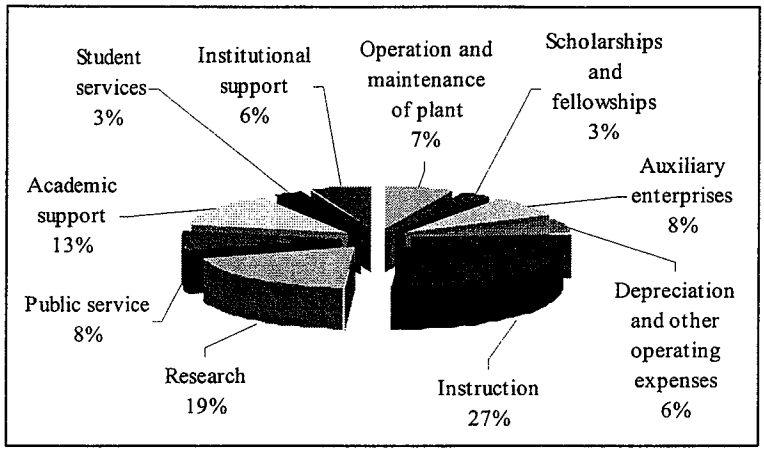
A. Revenues and Expenditures

Figure 9-1. Total revenues, University of Minnesota, FY 2003.



Source: *2003 Annual Report,* University of Minnesota.

Figure 9-2. Functional expenses, University of Minnesota, FY 2003.



Source: *2003 Annual Report,* University of Minnesota.

B. Annual Financial Statements

The University of Minnesota's audited financial statements are prepared in accordance with generally accepted accounting principles prescribed by the Governmental Accounting Standards Board (GASB). New standards promulgated in 2001 require public colleges and universities to provide three financial statements: the Consolidated Statements of Net Assets; the Consolidated Statements of Revenues, Expenses, and Changes in Net Assets; and the Consolidated Statements of Cash Flows.

These statements and additional financial information are contained in the University's 2002-03 annual report.

Consolidated Statements of Net Assets

The Consolidated Statements of Net Assets presents the consolidated financial position of the University at the end of the fiscal year.

The statements are organized under a classified balance sheet format that reflects current and non-current assets and liabilities, and reports net assets under the following three classifications:

Unrestricted: Includes assets that are not subject to limitations or stipulations imposed by external entities and that have not been set aside for capital or endowment purposes.

Restricted: Divided into two categories – expendable and non-expendable.

Expendable assets are available for expenditure by the institution, but only in accordance with restrictions placed on their use by donors and other external entities.

Non-expendable assets are externally restricted, but are also required to be retained in perpetuity, including the University's true endowments and institutional contributions to refundable loan programs.

Invested in capital assets, net of related debt: This category includes property, plant, and equipment, net of accumulated depreciation, reduced by the outstanding balances of debt attributable to these capital assets.

Table 9-1 shows the University's Statement of Net Assets continues to be strong, despite a slight reduction in net assets during FY 2003. Net assets decreased $7,908,000 from FY 2002 to FY 2003. During FY 2003 the University's state general fund appropriation decreased by $23.6 million in addition to a $25 million unallotment mid-year.

To address this reduction in state funding and to preserve fund balances and the quality of the Statement of Net Assets, the University implemented a series of specific revenue enhancement and expense reduction measures. Comparing 2003 to 2002:

- University assets increased by $81.5 million, or 2.4 percent.
- Cash and investments increased by $54.5 million, or 4.6 percent, mainly due to increased tuition and fee revenue and timing of state appropriation draws.
- Property, plant, and equipment increased by $48.0 million, or 2.7 percent, as a result of building construction and renovation projects.
- University liabilities increased by $89.4 million, or 7.5 percent.
- Accounts payable decreased by $15.8 million, or 19.9 percent, primarily as a result of decreased capital spending.
- Accrued and other liabilities increased $35.6 million, or 11.7 percent, primarily because of increases in accrued payroll and benefits.
- Unearned income increased $13.3 million, or 14.6 percent, due to an increase in summer session tuition, fees, and enrollment, as well as increased revenue received in advance of expenditures on sponsored funding accounts.
- Long-term debt increased $56.3 million, or 7.8 percent, as a result of $81.7 million debt issued during the year, offset by payments of $25.4 million.

Table 9-1. University of Minnesota assets, liabilities, and net assets, FY 2002 and FY 2003.

Item	Year ended June 30, 2002	Year ended June 30, 2003
Current assets	$511,457,000	$626,710,000
Capital assets, net	1,789,695,000	1,837,689,000
Other non-current assets	1,063,686,000	981,964,000
Total assets	**3,364,838,000**	**3,446,363,000**
Current liabilities	629,255,000	846,435,000
Non-current liabilities	564,280,000	436,533,000
Total liabilities	**1,193,535,000**	**1,282,968,000**
Unrestricted assets	334,989,000	313,401,000
Restricted assets – expendable	486,067,000	515,079,000
Restricted assets – non-expendable	188,742,000	192,604,000
Invested in capital assets, net of related debt	1,161,505,000	1,142,311,000
Net assets	**$2,171,303,000**	**$2,163,395,000**

Source: *2003 Annual Report,* University of Minnesota.

Revenues, Expenses, Changes in Net Assets

The Consolidated Statements of Revenues, Expenses, and Changes in Net Assets presents the University's operating, non-operating, and capital- and endowment-related financial activity during the year.

