UNIVERSITY OF MINNESOTA

Accountable to U

2004-05
University Plan, Performance, and Accountability Report

Office of Planning and Academic Affairs
University of Minnesota
Minneapolis, Minnesota

February 2005

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Contact:

Office of Planning and Academic Affairs
University of Minnesota
220 Morrill Hall
100 Church Street S.E.
Minneapolis, MN 55455
612-626-3838
www.academic.umn.edu/planning/index.html

This publication is available in alternative formats upon request.
Please contact Sandra Ecklein, 612-626-3838.

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 154 years ago, 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 public engagement.

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. The 2004-05 edition of the *University Plan, Performance, and Accountability Report* is the fourth produced for the Board of Regents. Starting with last year's edition, the report also serves as the University of Minnesota's principal annual report to the State, as mandated by the 2003 Legislature.

Organization of the Report

The 2004-05 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).

University Performance Measures

The Executive Summary represents the University's continuing efforts to provide a concise assessment of University performance, as requested by the Board of Regents. The assessment on the following pages includes multi-year comparisons, an analysis of the findings, and conclusions based on the findings. For each measure, the location in the report where a full discussion may be found is referenced.

Most rankings are derived from the University of Florida's 2004 edition of *The Top American*

Research Universities. The University of Minnesota's performance is measured relative to the average of the top-10 public and private research universities in the country and the average of the top-10 public universities only.

The reader is encouraged to not place undue emphasis on comparing individual institutions or on year-to-year shifts in rank or percentage change. Universities have their own distinct missions, histories, size, areas of excellence and emphasis, strategic objectives, breadth of offerings, state mandates, quality of students and faculty, and myriad other factors that make each institution unique and distinct.

However, it is instructive to analyze longer-term trends and observe how the University is performing relative to the top universities as a group. From this analysis and observation it is possible to identify areas where University performance can be strengthened or improved. Driving continuous improvement is the ultimate goal of this accountability report.

Overall Performance in *Top American Research Universities* Rankings **(Pages 12-13)**		**Public/Private Rank**	**Public Only Rank**
	This Year	17th	6th
	Last Year	11th-16th tie	2nd-6th tie
	5 Years Ago	8th-11th tie	2nd-4th tie

NOTE: *Just prior to this accountability report going to press, it was discovered during final data verification that the reporting of endowment assets in the University of Florida's annual study was incorrect. The total for the University of Minnesota should have included endowment assets of the University of Minnesota, the University of Minnesota Foundation, and the Minnesota Medical Foundation. Unfortunately, the Minnesota Medical Foundation's FY 2003 endowment assets of $177 million were not included.*

This omission affected not only the University of Minnesota's endowment assets ranking but also its overall ranking among the top American public and private universities. Inclusion of the $177 million would rank the University of Minnesota at 25th nationally. Efforts are under way to correct these reporting errors in future University of Florida reports.

Analysis: According to the University of Florida report, the University dropped from the 5th tier in 2003 to the 7th tier in 2004 among public and private research universities and from the 2nd tier to the 4th tier among public research universities only. The decline in rank was due to the University's drop from 24th place in 2003 to 26th place in 2004 among all universities in the measure of endowment assets.

Conclusion: The University should undertake a careful review of all University of Florida measures to identify areas for improvement.

Doctoral Degrees Conferred (Pages 13-14)		Public/Private Rank	Public Only Rank
	This Year	11th	9th
	Last Year	9th	9th
	5 Years Ago	5th	4th

Analysis: The number of doctoral degrees conferred has been declining nationally, but the University's rate of decrease has been greater than either the top-10 public/private universities or the public universities only – by a margin of 14 to 15 percent over the past five years. This rate of decrease has led to the University's decline in the rankings.

Conclusion: The University is participating in a national study by the Council of Graduate Schools to identify factors leading to this decline. In addition, the University should undertake additional research of its own on such factors as time-to-degree, financial issues, graduate student advising, and housing.

Total Research Expenditures (Pages 35-36)		Public/Private Rank	Public Only Rank
	This Year	11th	7th
	Last Year	10th	7th
	5 Years Ago	13th	9th

Analysis: The University's slight improvement in the rankings masks a more serious longer-term trend. Over the past decade, when the percentage increase in total research expenditures is calculated in constant 1983 dollars, the University was outperformed by all but one of the institutions in this year's two top-10 lists.

Conclusion: The University should undertake a thorough analysis of these findings to determine what steps need to be taken to improve this indicator and the University's performance relative to its peers.

Federal Research Expenditures (Pages 36-37)		Public/Private Rank	Public Only Rank
	This Year	15th	8th
	Last Year	15th	8th
	5 Years Ago	14th	7th

Analysis: Similar to the total research expenditures measure, the University's stable ranking in federal research expenditures masks a more serious longer-term trend. Over the past decade, when the percentage increase in federal research expenditures is calculated in constant 1983 dollars, the University was outperformed by all but four of the institutions in this year's two top-10 lists.

Conclusion: The University should undertake a thorough analysis of these findings to determine what steps need to be taken to increase federal research expenditures and the University's performance relative to its peers.

Average Licensing Income (Pages 138-139)		Public/Private Rank	Public Only Rank
	This Year	5th	3rd
	Last Year	12th	6th
	5 Years Ago	23rd	9th

Analysis: Year-to-year shifts in licensing income can vary significantly depending upon a number of factors such as new patents and licensing agreements coming on line. However, over time, the University has outperformed the average of the top-10 institutions in both rankings.

Conclusion: Results from the University's newly launched Office of Business Development should be monitored closely to ensure the continued growth of this important technology commercialization measure.

National Academy Members (Pages 14-15)		Public/Private Rank	Public Only Rank
	This Year	25th	11th
	Last Year	23rd	11th
	5 Years Ago	23rd	10th

Analysis: The number of University faculty who have been selected for membership in the prestigious National Academy of Sciences, National Academy of Engineering, or the Institute of Medicine has increased only marginally over the past few years while other institutions have performed better on this measure, leading to a slight decline in the University's ranking.

Conclusion: The University has many deserving faculty in a range of disciplines whose qualifications and contributions to their fields may not have been adequately brought forward. A University-wide committee and committees within each college are being formed to identify, support, and nominate these faculty members.

Faculty Awards (Pages 16-17)		Public/Private Rank	Public Only Rank
	This Year	43rd	19th
	Last Year	31st	18th
	5 Years Ago	19th	9th

Analysis: A 50 percent decline in the number of these prestigious national and international awards to faculty in the arts, humanities, science, engineering, and health over the past five years has resulted in the University's precipitous decline in the rankings.

Conclusion: The Provost has formed a task force to review these findings in depth, make recommendations for increasing the number of nominations for such awards, and to carefully monitor progress.

Post-Doctoral Appointees

(Pages 17-18)

	Public/Private Rank	Public Only Rank
This Year	13th	5th
Last Year	16th	7th
5 Years Ago	15th	8th

Analysis: In the past year, the University has outperformed the top-10 public and private universities and the top-10 public universities by 13 to 15 percent, leading to a higher ranking among both groups.

Conclusion: The University should identify the academic units that are contributing most to this performance trend in order to establish best practices and to share these practices with other units.

Endowment Assets

(Pages 169-170)

	Public/Private Rank	Public Only Rank
This Year	26th	6th
Last Year	24th	5th
5 Years Ago	23rd	4th

***NOTE**: Just prior to this accountability report going to press, it was discovered during final data verification that the reporting of endowment assets in the University of Florida's annual study was incorrect. The total for the University of Minnesota should have included endowment assets of the University of Minnesota, the University of Minnesota Foundation, and the Minnesota Medical Foundation. Unfortunately, the Minnesota Medical Foundation's FY 2003 endowment assets of $177 million were not included.*

This omission affected not only the University of Minnesota's endowment assets ranking but also its overall ranking among the top American public and private universities. Inclusion of the $177 million would rank the University of Minnesota at 25th nationally. Efforts are under way to correct these reporting errors in future University of Florida reports.

Analysis: This measure includes the market value of the endowment assets of the University of Minnesota, the University of Minnesota Foundation, and the Minnesota Medical Foundation. The two-position decline in this year's ranking caused the University to drop in the University of Florida's overall ranking of top research universities. Also, an initial analysis indicates that the investment performance of the University of Minnesota's consolidated endowment fund (CEF) contributed to these results.

Conclusion: The recent revision of asset allocation guidelines by the Board of Regents and a new emphasis on alternative investment classes already have led to better performance and should result in higher rankings over time. However, this measure warrants further analysis and monitoring.

Annual Giving (Pages 172-173)		Public/Private Rank	Public Only Rank
	This Year	15th	7th
	Last Year	14th	4th
	5 Years Ago	18th	6th

Analysis: The slight reduction in the University's rank was not unexpected and is a direct – and common – result of the end of a highly successful capital campaign. (The University completed its $1.66 billion Campaign Minnesota drive in June 2003 – one of the most successful campaigns ever in American higher education.)

Conclusion: Continuing efforts should be made to increase alumni participation rates in annual giving to the University.

Undergraduate Retention Rates (One-Year Comparison)		1st Year	2nd Year	3rd Year
	Twin Cities (Pages 42-45)	**86.3%** Up 0.5 points	**77.0%** Up 1.0 points	**72.7%** Up 3.0 points
	Duluth (Pages 86-88)	**78.7%** Up 2.3 points	**66.0%** Down 1.6 points	**63.7%** Down 2.0 points
	Morris (Pages 104-106)	**86.7%** Up 7.1 points	**74.3%** Up 4.3 points	**68.6%** Up 0.3 points
	Crookston (Pages 119-120)	**62.4%** Down 5.8 points	**54.7%** Up 4.5 points	**45.0%** Up 4.9 points

Twin Cities: All retention rates increased, with third-year rates leading the way. All rates reached their highest levels in the past decade. Rates for students of color were also up significantly over the past year.

Duluth: First-year retention increased over the previous year, while second- and third-year rates decreased During the decade, all rates were fairly consistent. For students of color, the most significant change was a 10.1 percentage point increase in third-year retention.

Morris: First- and second-year retention rates improved significantly over the previous year while third-year rates were up only slightly. All rates fell during the mid-1990s but are now rebounding. First- and third-year retention rates for students of color showed major gains over the previous year, while second-year rates declined.

Crookston: Second- and third-year retention rates increased by 4 to 5 percentage points over the previous year while the first-year rate fell by almost 6 points. All rates are virtually unchanged from 10 years ago.

Undergraduate Graduation Rates
(One-Year Comparison and 2012 Goal)

	4-Year		5-Year		6-Year	
	Actual	**2012 Goal**	**Actual**	**2012 Goal**	**Actual**	**2012 Goal**
Twin Cities (Pages 45-47)	**32.3%** Up 0.2 points	**50%**	**56.0%** Up 5.6 points	**70%**	**56.9%** Up 1.8 points	**75%**
Duluth (Pages 86-88)	**25.9%** Up 3.4 points	**30%**	**47.4%** Up 2.4 points	**53%**	**51.0%** Down 1.8 points	**58%**
Morris (Pages 104-106)	**40.9%** Up 0.7 points	**52%**	**55.8%** Up 2.2 points	**66%**	**57.1%** Down 3.2 points	**68%**
Crookston (Pages 119-120)	**20.1%** Up 0.4 points	**36%**	**33.5%** Down 0.4 points	**45%**	**37.4%** Down 2.2 points	**49%**

Twin Cities: Current results continue the steady improvement in graduation rates; over the past decade improvements have ranged from nearly 12 to over 19 percentage points. Rates for students of color have improved significantly, particularly four- and five-year rates.

Duluth: Four- and five-year graduation rates made notable one-year gains while the six-year rate was down slightly. Graduation rates for all students matriculating over the past decade have been fairly constant, while those for students of color rose significantly.

Morris: Morris has the highest four-year graduation rate of any University campus and is virtually even with the Twin Cities campus in five- and six-year rates; the four-year rate for students of color is up nearly 10 percentage points over the previous year. Over the past eight years, however, graduation rates for all students have generally trended downward.

Crookston: Four- and five-year graduation rates held steady over the previous year while six-year rates fell slightly. Over the past eight years, all rates have risen slightly.

Infrastructure Sustainability and Stewardship

(Pages 71-74)

Analysis: With the Board of Regents adoption of a new sustainability and energy efficiency policy, the University has embarked on a series of initiatives to integrate environmental, social, and economic goals through design, planning, and operational organization to meet current needs without compromising the ability of future generations to meet their own needs. Appropriate performance measures are being developed in order to achieve continuous improvement in the use and maintenance of facilities, energy use, transportation, and other key infrastructure areas.

Energy use is already carefully tracked against past performance. The Facilities Condition Needs Index also offers a promising metric for identifying and prioritizing maintenance needs and comparing the University's performance with peer institutions.

Conclusion: Continued development of a range of sustainability and stewardship performance measures will enable the University to increase the efficient and effective use of its physical resources.

Citizen Satisfaction

(Pages 145-148)

Satisfaction: A December 2004 statewide survey showed about half of respondents were "very" or "somewhat satisfied" with the University. Satisfaction in all areas of the survey was generally higher in 2004 than in 2003. Satisfaction with the University's management of financial resources rose by 11 percentage points and satisfaction with keeping tuition affordable rose 13 percentage points.

Importance: Respondents ranked providing high-quality undergraduate and graduate/professional education as the two highest factors of importance to the state, while providing public services, attracting employers, and being ranked a top university nationally ranked among the lowest in importance.

Funding: A majority of respondents (51 percent) supported more state funding of public higher education while only 6 percent thought there should be less spending.

Admissions: By a margin of more than 3 to 1, respondents thought the University should be open to any resident who meets minimum standards rather than admitting only top students.

Conclusion: These and other findings – first available only in January 2005 – should be analyzed carefully, as they have been in previous years, for meaningful trends and understanding.

University Faculty and Staff Satisfaction

(Pages 66-67)

An April 2004 survey of over 6,000 faculty and staff examined experiences and attitudes about: job satisfaction, pay and benefits, supervisor and departmental support, university climate, retention and considerations in leaving, and life outside of work. For complete results see: www.umn.edu/ohr/pulse

Faculty: Most favorable results – job satisfaction, satisfaction with University as employer, satisfaction with co-workers, satisfaction with immediate administrator, intentions to remain at the University, and general well-being outside of work. Less favorable results – pay satisfaction, work-family conflict, support from departmental chair or responsible administrator.

Staff: Most favorable results – job satisfaction, satisfaction with University as employer, satisfaction with co-workers and supervisors, intentions to remain at the University, and general well-being outside of work. Less favorable results – satisfaction with promotion, pay satisfaction, supervisor support for career development, and perceptions of job security.

Conclusion: These and other findings – first available only in January 2005 – should be analyzed carefully for meaningful trends and understanding, with results communicated broadly.

1: University of Minnesota Profile

The University of Minnesota is a statewide resource that makes a significant impact on the economy, society and culture of Minnesota. For 154 years, it has been dedicated to advancing knowledge and serving as a partner for the public good.

With more than 65,000 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, the region, and the nation.

The University of Minnesota is one of the state's most important assets – it is its economic and intellectual engine. 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, large and small, partnering with the public to apply its research for the benefit of the state and its citizens through public engagement.

A. 10 Things To Know About the University

1: Degrees Granted: The University of Minnesota awarded more than 12,000 degrees in 2003-04, the highest ever. Included in this total were new highs for the Twin Cities campus (over 10,000 total degrees and over 6,000 bachelor's degrees) and the Duluth campus (over 1,700 total degrees and over 1,500 bachelor's degrees. Forty 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.

Table 1-1. University of Minnesota degrees by campus, 2003-04.

Degree	Twin Cities	Duluth	Morris	Crookston	Total
Associate	0	0	0	23	**23**
Bachelor's	6,049	1,562	350	203	**8,164**
Master's	2,677	185	0	0	**2,862**
First Professional	715	0	0	0	**715**
Doctorate	592	0	0	0	**592**
Total	**10,033**	**1,747**	**350**	**226**	**12,356**

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

2: State's Only Major Research Institution: 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; Indiana and Purdue). Its research comprises 98.8 percent of sponsored academic research in Minnesota's higher education institutions – more than one-half billion dollars each year – and creates an estimated 20,000 jobs in Minnesota's private economy. The Minnesota Partnership for Biotechnology and Medical Genomics (University/Mayo Clinic) alone generates $170 million per year.

3: Nationally Ranked Public Research University The Twin Cities campus ranks consistently within the top seven 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.

4: State's Economic Driver: 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 $577 million annual investment in the University – an outstanding rate of return for any investment.

5: Importance of State Support: State appropriations provided 25.7 percent of University of Minnesota revenue in FY 2004 (down from 29.9 percent in FY 2003), making it the most important, and the most flexible, source of funding. Grants and contracts provided another 26 percent of revenues while tuition and fees provided 18 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 nearly $1.7 billion in private donations and pledges. Earnings from endowments provide 4.4 percent of the University's revenue.

6: Enrollment: Total enrollment at the University of Minnesota's campuses for fall 2004 was 65,247. Sixty-two percent of registered students were undergraduates. Non-degree seeking students represented over 10 percent of total enrollment.

7: Governance: 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: Distinct Mission: 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: Economical Management: The University of Minnesota has 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. The

University's auditor, Deloitte & Touche, commented in November 2004: "The University has really tightened itself up. It is an excellent example of an organization that is very focused and very efficient. I'd call it a model of fiscal responsibility."

10: Statewide Presence: 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

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 is committed to building excellence through a coherent vision.

The University of Minnesota has many highly ranked academic programs; it is critical that the University continues to provide significant support to these programs 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. Addressing the big questions that confront society in the 21st century requires 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 already are involved in interdisciplinary research collaboratives, and new initiatives will provide the infrastructure for enhancing these collaborations.

2005 Status of President's Interdisciplinary Initiatives

Investments in interdisciplinary academic programs are achieving new prominence through the President's Interdisciplinary Initiatives. In addition, through the University's strategic positioning and planning process, colleges are being encouraged to consider investments in the highest level of interdisciplinary collaboration.

Also, the President's 21st Century Interdisciplinary Conference Series is providing opportunities for developing new interdisciplinary collaborations and expanding the connections of University of Minnesota research to the needs of society.

In 2003, President Bruininks launched eight interdisciplinary initiatives representing areas of strength and comparative advantage for the University. These areas have high-quality foundational programs, are central to the University's land-grant mission and research

enterprise, and reflect the needs and resources of Minnesota.

They represent areas where further investment will yield significant return in intellectual quality and capital, where the University and the state possess a comparative advantage, and where considerable outside resources can be leveraged. University students at all levels also reap the rewards of these initiatives as they learn in the midst of a dynamic interdisciplinary academic enterprise.

Three of these interdisciplinary priorities are being funded through reallocation of existing resources and private philanthropy. These three 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 already have been allocated.

The remaining five are in the bio-sciences: Brain Function Across the Lifespan; New Products from Biotechnology (Biocatalysis); Healthy Foods, Healthy Lives; Environment and Renewable Energy; and Translational Research in Human Health. These initiatives cannot be fully capitalized without additional support from the state and partnerships with the private sector.

The 2006-2007 biennial budget proposal to the Legislature includes a request to support four of the initiatives in a proposal called "Biosciences for a Healthy Society."

For the past year, working groups have convened to map the future of the initiatives, and interdisciplinary collaborations are under way.

Initiative on Arts and Humanities: This initiative builds on the University's strengths in the arts and humanities to expand interdisciplinary and collaborative efforts. At the core of this expanded effort will be the University's Institute for Advanced Study, scheduled to open in late 2005. The Institute will promote and support distinguished, path-breaking research and creative work at the intersection of the arts, humanities, and social sciences.

The initiative also seeks 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 other arts organizations and educators in the community.

An international conference, "Reclaiming the Arts: Strategies for Commitment," was held in December 2004 to begin the transformation of the arts at the University. Searches are under way for distinguished faculty in the arts and humanities whose research and teaching is path-breaking and interdisciplinary.

Initiative on Children, Youth, and Families: The contributions a child can make to society as an adult can be traced directly to the first few years of life. 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 is focused on creating new and enhancing 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, the initiative seeks to encourage research by creating a new understanding of how to enhance outcomes for children at every developmental stage in their lives.