This statement differentiates between operating and non-operating revenues and expenses, and displays the net income or loss from operations.

Operating revenues are those generated by the University's principal ongoing operations, such as tuition, sponsored research grants and contracts, and sales and services provided by the University's educational and self-supporting auxiliary units.

State appropriations are considered non-operating revenues, as are gifts and other revenues for which the University does not give equal value in exchange for the resources received.

Table 9-2 shows the University's revenues, expenses, and changes in net assets for FY 2002 and 2003. Among the key points are:

- Total operating revenues increased $106.7 million, or 9.4 percent, as a result of tuition and fee increases as well as increases in auxiliary enterprises, sales and services of educational activities, and grant and contract revenues.
- Total state appropriations decreased $85.6 million, or 13.4 percent, due to decreases in the general fund appropriation and capital appropriations.
- Investment performance showed a net gain of $17.7 million in FY 2003 versus a net loss of $56.7 million in FY 2002.

Table 9-2. University of Minnesota revenues, expenses, and changes in net assets, FY 2002 and FY 2003.

Item	Year ended June 30, 2002	Year ended June 30, 2003
Operating revenues		
Student tuition and fees (net)	$ 293,127,000	$348,675,000
Grants and contracts	508,328,000	526,298,000
Auxiliary enterprises (net)	206,721,000	229,367,000
Educational activities	99,440,000	113,746,000
Federal appropriations	18,215,000	15,562,000
Other revenues	4,833,000	3,710,000
Total operating revenues	1,130,664,000	1,237,358,000
Operating expenses	2,000,156,000	2,117,739,000
Operating loss	(869,492,000)	(880,381,000)
Non-operating revenues (expenses)		
State appropriations	643,088,000	633,747,000
Grants and gifts	203,895,000	214,135,000
Net investment gain (loss)	(56,719,000)	17,723,000
Interest expense	(22,400,000)	(29,420,000)
Other non-operating expenses (net)	(1,432,000)	(1,022,000)
Loss before other revenues	(103,060,000)	(45,218,000)
Capital appropriations	81,711,000	5,502,000
Capital and endowment gifts and grants	23,631,000	31,808,000
Total other revenues	105,342,000	37,310,000
(Decrease) increase in net assets	2,282,000	(7,908,000)
Net assets, beginning of year	2,281,059,000	2,171,303,000
Cumulative effect of change in accounting principles	(112,038,000)	--
Net assets, end of year	**$2,171,303,000**	**$2,163,395,000**

Source: *2003 Annual Report,* University of Minnesota.

Cash Flows

The Consolidated Statements of Cash Flows presents information about changes in the University's cash position using the direct method of reporting sources and uses of cash. The direct method reports all major cash inflows and outflows as gross amounts, differentiating these activities into cash flows arising from operating activities; non-capital financing; capital financing; and investing activities.

Examples of sources of cash include: proceeds from investment sales and maturities, state appropriations, grants and contracts, tuition and fees, sales of goods and services, bond proceeds, and direct lending receipts.

Examples of uses of cash include: payments to employees, investment purchases, purchase of capital assets, fringe benefit payments, direct lending loan disbursements, and scholarship and fellowships.

As shown in Table 9-3, cash increased by $102.1 million in FY 2003, mainly due to financing and investing activities and increased tuition and fee income.

Table 9-3. University of Minnesota cash flows, FY 2002 and FY 2003.

Item	Year ended June 30, 2002	Year ended June 30, 2003
Cash provided (used) by:		
Operating activities	$(760,429,000)	$(715,127,000)
Non-capital financing activities	878,968,000	856,125,000
Capital and related financing activities	(62,292,000)	(126,959,000)
Investing activities	28,338,000	88,059,000
Net change in cash	84,585,000	102,098,000
Cash, beginning of the year	154,037,000	238,622,000
Cash, end of the year	$238,622,000	$340,720,000

Source: *2003 Annual Report,* University of Minnesota.

C. Debt Management

Debt financing allows the University to pay for an asset over a period of time, up to its useful life, rather than pay for it at the time of purchase. This is a financially responsible practice for certain types of capital investments within appropriate limitations and at market interest rates.

Long-term debt is issued primarily to finance capital expenditures. Short-term debt and a line of credit are used to finance short-term liquidity needs.

Debt financing may be financially beneficial if borrowing rates are below investment returns or if the University invests in capital assets that provide investment returns or cost savings which are larger than the costs of borrowing. Since debt-financing capital is limited and an institution's demand for debt may exceed the supply at some point in time, it is imperative that borrowings are structured effectively.

The University of Minnesota's debt management goal is to ensure that each long-term debt financing is completed in the most cost efficient and professional manner and in accordance with the highest standards of the industry, law, and governmental practices. To achieve this goal, the University has established five objectives:

- maintain the University's long-term and short-term credit ratings;
- minimize borrowing costs;
- limit issuance of revenue bonds due to uncertain internal revenue streams and higher costs of debt service;
- align maturity of debt with life expectancy of projects to be financed; and
- issue debt for qualified capital projects only and not for operating and maintenance costs.

Table 9-4 shows the University's current outstanding debt.

Table 9-4. University of Minnesota current outstanding debt, June 30, 2003.