In so doing, tangible benefits will be reaped 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, improved public policy and best practices, and economic and community development. A new interdisciplinary research agenda is being developed as part of this initiative. The new Center for Children's Mental Health and the Commission on Out-of-School-Time developed from partnerships launched by the initiative.

New Products from Biotechnology (Biocatalysis): As a result of former President Yudof's initiative in molecular and cellular biology (see 1998 Initiatives summary below), the University has a strengthened basic science program in these areas. It is critical that the University maintain its strength in basic science by continuing investment. The University is building on these investments in basic research by launching a wide range of investments in applications 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 for production and energy needs.

This initiative takes the most modern approaches to biology, in areas where the University has 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. A number of collaborative projects have been funded in both industrial biocatalysis and chemical biology. More than 10 departments are involved in this effort.

Initiative on Translational Research in Human Health: This initiative strengthens 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 is collaborating with working groups from the other bioscience/health science-based initiatives in an effort to solidify the University's commitment and reach.

Two 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 to develop new technologies; and 2) targeted investments in faculty to maintain leadership in cutting-edge research in areas such as oncology (cancer), neurosciences (brain functions and diseases), cardiovascular (heart) disease, organ transplantation, stem-cell development applications, and clinical research. This initiative works in close alliance with the Minnesota Partnership for Biotechnology and Medical Genomics where Mayo Clinic and University researchers collaborate to generate innovative technology that can be translated into new treatment methods.

Initiative on Brain Development and Vitality Across the Lifespan: The brain governs every aspect of people's lives. Throughout life, the brain changes in response to new challenges – experiences, physical development, aging, injury, and disease. New tools, including modern genetics, molecular/cellular biology and state-of-the-art imaging techniques, are now giving researchers fresh insight into how changes in the brain influence the way people think, feel, and act from infancy to old age.

Research scientists are beginning to answer some of the biggest questions about the brain,

such as how its structure and function are affected by age, injury, or disease. The University is the only major research institution taking a lifespan approach to brain development and function. This approach will transform the way scientists understand and treat brain disease and disorders including devastating diseases such as Alzheimer's.

A team of University researchers focusing on brain function across the lifespan has the potential to begin to solve the puzzle of the brain, resulting in better diagnosis, new treatments for brain disorders and disease, and a new ability to support learning and memory in healthy individuals across the lifespan. The working group is developing a proposal for a Center for Developmental Cognitive Neuroscience modeled after the Cancer Center.

Initiative on Healthy Foods, Healthy Lives: The University is uniquely positioned as a national leader for an initiative focusing 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.

The initiative links activities in 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 the integration of 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.

A conference in fall 2004 brought together researchers and practitioners to develop a coordinated agenda for this initiative. The initiative has received a grant from the Homeland Security Administration to fund a center focused on food safety.

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 is grounded in three major inter-related projects. The first builds on the recommendations of the Commission on Environmental Science and Policy, appointed by then Provost Robert Bruininks, to create an integrated and transparent approach to the environment at the University. A coordinator has been hired to support these activities. The second focuses 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 is aimed at integrating sustainable practices and energy conservation across the full range of University activities under the leadership of University Services. A steering committee is developing a comprehensive plan to fulfill the expectations of a new Regents Policy on Sustainability.

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.

During 2004, the Consortium launched a new multidisciplinary journal, the "Minnesota Journal of Law, Science, & Technology." It also continued a series of events aimed at advancing the conversation on science, the law, and society for the University and the wider community.

Final Summary of 1998 Academic Interdisciplinary Initiatives

In 1998, former President Mark Yudof commissioned a set of academic interdisciplinary initiatives designed to strengthen the University's research, teaching, and outreach programs and to advance the University's reputation in areas that are critically important to the economic development of the state.

The 1998 Minnesota Legislature appropriated $18,575,000 to the University to support these initiatives. The University supplemented the initial investment with internally reallocated resources, externally leveraged funds, and related capital investments to establish and develop five Academic Interdisciplinary Initiatives: Agricultural Research and Outreach, Design, Digital Technology, Molecular and Cellular Biology, and New Media. Table 1-2 summarizes the systemwide financial impact of the initial appropriation.

Table 1-2. 1998 state appropriations for University of Minnesota interdisciplinary initiatives.

Initiative	State Appropriation
Digital Technology	$4,500,000
Molecular and Cellular Biology	7,375,000
Design	1,150,000
New Media	1,700,000
Agricultural Research and Outreach	2,200,000
University of Minnesota – Crookston (Agriculture, Digital)	600,000
University of Minnesota – Duluth (Biology, Design, Agriculture)	1,000,000
University of Minnesota – Morris (Agriculture)	50,000
Total:	**$18,575,000**

Source: Office of Planning and Academic Affairs, University of Minnesota.

A major consequence of the investment was the ability to strengthen academic departments through the creation of 87.5 new faculty positions:

- 20 in Digital Technology
- 41 in Molecular and Cellular Biology
- 2.5 in Design
- 8 in New Media
- 8 in Agriculture
- 8 on the coordinate campuses.

In 2004, under the direction of the Office of Planning and Academic Affairs, a self-study report was prepared for each initiative and teams of external reviewers were formed to evaluate the initiatives and offer recommendations for the future. In particular, reviewers were asked:

- to consider whether the initiative had achieved its stated objectives
- to compare the initiative to similar programs across the country
- to assess the initiative's impact on the University and the fostering of interdisciplinary activities
- to evaluate the return on investment
- to identify theoretical and empirical advancements that occurred as a result of the initiative.

Each external review team prepared a written report summarizing their findings and recommendations.

Following is a summary of the 1998 initiatives.

Agricultural Research and Outreach: The investment in Agricultural Research and Outreach enables the University to respond to important challenges in food production, food quality, and the marketing of agricultural products – all areas of critical importance to the state's rural economy. In these areas, agricultural research is strongly linked to the University's initiatives in genomics.

The external review team used such terms as "dramatic progress" and noted that the University had increased its research and outreach capacity within and outside the institution.

Design: The Design Institute develops advanced research, educational programs, and interdisciplinary partnerships to improve design in the public realm. The Institute addresses the design of products, services, and environments, as well as the social processes that bring the everyday material landscape into being. Looking beyond issues of styling, the Institute sees design as a strategic mode of thinking, a form of conflict resolution whose tangible outcomes express successful negotiation of diverse values and interests. Through its program of fellowships, events, and communications, the Institute fosters new models for collaboration and connection among many fields of inquiry, such as genetics, computer science, anthropology, public art, engineering, civic governance, and graphic design. By supporting the development of new design tools and prototypes, the Design Institute champions expanded design choices to enhance the lives of citizens, in Minnesota and nationwide.

The external review team concluded that the objectives "[had] been achieved, and in a remarkably short period of time." It noted the exemplary achievement in design research.

Digital Technology: The Digital Technology Center's goal is to become a center of excellence at the University of Minnesota and to form partnerships with the community to re-establish Minnesota's commanding position in digital technology as we move ahead in the information era. The Center focuses on leading-edge research and business areas: data storage, analysis and visualization, scientific computation, telecommunications, and software engineering. The Digital Technology Center also includes the Supercomputing Institute for Digital Simulation and Advance Computation and the Laboratory for Computational Science and Engineering, two research units which predate the establishment of the Academic Interdisciplinary Initiatives.

The external review team noted that this initiative better positions the University to attract greater funding for research.

Molecular and Cellular Biology: The University aspires to be at the leading edge of the revolution occurring in the biological sciences. The Molecular and Cellular Biology Initiative is founded on reorganization of the biological sciences into four new departments: Biochemistry, Molecular Biology, and Biophysics; Neuroscience; Genetics, Cell Biology, and Development; and Plant Biology.

The initiative is strengthening the University's capacity to connect science to industrial applications across plant, animal, and medical fields. The initiative focuses on functional genomics, a branch of science that determines the mechanisms by which thousands of genes are orchestrated to develop and maintain an organism.

The external review team observed that this initiative had fortified basic cellular and molecular biology throughout the University.

New Media: The New Media Initiative is strengthening the School of Journalism and Mass Communication by building a nationally preeminent program which provides students with the best possible academic and professional education for entry into diverse careers in this rapidly changing industry. The School's Institute for New Media Studies is a center for interdisciplinary research, industry outreach, and collaboration on emerging issues in the new media arena.

The external review team stated that this initiative has been "transformative" for journalism and mass communication at the University: "The institution's responsiveness and foresight has allowed it to reclaim its place among the elite schools of journalism in the country."

University of Minnesota – Crookston: Investments at the University's Crookston campus have been made through the Agricultural Research and Outreach Initiative and the Digital Technology Initiative, funding two new faculty positions.

University of Minnesota – Duluth: Investments at the Duluth campus have been made through three of the Academic Interdisciplinary Initiatives – Molecular and Cellular Biology, Design, and Agricultural Research and Outreach – funding six new faculty positions.

University of Minnesota – Morris: Funds from the Agricultural Research and Outreach Initiative were used at the Morris campus to support the Center for Small Towns, a community outreach program that assists small towns with locally identified issues by creating applied learning opportunities for faculty and students.

2006-07 Biennial Budget Proposal

The University of Minnesota's biennial budget proposal to the state is a partnership proposal designed to support the University's academic priorities and fulfill its mission as the state's research and land-grant university.

The request proposes a 50/50 partnership between the University and the state, with the University investing $42 million in FY 2006 and an additional $42 million in FY 2007 in support of base compensation increases, operating costs, and academic priorities.

The University's investment will be supported by internal reallocation and modest tuition increases. The state is asked to provide a matching investment targeted at biosciences for a healthy society; attracting and retaining talent for Minnesota's future; and creating and sustaining essential research and technology infrastructure.

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 second largest university campus as measured by enrollment.

Founded
1851

Leadership
Robert H. Bruininks, President
E. Thomas Sullivan, Senior Vice President for Academic Affairs and Provost
Frank B. Cerra, Senior Vice President for Health Sciences
Robert J. Jones, Senior Vice President for System Administration

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
152 undergraduate degree programs; 131 master's degree programs; 104 doctoral degree programs; and professional programs in law, dentistry, medicine, pharmacy, and veterinary medicine.

Fall 2004 Enrollment

Undergraduate	28,740
Graduate	13,841
Professional*	3,044
Non-degree	5,569
Total	51,194

*includes students in UMD School of Medicine and College of Pharmacy

Faculty Size (FY 2004)

Tenured/Tenure Track	2,377
Other Faculty	739

Degrees Awarded (FY 2004)

Undergraduate	6,049
Master's	2,677
Doctoral and First-Professional	1,307

Alumni (FY 2004)

Alumni Association Members	55,518
Living Alumni	365,000

Staff (FY 2004)

Civil Service and Bargaining Unit	8,576
Professional and Administrative	4,149

Number of Buildings
253 (12,972,000 assignable square feet)

Expenditures (FY 2004)
$1,899,018,319

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 a leading research university in the nation and the world. It aspires to be known for 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. Most of them are commercial and purport to provide consumers with precise measures of quality and distinctions between and among individual institutions. Despite numerous limitations and methodological flaws, these ranking are used by consumers and cited by colleges and universities with the highest ratings.

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. Each ranking system has its own inconsistencies and methodological weaknesses. However, among the better known and most reliable are the University of Florida's annual rankings of research universities and the National Research Council's periodic rankings of graduate program quality. In addition, *U.S. News & World Report*, a commercial publication, ranks undergraduate and graduate programs. Details of these rankings are provided below.

Quality Indicators

The Center at the University of Florida annually ranks the top 200 American research universities 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 2-28 and 2-29),
- federal research expenditures (Tables 2-30 and 2-31),
- endowment assets (Tables 9-14 and 9-15),
- annual giving (Tables 9-18 and 9-19).

NOTE: *Just prior to this accountability report going to press, it was discovered during final data verification that the reporting of endowment assets in the University of Florida's annual study was incorrect. The total for the University of Minnesota should have included endowment assets of the University of Minnesota, the University of Minnesota Foundation, and the Minnesota Medical Foundation. Unfortunately, the Minnesota Medical Foundation's FY 2003*

endowment assets of $177 million were not included.

This omission affected not only the University of Minnesota's endowment assets ranking but also its overall ranking among the top American public and private universities. Inclusion of the $177 million would rank the University of Minnesota at 25th nationally. Efforts are under way to correct these reporting errors in future University of Florida reports.

The University of Minnesota – Twin Cities has ranked in the top 20 of all research universities and among the top six public universities for the past four years.

Table 2-1 shows the number of quality indicators in the top 50 among U.S. public and private research universities for 2004. The University of Minnesota – Twin Cities dropped from a tie for 11th-16th place among all research universities in 2003 to 17th place in 2004. Among public research universities only, the University dropped from a tie for 2nd-5th place in 2003 to 6th place in 2004. The decline in rank was due to a drop in the University's ranking in endowment assets from 24th place to 26th place (see Section 9). The University of Washington surpassed the University of Minnesota in the 2004 overall rankings.

Table 2-1. Number of quality indicators in top 50 nationally among American public and private research universities, 2004.

Rank		All institutions in order of top 25 score, then top 26-50 score, then alphabetically	Number of Indicators	
All	Public Only		1-25	26-50
1		Harvard University	9	0
1		Massachusetts Institute of Technology	9	0
1		Stanford University	9	0
4		Columbia University	8	1
4		Cornell University	8	1
4		Johns Hopkins University	8	1
4		University of Pennsylvania	8	1
8		Duke University	8	0
8	1	University of California – Berkeley	8	0
8	1	University of Michigan – Ann Arbor	8	0
11		Yale University	7	2
12		University of Southern California	7	1
12	3	University of Washington	7	1
12	3	University of Wisconsin – Madison	7	1
12		Washington University	7	1
16	5	University of California – Los Angeles	7	0
17	**6**	**University of Minnesota – Twin Cities**	**6**	**2**
18	7	University of Texas – Austin	6	1
19		Princeton University	5	2
19	8	University of California – San Diego	5	2
20	9	University of California – San Francisco	5	1
22	10	Pennsylvania State University	4	2

Source: *The Top American Research Universities:* The Center, University of Florida, 2004.

Doctoral Degrees Conferred

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

Table 2-2 shows the University's 11th-place ranking among public and private research universities nationally and 9th place standing

among public research universities for doctoral degrees conferred during 2002-03. Table 2-3 shows the University's production of doctoral degrees from 1998 to 2003 and its performance relative to other top-10 public and private research universities.

The University of Minnesota's conferral of doctoral degrees declined more sharply (23.2 percent) over the five years than did the average of other top-10 public and private research universities in this category (9.4 percent) and the average of top-10 public research universities only (8.0 percent).

Table 2-2. Doctoral and other degrees conferred by top 10 U.S. public and private research universities and University of Minnesota, 2002-03.

Rank						
All	**Public Only**	**Institution**	**Doctorates**	**Masters**	**First Professional**	**Bachelors**
1	1	University of California – Berkeley	772	1,834	323	7,055
2		Nova Southeastern University	732	3,252	698	942
3	2	University of Texas – Austin	674	2,637	595	8,397
4	3	University of Wisconsin – Madison	656	2,019	618	6,139
5	4	University of Illinois – Urbana-Champaign	617	2,703	301	7,233
5	4	University of Michigan – Ann Arbor	617	3,431	644	6,606
7		Stanford University	611	1,930	284	1,914
8	6	University of California – Los Angeles	596	2,303	578	7,503
9	7	University of Florida	591	2,853	941	8,110
10	8	Ohio State University – Columbus	575	2,525	739	8,422
11	**9**	**University of Minnesota – Twin Cities**	**560**	**2,546**	**719**	**5,972**
	10	Pennsylvania State University	503	1,079	0	9,014

Source: *The Top American Research Universities:* The Center, University of Florida, 2004.

Table 2-3. Average number of doctoral degrees conferred by top 10 U.S. public and private research universities and University of Minnesota – Twin Cities, 1998-2003.

	1998	**2000**	**2001**	**2002**	**2003**	**5-Year Change**
Top 10 Public/Private Average	711[1]	643[1]	641[1]	631[1]	644	- 67
% Change		- 9.6%	- 0.3%	- 1.6%	+ 2.1%	- 9.4%
Top 10 Public Only Average	676[1]	625[1]	635[1]	627[1]	622[1]	- 54
% Change		- 7.5%	+ 1.6%	- 1.3%	- 0.8%	- 8.0%
U of M – Twin Cities	**729**	**604**	**632**	**560**	**560**	**- 269**
% Change		**- 17.1%**	**+ 4.6%**	**- 11.4%**	**no change**	**- 23.2%**
Public/Private Rank	**5th**	**7th**	**5th**	**9th**	**11th**	
Public Only Rank	**4th**	**7th**	**5th**	**9th**	**9th**	

Source: *The Top American Research Universities:* The Center, University of Florida, 2004.

[1] Excluding University of Minnesota.

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 in 2003 the University of Minnesota – Twin Cities ranked 25th in the nation (from 23rd in 2002) and 11th among public research universities (no change from the previous year).

Table 2-5 shows the University's number of National Academy members from 1999 to 2003 and its performance relative to top-10 public and private research universities and top-10 public research universities only. 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 public and private universities in this category (7.1 percent) and the top-10 public universities (6.5 percent).

Table 2-4. Number of National Academy members for top 10 U.S. public and private research universities and University of Minnesota – Twin Cities, 2003.

Rank		Institution	Number of Members
All	Public Only		
1		Harvard University	264
2		Stanford University	249
3		Massachusetts Institute of Technology	234
4	1	University of California – Berkeley	201
5		Yale University	104
6		California Institute of Technology	96
7	2	University of California – San Diego	95
7		University of Pennsylvania	89
9		Princeton University	86
10	3	University of California – San Francisco	85
13	4	University of Washington	77
14	5	University of Michigan – Ann Arbor	73
15	6	University of Wisconsin – Madison	70
17	7	University of California – Los Angeles	64
18	8	University of Texas – Austin	55
18	9	University of Illinois – Urbana-Champaign	55
23	10	University of California – Santa Barbara	42
25	**11**	**University of Minnesota – Twin Cities**	**38**

Source: *The Top American Research Universities:* The Center, University of Florida, 2004.

Table 2-5. Average number of National Academy members for top 10 U.S. public and private research universities and University of Minnesota – Twin Cities, 1999-2003.

	1999	2000	2001	2002	2003	5-Year Change
Top 10 Public/Private Average	140	144	148	149	150	+ 10
% Change		+ 2.9%	+ 2.8%	+ 0.7%	+ 0.7%	+ 7.1%
Top 10 Public Only Average	77[1]	79[1]	81[1]	79	82	+ 5
% Change		+ 2.6%	+ 2.5%	- 2.5%	+ 3.8%	+ 6.5%
U of M – Twin Cities	**36**	**36**	**35**	**38**	**38**	**+ 2**
% Change		**no change**	**- 2.8%**	**+ 8.6%**	**no change**	**+ 5.6%**
Public/Private Rank	**23rd**	**23rd**	**25th**	**23rd**	**25th**	
Public Only Rank	**10th**	**10th**	**10th**	**11th**	**11th**	

Source: *The Top American Research Universities:* The Center, University of Florida, 2004.

[1] 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 in 2003 the University of Minnesota – Twin Cities ranked 43rd nationally (from 31st in 2002) and 19th among public research universities (from 18th in 2002) in the number of these faculty awards – a marked drop in a period of two years.

Table 2-7 shows the University's number of faculty awards from 1999 to 2003 and its performance relative to top-10 public and private research universities. The number of awards to faculty at the University dropped off sharply in 2002, and over the five-year period showed a decline of 50.0 percent. This was a larger decline than the average decline among the top-10 public and private universities (22.6 percent) and the average decline among the top-10 public universities (14.3 percent). New efforts have been launched to identify and promote faculty for these awards as other peer institutions do.

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 and University of Minnesota – Twin Cities, 2003.

Rank		Institution	Number of Awards
All	Public Only		
1		Harvard University	54
2		Stanford University	44
2	1	University of California – Berkeley	44
2	1	University of Wisconsin – Madison	44
5	3	University of Illinois – Urbana-Champaign	40
6	4	University of Michigan – Ann Arbor	39
7	5	University of Washington	38
8	6	University of California – San Diego	37
8	6	University of California – Los Angeles	37
10		Columbia University	36
15	8	University of California – San Francisco	29
15	8	Pennsylvania State University	29
21	10	University of Texas - Austin	23
43	**19**	**University of Minnesota – Twin Cities**	**14**

Source: *The Top American Research Universities:* The Center, University of Florida, 2004.