Bond	Interest Rate	Due at various dates through	Ending Balance June 30, 2003
General Obligation Bonds			
Series 2003A	4.39%	2031	$71,000,000
Series 2001C	4.40%	2004	159,950,000
Series 2001B	4.33%	2004	3,250,000
Series 2001A	3.08%	2004	14,565,000
Series 1999A	4.16%	2004	184,200,000
Series 1996A	4.50% – 5.75%	2021	177,708,000
Series 1993A	4.80%	2003	84,000,000
State of Minnesota obligations – infrastructure development bonds	4.00% – 6.90%	2022	64,281,000
Auxiliary revenue bonds	3.00%	2013	10,066,000
Capital leases and other	1.56% – 8.00%	2011	6,578,000
		Total debt payable	**$775,598,000**

Source: *2003 Annual Report,* University of Minnesota.

D. Key Ratios

Capital Ratios

The University enjoys the second highest credit ratings for its general obligation bonds from Moody's Investors Service – Aa2 – and Standard & Poor's Corporation – AA. These credit ratings permit the University to borrow at a low interest rate and are a reflection of the University's management, financial controls, economic conditions, and moderate debt levels.

Moody's long-term ratings are based on a scale from highest quality (Aaa) to lowest quality (C). Numerical modifiers (1, 2, and 3) are applied in each generic rating classification from Aa through Caa. So, for example, the University of Minnesota's rating of Aa2 is slightly more favorable than the University of Illinois's rating of Aa3, but less favorable than the University of North Carolina's rating of Aa1, which, in turn, is less favorable than the University of Virginia's rating of Aaa.

In its report on bonds issued in May 2003, Moody's noted: "...under its strong leadership, the University of Minnesota will maintain and strengthen its reputation as one of the nation's leading public universities in terms of financial resource base, academic reputation, and student demand."

In addition to these basic ratings, Moody's calculates capital ratios to measure institutions' financial resources, in varying degrees of liquidity, relative to debt.

Table 9-5 shows that the University of Minnesota's performance in FY 2002 was within the range between the median of Aa2 and Aa3 benchmark institutions on three of the four Moody's key capital ratios. The significant decline during fiscal years 2001 and 2002 in the unrestricted operating resources to debt ratio was influenced primarily by the budget cuts resulting from reduced state appropriations. The total resources to debt ratio decline during the same period reflected the completion of major construction projects for which bonds were issued, delays in principal payments, and the refinancing of other debt.

Table 9-5. Moody's Investors Service key capital ratios, FY 1999 – FY 2002.

Ratio	University of Minnesota				Moody's 2002 Benchmark Medians	
	Year ended June 30, 1999	Year ended June 30, 2000	Year ended June 30, 2001	Year ended June 30, 2002	Aa2 Institutions	Aa3 Institutions
Unrestricted operating resources to debt (%)	64.5%	64.1%	41.1%	43.7%	89%	68%
Expendable resources to debt (%)	268.8%	192.3%	184.4%	199.6%	200%	132%
Total resources to debt (%)	385.9%	448.9%	297.8%	281.1%	284%	221%
Actual debt service to operations (%)	1.3%	1.8%	2.1%	2.9%	2.3%	3.6%

Source: Office of the Controller, University of Minnesota.

Financial Ratios

Moody's also maintains key financial ratios for institutions in their database.

Table 9-6 shows the University of Minnesota's performance for FY 1999 to FY 2002 relative to the benchmark medians of Aa2- and Aa3-rated institutions.

Selectivity ratio. Moody's uses a selectivity ratio to reflect how selectively an institution accepts students. This ratio is calculated by dividing the number of acceptances by the number of applicants. The desired trend for this ratio is downward, i.e., the lower the ratio, the more selective the institution is in accepting students for admittance.

Matriculation ratio. Moody's also uses a matriculation ratio to show the percentage of accepted students who actually enroll. The desired trend of this ratio is upward.

Table 9-6. Moody's Investors Service key financial ratios, FY 1999 – FY 2002.

Ratio	University of Minnesota				Moody's 2002 Benchmark Medians	
	Year ended June 30, 1999	Year ended June 30, 2000	Year ended June 30, 2001	Year ended June 30, 2002	Aa2 Institutions	Aa3 Institutions
Selectivity ratio	79.9%	77.2%	77.6%	77.8%	77.3%	70.6%
Matriculation ratio	48.3%	48.0%	46.6%	45.3%	46.7%	45.8%
Net tuition per student ($)	$3,618	$3,770	$4,077	$4,559	$5,364	$3,536
State appropriation per student ($)	$11,404	$12,143	$12,475	$12,523	$9,354	$10,320
Education expenses per student ($)	$28,790	$31,895	$32,905	$39,509	$28,598	$25,458
Total tuition discount (%)	32.8%	34.3%	34.1%	35.2%	26.8%	29.6%

Source: Office of the Controller, University of Minnesota.

Table 9-7 shows a calculation by Lehman Brothers of the relative strength of institutional resources on a per student basis at the University of Minnesota and several of its public university peers.

Table 9-7. Total resources per student for selected public research universities, FY2002.

Institution (Moody's rating)	Resources per student
University of Virginia (Aaa)	$136,275
University of Michigan (Aaa)	106,141
University of Texas (Aaa)	94,239
University of North Carolina (Aa1)	67,987
University of California (Aa2)	59,111
University of Washington (Aa2)	48,620
University of Minnesota (Aa2)	**41,930**
Purdue University (Aa1)	35,175
Ohio State University (Aa2)	30,082
Michigan State University (Aa2)	29,551
Pennsylvania State University (Aa2)	22,408
Indiana University (Aa2)	20,657
University of Illinois (Aa3)	18,392

Source: Lehman Brothers.

Note: Resources per student calculated as the sum of unrestricted net assets, restricted expendable net assets, restricted nonexpendable net assets, and foundation total net assets divided by total full-time equivalent students.

E. Return on Invested Assets

The University of Minnesota has invested assets in four investment pools:

Consolidated Endowment Fund (CEF), a broadly diversified group of asset classes, whose goal is to preserve the inflation adjusted value of the fund and to maximize total return (income plus capital appreciation).

Temporary Investment Pool (TIP), a pool of cash generated from the University's operations. This operating capital is invested in short-term securities intended to provide significant protection of principal amounts, and investment returns exceeding the 13-week T-Bill.

Group Income Pool (GIP), a pool of assets belonging to various University departments directed toward asset classes that have intermediate or longer-term investment horizons than those employed by TIP. GIP is invested primarily in a broad range of fixed income investments through outside investment managers.

RUMINCO, Ltd., the underlying reserves of the wholly owned insurance subsidiary of the University. These reserves are intended to address the potential exposure to the University for the self-insured or the deductible portions of various property, casualty, health, or workers compensation policies in effect.

Table 9-8 shows the University's one-, three- and five-year performance in these four investment pools relative to their benchmark indices.

Table 9-8. University of Minnesota return on invested assets.

Investment Pool	Value at June 30, 2003	One-Year Return		Three-Year Return		Five-Year Return	
		U of M	Bench-mark	U of M	Bench-mark	U of M	Bench-mark
Consolidated Endowment Fund	$528,903,000	17.5%	18.4%	-7.7%	-6.6%	5.0%	2.3%
Temporary Investment Pool	$493,644,000	2.7%	1.6%	4.1%	3.7%	4.8%	4.4%
Group Income Pool	$46,870,000	17.2%	14.4%	11.6%	10.4%	5.9%	5.7%
RUMINCO, Ltd.	$25,241,000	11.5%	13.3%	1.0%	2.9%	2.3%	3.6%
Total	**$1,094,658,000**						

Source: Office of Asset Management, University of Minnesota.

F. Endowment and Annual Giving

University of Minnesota Foundation

An independent, non-profit organization, the Foundation raises and manages gifts from the University's alumni and friends. It serves as the central development office for the University and tracks and reports gifts to all campuses, colleges, and departments.

Endowment: More than half of endowment funds managed by the Foundation provide scholarships and fellowships to students. In FY 2003, endowment funds supported 982 scholarships and 389 fellowships.

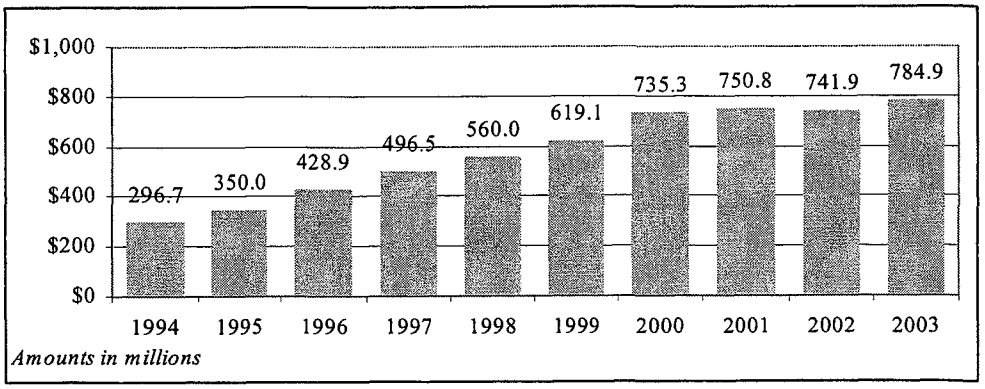
Figure 9-3 shows the Foundation's endowment increased in nine of the past 10 years, reaching an historic high of $784,900,000 in FY 2003.

Table 9-9 shows total endowment assets for the top 10 U.S. public and private research universities for FY 2002. The University of Minnesota ranked 24th nationally, the same position it held in FY 2002.

Table 9-10 shows the change in the University's endowment assets relative to its national and Big Ten peer groups.

Table 9-11 shows the rates of return for Foundation investments and its one-, three-, and five-year performance relative to its benchmark peer group.

Figure 9-3. University of Minnesota Foundation endowment (in millions), FY 1994-2003.



Source: University of Minnesota Foundation.

Table 9-9. Endowment assets for top 10 U.S. public and private research universities, University of Minnesota, and other Big Ten public universities, 2002.

Rank	National Research Universities	Endowment Assets	% Change From 1994
1	Harvard University	$17,169,757,000	128.1%
2	Yale University	10,523,600,000	145.7
3	Princeton University	8,319,600,000	98.8
4	Stanford University	7,613,000,000	128.0
5	Massachusetts Institute of Technology	5,359,423,000	148.3
6	Emory University	4,551,873,000	121.7
7	Columbia University	4,208,373,000	80.7
8	Washington University	3,517,104,000	66.7
9	Texas A&M University	3,503,862,000	43.4
10	University of Pennsylvania	3,393,297,000	90.9
24	**University of Minnesota**	**1,501,394,000**	**88.6**
	Big Ten Public Universities		
12	University of Michigan	$3,240,661,000	176.7%
24	**University of Minnesota**	**1,501,394,000**	**88.6**
35	Purdue University	1,098,939,000	81.0
42	University of Wisconsin	1,000,857,000	117.6
45	Ohio State University	960,079,000	62.7
59	Pennsylvania State University	695,128,000	146.2
65	University of Iowa	657,682,000	224.6
68	University of Illinois	608,545,000	154.1
82	Michigan State University	523,284,000	319.3
83	Indiana University	497,115,000	118.1

Source: *The Top American Research Universities:* The Center, University of Florida, 2003.