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 and University of Minnesota – Twin Cities, 1999-2003.

	1999	2000	2001	2002	2003	5-Year Change
Top 10 Public/Private Average	53	45	42	41	41	- 12
% Change		- 15.1%	- 6.7%	- 2.4%	no change	- 22.6%
Top 10 Public Only Average	42[1]	36[1]	37[1]	31	36	- 6
% Change		- 14.3%	+ 2.8%	- 16.2%	+ 16.1%	- 14.3%
U of M – Twin Cities	**28**	**31**	**28**	**18**	**14**	**- 14**
% Change		**+ 10.7%**	**- 9.7%**	**- 35.7%**	**- 22.2%**	**- 50%**
Public/Private Rank	**19th**	**16th**	**17th**	**31st**	**43rd**	
Public Only Rank	**9th**	**7th**	**10th**	**18th**	**19th**	

Source: *The Top American Research Universities:* The Center, University of Florida, 2004.
[1] 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 for post-doctoral employment.

Table 2-8 shows that in 2002 the University of Minnesota – Twin Cities ranked 13th among all research universities (from 16th in 2001) and 5th among public research universities (from 7th in 2001) in the number of appointees.

Table 2-9 shows the number of University post-doctoral appointees for 1998-2002 and its performance relative to other top-10 public and private research universities. The number of post-doctoral appointees at the University of Minnesota grew at a significantly higher rate over the five-year period than the average among the two top-10 groups.

Table 2-8. Number of post-doctoral appointees for top 10 U.S. public and private research universities and University of Minnesota – Twin Cities, 2002.

Rank		Institution	Number of Appointees
All	Public Only		
1		Harvard University	3,698
2	1	University of California – Los Angeles	1,351
3		Johns Hopkins University	1,301
4		Stanford University	1,214
5		Yale University	1,131
6		Massachusetts Institute of Technology	986
7		University of Pennsylvania	976
8	2	University of Washington	972
9	3	University of California – San Diego	902
10	4	University of California – Berkeley	859
13	**5**	**University of Minnesota – Twin Cities**	**749**
	6	University of Michigan – Ann Arbor	735
	7	University of Colorado – Boulder	680
	8	University of California – Davis	578
	9	University of North Carolina – Chapel Hill	574
	10	University of Florida	568

Source: *The Top American Research Universities:* The Center, University of Florida, 2004.

Table 2-9. Average number of post-doctoral appointees for top 10 U.S. public and private research universities and University of Minnesota – Twin Cities, 1998-2002.

	1998	1999	2000	2001	2002	5-Year Change
Top 10 Public/Private Average	1,199	1,234	1,238	1,249	1,339	+ 140
% Change		+ 2.9%	+ 0.3%	+ 0.9%	+ 7.2%	+ 11.7%
Top 10 Public Only Average	780	791	770	741	802	+ 22
% Change		+ 1.4%	- 2.7%	-3.8%	+ 8.2%	+ 2.8%
U of M – Twin Cities	**532**	**518**	**626**	**615**	**749**	**+ 217**
% Change		**2.6%**	**+ 20.8%**	**- 1.8%**	**+ 21.8%**	**+ 40.8%**
Public/Private Rank	**15th**	**16th**	**15th**	**16th**	**13th**	
Public Only Rank	**8th**	**8th**	**7th**	**7th**	**5th**	

Source: *The Top American Research Universities:* The Center, University of Florida, 2004.

[1] 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 these 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.

Programs: 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.

Enrollment: The number of international students enrolled in United States higher education institutions decreased by 2.4 percent in 2003-04. In contrast, the University showed a small increase from 2002-03 to 2003-04 in the number of international students enrolled.

The decline in international students enrolled in U.S. colleges and universities has been attributed to several factors: real and perceived difficulties in obtaining student visas (especially in technical fields); rising U.S. tuition costs; vigorous competition from other host countries; a wider range of educational opportunities in students' home countries; and perceptions abroad that international students may no longer be welcome in the U.S.

Of the 20 leading host states, only Indiana, Minnesota, North Carolina, and Ohio showed increases in foreign enrollments from 2002-03 to 2003-04.

Table 2-10 shows the University's ranking among U.S. research institutions in the number of international students attracted in 2002-03 and 2003-04. Its 21st position is unchanged over the two years. About 80 percent of these students 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 for which data are available.

Table 2-12 shows the number of students studying abroad in 2001-02 and 2002-03 from U.S. research institutions. The University's 6.2 percent increase lagged the top-10 average increase of 11.2 percent.

Table 2-10. Number of international students for selected U.S. research institutions, 2003-04.

Rank	Institution	2002-03	2003-04	One-Year Change
1	University of Southern California	6,270	6,647	+6.0%
2	Columbia University	5,148	5,362	+4.2
3	Purdue University – West Lafayette	5,105	5,094	-0.2
4	New York University	5,454	5,070	-7.0
5	University of Texas – Austin	4,926	4,827	-2.0
6	University of Illinois – Urbana-Champaign	4,555	4,769	+4.7
7	University of Michigan – Ann Arbor	4,601	4,583	-0.4
8	Boston University	4,518	4,518	0
9	University of California – Los Angeles	3,927	4,320	+10.0
10	Ohio State University – Columbus	4,334	4,263	-1.6
21	**University of Minnesota – Twin Cities**	**3,351**	**3,357**	**+0.2**
	Top 10 Average	4,884	4,953	+1.4%
	University of Minnesota – Twin Cities	**3,351**	**3,357**	**+0.2%**

Source: *Open Doors Report: 2004,* Institute of International Education.

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

Rank	Institution	2001-02	2002-03	One-Year Change
1	Harvard University	2,884	2,403	-16.7%
2	University of California – Berkeley	2,365	2,365	0
3	University of California – Los Angeles	2,496	2,098	-15.9
4	University of Pennsylvania	1,774	2,082	+17.4
5	Columbia University	1,621	1,890	+16.6
6	University of California – San Diego	1,878	1,817	-3.2
7	University of Illinois – Urbana-Champaign	1,623	1,694	+4.4
8	Yale University	1,478	1,637	+10.8
9	University of California – San Francisco	1,492	1,600	+7.2
10	Massachusetts Institute of Technology	1,640	1,573	-4.1
15	**University of Minnesota – Twin Cities**	**1,271**	**1,252**	**-1.5**
	Top 10 Average	1,925	1,916	-0.5%
	University of Minnesota – Twin Cities	**1,271**	**1,252**	**-1.5%**

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 and 2002-03.

Rank	Institution	2001-02	2002-03	One-Year Change
1	New York University	1,872	2,061	+10.1%
2	University of California – Los Angeles	NA	1,917	NA
3	Michigan State University	1,819	1,864	+2.5
4	University of Texas – Austin	1,591	1,654	+4.0
5	University of Arizona	1,326	1,466	+10.6
6	University of Wisconsin – Madison	1,340	1,441	+7.5
7	University of North Carolina – Chapel Hill	1,266	1,426	+12.6
8	University of Georgia	1,268	1,401	+10.5
9	Indiana University – Bloomington	1,245	1,379	+10.8
10	University of Illinois – Urbana-Champaign	1,216	1,377	+13.2
14	**University of Minnesota – Twin Cities**	**1,219**	**1,294**	**+6.2**
	Top 10 Average	1,438	1,599	+11.2%
	University of Minnesota – Twin Cities	**1,219**	**1,294**	**+6.2%**

Source: *Open Doors Report: 2004,* Institute of International Education.

Undergraduate Rankings

Table 2-13 shows the University's national reputation ranking among Big Ten public universities and its performance relative to incoming freshmen and class size as compiled by *U.S. News & World Report* for 2005.

Table 2-13. Undergraduate rankings for Big Ten public universities by *U.S. News & World Report*.

University	Freshmen in top 10% of high school class	Percent of classes with under 20 students	Percent of classes with 50 or more students
University of Michigan – Ann Arbor	90%	49%	16%
University of Wisconsin – Madison	55	42	18
University of Illinois – Urbana-Champaign	57	38	11
Pennsylvania State University	43	30	20
University of Iowa	21	46	11
Ohio State University – Columbus	33	43	18
Purdue University – West Lafayette	27	36	19
University of Minnesota – Twin Cities	**33**	**50**	**15**
Indiana University – Bloomington	23	40	19
Michigan State University	28	21	24

Source: *America's Best Colleges: 2005, U.S. News & World Report.*

Graduate Program Rankings

NRC Rankings: The private, non-profit National Research Council (NRC), along with the National Academies of Science and Engineering and the Institute of Medicine, provide science, technology, and health policy advice under a congressional charter. One NRC service is the periodic assessment of higher education graduate programs.

Historically, the NRC's rankings have been considered in academe as among the more reliable. A significant limitation, however, is the infrequency with which rankings are generated. Last done in 1995, NRC won't complete its next assessment until 2008.

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

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 of Minnesota'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 2-14 shows the 1995 national rankings of fields of study at the University of Minnesota – Twin Cities. The University had five programs in the top 10 – chemical engineering, economics, geography, mechanical engineering, and psychology.

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

Program (rank)		
Anthropology (50)	Engineering, Aerospace (12)	Mathematics (14)
Art History (30)	Engineering, Biomedical (17)	Molecular & General Genetics (39)
Astrophysics & Astronomy (24)	Engineering, Chemical (1)	Music (30)
Biochemistry & Molecular Biology (39)	Engineering, Civil (13)	Neuroscience (34)
Biostatistics (45)	Engineering, Electrical (18)	Pharmacology (21)
Cell & Developmental Biology (37)	Engineering, Mechanical (8)	Philosophy (32)
Cell & Developmental Biology – Medicine (34)	English (36)	Physics (22)
Chemistry (21)	French (26)	Physiology (72)
Classics (24)	Geography (3)	Political Science (13)
Comparative Literature (28)	Geosciences (31)	Psychology (7)
Computer Science (47)	German (11)	Sociology (24)
Ecology, Evolution, & Behavior (15)	History (21)	Spanish (27)
Economics (10)	Materials Science (17)	Statistics (13)

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

***U.S. News & World Report* Rankings:** Table 2-15 shows 42 graduate programs on the University's Twin Cities campus that achieved a nationally high ranking in the last five years in *U.S. News & World Report*'s annual survey. Not all programs are ranked every year.

Table 2-15. Highly ranked University of Minnesota – Twin Cities graduate and professional programs by *U.S. News & World Report*, 2000-04.*

Program	2000	2001	2002	2003	2004
Business (Health Services Administration)	4		4	5	
Business (Information Systems)		6	5	5	4
Business (Part-Time MBA)		12	11	10	11
Chemistry (Analytic)			12		
Chemistry (Inorganic)			10		
Communications Disorders (Audiology)	8				13
Comm. Disorders (Speech-Lang. Pathology)	14				15
Economics		11			
Economics (Macroeconomics)	5	6			
Economics (Microeconomics)	11	12			
Education (Administration/Supervision)		12	19	15	14
Education (Counseling/Personnel Services)	3	2	5	6	3
Education (Curriculum/Instruction)	13	18	19	14	13
Education (Educational Psychology)	6	6	6	6	6
Education (Elementary Education)	11	11	13	12	11
Education (Secondary Education)	13	11	16		13
Education (Special Education)	5	8	7	4	6
Education (Vocational/Technical Education)	5	3	3	2	2
Engineering (Chemical)	3	3	2	3	1
Engineering (Civil)	16	17	17		12
Engineering (Electrical/Electronic)	21	21			14
Engineering (Mechanical)	9	10	9	11	10
English (Gender and Literature)	16	14			
Fine Arts (Ceramics)				10	
Geology (Hydrogeology)	7 (1999)				
History (European)	19	14			
History (Women's)	11	7			
Law		19	18		19
Mathematics (Applied)			9		

Table 2-15 (continued). Highly ranked University of Minnesota – Twin Cities graduate and professional programs, 2000-04.*

Program	2000	2001	2002	2003	2004
Political Science	15	15			
Political Science (American Politics)	11	9			
Political Science (Political Theory)	7	7			
Psychology	9	11			
Psychology (Clinical)	2	5			4
Psychology (Developmental)	1	1			
Psychology (Inst. of Child Development)		3			
Psychology (Industrial/Organizational)	2	2			
Public Affairs (Nonprofit Management)	11	3			5
Sociology (Historical)	13	6			

Source: *America's Best Graduate Schools, U.S. News & World Report*, 1999-2004.
*All programs are not ranked every year.

C. Academic Health Center

The University's Academic Health Center (AHC) includes six schools and colleges – medicine (Twin Cities and Duluth), 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 center for spirituality and healing, bioethics, cancer, infectious disease research and policy, animal health and food safety, drug design, and biomedical genomics.

AHC schools educate 70 percent of Minnesota's health care professionals and are 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 2000, the University's Board of Regents approved a new AHC 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.

In 2004, the AHC updated its strategic plan to reflect the objectives that were met over the past four years and the AHC's new challenges. From the 2000 principles, AHC developed six strategic focus areas for 2004-08:

- develop new financial models for each of the AHC schools to support core academic programs;
- revitalize the clinical sciences enterprise, building on the AHC's strengths in basic and translational research;

- 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.

The AHC is working with a number of community partners to develop strategies for health care delivery and professional training in Minnesota that recognizes the changing racial and ethnic composition of the state. Those strategies involve developing plans for renovated and consolidated clinical sciences facilities that will encourage the more effective translation of new health knowledge into the care and treatment of patients.

It typically takes more than a decade for new knowledge gained from laboratory and community research to be consistently applied by physicians and other health providers in clinic and hospital settings. Much of that new knowledge involves treatment of patients with different cultural and ethnic backgrounds.

The AHC's efforts to develop new strategies to meet health care workforce needs in the state for those professions within its mission is hampered by recent significant cuts in state funding to the University. The AHC is working with a range of partners to determine new models for educating several disciplines currently within the Medical School to ensure continued program support with different sources of funding.

The AHC is developing a statewide network of community partners to promote and support rural health educational opportunities and address health workforce challenges in greater Minnesota. Supported by matching federal funds, the AHC is working to place interdisciplinary student teams at rural sites for their clinical training.

The AHC is also working to address urban health care needs, developing plans and raising private funds to expand the CUHCC-University Health Care Clinic in the Phillips neighborhood of south Minneapolis and developing new partnerships in north Minneapolis to meet the needs of that diverse community.

Current data available from the Minnesota Department of Health do not support the AHC's ability to analyze the state population's health status, and thereby develop specific plans for health improvement. However, the University, which became self-insured in 2001, is exploring health improvement strategies for its own workforce that could become a replicable model for others.

***U.S. News & World Report* Rankings:** Table 2-16 shows the rankings of selected AHC – Twin Cities campus programs by *U.S. News & World Report* over the past five years.

Table 2-16. University of Minnesota – Twin Cities Academic Health Center programs highly ranked by *U.S. News & World Report*, 2000-04.*

Program	2000	2001	2002	2003	2004
Medicine – Primary Care		11	14	9	13
Medicine – Research		35	36		34
Specialties					
Clinical Nurse Spec. (Community/Public Health)	7			6	
Family Medicine		9	14		12
Nursing (Midwifery)				3	
Public Health	7			10	
Veterinary Medicine	11			11	

Source: *America's Best Graduate Schools, U.S. News & World Report*, 2000-2004.
*Not all programs are 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.

For a more detailed description of how the University Libraries support the University's public engagement mission, see Section 7: Engagement and Outreach.

University Libraries Rankings: As shown in Table 2-17, the University of Minnesota currently ranks 19th among the 113 North American university library members of the Association of Research Libraries (ARL), a drop of five places (from 14th) since 2000.

The ARL membership ranking is a composite index of size and growth of collections, funding, and staff. The index takes into account the number of volumes held, number of volumes added during the previous fiscal year, number of current serials, total operating expenditures, and size of "permanent" staff, a figure that includes professional and support workers and excludes student assistants.

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. The index does not measure a library's services, the quality of its collections, or its success in meeting the needs of users.

Tables 2-18 shows more detailed library trends and rankings across a number of other measures.

Table 2-17. U.S. research university library rankings.

Rank	University	Volumes in Library	Volumes Added	Current Serials	Total Expenditures	Permanent Staff
1	Harvard University	15,181,349	288,584	103,638	$99,746,303	1,169
2	Yale University	11,114,308	217,881	61,649	56,500,431	591
3	UC – Berkeley	9,572,462	203,950	81,121	52,575,033	468
4	University of Toronto	9,755,704	245,194	56,299	43,844,739	548
5	University of Michigan	7,800,389	173,081	74,664	48,193,379	497
6	University of Illinois	10,015,321	159,658	90,147	32,996,914	399
7	UC – Los Angeles	7,576,790	145,519	79,283	40,044,840	403
8	Cornell University	7,120,301	188,278	61,814	39,759,708	444
9	Columbia University	7,697,488	152.388	56,974	41,507,277	444
10	University of Texas	8,322,944	147,170	50,396	36,671,492	476
11	University of Wisconsin	7,232,850	114,047	58,439	39,281,520	431
12	Indiana University	6,647,355	141,685	59,439	31,030,300	330
13	Pennsylvania State University	4,779,165	98,771	45,917	41,819,383	562
14	University of Washington	6,436,960	164,617	48,740	28,464,332	359
15	University of North Carolina	5,492,451	133,945	50,640	28,662,816	341
16	Princeton University	6,224,270	131,300	35,502	33,134,612	349
17	New York University	4,176,065	132,417	44,066	34,451,768	356
18	University of Chicago	6,977,186	157,403	41,268	25,862,601	254
19	**University of Minnesota**	**6,200,669**	**117,177**	**36,900**	**31,413,131**	**312**
20	Duke University	5,360,303	131,051	38,112	32,315,593	304

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

Table 2-18. Library trends and Association of Research Libraries rankings (in parentheses) for University Libraries, University of Minnesota, 1996-2003.

Year	Loans to Other Libraries	Total Circulation	Reference Queries	Instruction Sessions	Session Attendees
1996	246,800 (1)	1,020,273 (23)	262,756 (24)	668 (56)	13,450 (28)
1997	235,602 (1)	863,425 (28)	270,919 (22)	851 (39)	14,545 (25)
1998	237,424 (1)	876,162 (24)	248,848 (21)	858 (41)	15,069 (29)
1999	232,976 (1)	819,156 (30)	214,081 (26)	861 (41)	15,138 (29)
2000	233,783 (1)	715,080 (33)	225,727 (18)	878 (35)	15,655 (29)
2001	225,944 (1)	656,259 (35)	198,143 (19)	1,065 (24)	17,828 (21)
2002	214,465 (1)	633,090 (40)	182,418 (19)	1,025 (28)	19,490 (22)
2003	200,731 (1)	710,940 (35)	186,473 (14)	1,106 (29)	19,946 (18)

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 2004.

Table 2-19 shows the growth of online library resources during 2001-2004.

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. The initiative includes a new Information Commons in Wilson Library, which incorporates reference, writing, and technology support in one location.

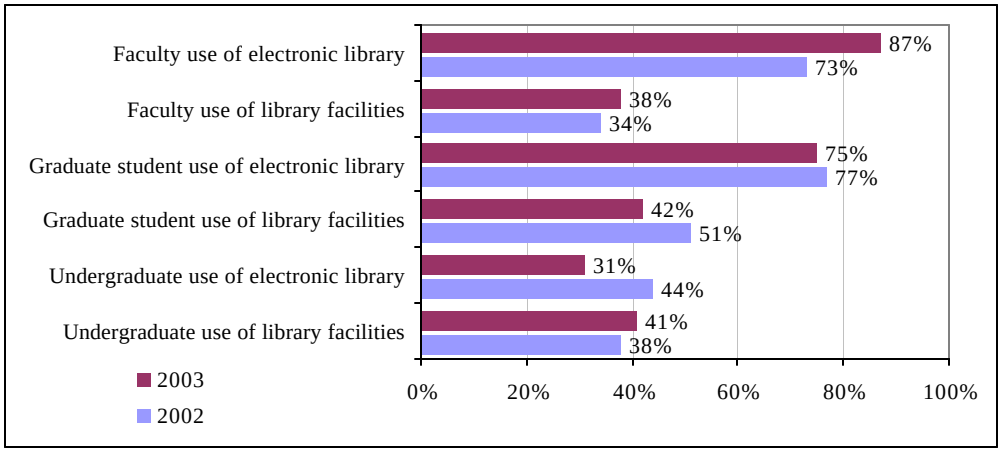
Table 2-19. Online library resources of University Libraries, University of Minnesota, 2001-04.

Resource	2001	2002	2003	2004
Electronic reference sources*	198	267	304	415
CD-ROMs*	3,475	3,709	5,464	N.A.
Electronic journals	9,300	16,000	21,582	21,783
Electronic books (e-texts including government documents) *	14,549	7,594	19,847	192,975
Locally created digital files (images, sound files, texts)	N.A.	12,000	13,000	14,000
InfoPoint electronic reference queries	2,471	3,829	5,443	5,679

Source: University Libraries, University of Minnesota.

*Note: Category definitions have been adjusted to align with reporting categories for statistics submitted to the Association of Research Libraries. Prior to 2004, "Electronic reference sources" were reported as "On-line databases, indexing, and abstracting tools" and "Electronic books" were reported as "Catalogued full-text electronic resources." CD-ROMs are no longer reported as their own category. Beginning in 2002, some items previously counted as "Catalogued full-text electronic resources" have been counted as "Locally created digital 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.



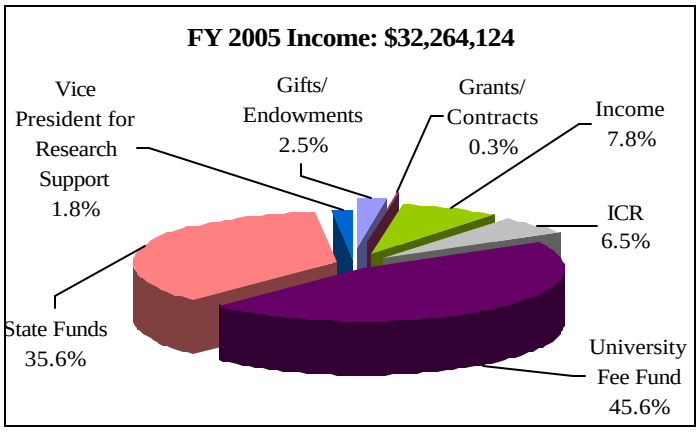
Source: University Libraries, University of Minnesota.

University Libraries Revenue: The majority of the Libraries' non-sponsored funding comes from state funds and tuition, University fees, and an 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 2.3 percent in 1996 to 1.8 percent in 2002.

In 2001, the latest year for which comparative data are available, the University ranked 61st among 64 public research universities for this indicator as ranked by the Association of Research Libraries.

Figure 2-2. University Libraries non-sponsored revenue, FY 2005.



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.

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.

Research Proposals and Awards

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

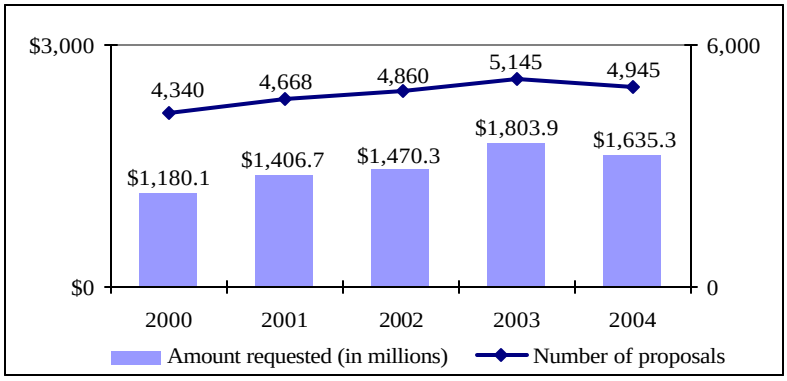
Figures 2-3 and 2-4 show the University's performance in terms of the number of proposals submitted and awarded and the amount of those proposals.

Although the number and dollar value of proposals submitted has increased since 2000, the number of proposals funded has been relatively flat. However, the total value of sponsored funding proposals awarded also has increased and, in FY 2004, rebounded from a slight dip in the previous year.

In FY 2004, the Medical School led all University academic units in the amount of sponsored funds awarded, followed by the Institute of Technology and the School of Public Health, as shown in Figure 2-5.

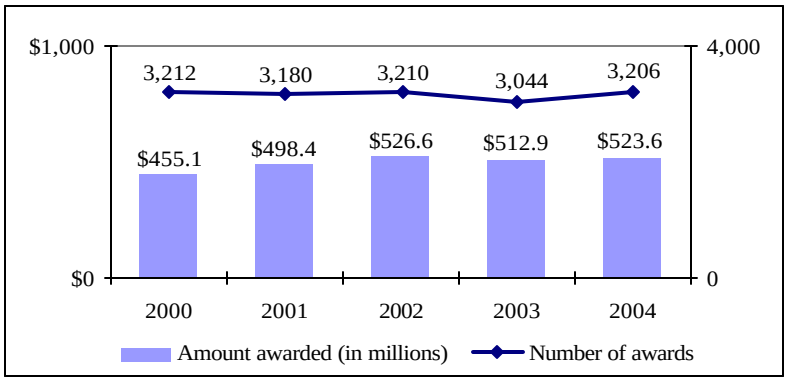
Figure 2-6 shows grant and contract awards by source. Only 5.6 percent of grant and contract awards came from state and local governments in FY 2004. In FY 2003, state and local governments provided 15 percent of total grant and contract awards.

Figure 2-3. Number of sponsored funding proposals submitted and amount requested, 2000-2004.



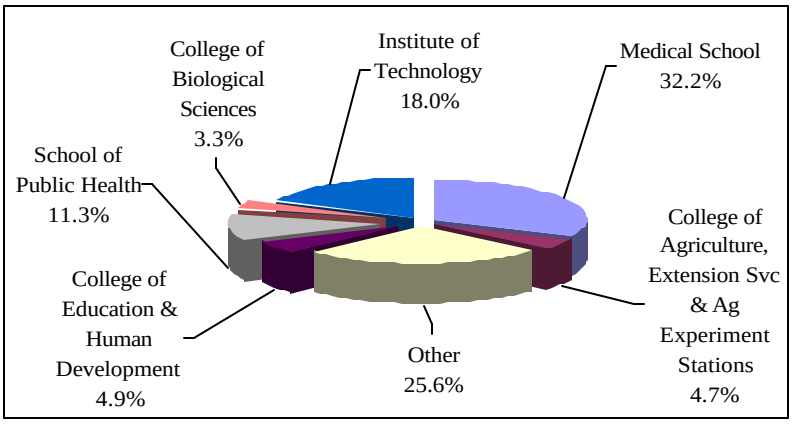
Source: Office of Oversight, Analysis, and Reporting, University of Minnesota.

Figure 2-4. Number of sponsored funding awards and amount awarded, 2000-2004



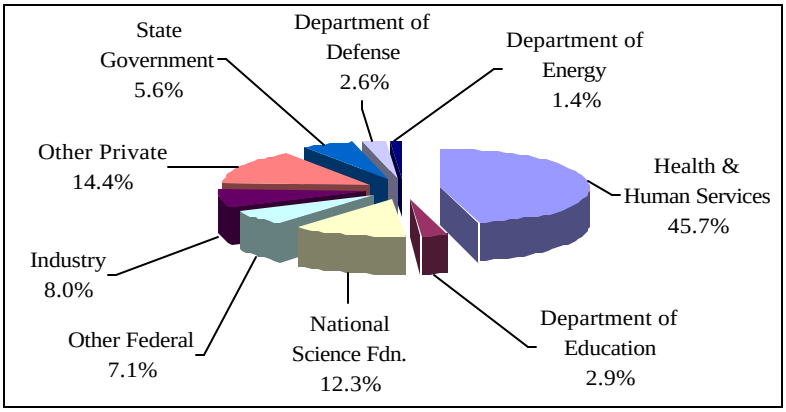
Source: Office of Oversight, Analysis, and Reporting, University of Minnesota.

Figure 2-5. University of Minnesota sponsored program award amounts, FY 2004.



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

Figure 2-6. Grant and contract awards by source, FY 2004.



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).

As shown in Table 2-20, in FY 2003 the University ranked 20th among all institutions (unchanged from FY 2002) and 10th among public universities (from 9th in FY 2002) in total NIH awards.

Tables 2-21 – 2-26 show the University's NIH award ranking among first-professional schools within the Academic Health Center.

Table 2-20. National Institutes of Health total awards to domestic institutions of higher education, FY 2003.

Rank		Institution	Number	Amount	% Increase from 02
All	Public Only				
1		Johns Hopkins University	1,306	$555,875,515	9.0%
2	1	University of Washington	1,002	440,877,371	8.7
3		University of Pennsylvania	1,166	434,456,754	3.8
4	2	University of California – San Francisco	926	420,731,695	15.2
5		Washington University	834	383,225,085	11.5
6	3	University of Michigan	920	362,149,790	11.2
7	4	University of Pittsburgh	864	348,225,811	13.0
8	5	University of California – Los Angeles	885	347,022,527	9.5
9		Duke University	769	345,801,850	24.7
10		Yale University	812	303,459,245	4.7
14	6	University of California – San Diego	625	288,497,646	17.9
16	7	University of North Carolina – Chapel Hill	722	270,978,554	2.5
18	8	University of Alabama – Birmingham	557	248,932,918	17.6
19	9	University of Wisconsin – Madison	643	247,466,299	8.6
20	**10**	**University of Minnesota**	**595**	**230,606,234**	**6.2**

Source: *NIH Awards to All Institutions by Rank: FY 2003*, National Institutes of Health.

Dentistry: The University's School of Dentistry received $1.6 million less in FY 2003 than in FY 2002 and dropped from 2nd to 3rd place among all schools of dentistry. FY 2003 rankings are shown in Table 2-21.

Table 2-21. National Institutes of Health award amounts to schools of dentistry, FY 2003.

Schools of Dentistry

Rank			
All	**Public Only**	**Institution**	**Amount**
1	1	University of California – San Francisco	$28,011,139
2	2	University of Maryland	11,449,837
3	**3**	**University of Minnesota**	**10,721,473**
4	4	University of Washington	10,419,185
5	5	University of Michigan	10,256,018

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

Medicine: The University of Minnesota Medical School had a 9.6 percent increase in NIH awards from FY 2002 to FY 2003 but dropped from 29th to 31st in rank among all schools of medicine and from 14th to 15th among public schools. FY 2003 rankings are shown in Table 2-22.

Table 2-22. National Institutes of Health award amounts to schools of medicine, FY 2003.

Schools of Medicine

Rank			
All	**Public Only**	**Institution**	**Amount**
1		Johns Hopkins University	$414,225,650
2		Washington University	368,355,293
3		University of Pennsylvania	359,944,311
4	1	University of California – San Francisco	350,786,145
5		Duke University	305,405,308
6	2	University of Washington	290,097,322
7	3	University of California – Los Angeles	264,873,857
9	4	University of Pittsburgh	258,276,361
11	5	University of Michigan	241,388,940
31	**15**	**University of Minnesota**	**118,326,042**

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

Nursing: NIH funds awarded to the University's School of Nursing in FY 2003 increased 34.6 percent over FY 2002 and it moved up in rank from 36th to 28th among all schools of nursing and from 24th to 20th among public schools. FY 2003 rankings are shown in Table 2-23.

Table 2-23. National Institutes of Health award amounts to schools of nursing, FY 2003.

Schools of Nursing

Rank			
All	**Public Only**	**Institution**	**Amount**
1	1	University of California – San Francisco	$13,415,409
2	2	University of Washington	12,912,013
3	3	University of North Carolina	8,886,900
4	4	University of Illinois – Chicago	8,737,038
5		University of Pennsylvania	6,317,357
6	5	University of Pittsburgh	5,134,090
28	**20**	**University of Minnesota**	**1,527,756**

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

Pharmacy: NIH funds awarded to the University's College of Pharmacy increased 64.3 percent from FY 2002 to FY 2003. The College moved up five positions in rank among all schools of pharmacy and also among public schools. FY 2003 rankings are shown in Table 2-24.

Table 2-24. National Institutes of Health award amounts to schools of pharmacy, FY 2003.

Schools of Pharmacy

Rank			
All	**Public Only**	**Institution**	**Amount**
1	1	University of California – San Francisco	$19,770,469
2	2	University of Kansas	13,640,020
3	3	Florida A&M University	11,348,669
4	4	University of Utah	11,081,355
5	5	University of Illinois – Chicago	10,353,586
22	**21**	**University of Minnesota**	**2,809,852**

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

Public Health: NIH funds awarded to the University's School of Public Health in FY 2003 were $7.2 million less than in FY 2002. The School lost its first-place position among public schools and dropped from 3rd to 4th place among all schools of public health. FY 2003 rankings are shown in Table 2-25.

Table 2-25. National Institutes of Health award amounts to schools of public health, FY 2003.

Schools of Public Health

Rank			
All	**Public Only**	**Institution**	**Amount**
1		Johns Hopkins University	$110,068,948
2		Harvard University	103,684,026
3	1	University of Pittsburgh	47,170,445
4	**2**	**University of Minnesota**	**41,045,814**
5		Columbia University	35,120,278
6	3	University of North Carolina	35,084,032
7	4	University of Michigan	30,248,583
8	5	University of Washington	28,200,198

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

Veterinary Medicine: The University's College of Veterinary Medicine NIH awards in FY 2003 were $3.7 million less than in FY 2002. It dropped from 10th to 13th place among all schools of veterinary medicine and from 9th to 10th place among public institutions. FY 2003 rankings are shown in Table 2-26.

Table 2-26. National Institutes of Health award amounts to schools of veterinary medicine, FY 2003.

Schools of Veterinary Medicine

Rank			
All	**Public Only**	**Institution**	**Amount**
1	1	Colorado State University	$36,953,624
2	2	University of California – Davis	30,020,801
3		Cornell University	15,142,786
4		University of Pennsylvania	15,088,498
5	3	University of Wisconsin	10,182,276
6	4	University of Missouri – Columbia	9,686,769
8	5	Texas A&M University	7,861,556
13	**10**	**University of Minnesota**	**4,077,527**

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

NSF Research Grants

Table 2-27 shows that the University of Minnesota – Twin Cities ranked 15th in funding awarded by the National Science Foundation in FY 2004, a drop of three places despite a 1.3 percent increase in the total awarded. The University retained its 8th place ranking among public research universities.

Table 2-27. National Science Foundation awards to U.S. public and private research universities, FY 2004.

Rank		Institution	Total Awards Amount	Number of Awards
All	Public Only			
1	1	University of Wisconsin – Madison	$121,498,000	298
2	2	University of Illinois – Urbana-Champaign	110,066,000	318
3		Cornell University	94,306,000	223
4	3	University of Washington	89,245,000	341
5	4	University of California – Berkeley	83,113,000	352
6		California Institute of Technology	79,506,000	152
7	5	University of California – San Diego	78,362,000	191
8		Columbia University	70,424,000	257
9		Massachusetts Institute of Technology	69,337,000	258
10		Carnegie Mellon University	69,253,000	214
13	6	University of Michigan	67,230,000	338
14	7	University of California – Los Angeles	59,862,000	266
15	**8**	**University of Minnesota**	**57,738,000**	**259**
16	9	Georgia Institute of Technology	55,859,000	266
18	10	University of California – Santa Barbara	50,268,000	190

Source: *FY 2004 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 five years the University of Minnesota – Twin Cities has ranked consistently in the top 15 of public and private research universities and in the top 10 of public research universities.

Table 2-28 shows the University ranked 11th in 2002 (from 10th in 2001) for total research expenditures among U.S. public and private research universities and, for the second straight year, 7th among public universities.

Over the past decade, when the percentage increase in total research expenditures is calculated in constant 1983 dollars, the University was outperformed by all but one of the institutions in the two top-10 lists for 2002.

Table 2-29 shows the University's performance in total research expenditures during 1998-2002 relative to the top-10 public and private universities. During the period the University of Minnesota outperformed both groups by 2-3 percent.

Table 2-28. Total research expenditures for top 10 U.S. public and private research universities and University of Minnesota, 2002.

Rank		Institution	Total Expenditures	% Increase from 1993[1]
All	Public Only			
1		Johns Hopkins University	$1,140,235,000	12.3%
2	1	University of California – Los Angeles	787,598,000	108.1%
3	2	University of Michigan – Ann Arbor	673,724,000	16.2%
4	3	University of Wisconsin – Madison	662,101,000	30.6%
5	4	University of Washington	627,273,000	37.4%
6	5	University of California – San Francisco	596,965,000	39.4%
7	6	University of California – San Diego	585,008,000	39.9%
8		Stanford University	538,474,000	29.0%
9		University of Pennsylvania	522,269,000	64.0%
10		Cornell University	496,123,000	17.2%
11	**7**	**University of Minnesota**	**494,265,000**	**13.9%**
12	8	University of California – Berkeley	474,746,000	22.6%
13	9	University of California – Davis	456,653,000	49.9%
15	10	Pennsylvania State University	443,465,000	30.9%

Source: *The Top American Research Universities:* The Center, University of Florida, 2004.
[1] Percent change based on constant 1983 dollars.

Table 2-29. Average total research expenditures for top 10 U.S. public and private research universities and University of Minnesota – Twin Cities, 1998-2002.

	1998	1999	2000	2001	2002	5-Year Change
Top 10 Public/Private Average	$473.6 m	$498.3 m	$543.3 m	$598.4 m	$663.0 m	+ $189.4 m
% Change		+ 5.2%	+ 9.0%	+ 10.1%	+ 10.8%	+ 40.0%
Top 10 Public Only Average[1]	$418.7 m	$451.0 m	$490.7 m	$540.1 m	$589.7 m	+ $171.0 m
% Change		+ 7.7%	+ 8.8%	+ 10.1%	+ 9.2%	+ 40.9%
U of M – Twin Cities	**$345.9 m**	**$356.5 m**	**$411.4 m**	**$462.0 m**	**$494.3 m**	**+ $148.4 m**
% Change		**+ 3.1%**	**+ 15.4%**	**+ 12.3%**	**+ 7.0%**	**+ 42.9%**
Public/Private Rank	**13th**	**15th**	**12th**	**10th**	**11th**	
Public Only Rank	**9th**	**10th**	**8th**	**7th**	**7th**	

Source: *The Top American Research Universities:* The Center, University of Florida, 2004.
[1] Excluding University of Minnesota in 2001.

Table 2-30 shows the rankings for federal research expenditures. In 2002, the University of Minnesota ranked 15th nationally (unchanged from 2001) and 8th among public universities (also unchanged from 2002).

Over the past decade, when the percentage increase in federal research expenditures is calculated in constant 1983 dollars, the University was outperformed by all but four of the institutions in the two top-10 lists for 2002.

Table 2-31 shows the University's performance in federal research expenditures during 1998-2002 relative to its peer groups.

During the period, the University of Minnesota outperformed its national top-10 competitors by 6.5 percent but lagged its top-10 public university peers by 3.8 percent.

Table 2-30. Federal research expenditures for top 10 U.S. public and private research universities and University of Minnesota, 2002.

Rank		Institution	Total Expenditures	% Increase from 1993[1]
All	Public Only			
1		Johns Hopkins University	$1,022,510,000	11.5%
2	1	University of Washington	487,059,000	33.1%
3	2	University of Michigan – Ann Arbor	444,255,000	30.5%
4		Stanford University	426,620,000	23.2%
5		University of Pennsylvania	397,587,000	68.2%
6	3	University of California – Los Angeles	366,762,000	42.5%
7	4	University of California – San Diego	359,383,000	8.5%
8		Columbia University	356,749,000	43.4%
9	5	University of Wisconsin – Madison	345,003,000	18.4%
10		Harvard University	336,607,000	35.9%
12	6	University of California – San Francisco	327,393,000	14.4%
13	7	University of Pittsburgh	306,913,000	58.8%
15	**8**	**University of Minnesota**	**295,301,000**	**24.1%**
20	9	Baylor College of Medicine	259,475,000	117.5%
21	10	Pennsylvania State University	256,235,000	33.5%

Source: *The Top American Research Universities:* The Center, University of Florida, 2004.
[1] Percent change based on constant 1983 dollars.