Note: Percent change based on 1998 constant dollars. University of Minnesota figures include the endowments of the University of Minnesota, University of Minnesota Foundation, and the Minnesota Medical Foundation.

Table 9-10. Average endowment assets for top 10 U.S. public and private research universities, Big Ten public universities, and University of Minnesota, 1999-2002.

	1999	2000	2001	2002	4-Year Change
Top 10 Average	$5,696,817,000	$7,374,043,000	$7,126,146,000	$6,815,989,000	
% Change		+29.4%	-3.4%	-4.4%	+19.6%
University of Minnesota	**$1,509,769,000**	**$1,808,812,000**	**$1,650,969,000**	**$1,501,394,000**	
Nat'l Rank	**23rd**	**23rd**	**24th**	**24th**	
% Change		**+19.8%**	**-8.7%**	**-9.1%**	**-0.6%**
Big Ten Publics Average[1]	$882,397,000	$1,080,030,000	$1,087,762,000	$1,031,366,000	
% Change		22.4%	+0.7%	-5.2%	+16.9%

Source: *The Top American Research Universities:* The Center, University of Florida, 2003.

[1] Excluding University of Minnesota.

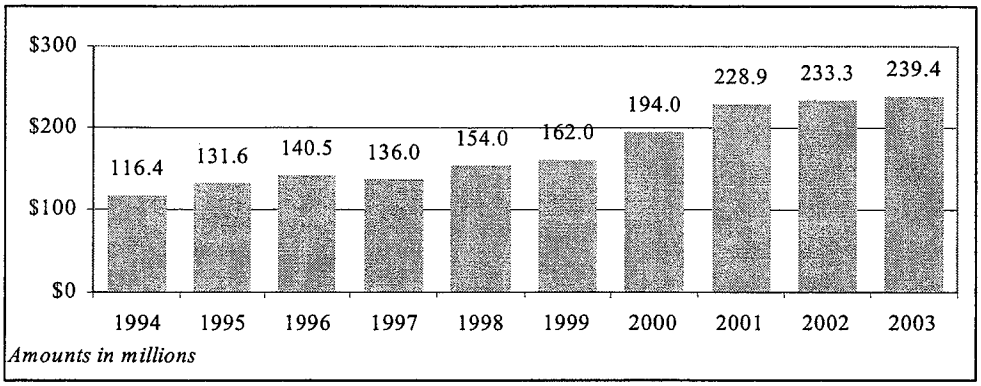
Table 9-11. Rates of return for University of Minnesota Foundation investments and benchmark data.

Investment Pool Returns	1-Year Return (2002-2003)	3-Year Return (2000-2003)	5-Year Return (1998-2003)
U of Minnesota Foundation	6.84%	2.55%	6.75%
5th Percentile	7.65%	3.53%	10.05%
25th Percentile	4.65%	-0.07%	5.72%
50th Percentile	2.99%	-2.14%	3.90%
75th Percentile	1.93%	-3.71%	2.59%
Overall Average	3.30%	-1.72%	4.36%

Source: University of Minnesota Foundation.

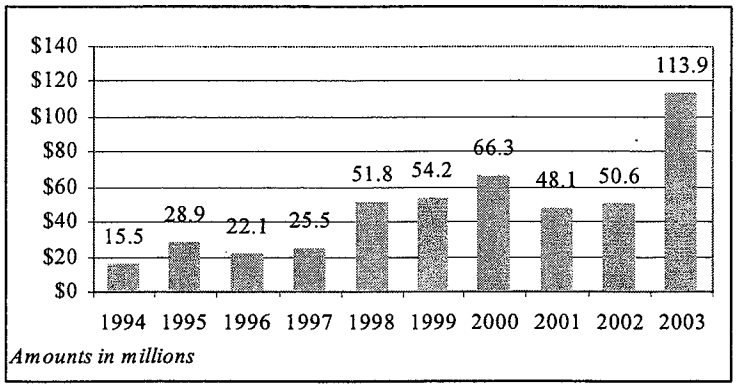
Annual Giving: Voluntary support of the University of Minnesota through the Foundation takes many forms. Figure 9-4 shows the annual growth of private gifts and grants for the past decade. Figures 9-5 and 9-6 suggest the important role that alumni and contributors to the Alumni Fund play in supporting the University's mission.

Figure 9-4. University of Minnesota Foundation private gifts and grants (in millions), FY 1994-2003.