Table 2-31. Average federal research expenditures for top 10 U.S. public and private research universities and University of Minnesota – Twin Cities, 1998-2002.

	1998	1999	2000	2001	2002	5-Year Change
Top 10 Public/Private Average	+ $329.7 m	$347.5 m	$370.3 m	$403.0 m	$454.3 m	+ $124.6 m
% Change		+ 5.4%	+ 6.6%	+ 8.8%	+ 12.7%	+ 37.8%
Top 10 Public Only Average[1]	$236.2 m	$255.6 m	$279.4 m	$308.9 m	$349.7 m	+ $113.6 m
% Change		+ 8.2%	+ 9.3%	+ 10.6%	+ 13.2%	+ 48.1%
U of M – Twin Cities	**$204.7 m**	**$207.8 m**	**$230.0 m**	**$264.3 m**	**$295.3 m**	**+ $90.6 m**
% Change		**+ 1.5%**	**+ 10.7%**	**+ 14.9%**	**+ 11.7%**	**+ 44.3%**
Public/Private Rank	**14th**	**16th**	**15th**	**15th**	**15th**	
Public Only Rank	**7th**	**7th**	**7th**	**8th**	**8th**	

Source: *The Top American Research Universities:* The Center, University of Florida, 2004.
[1] Excluding University of Minnesota in 2001.

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: Public Engagement and Outreach.

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 made targeted investments in: 1) improving the first-year experience; 2) improving course access; 3) instituting a 13-credit minimum policy; 4) expanding opportunities for international experience and research; 5) fostering connections between curricular and co-curricular activities; 6) using technology such as Web-based student registration and course information systems to improve student support; and 7) creating a better environment for learning, including strengthened academic advising 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 qualitative and quantitative review factors. 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. These improvements occurred at the same time as the number of new freshmen increased by 40 percent.

High School Rank

Table 2-32 shows the steady improvement in the percentage of entering students who graduated in the top 50 percent of their high school class. Every year since 2001, over 90 percent of freshmen have come from the top half of their high school class.

Figure 2-7 shows that the average high school rank percentile of incoming freshmen at the Twin Cities campus increased from just under the 74th percentile in 1995 to nearly the 79th percentile in 2004 (a slight decline from the previous year).

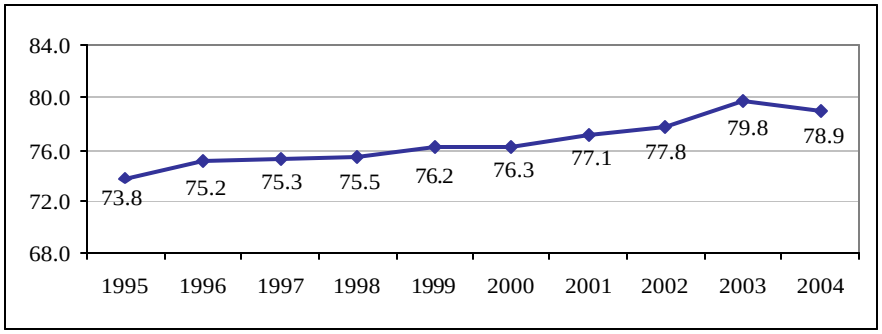
Table 2-33 shows the percentage of freshmen in the top 25 percent of their high school class for AAU public institutions in 2003-04. The percentage of University of Minnesota freshmen from the top 25 percent of their high school classes rose 11 percentage points from 1998-99 to 2003-04.

Table 2-32. High school rank of freshmen, University of Minnesota – Twin Cities, 1995-2004.

Rank	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
90-99%	26%	28%	27%	28%	29%	30%	29%	30%	33%	31%
75-89	30	32	32	32	31	32	34	36	38	37
50-74	32	29	29	28	30	28	28	27	22	26
1-49	13	11	12	12	10	11	9	8	6	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, 1995-2004.



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

Table 2-33. Percentage of freshmen in top 25 percent of high school class, AAU public institutions, 2003-04.

Institution	1998-99	2003-04
University of California – Berkeley	100	100
University of California – Davis		100
University of California – Irvine		100
University of California – Los Angeles	100	100
University of California – San Diego	100	100
University of California – Santa Barbara	100	100
University of Michigan – Ann Arbor**	90	98
University of Virginia		96
University of North Carolina – Chapel Hill	93	94
University of Texas – Austin	80	94
University of Wisconsin – Madison	93	93
University of Florida		90
University of Maryland – College Park		89
Texas A&M University		87
University of Illinois – Urbana-Champaign	85	86
University of Washington – Seattle	72	82
University of Pittsburgh		81
Pennsylvania State University	90	80
Rutgers University		79
State University of New York – Stony Brook	63	71
University of Minnesota – Twin Cities	**60**	**71**
Ohio State University – Columbus	56	69
Michigan State University	54	67
University of Arizona		62
Purdue University – West Lafayette	57	61
University of Missouri		58
Indiana University	53	57
Iowa State University		57
University of Colorado – Boulder		57
State University of New York – Buffalo		56
University of Oregon		56
University of Kansas		54
University of Nebraska		53
University of Iowa	50	48

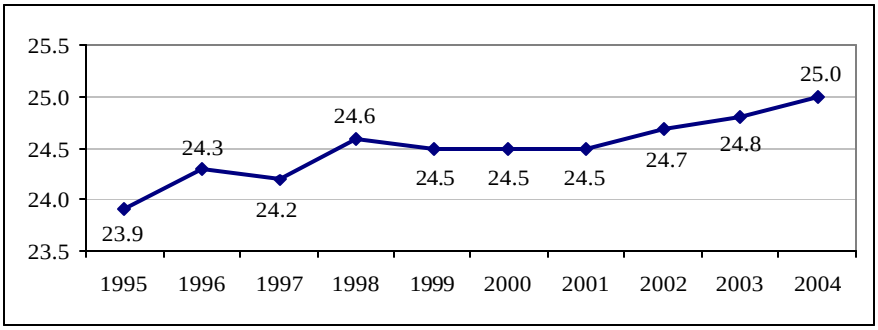
**includes part time students

Source: Institutional Research and Reporting (1998-99); *America's Best Colleges: 2005, U.S. News & World Report*

ACT 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 1995 to 25.0 in 2004, an all-time high for the Twin Cities campus.

Figure 2-8. Average ACT score of new, entering freshmen, University of Minnesota – Twin Cities, 1995-2004.



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

Student Diversity

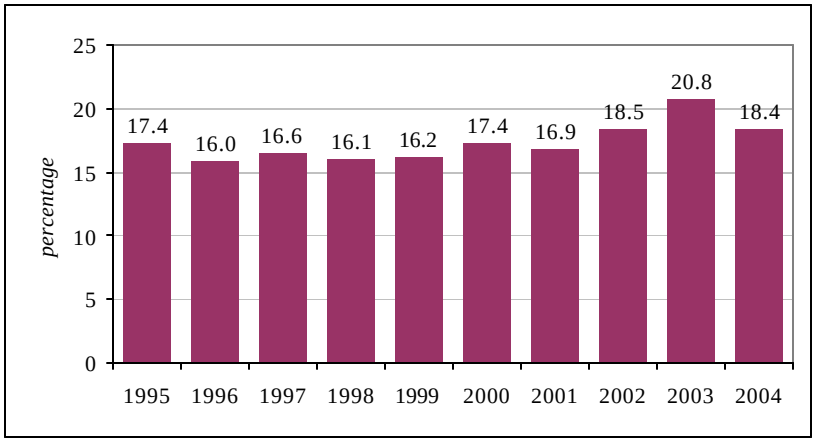
The University is committed to achieving excellence through diversity. As a community of faculty, staff, and students engaged in research, scholarship, artistic activity, teaching, and learning, the University strives to foster an environment that is diverse, humane, and hospitable. On the Twin Cities campus:

- Enrollment increases among students of color over the past decade have occurred primarily among Asian American and African American students.
- 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 17.4 percent in 1995 to 18.4 percent in the fall of 2004, as shown in Figure 2-9.

From 1996-2004, the percentage of self-reported Caucasian students decreased from 78.4 percent to 72.3 percent; the percentage of students who did not report a racial/ethnic group increased from 2.7 percent to 6.7 percent. Table 2-34 shows the proportion of students by racial/ethnic group.

Figure 2-9. Percentage of entering freshmen of color, University of Minnesota – Twin Cities, fall 1995-fall 2004.



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

Table 2-34. Proportion of students by racial/ethnic group, University of Minnesota – Twin Cities, fall 1996-fall 2004.

	1996	1997	1998	1999	2000	2001	2002	2003	2004
African American	2.8%	3.0%	3.1%	3.3%	3.3%	3.4%	3.5%	3.6%	3.7%
American Indian	0.7	0.8	0.7	0.7	0.6	0.7	0.6	0.6	0.6
Asian/Pacific Islander	6.9	6.9	6.8	6.5	6.6	6.9	7.0	7.5	7.6
Caucasian	78.4	77.9	77.7	74.9	74.3	73.1	73.1	72.5	72.3
Chicano/Hispanic	1.7	1.8	1.9	1.8	1.7	1.7	1.8	1.8	1.9
International	6.8	6.8	6.8	6.5	7.1	7.8	7.8	7.5	7.2
Not Reported	2.7	2.8	3.0	6.3	6.4	6.3	6.2	6.4	6.7

Source: Office of Institutional Research and Reporting, University of Minnesota.
Note: Prior to fall 2004, Twin Cities enrollment figures included students in the Duluth School of Medicine.

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 2003 who reported themselves as "first generation."

For those matriculating on the Twin Cities campus in fall 2003 (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: 25.9 percent of students of color identified themselves as first generation, while only 8.4 percent of white students did so.

Undergraduate Experience Initiatives

The First Year Experience Project, launched in 1998, seeks to improve the undergraduate experience and support 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 115 seminars, enrolling about 1,700 students, were offered in fall 2004 across a wide variety of disciplines.

New Student Orientation: Over 5,500 students participated in orientation activities preceding the fall 2004 semester; 825 students participated in New Student Weekend.

Parent Orientation: Nearly 4,300 parents participated in parent orientation activities preceding the fall 2004 semester.

Transfer Students: Orientation activities specifically for transfer students and their parents were held prior to fall semester 2004. More than 1,600 students and nearly 300 parents participated.

Convocation: About 4,000 students attended convocation-related activities in fall 2004.

Living/Learning Communities: In fall 2004, 850 students participated in 21 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 is helping to 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."

Among the Council's 2003-04 accomplishments were:

- conducting a baseline survey of faculty and instructors on perceptions and attitudes related to teaching and learning,
- identifying a set of general learning outcomes for all Twin Cities campus undergraduates,
- exploring ways that technology can strengthen student learning assessment,
- hosting a series of campus-wide workshops and symposia on teaching and learning, featuring nationally recognized assessment experts.

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.

In 2000-01, a campus-wide 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.

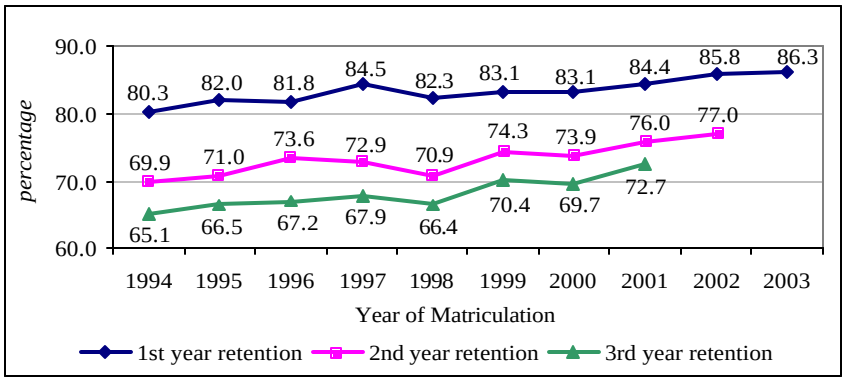
All Students: Figure 2-10 shows first-, second-, and third-year retention rates for 1994-2003. Among the findings for 2002-03:

- the Twin Cities campus achieved a first-year retention rate of 86.3 percent, up from 85.8 percent the previous year, and the highest ever since the University began measuring retention rates;
- second-year retention rose to 77.0 percent, up from 76.0 percent the previous year;
- third-year retention was 72.7 percent, up from 69.7 percent the previous year.

Figure 2-11 shows first-, second-, and third-year retention rates for students of color during 1994-2003. In 2002-03, all rates rose to their highest levels in the past decade:

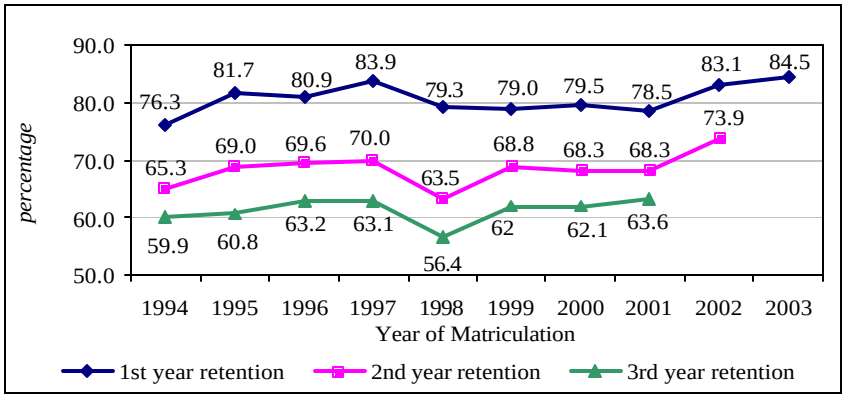
- first-year rates for students of color lag those of all students by less than 2 percentage points;
- second-year rates are only 3.1 percentage points lower;
- only third-year rates continue to show a considerable gap (just over 9 percentage points) for students of color compared to all students.

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, 1994-2003.



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, 1994-2003.



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

The First Year Experience initiatives (listed earlier) seem to have contributed to the improvement in retention rates. One initiative in particular, freshmen seminars, is worthy of mention. Freshman seminar participation does seem to contribute not only to higher grade-point averages but also to higher retention rates.

Table 2-35 compares the retention and graduation rates of freshmen who participated in freshman seminars and those who did not during 1998-2002. Since 1998, more than 225 faculty members have taught at least one freshman seminar. During that time, the number of freshman seminars has grown from 20 to more than 125.

Over the past five years, the groups of students who took a freshman seminar have had higher grade point averages and higher retention rates and four- and five-year graduation rates than other students. This holds true whether the data are analyzed by gender, ethnicity, geographic location, ACT scores, or high school class rank

Table 2-35. Freshman seminar retention and graduation rates, University of Minnesota – Twin Cities, 1998-2002.

Year of Entry	Returned Second Year	Returned Third Year	Returned Fourth Year	Graduated in 4 Years	Graduated in 5 Years
1998 Seminar	89.4%	82.4%	78.0%	39.8%	61.5%
1998 Non-Seminar	80.7%	68.9%	63.9%	26.8%	47.8%
1999 Seminar	84.5%	77.1%	70.9%	35.7%	
1999 Non-Seminar	81.9%	72.4%	66.9%	30.7%	
2000 Seminar	87.3%	79.1%	70.6%		
2000 Non-Seminar	81.1%	71.4%	65.4%		
2001 Seminar	86.8%	79.0%			
2001 Non-Seminar	82.9%	73.9%			
2002 Seminar	88.4%				
2002 Non-Seminar	84.6%				

Source: Office of the Senior Vice President for Academic Affairs and Provost, University of Minnesota.

AAU Comparison: Table 2-36 shows the most recent comparative retention rate data for the top public institutions in the Association of American Universities. Although still in the lower ranks of this group, the University of Minnesota – Twin Cities has made substantial improvements:

- first-year retention is up 2.4 percentage points from two years ago;
- second-year retention is up 1.9 percentage points from two years ago;
- third-year retention rate is up 3.4 percentage points from two years ago.

Table 2-36. First-, second-, and third-year retention rates for AAU public institutions, ranked by third-year rate, 2000-2002 cohorts.

Institution	1st-year Rate (Fall 2002 cohort)	2nd-year Rate (Fall 2001 cohort)	3rd-year Rate (Fall 2000 cohort)
University of Virginia	97.1	92.0	89.0
University of California – Berkeley	96.3	92.0	88.1
University of North Carolina – Chapel Hill	95.3	90.3	86.8
Michigan State University	95.8	91.7	86.3
University of Michigan – Ann Arbor**	95.6	90.3	86.1
Pennsylvania State University	92.3	87.0	85.5
University of California – Davis	92.6	85.8	84.6
University of California – Los Angeles	96.6	91.2	84.2
University of California – Irvine	92.1	86.0	84.0
University of Maryland – College Park	92.6	85.9	83.5
University of Illinois – Urbana-Champaign	91.6	86.1	83.0
University of California – San Diego	93.9	87.2	82.4
University of Wisconsin – Madison	92.8	86.2	81.9
University of Washington – Seattle	91.5	84.1	80.9
Texas A&M University	88.9	85.0	80.4
University of Texas – Austin	91.8	84.9	79.8
University of California – Santa Barbara	90.8	82.9	78.4
Rutgers University	88.6	80.7	77.7
University of Pittsburgh	88.5	81.5	77.6
University of Arizona	64.1	66.1	77.1
Purdue University – West Lafayette	87.1	77.8	75.1
Ohio State University – Columbus	87.7	80.1	74.0
University of Toronto	91.5	82.9	72.9
University of Missouri	83.3	75.1	71.9
Iowa State University	84.2	74.0	71.6
University of Colorado – Boulder	83.5	75.3	71.0
University of Iowa	82.5	72.7	70.0
University of Minnesota – Twin Cities	**85.7**	**75.8**	**69.3**
University of Oregon	83.0	72.3	68.7
University of Kansas	81.8	72.2	66.4
State University of New York – Buffalo	84.9	74.3	65.9
State University of New York – Stony Brook	86.9	71.0	65.7
University of Nebraska	80.3	69.4	64.6

Source: Institutional Research and Reporting, University of Minnesota (from AAUDE Comparative Retention and Graduation Study, 2003-2004)

**includes part time students

Graduation Rates

All Students: The Twin Cities campus has set ambitious goals to improve its graduation rates from their historically low levels. The 2012 goals are:

- four-year graduation rate of 50 percent,
- five-year rate of 70 percent,
- six-year rate of 75 percent.

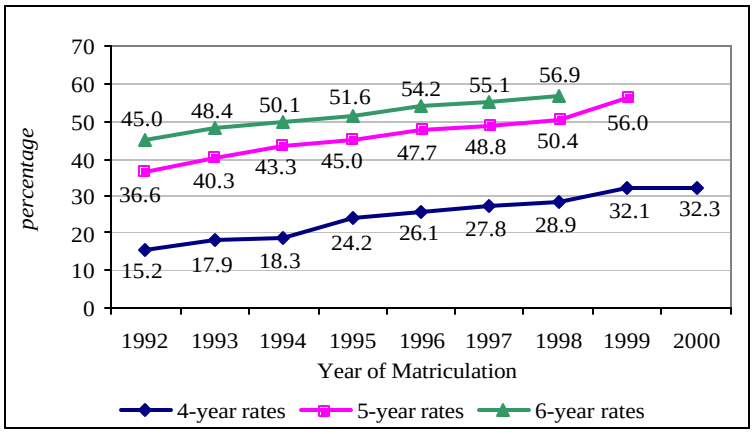
Figure 2-12 shows the four-, five-, and six-year graduation rates for the 1992-2000 years of matriculation. All graduation rates have improved substantially over the last nine years:

- four-year rates increased by 11.9 percentage points,
- five-year rates by 19.4 percentage points,
- six-year rates by 17.1 percentage points.