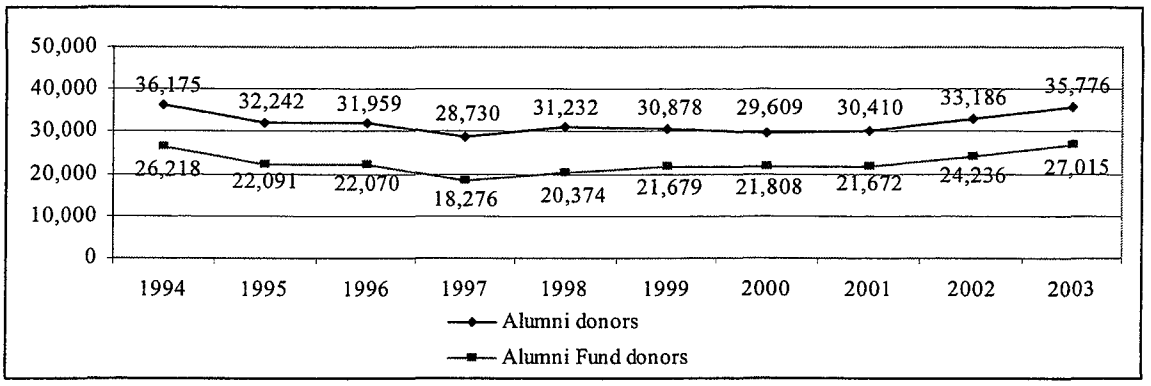
Source: University of Minnesota Foundation.

Figure 9-5. Funds contributed by University of Minnesota alumni, 1994-2003.



Source: University of Minnesota Foundation.

Figure 9-6. Number of University of Minnesota alumni donors and Alumni Fund donors, 1994-2003.



Source: University of Minnesota Foundation.

Table 9-12 shows annual giving totals for the top 10 U.S. public and private research universities for FY 2002. The University of Minnesota ranked 14th nationally, up one position from FY 2002.

Table 9-13 shows the change in annual gifts to the University relative to the top 10 public and private research universities and public Big Ten institutions over the past four years.

Table 9-12. Annual giving for top 10 U.S. public and private research universities, University of Minnesota, and other Big Ten public universities, 2002.

Rank	National Research Universities	Annual Giving	% Change From 1993
1	University of Southern California	$585,162,000	327.3%
2	Harvard University	477,617,000	73.0
3	Stanford University	454,770,000	100.3
4	Cornell University	363,032,000	59.6
5	University of Pennsylvania	319,742,000	34.2
6	Johns Hopkins University	318,687,000	181.6
7	University of Wisconsin – Madison	307,214,000	70.2
8	University of California – Los Angeles	282,343,000	206.3
9	Columbia University	271,232,000	39.5
10	Duke University	264,580,000	46.9
14	**University of Minnesota**	**233,338,000**	**53.9**
	Big Ten Public Universities		
7	University of Wisconsin – Madison	$307,214,000	70.2%
14	**University of Minnesota**	**233,338,000**	**53.9**
18	Michigan State University	211,629,000	233.5
26	Ohio State University – Columbus	179,493,000	61.6
28	Purdue University – West Lafayette	164,000,000	179.2
29	University of Michigan – Ann Arbor	161,383,000	37.8
31	Pennsylvania State University	140,931,000	99.7
34	University of Illinois – Urbana-Champaign	129,555,000	37.8
52	University of Iowa	85,260,000	56.6
68	Indiana University – Bloomington	64,269,000	2.0

Source: *The Top American Research Universities:* The Center, University of Florida, 2003.
Note: Percent change based on 1998 constant dollars. "Annual giving" includes contributions received during the fiscal year in cash, securities, company products, and other property from alumni, non-alumni, corporations, foundations, religious organizations, and other groups. Not included are public funds, investment earnings held by the institution, and unfulfilled pledges.

Table 9-13. Average annual giving to top 10 U.S. public and private research universities, Big Ten public universities, and University of Minnesota, 1999-2002.

	1999	2000	2001	2002	4-Year Change
Nat'l Top 10 Average	$282,219,000	$345,346,000	$367,494,000	$364,438,000	
% Change		+22.4%	+6.4%	-0.8%	+29.1%
University of Minnesota	**$161,966,000**	**$193,950,000**	**$228,926,000**	**$233,338,000**	
Nat'l Rank	**18th**	**20th**	**15th**	**14th**	
% Change		**+19.7%**	**+18.0%**	**+1.9%**	**+44.1%**
Big Ten Publics Average[1]	$125,967,000	$144,410,000	$163,990,000	$160,415,000	
% Change		+14.6%	+13.6%	-2.2%	+27.3%

Source: *The Top American Research Universities:* The Center, University of Florida, 2003.

[1] Excluding University of Minnesota.

Minnesota Medical Foundation

The Minnesota Medical Foundation is a non-profit service organization dedicated to supporting the advancement of health-related education and research at the University of Minnesota. Established in 1939, the Foundation's primary function is to attract philanthropic support to assist the programs of the University of Minnesota's medical schools in the Twin Cities and Duluth and the School of Public Health.

Among its many services, the Foundation manages more than 3,500 funds that support faculty positions, scholarships, equipment purchases, lectureships, fellowships, loans for medical students, and research grants for faculty members and students.

Among the Foundation's notable accomplishments in 2003 were:

- Campaign Minnesota, which concluded on June 30, 2003, raised more than $516 million for the University of Minnesota Medical School and School of Public Health, exceeding the goal of $500 million.
- Through the Minnesota Medical Foundation, $55 million was committed to the Twin Cities and Duluth medical schools and the School of Public Health during the fiscal year ending June 30, 2003, including pledges and future gifts – the second-best year ever in the Foundation's history.
- Earnings from endowments and outright gifts provided more than $1.4 million for scholarships, with 535 scholarships awarded.
- Gifts directed to medical and public health research supported approximately 400 faculty research projects, including those focused on cancer, heart disease, diabetes, infectious diseases, and local and national public health issues.
- The Minnesota Medical Foundation grants program awarded $1.3 million for 93 start-up research projects and equipment purchases.