Students of Color: As shown in Figure 2-13, graduation rates for students of color lagged behind these overall graduation rates, but still showed significant gains. During the nine-year period:

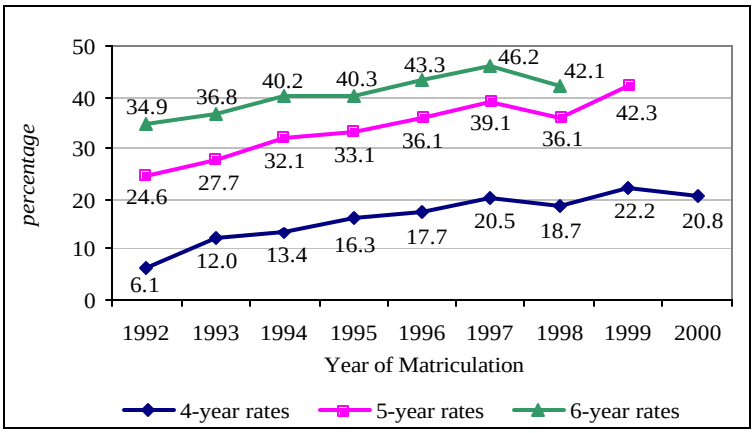
- four-year rates improved 7.2 percentage points,
- five-year rates by 17.7 percentage points,
- six-year rates by 14.7 percentage points.

Figure 2-12. 4-, 5-, and 6-year graduation rates, University of Minnesota – Twin Cities, 1992-2000.



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, 1992-2000.



Source: Office of Institutional Research and Reporting, University of Minnesota
See note above for Figure 2-12.

AAU Comparison: Table 2-37 shows the most recent comparative graduation rate data for the top public institutions in the Association of American Universities. The University of Minnesota – Twin Cities still ranks at or near the bottom of this group in graduation rates, but with continued improvement efforts, as described above, there is every expectation that the University's standing will improve.

Table 2-37. Four-, five -, and six-year graduation rates for AAU public institutions, ranked by six-year rate, 1997-1999 cohorts.

Institution	4-year Rate (Fall 1999 cohort)	5-year Rate (Fall 1998 cohort)	6-year Rate (Fall 1997 cohort)
University of Virginia	84.2	91.6	91.9
University of California – Los Angeles	45.9	79.4	86.3
University of California – Berkeley	58.3	82.6	85.4
University of Michigan – Ann Arbor**	69.4	84.3	85.1
University of North Carolina – Chapel Hill	70.5	79.7	82.7
University of California – San Diego	47.0	74.8	82.6
Pennsylvania State University	53.8	79.6	82.5
University of California – Davis	56.1	78.1	80.9
University of Illinois – Urbana-Champaign	59.1	78.2	80.4
University of Wisconsin – Madison	41.7	74.5	78.8
University of California – Irvine	42.2	72.9	78.7
University of Florida	51.8	73.9	76.8
Texas A&M University	35.4	69.4	75.1
University of Toronto	41.6	68.8	74.8
University of California – Santa Barbara	54.5	71.2	73.4
Rutgers University	44.6	65.8	72.4
Michigan State University	41.8	67.1	70.9
University of Texas – Austin	41.7	67.4	70.5
University of Washington – Seattle	45.7	66.9	70.5
University of Maryland – College Park	49.3	68.2	70.4
University of Colorado – Boulder	37.9	61.2	67.8
Purdue University – West Lafayette	32.0	59.2	67.0
University of Missouri	37.8	64.4	66.4
Iowa State University	31.4	60.2	65.7
University of Pittsburgh	46.2	63.7	64.9
University of Iowa	37.7	60.9	64.6
Ohio State University – Columbus	34.9	56.4	62.1
University of Oregon	39.0	58.2	61.4
University of Nebraska	21.8	53.6	59.4
University of Kansas	30.5	51.1	58.1
State University of New York – Buffalo	34.4	51.7	56.7
State University of New York – Stony Brook	36.6	53.6	55.9
University of Arizona	30.7	52.5	54.7
University of Minnesota – Twin Cities	**31.6**	**49.9**	**54.4**

Source: Institutional Research and Reporting, University of Minnesota (from AAUDE Comparative Retention and Graduation Study, 2003-2004)

**includes part time students

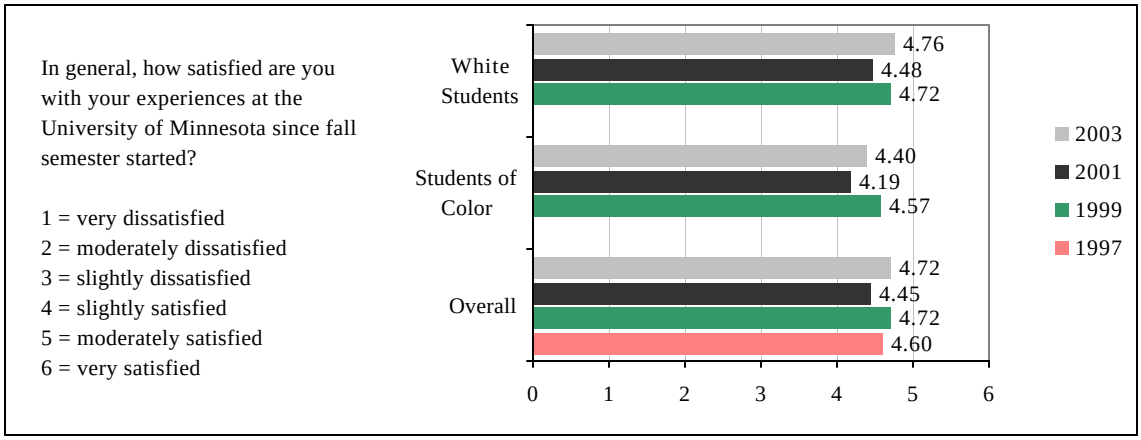
Undergraduate Student Satisfaction

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 survey will be administered again in 2005.

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.



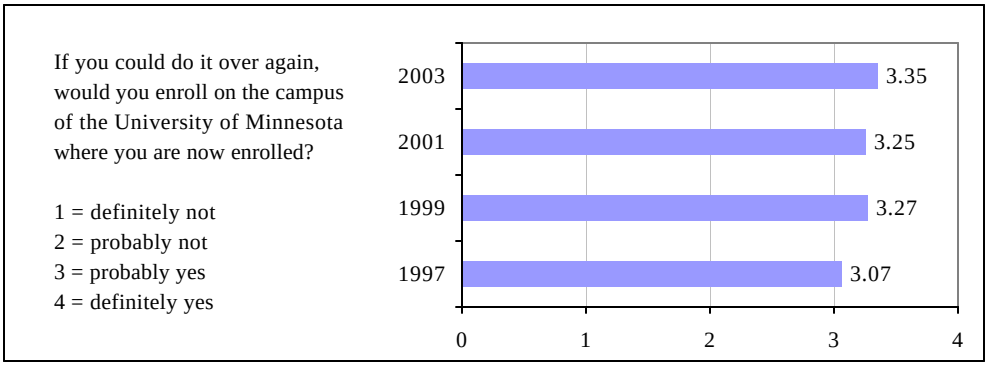
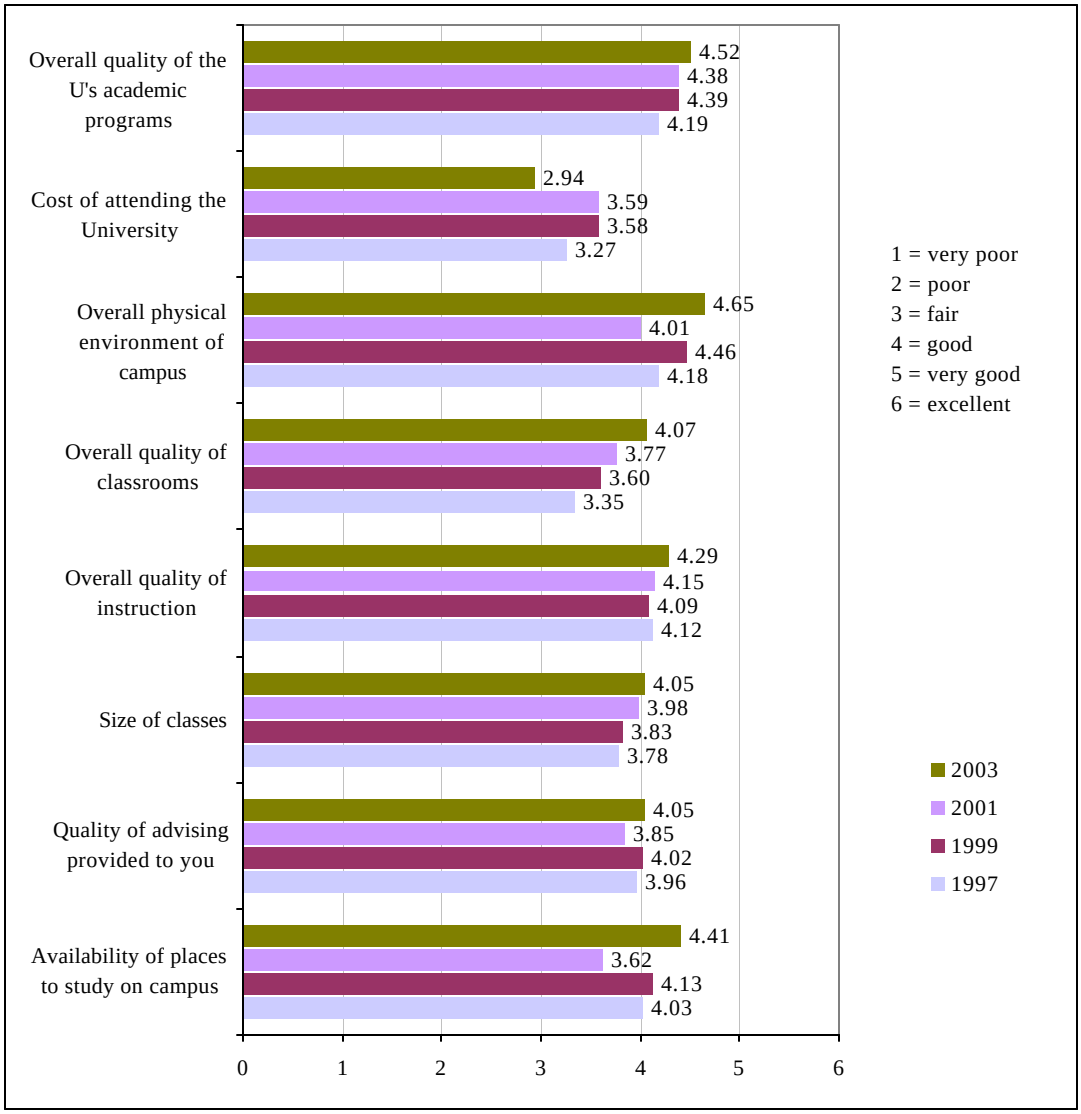


Figure 2-14 (continued). Twin Cities campus undergraduate student experiences survey results.



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

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 11th in the latest survey of Ph.D. production. It also offers one of the nation's most comprehensive selections of graduate programs, about 230, enrolling nearly 14,000 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.

Fall 2004 Profile

Fall semester new graduate student enrollment in 2004 increased by 1 percent over the previous year, helped, in part, by a 2 percent gain in new international student enrollment. Enrollments increased despite decreased applications. Total applications dropped from 11,697 to 10,981 – a loss of 6 percent. Even more pronounced was the 16 percent decrease in international applications, from 5,363 to 4,486. Applications from U.S. citizens and permanent residents continued to increase, up 2.5 percent, as well as enrollments, which increased 0.5 percent.

The increase in international enrollment can be attributed to a 26 percent increase in new international enrollment in engineering and physical and mathematical sciences. All of the other broad disciplinary categories of social sciences, health sciences, biological sciences, language, literature and the arts, education, and psychology recorded decreases in international enrollment ranging from 1 percent to 30 percent.

Overall enrollment by disciplinary category ranged from an 8 percent decrease in education and psychology to a 7 percent increase in engineering and physical and mathematical sciences.

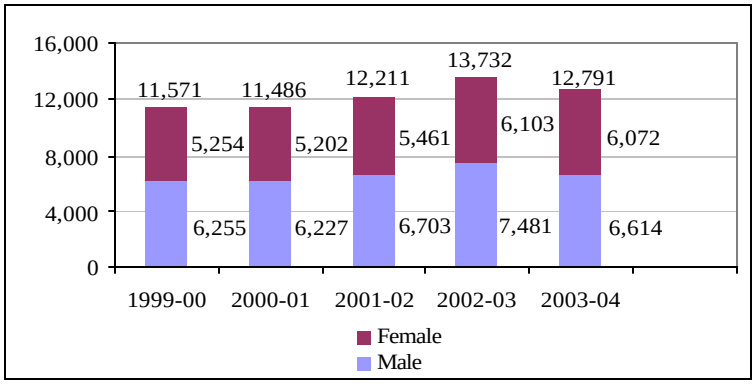
Gender

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. In 2003-04, 47 percent of graduate school applicants were females, up from 44-45 percent in the previous four years.

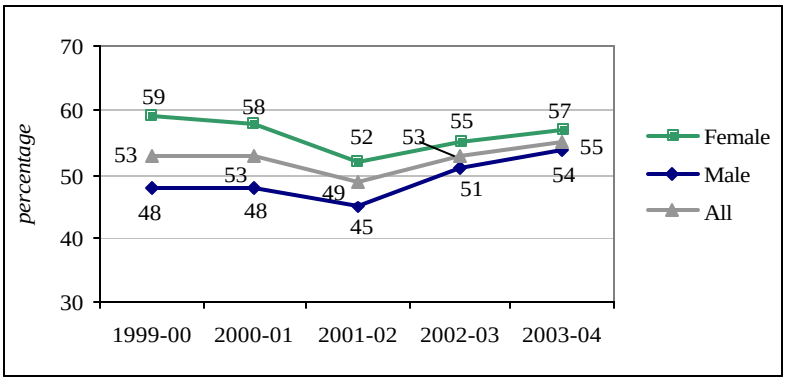
Figure 2-16 shows the yield (percentage of admitted students who matriculated) for male and female graduate school applicants.

Figure 2-15. University of Minnesota Graduate School applications by males and females, 1999-2004.



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, 1999-2004.



Source: Graduate School, University of Minnesota.

International Students, Students of Color

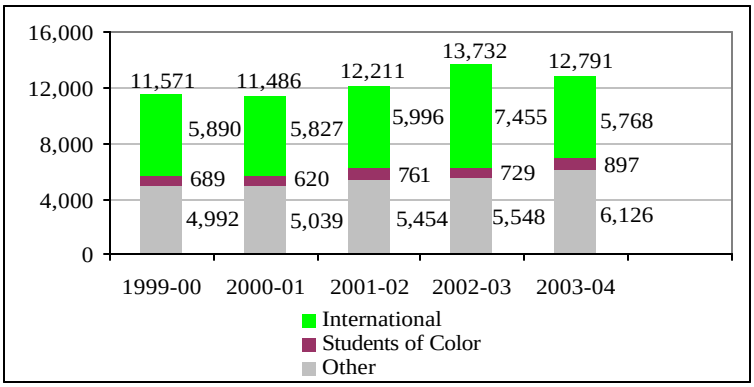
International students have made up an increasing proportion of applicants and matriculants, particularly, though not exclusively, in science and engineering. This trend is reversing at the University of Minnesota and across the country because of greater difficulty in obtaining student visas since September 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. Minorities represented 7 percent of all applicants, up from 5-6 percent in the previous four years.

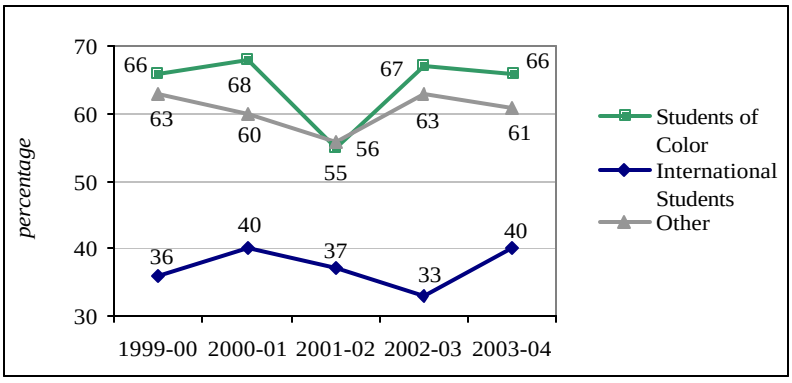
Figure 2-18 shows the yield (percentage of admitted students who matriculated) for international students and students of color.

Figure 2-17. University of Minnesota Graduate School applications by international students and students of color, 1999-2004.



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, 1999-2004.



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 2-38 shows this measure for the previous five academic years. The University's performance is in line with other leading research universities. Among the more notable findings:

- Graduate students at the University of Minnesota are taking slightly longer to earn their master's degrees than they did five years ago.
- University of Minnesota doctoral students are taking about half a year less to complete their degrees than they did five years ago.

- At the doctoral level, international students and male students tend to complete their degrees more quickly than others while students of color and female students tend to take a little longer than other students.

Table 2-38. Median elapsed time to degree for University of Minnesota master's and doctoral students, 1999-2004.

	1999-2000	2000-2001	2001-2002	2002-2003	2003-04
Master's Degree Students – All	2.4	2.4	2.5	2.6	2.6
Male	2.5	2.5	2.7	2.6	2.6
Female	2.3	2.4	2.4	2.5	2.5
Students of Color	2.0	2.5	2.7	2.7	2.7
International Students	2.2	2.2	2.3	2.3	2.6
Doctoral Students – All	6.2	5.9	5.9	5.9	5.6
Male	5.9	5.4	6.0	5.8	5.4
Female	6.6	6.5	5.9	6.2	5.8
Students of Color	5.8	5.9	6.5	6.7	5.7
International Students	5.7	5.0	5.3	5.2	5.1

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. The survey will be administered again in 2005.

Figure 2-19. Graduate student experiences survey results, University of Minnesota – Twin Cities, 1997-2003.