Table 9-14 shows the performance of the Foundation's investments over one, three, five, and 10 years, as of June 30, 2003, compared to comparable performance indices.

Table 9-14. Minnesota Medical Foundation investment performance, as of June 30, 2003.

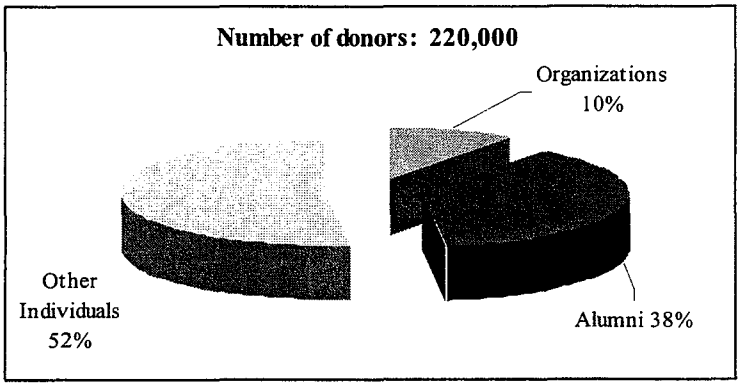
Assets			Investment Performance							
			1 year		3 years		5 years		10 years	
Segment	Amount	Percent	Actual	*Index*	Actual	*Index*	Actual	*Index*	Actual	*Index*
Bond	$53,648,000	30.4%	2.6%	*2.5%*	9.4%	*10.1%*	7.3%	*7.4%*	7.1%	*7.1%*
Domestic equity	114,269,000	64.5	15.4%	*16.8%*	-18.6%	*-9.8%*	-4.3%	*-1.1%*	10.0%	*10.2%*
International equity	9,114,000	5.1	16.6%	*19.3%*	-11.2%	*-13.5%*	n/a	*n/a*	n/a	*n/a*
Total Endowment	**$177,031,000**	**100.0%**	**11.3%**	***12.8%***	**-8.5%**	***-0.9%***	**0.3%**	***3.8%***	**9.4%**	***9.7%***
Special programs	$39,824,000	100%	1.4%	1.4%	3.1%	2.9%	3.6%	3.7%	n/a	n/a

Source: Minnesota Medical Foundation.

Campaign Minnesota

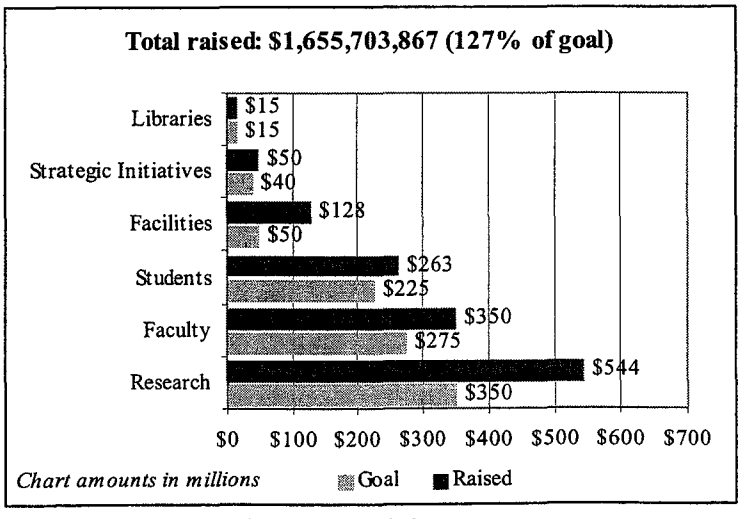
Campaign Minnesota, the largest fund-raising drive in the University's history, concluded on June 30, 2003, with $1.66 billion raised for endowment and ongoing support – one of the most successful campaigns ever in American higher education. Figure 9-7 shows the source and number of donors to the campaign. Figure 9-8 shows campaign results, by category.

Figure 9-7. Donors to Campaign Minnesota.



Source: University of Minnesota Foundation.

Figure 9-8. Campaign Minnesota results, by category.



Source: University of Minnesota Foundation.

F. Internal Allocation of State Appropriations

The State of Minnesota appropriated $571,956,000 to the University in FY 2003-04: O & M (Operations and Maintenance) appropriation of $483,917,000; State Special appropriation of $63,367,000; and Health Care Access and Cigarette Tax appropriation of $24,672,000.

Table 9-15 shows where the University allocated these funds within the institution.

Table 9-15. Internal allocation of state appropriations to the University of Minnesota, FY 2003-04.

Unit	O & M Appropriation	State Special Appropriation	Health Care Access and Cigarette Tax
Twin Cities Campus			
Academic Health Center (AHC)			
College of Pharmacy	$2,865,592		
College of Veterinary Medicine	9,014,876	1,829,503	
Medical School	25,873,170	1,033,922	
School of Dentistry	8,303,650		
School of Nursing	2,476,191		
School of Public Health	4,117,428	372,564	
AHC – Shared	20,595,751	1,693,011	24,222,000
Health Sciences – Office of Senior Vice President	3,641,972		
Carlson School of Management	6,381,249	774,681	
College of Agricultural, Food, and Environmental Sciences	4,872,569		
College of Architecture and Landscape Architecture	2,113,292		
College of Biological Sciences	8,436,207		
College of Continuing Education	3,617,914		
College of Education and Human Development	7,055,071		
College of Human Ecology	2,176,269		
College of Liberal Arts	22,680,260		
College of Natural Resources	2,133,652	168,678	
General College	1,484,876		
Humphrey Institute of Public Affairs	1,514,280	110,155	
Institute of Technology	41,319,356	1,387,000	
Law School	2,823,035		
Athletics	6,565,962		
Crookston Campus	7,309,381		
Duluth School of Medicine	4,286,782		
Duluth – Other	33,135,365	3,242,389	
Morris Campus	11,780,699	280,363	
Rochester Campus	1,011,268		450,000
University-wide Academic, Research, and Outreach			
Agricultural Experiment Station	7,977,041	32,987,000	
Graduate School	10,636,453	845,377	
Minnesota Extension Service	6,190,422	17,638,000	
University Libraries	8,874,344		
Office of Executive Vice President and Provost	35,802,104	1,004,357	
Office of Vice President for Research	4,958,228		
Service and Support Units			
Audits	1,359,470		
Auxiliary Services	839,994		
Board of Regents	629,397		
Campus Life	2,434,860		
Capital Planning and Project Management	1,571,200		
Controller's Organization	5,797,119		
Facilities Management	75,701,527		
General Counsel	3,077,443		

Table 9-15 (continued). Allocation of state appropriations to the University of Minnesota, FY 2003-04.

Service and Support Units (cont.)			
Human Resources	7,349,030		
Information Technology	35,133,933		
Office of Budget and Finance	7,501,318		
President's Office	3,105,058		
Public Safety	5,012,555		
University Health and Safety	3,610,403		
University Relations	6,312,164		
University Services – Office of Vice President	2,456,820		
Total:	**$483,917,000**	**$63,367,000**	**$24,672,000**

Source: Office of Budget and Finance, University of Minnesota.

G. Leveraging Other Resources

In FY 2002-03 the State of Minnesota provided operational support of $633,747,000 and capital support of $5,502,000 for a total appropriation of $639,249,000. The University of Minnesota generated additional revenues from other sources of $1,501,024,000. Thus, for every dollar of State support, the University brought in $3.35 of other revenues.

Table 9-16 identifies FY 2002-03 total revenues for the University of Minnesota by source.

Table 9-16. Sources of revenue, University of Minnesota, FY 2002-03.

Revenue Source	Amount
State of Minnesota appropriations	**$639,249,000**
Other revenues	
Student tuition and fees (net)	$348,675,000
Grants and contracts	526,298,000
Auxiliary enterprises (net)	229,367,000
Educational activities	113,746,000
Federal appropriations	15,562,000
Non-operating grants and gifts	214,135,000
Net investment gain	17,723,000
Capital and endowment gifts and grants	31,808,000
Other operating revenues	3,710,000
Total other revenues	**$1,501,024,000**
Total revenues	**$2,140,273,000**

Source: Office of Budget and Finance, University of Minnesota.

Appendix A:
Key Data Sources and Web Links

Key Data Sources

Association of American Universities	www.aau.edu
Association of Research Libraries	www.arl.org
Association of University Technology Managers	www.autm.net
Institute of International Education	www.iie.org
National Association of Collegiate Directors of Athletics	www.nacda.com
National Center for Education Statistics	http://nces.ed.gov/ipeds
National Collegiate Athletic Association	www.ncaa.org
National Institutes of Health	www.nih.gov
National Research Council	www.nas.edu/nrc
National Science Foundation	www.nsf.gov
The Center at the University of Florida	http://thecenter.ufl.edu
U.S. News & World Report	www.usnews.com

University of Minnesota Links

Twin Cities Campus	www.umn.edu
Duluth Campus	www.d.umn.edu
Morris Campus	www.mrs.umn.edu
Crookston Campus	www.crk.umn.edu
Rochester Campus	www.r.umn.edu
University of Minnesota Extension Service	www.extension.umn.edu

University of Minnesota Links (continued)

Research and Outreach Centers	
North Central Center at Grand Rapids	http://ncroc.coafes.umn.edu
Northwest Center at Crookston	http://www.nwroc.umn.edu
Southern Center at Waseca	http://sroc.coafes.umn.edu
Southwest Center at Lamberton	http://swroc.coafes.umn.edu
UMore Park at Rosemount	http://umoepark.coafes.umn.edu
West Central Center at Morris	http://wcroc.coafes.umn.edu
Board of Regents	www1.umn.edu/regents
Council on Public Engagement	http://www1.umn.edu/civic
Minnesota Medical Foundation	www.mmf.umn.edu
Office of the Executive Vice President and Provost	www.evpp.umn.edu
Office of Institutional Research and Reporting	www.irr.umn.edu
Office of International Programs	www.international.umn.edu
Office of Oversight, Analysis, and Reporting	www.oar.umn.edu
University Libraries	www.lib.umn.edu
University of Minnesota Alumni Association	http://www.alumni.umn.edu
University of Minnesota Foundation	www.giving.umn.edu/foundation
University Relations/Government Relations	http://www.umn.edu/govrel

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Report Contributors

This report includes information from a wide range of sources across all of the University of Minnesota's campuses. We gratefully acknowledge the help of the following individuals who have contributed information, advice, and encouragement, and who have been instrumental in creating the report.

Although this report is the result of many contributors, the Office of the Executive Vice President and Provost is responsible for its contents. Questions and comments may be directed to the editors, John Ziegenhagen (ziege006@umn.edu) and Sandra Ecklein (eckle001@umn.edu).

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Appendix D:
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