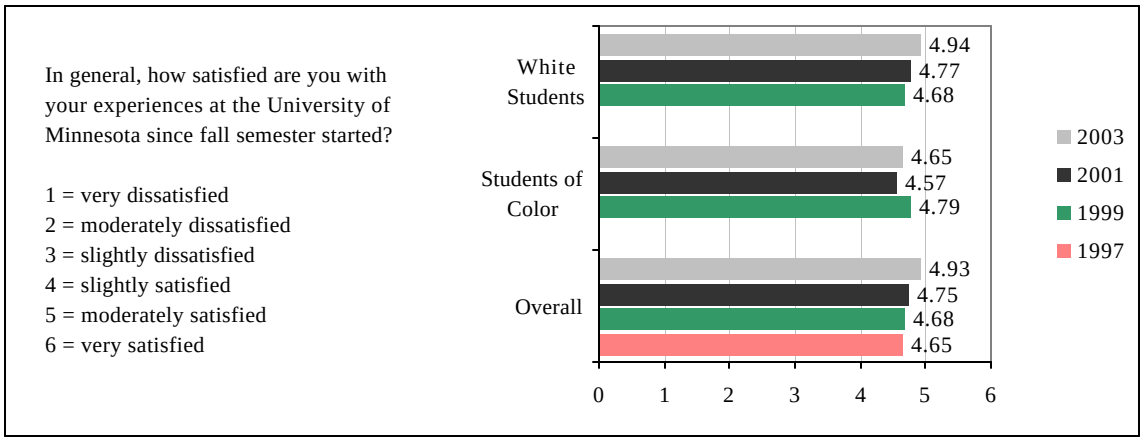
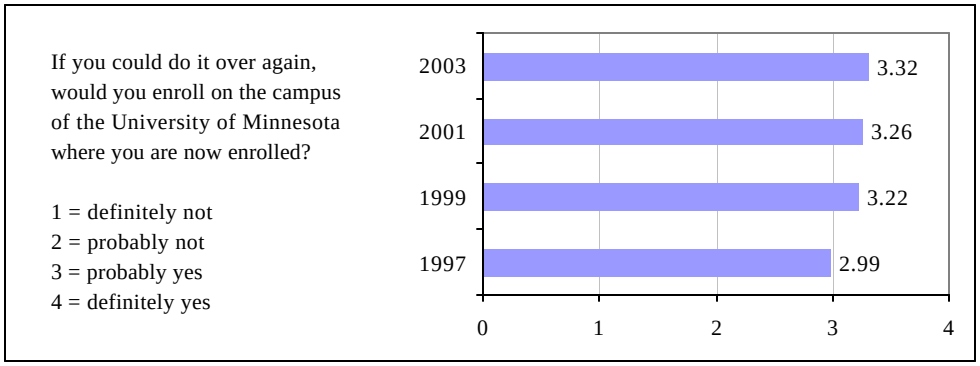
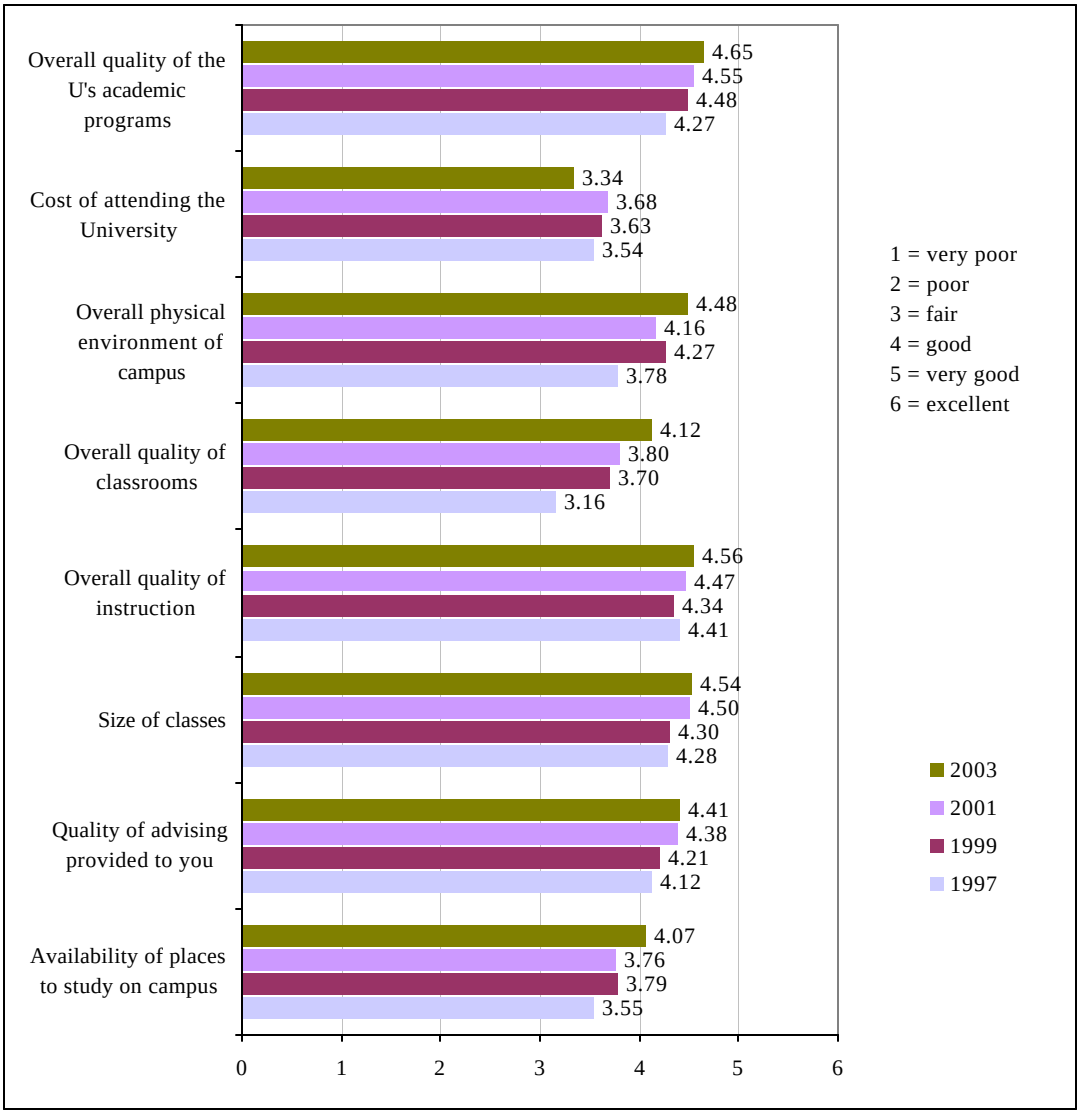


Figure 2-19 (continued). Graduate student experiences survey results.





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

H. Intercollegiate Athletics

The Twin Cities campus 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.

The National Association of Collegiate Directors of Athletics honors institutions that achieve success across their men's and women's intercollegiate athletics programs. Minnesota Gophers athletic teams had another successful year in 2003-04.

As shown in Table 2-39, the University of Minnesota ranked 20th among 327 eligible Division I colleges and universities, down from 11th place in 2002-03.

This is the third year in a row and sixth time in the last 10 years that Minnesota has ranked in the top 20. Only three other Big Ten schools ranked in the top 20. The year included:

- a second national championship for women's hockey.
- Final Four appearances by women's basketball and volleyball.
- conference championships in baseball, men's and women's hockey, and men's swimming and diving.
- seven top-10 national finishes in women's hockey and volleyball, and men's hockey, swimming and diving, wrestling, and indoor and outdoor track and field.
- 19 of the 25 teams qualified for postseason competition.

Table 2-39. National Association of Collegiate Directors of Athletics Directors' Cup Final Standings, 2003-04 (2002-03 rank and points in parentheses).

Rank	Institution	Points
1	Stanford University (1 – 1,330.5)	1,337.3
2	University of Michigan – Ann Arbor (3 – 1,034.3)	1,226.3
3	University of California – Los Angeles (8 – 933.3)	1,178.8
4	Ohio State University – Columbus (2 – 1,074.8)	1,026.5
5	University of Georgia (15 – 784.0)	1,005.3
6	University of Florida (6 – 935.8)	993.3
7	University of North Carolina (8 – 933.5)	925.0
8	University of Washington (17 – 732.0)	919.5
9	University of California – Berkeley (9 – 884.8))	899.5
10	University of Texas – Austin (4 – 1,011.0)	880.3
11	Louisiana State University (23 – 597.3)	867.8
12	University of Arizona (16 – 760.0)	799.5
13	Pennsylvania State University (5 – 993.0)	795.5
14	University of Tennessee (27 -557.3)	755.8
15	University of Oklahoma (20 – 643.3)	728.8
16	Texas A&M University (28 – 551.3)	714.0
17	Arizona State University (10 – 860.8)	708.0
18	Duke University (21 - 643)	706.5
19	University of Notre Dame (13 – 822.5)	705.0
20	**University of Minnesota – Twin Cities (11 – 845.0)**	**687.0**

Source: National Association of Collegiate Directors of Athletics.

Academic Performance

Nearly half of all University of Minnesota – Twin Cities student-athletes had grade-point averages of 3.0 or above, 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 2004 NCAA report, their six-year graduation rate is 4 percentage points 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 and Division I institutions is provided in Tables 2-40 and 2-41, which show six-year graduation rates for freshmen entering in 1994, 1995, 1996, and 1997.

Table 2-40. Average student-athlete six-year graduation rates at Big Ten public universities, 1997-98 cohort, ranked by all student-athletes.

Rank	University	Male Student-Athletes	Female Student-Athletes	*All Student-Athletes*	All Students
1	Pennsylvania State University	78	94	*83*	82
2	Purdue University – West Lafayette	77	86	*81*	66
3	University of Michigan – Ann Arbor	70	77	*73*	85
4	University of Illinois – Urbana-Champaign	66	79	*71*	81
5	Michigan State University	57	89	*70*	69
6	University of Iowa	65	73	*69*	65
7	University of Wisconsin – Madison	58	88	*68*	76
8	Ohio State University – Columbus	50	90	*67*	62
9	Indiana University – Bloomington	60	70	*64*	72
10	**University of Minnesota – Twin Cities**	**57**	**59**	***58***	**54**
	Big Ten public universities average*	65	83	*72*	73
	All Division I institutions average	57	63	*62*	60

Source: *NCAA Graduation Rates Report: 2004*
*excluding University of Minnesota – Twin Cities

Table 2-41. Average six-year graduation rates at all Division I institutions, Big Ten public universities, and University of Minnesota, 1994-95 – 1997-98 cohorts.

	1994-95 Cohort	1995-96 Cohort	1996-97 Cohort	1997-98 Cohort
Male Student-Athletes				
All Division I institutions average	51%	54%	55%	57%
Big Ten public universities average*	62	61	67	65
University of Minnesota – Twin Cities	**41**	**44**	**51**	**57**
Rank in Big Ten	**10th**	**10th**	**10th**	**8th**
Female Student-Athletes				
All Division I institutions average	69%	69%	70%	63%
Big Ten public universities average*	78	78	78	83
University of Minnesota – Twin Cities	**85**	**78**	**83**	**59**
Rank in Big Ten	**2nd**	**5th**	**4th**	**10th**
All Student-Athletes				
All Division I institutions average	58%	60%	62%	62%
Big Ten public universities average*	69	67	72	72
University of Minnesota – Twin Cities	**56**	**54**	**63**	**58**
Rank in Big Ten	**10th**	**10th**	**7th**	**10th**
All Students				
All Division I institutions average	56%	58%	59%	60%
Big Ten public universities average*	70	71	72	73
University of Minnesota – Twin Cities	**50**	**50**	**54**	**54**
Rank in Big Ten	**10th**	**10th**	**10th**	**10th**

Source: *NCAA Graduation Rates Report: 2004*
*excluding University of Minnesota – Twin Cities

Financial Performance

Table 2-42 shows the 2003-04 operating revenues and expenditures for the University of Minnesota – Twin Cities athletics department. In 2003-04, revenues for the University of Minnesota – Twin Cities athletics department exceeded expenditures by $867,646, a 168 percent increase over the previous year.

Table 2-42. University of Minnesota – Twin Cities athletics department revenues and expenditures, 2003-04.

Item	Amount	Percent of Budget
Operating Revenue		
Ticket sales	$15,944,145	31%
NCAA/Big Ten/TV distributions	12,480,793	24
Central allocation	7,692,105	15
Fundraising	6,166,766	12
Sponsorships, suites, clubrooms	3,200,052	6
Other revenue	2,698,539	5
Concessions	1,019,369	2
Trademarks and licensing	948,611	2
Facility rental	870,044	2
Total Revenue	**$51,020,384**	**100%**
Operating Expenditures		
Sport programs	$17,966,387	36%
Administration & support units	14,054,329	28
Scholarships	7,101,315	14
Facility operations	4,765,381	10
Debt service	4,636,932	9
Other expenses	1,628,034	3
Total Expenditures	**$50,152,738**	**100%**

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

Athletic Fundraising

Table 2-43 shows overall fundraising results for athletics for the past four years. Although the number of donors in 2004 was lower than during the previous year, the total amount of gifts and pledges to athletics grew by $1.3 million, a 14 percent increase.

Table 2-43. Fundraising performance for University of Minnesota – Twin Cities athletics programs, FY 2001-04.

Year	Number of Donors	Gifts/Pledges
2001	7,433	$ 4,768,330
2002	6,898	8,036,537
2003	11,033	9,365,359
2004	8,263	10,676,227

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

I. Human Resources

The University's Human Resources System consists of the policies, procedures, technology systems, and the network of staff directly responsible for supporting the management of the University's human capital. Positioned with the Office of Human Resources, the Office of Equal Opportunity, and throughout the University, human resource professionals strive to create an environment in which all employees may be successful.

Values and Goals

The human resource system works 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 goal is to attract, retain, and develop top talent. This is accomplished through these objectives:

- provide a competitive total rewards package.
- create and sustain great work environments
- ensure responsible conduct and accountability
- recognize and reward excellence
- demonstrate exemplary leadership
- promote administrative efficiency, effectiveness and continuous improvement

Faculty Salary and Compensation

The American Association of University Professors (AAUP) conducts annual salary and compensation surveys of full-time instructional faculty (excluding medical school faculty).

Comparing salaries and compensation across institutions and campuses, however, is inherently imperfect because they differ in many ways, e.g., mission, public vs. private, size, mix of disciplines, etc. Cost-of-living, tax burden, and variations in fringe benefits only add to the imperfection.

In addition, it is important to emphasize that changes in average salary reflect not only salary increases for continuing faculty but also are influenced by retirements, promotions, and new hires. Thus, percentage changes will be different than those stipulated in an annual salary plan. This is true for all campuses nationwide. These differences will vary from year to year, and they can be very significant when the cohort sizes are relatively small.

Peer Group Comparisons

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.

Tables 2-44 and 2-45 show average faculty salary and compensation, respectively, for University of Minnesota –Twin Cities faculty in comparison to peer group averages for the period 1999-2004:

- In FY 2004, the University of Minnesota Twin Cities lost ground compared to its peer group in both average salary and average compensation for professors at all levels.
- The greatest disparity is at the full professor level, where both average salary and average compensation lag the peer group averages by $19,700.

A more detailed picture of one-year changes is presented in Tables 2-46 – 2-48. These tables show faculty salary and compensation figures among selected Association of American Universities' top 30 institutions for 2003-04 at the full, associate, and assistant professor levels.

From 2002-03 to 2003-04:

- At the full professor level, the University of Minnesota – Twin Cities maintained its 27th-place ranking among AAU institutions and its relative position among Big Ten peers for average salary and average compensation.
- At the associate professor level, the University of Minnesota – Twin Cities dropped from 23rd to 26th place among AAU institutions in average salary. Meanwhile, Big Ten peers Pennsylvania State University and the University of Illinois – Urbana-Champaign moved ahead to 23rd and 24th places, respectively.

  The University of Minnesota – Twin Cities maintained its ranking of 20th among AAU institutions for average compensation while the University of Wisconsin – Madison dropped to 21st place.
- At the assistant professor level, the University of Minnesota – Twin Cities dropped from 22nd to 28th place in average salary among AAU institutions, and Big Ten peers Pennsylvania State University and the University of Illinois – Urbana-Champaign moved ahead of it.

  The University dropped from 16th to 17th in average compensation among AAU institutions and now ranks behind the University of Michigan – Ann Arbor as the Big Ten institution with the highest average compensation for assistant professors.

Table 2-44. Faculty salary for University of Minnesota – Twin Cities and peer group institutions, 1999-00 – 2003-04.

Average Salary

Category	1999-00	2000-01	2001-02	2002-03	2003-04	Five-Year Change
Full Professor						
Peer Group Average*	$103,400	$108,400	$113,500	$117,800	$121,700	**+ $18,400**
% Change		+ 4.8%	+ 4.7%	+ 3.8%	+ 3.3%	**+ 17.7%**
UM – Twin Cities	$89,500	$93,600	$97,600	$101,300	$102,000	**+ $12,500**
% Change		+ 4.6%	+ 4.3%	+ 3.8%	+ 0.7%	**+ 14.0%**
Associate Professor						
Peer Group Average*	$69,000	$72,600	$75,800	$78,600	$80,800	**+ $11,800**
% Change		+ 5.2%	+ 4.4%	+ 3.7%	+ 2.8%	**+ 17.1%**
UM – Twin Cities	$63,900	$66,100	$69,200	$70,900	$69,900	**+ $6,000**
% Change		+ 3.4%	+ 4.7%	+ 2.5%	- 1.4%	**+ 9.4%**
Assistant Professor						
Peer Group Average*	$58,500	$61,900	$64,900	$67,600	$69,600	**+ $11,100**
% Change		+ 5.8%	+ 4.8%	+ 4.2%	+ 3.0%	**+ 19.0%**
UM – Twin Cities	$53,600	$55,400	$58,200	$61,900	$60,600	**+ $7,000**
% Change		+ 3.4%	+ 5.1%	+ 6.4%	- 2.2%	**+ 13.1%**

Source: Office of Institutional Research and Reporting, University of Minnesota.
*****Average excluding University of Minnesota – Twin Cities

Table 2-45. Faculty compensation for University of Minnesota – Twin Cities and peer group institutions, 1999-00 – 2003-04.

Average Compensation

Category	1999-00	2000-01	2001-02	2002-03	2003-04	Five-Year Change
Full Professor						
Peer Group Average*	$127,100	$132,900	$140,000	$146,300	$151,500	**+ $24,400**
% Change		+ 4.6%	+ 5.3%	+ 4.5%	+ 3.6%	**+ 19.2%**
UM – Twin Cities	$113,900	$120,100	$126,100	$130,900	$131,800	**+ $17,900**
% Change		+ 5.4%	+ 5.0%	+ 3.8%	+ 0.6%	**+ 15.7%**
Associate Professor						
Peer Group Average*	$86,800	$91,100	$95,400	$99,700	$102,900	**+ $16,100**
% Change		+ 5.0%	+ 4.7%	+ 4.5%	+ 3.2%	**+ 18.5%**
UM – Twin Cities	$83,200	$87,000	$92,000	$94,400	$93,900	**+ $16,700**
% Change		+ 4.6%	+ 5.7%	+ 2.6%	- 0.5%	**+ 12.9%**
Assistant Professor						
Peer Group Average*	$73,800	$77,900	$81,800	$86,100	$88,300	**+ $14,500**
% Change		+ 5.6%	+ 5.0%	+ 5.3%	+ 2.6%	**+ 19.6%**
UM – Twin Cities	$70,900	$74,300	$78,900	$83,700	$82,700	**+ $11,800**
% Change		+ 4.8%	+ 6.2%	+ 6.1%	- 1.2%	**+ 16.6%**

Source: Office of Institutional Research and Reporting, University of Minnesota.
*****Average excluding University of Minnesota – Twin Cities

Full Professors

Table 2-46. Full professor average salary and compensation for selected top 30 Association of American Universities (AAU) institutions and Big Ten public universities, 2003-04.

Average Salary 2003-04 Average Compensation

Rank	Top 30 AAU Institutions	Salary	Rank	Top 30 AAU Institutions	Comp
1	Harvard University	$157,500	1	Harvard University	$193,000
2	Princeton University	145,600	2	University of Pennsylvania	183,800
3	Stanford University	142,600	3	Stanford University	182,900
4	University of Chicago	141,300	4	Princeton University	177,600
5	Yale University	138,800	5	New York University	176,000
10	Northwestern University	131,900	10	Columbia University	162,300
15	University of California – Los Angeles	122,400	15	University of California – Los Angeles	157,500
20	Johns Hopkins University	111,800	20	Carnegie-Mellon University	141,600
25	University of Texas – Austin	103,200	**22**	**University of Minnesota – Twin Cities**	**131,800**
27	**University of Minnesota – Twin Cities**	**102,000**	25	Pennsylvania State University	129,600
30	University of Washington	93,200	30	University of Washington	113,800
	Big Ten Public Universities in Top 30			**Big Ten Public Universities in Top 30**	
16	University of Michigan – Ann Arbor	$117,800	19	University of Michigan – Ann Arbor	$142,400
22	Pennsylvania State University	108,000	**22**	**University of Minnesota – Twin Cities**	**131,800**
23	University of Illinois – Urbana-Champaign	107,000	24	University of Illinois – Urbana-Champaign	129,800
27	**University of Minnesota – Twin Cities**	**102,000**	25	Pennsylvania State University	129,600
28	Purdue University – West Lafayette	97,200	27	Purdue University – West Lafayette	125,700
29	University of Wisconsin – Madison	96,200	29	University of Wisconsin – Madison	120,200

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

Associate Professors

Table 2-47. Associate professor average salary and compensation for selected top 30 Association of American Universities (AAU) institutions and Big Ten public universities, 2003-04.

Average Salary 2003-04 Average Compensation

Rank	Top 30 AAU Institutions	Salary	Rank	Top 30 AAU Institutions	Comp
1	Stanford University	$98,700	1	Stanford University	$132,600
2	California Institute of Technology	94,900	2	University of Pennsylvania	125,900
3	University of Pennsylvania	93,200	3	Cornell University	121,500
4	Princeton University	92,400	4	Massachusetts Institute of Technology	116,700
5	Harvard University	91,900	5	California Institute of Technology	115,300
10	Northwestern University	86,900	10	New York University	110,100
15	Yale University	78,500	15	University of California – Berkeley	100,500
20	University of North Carolina – Chapel Hill	74,100	15	University of California – Los Angeles	100,500
25	University of California – Santa Barbara	70,000	**20**	**University of Minnesota – Twin Cities**	**93,900**
26	**University of Minnesota – Twin Cities**	**69,900**	25	Purdue University	90,800
30	University of Texas – Austin	64,900	30	University of Texas – Austin	79,700
	Big Ten Public Universities in Top 30			**Big Ten Public Universities in Top 30**	
14	University of Michigan – Ann Arbor	$80,900	14	University of Michigan – Ann Arbor	$100,800
22	University of Wisconsin – Madison	73,300	**20**	**University of Minnesota – Twin Cities**	**93,900**
23	Pennsylvania State University	72,400	21	University of Wisconsin – Madison	93,800
24	University of Illinois – Urbana-Champaign	72,000	25	Purdue University – West Lafayette	90,800
26	**University of Minnesota – Twin Cities**	**69,900**	27	University of Illinois – Urbana-Champaign	90,300
28	Purdue University – West Lafayette	68,800	28	Pennsylvania State University	89,100

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

Assistant Professors

Table 2-48. Assistant professor average salary and compensation for selected top 30 Association of American Universities (AAU) institutions and Big Ten public universities, 2003-04.

Average Salary 2003-04 Average Compensation

Rank	Top 30 AAU Institutions	Salary	Rank	Top 30 AAU Institutions	Comp
1	California Institute of Technology	$84,100	1	University of Pennsylvania	$111,700
2	Massachusetts Institute of Technology	82,600	2	Cornell University	107,100
3	Harvard University	82,100	3	Massachusetts Institute of Technology	105,900
3	University of Pennsylvania	82,100	4	Stanford University	104,000
5	Stanford University	78,900	5	California Institute of Technology	102,100
10	University of Chicago	72,300	10	Northwestern University	92,000
15	University of Michigan – Ann Arbor	66,700	15	University of Michigan – Ann Arbor	84,300
20	University of Wisconsin – Madison	63,600	**17**	**University of Minnesota – Twin Cities**	**82,700**
25	University of North Carolina – Chapel Hill	61,800	20	Brown University	81,500
28	**University of Minnesota – Twin Cities**	**60,600**	20	Yale University	81,500
30	University of California – Santa Barbara	60,000	25	State University of NY – Stony Brook	78,400
			30	University of Texas – Austin	75,600
	Big Ten Public Universities in Top 30			**Big Ten Public Universities in Top 30**	
15	University of Michigan – Ann Arbor	$66,700	15	University of Michigan – Ann Arbor	$84,300
18	University of Illinois – Urbana-Champaign	64,500	**17**	**University of Minnesota – Twin Cities**	**82,700**
20	University of Wisconsin – Madison	63,600	18	University of Wisconsin – Madison	82,600
23	Pennsylvania State University	62,500	19	University of Illinois – Urbana-Champaign	81,800
28	**University of Minnesota – Twin Cities**	**60,600**	24	Purdue University – West Lafayette	79,700
29	Purdue University – West Lafayette	60,500	27	Pennsylvania State University	76,300

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

Staff Compensation

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

- achieve and maintain labor-market appropriate salary and benefit levels,
- ensure internal equity among University jobs, and
- provide flexibility to address individual collegiate and unit needs while maintaining the parameters established for the entire institution.

In 2004, on the Twin Cities campus there were 8,286 civil service and collective bargaining unit staff members, a decrease of 7.6 percent from 2003. Of the 4,252 civil service employees and 4,034 collective bargaining unit members, 28 percent were male and 62 percent were female.

The average age of employees has risen to 43.4 years and the average years of service has increased to 11.4 years. The annual turnover rate is 12.3 percent, up slightly from 12 percent in 2003. Some of this increase is likely attributable to the number of layoffs over the previous year, as it tends to be younger employees with less seniority who are laid off.

Tables 2-49 and 2-50 show average wage and benefit comparisons for civil service and collective bargaining unit employees on the Twin Cities campus.

The University's wage freeze for 2003-04 will have an impact on the University's market comparability, as most other employers in this market did not freeze wages for their employees.

Recruitment and turnover data do not reflect any impact to date, but a continuation of lower than market increases will lead to problems with recruitment and retention in the future.

Table 2-49. Average wages for civil service and collective bargaining unit employees at the University of Minnesota – Twin Cities, 1999-2003.

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%
2003	$19.07	$39,666	+1.3%

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

Table 2-50. 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.

Benefits: Health Care

High-quality health and welfare benefits contribute directly to attracting, retaining, and developing top faculty and staff talent. They are a critical component of employee satisfaction and tie directly to productivity. The employee whose attention is focused on work objectives, without being worried about how to pay for needed medical services for self or a family member, is going to be more satisfied and productive in his or her job.

Costs for medical coverage dominate the landscape of health and welfare benefits. Providing high-quality, cost-effective medical coverage is increasingly expensive. The trend has been double-digit for several years. While the trend is currently slowing, it still far outpaces general inflation. Increases continue to affect employers across the nation.

Covering approximately 16,500 faculty and staff, as well as an equal number of their dependents, the University's UPlan is a significant and growing portion of the University's overall budget.

Like other employers, the University finds itself in conflicting positions with regards to employee health care. Providing medical coverage for faculty and staff is critical to fulfilling its mission. Yet over time, as this cost becomes a greater portion of the budget, the University has fewer dollars available for productive investments in its central mission of education, research, and service.

Concern about this trend is, in major part, what encouraged the University to purchase benefits independently from the State of Minnesota beginning in 2002. This action saved the University approximately $13 million dollars in the first year. The savings have been multiplied since then as the University has experienced lower medical trends than the

State group. It also positioned the University strategically to take corrective action to mitigate the cost impact of this program on its mission.

In 2004-05, the University also took steps to limit its liability for medical coverage by realigning the portion of overall responsibility for costs shared with employees to a more competitive level. This action resulted in less cost for the University and more cost for employees, while keeping the University positioned competitively in the markets in which it competes for faculty and staff.

Shifting costs to employees, however, cannot be the complete answer to this problem. Diminishing returns would be experienced over time, both in employee satisfaction and the University's ability to compete for top talent. Beyond these practical constraints, as an employer committed to socially responsible hiring and employment practices, the institution has a high level of concern about health care becoming unaffordable, especially for lower-paid employees.

The University maintains a "base plan" option available to all employees that delivers comprehensive coverage, high-quality care, an affordable premium, and low out-of-pocket exposure. This is accomplished largely through a restriction in provider choice. Employees who choose broader provider access pay for that through higher premiums and out-of-pocket expenses.

The University is committed to finding ways to reduce the impact of medical costs for employees and dependents, without resorting to further cost-shifts to employees. Using all the tools at its disposal, the University is pursuing several paths to mitigate future medical cost increases.

The first re-bidding process since implementing the UPlan is currently under way. New vendor contracts will be placed in 2006 using improved purchasing methodologies as well as the latest pharmacy benefits management strategies and several health improvement programs.

In the past, certain purchasing strategies, such as shifting to managed care, produced savings in health care delivery. The next gains are likely to come from health improvement, or wellness. The University has begun a health improvement initiative with walking, nutrition, and self-care campaigns. This effort will expand significantly in 2006 with new vendor contracts and other initiatives such as health coaching for employees whose health is at risk and disease management programs for all employees with active disease conditions.

The goal is to continue to provide high-quality, cost-effective benefits that meet employee needs, enable the University to be competitive in attracting, retaining, and developing top talent, while managing costs to minimize the impact to the overall budget. This is a difficult goal, with elements that may prove mutually exclusive. Short of a national reform of the health care system, the University will strive to manage these competing objectives.

Retirement

The University ranks 2nd in the Big Ten in its contributions to retirement plans (13 percent) for faculty and academic staff. It ranks 4th in terms of the replacement ratio, an estimate of the percentage of pre-retirement income provided by a retirement plan. The University's replacement ratios of 60 percent for academic employees and 56 percent for non-academic employees compare favorably to those in the Big Ten and are slightly lower than the average replacement ratios for local, public sector employers.

In 2003-04, about 2.3 percent of the faculty retired. Overall attrition for faculty, for all reasons including retirement, has ranged from

4-6 percent across the past 10 years. The average age of faculty at retirement is 66 years, a figure that has remained constant over the past five years. Approximately 15 percent of retired faculty are rehired at some percentage level to return to the University.

All other employee groups show a younger average retirement age, typically between 60 and 62 with the average years of service at least 20 years, suggesting that many staff tend to choose the University as their long-term employer. This information points to the need for programs which help long-term staff adapt to changing conditions and workplace demands. New skills are needed as fields change and as technology dramatically impacts the nature of the work carried out by most staff.

Faculty and Staff Attitudes

Large employers recognize the value of continuously monitoring employee attitudes and perspective on the workplace. Level of satisfaction with compensation, benefits, supervisor behaviors, and work-life support play an important role in an individual's decision to stay or leave. With this monitoring goal in mind, the Pulse Survey was commissioned by the University's central administration and conducted in partnership with the Human Resources Research Institute of the Carlson School of Management.

The first Pulse Survey was conducted in April 2004. Over 6,000 faculty and staff responded to the survey. The survey asked a variety of questions about employees' job experiences and attitudes about their jobs, departments, and the University. The survey examined the following areas:

- job satisfaction
- pay and benefits
- supervisor and departmental support
- University climate
- retention and considerations in leaving
- Life Outside of Work
- Characteristics of the Respondents

Taken as a whole, the survey results suggest that faculty and staff at the University of Minnesota are satisfied with a variety of features regarding their employment and the University.

Faculty Results: Across a number of indicators, results suggest that faculty respondents feel quite good about their jobs at the University. Some of the most favorable results were in the following areas:

- overall job satisfaction and satisfaction with the University as an employer
- satisfaction with co-workers
- satisfaction with department chair or responsible administrator
- intentions to remain at the University
- general well-being outside of work

Despite the generally favorable results for faculty, some areas showed more moderate degrees of favorability. This is not to say that results were unfavorable, but rather when considered in the context of the overall positive results, individuals were more moderately favorable or neutral:

- satisfaction with pay
- work family conflict
- support from department chair or responsible administrator

There was a tendency for faculty on the Crookston campus to report slightly less favorable responses in several of the areas. However, the Crookston sample size is small and caution must be taken in making inferences about these differences.

Staff Results: With respect to staff, some of the most favorable results were in the following areas:

- overall job satisfaction and satisfaction with the University as an employer

- satisfaction with co-workers
- satisfaction with supervisors
- intentions to remain at the University
- general well-being outside of work

Despite the generally favorable results, some areas showed more moderate degrees of favorability. Respondents were more moderately favorable or neutral:

- satisfaction with promotion
- satisfaction with pay
- supervisor support for career development
- perceptions of job security

Conclusions: The results from this first survey suggest the University must continue to address the issue of salary levels. Retention of faculty and staff will depend on increasing the University's competitive position in this area. While University benefits programs are viewed as a positive feature of employment, good benefits cannot compensate for erosion of base salaries against peer institutions.

Efforts to better prepare supervisors and managers appear to be paying off, as the survey indicates many employees feel positive about the quality of their supervisors and managers. More attention to career development opportunities seems particularly important for staff employees, many of whom remain at the University for their careers.

The Pulse Survey will be an ongoing University-wide effort to "take the pulse" of University employees. In the years to come, similar surveys will be administered to track changes in the experiences of University employees.

Faculty and Staff Diversity

The recruitment and retention of a diverse faculty and staff remains one of the most challenging and important 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 faculty 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.

In 2004, the Twin Cities campus had 12,918 staff in the Executive, Professional and Administrative, and Civil Service/Bargaining Unit classifications. Of these, 7,674 (59 percent) were female, approximately the same percentage as in 1996.

The percentage of staff of color increased from 8.7 percent in 1996 to 11.5 percent in 2004. The Twin Cities campus is the only University of Minnesota campus that had a greater percentage of staff of color in 2004 than it did in 1996. In 2004, the largest minority group

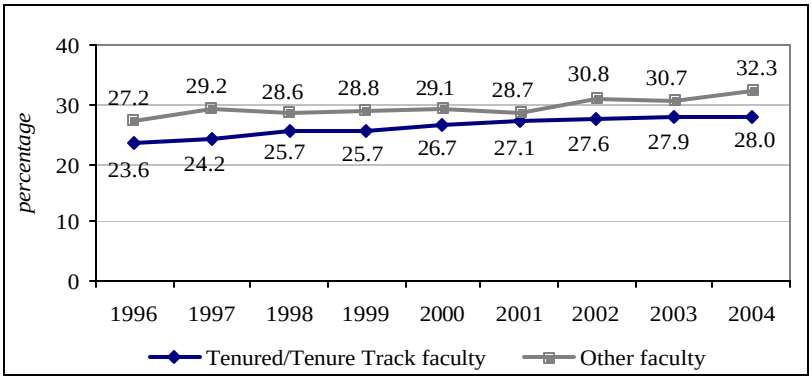
among staff were blacks, at 4.8 percent, followed by Asians at 4.1 percent.

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 1996-2004 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.

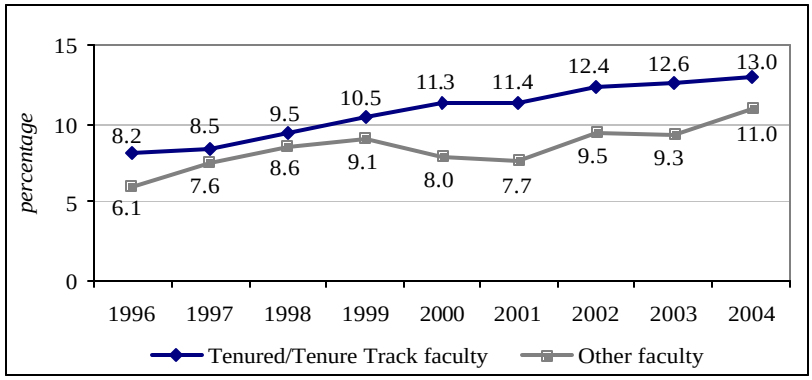
Individuals in executive and administrative positions may also be tenured faculty. For the purposes of this report, each person was counted only once, according to his/her primary appointment.

Figure 2-20. Percentage of female faculty, University of Minnesota – Twin Cities, 1996-2004.



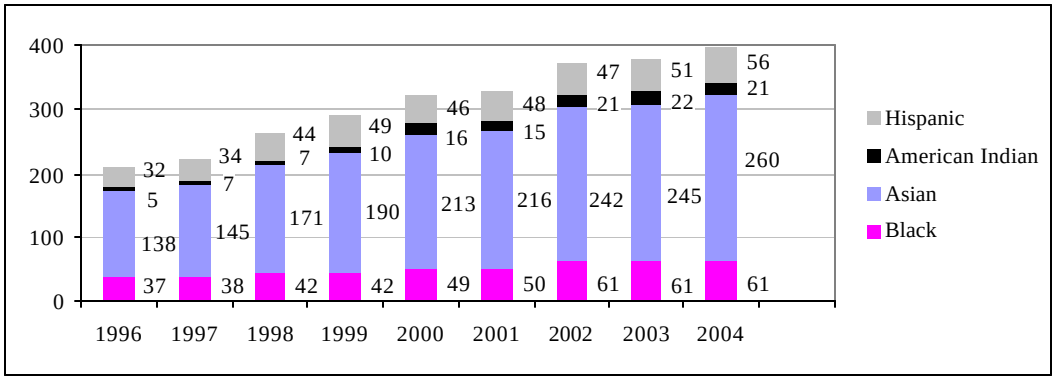
Source: Office of Equal Opportunity and Affirmative Action, University of Minnesota.

Figure 2-21. Percentage of faculty of color, University of Minnesota – Twin Cities, 1996-2004.



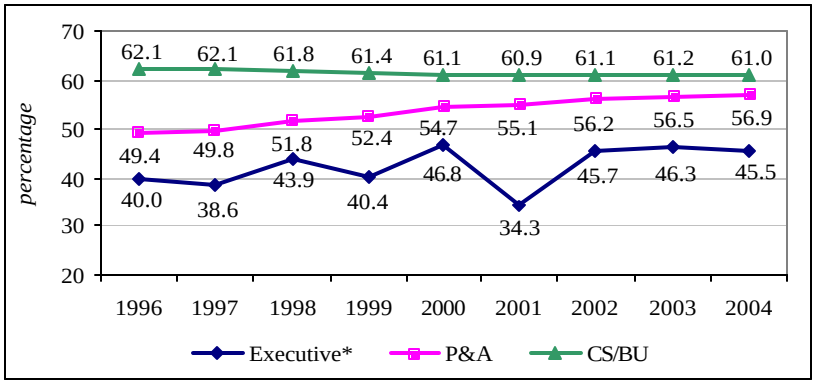
Source: Office of Equal Opportunity and Affirmative Action, University of Minnesota.

Figure 2-22. Diversity of faculty, University of Minnesota – Twin Cities, 1996-2004.



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

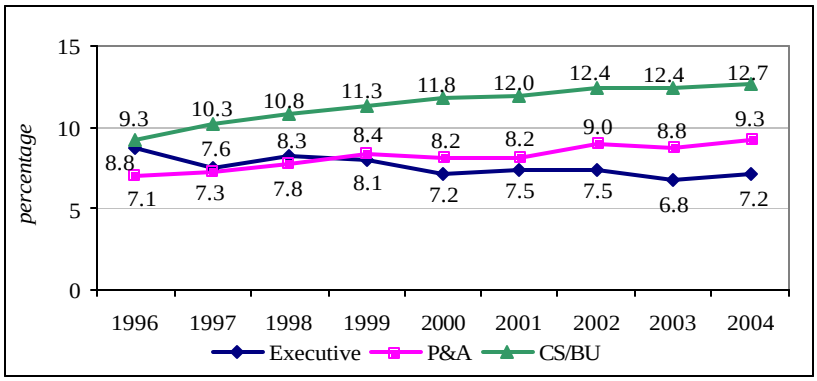
Figure 2-23. Percentage of female staff employees, University of Minnesota – Twin Cities, 1996-2004.



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

*Federal regulations revised definition of this job group fall 2001, moving about 1/2 of positions to general P&A category (reversed fall 2002)

Figure 2-24. Percentage of staff of color, University of Minnesota – Twin Cities, 1996-2004.



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

Training and Development

In recent years, the University has expanded its education, training, and consulting services to address increasing employee needs for professional development, career mobility, and supportive work environments – three major areas of employee satisfaction documented in the University's 2004 Pulse Survey.

The University's Center for Human Resource Development (CHRD) served an average of 10,300 clients in FY 2003 and 2004, up about 20 percent from the average of 8,300 clients in FY 2000, 2001, and 2002. As expectations have increased for staff to become more technologically competent and "customer savvy," CHRD has maintained large volume, centralized training programs in these areas, averaging over 4,200 enrollees per year in financial management, payroll, and sponsored projects classes, and about 2,000 enrollees per year in service improvement classes.

Moreover, staff have dramatically increased on-site delivery of training classes and consultative services to University units recently, with technical training provided for 25 units in FY 2004 (up from two in FY 2003), and service improvement to 49 units in FY 2004 (up from 30 in FY 2002), or an overall increase of more than 100 percent.

With labor shortages in certain positions, an aging workforce, and changing demographics among employees, attention to career mobility has increased. To enhance recruitment of faculty and staff, CHRD continues to offer relocation assistance services to candidates and their partners in over 100 departments per year.

Employee Career Development staff provide centralized career planning and transition counseling for an increasingly larger pool of employees, serving an average of 1,650 in FY 2003 and 2004 (up from an average of 950 in FY 2000 and 2001), an increase of almost 80 percent. The number of units offered on-site delivery of career services has tripled in the past three years, with 57 units assisted in FY 2004 compared to 18 in FY 2001.

As indicated in the Pulse Survey, faculty and staff expect a supportive work environment characterized by mutual respect and fairness, where work problems are responsibly addressed and accountability for performance is assured. A significant key to attaining this work environment is the development of University supervisors, managers, and leaders.

In the past four years, increased opportunities in these areas have been provided by adding the Orientation Program for New Supervisors and Managers, the President's Emerging Leaders Program for mid-career staff, and the Women's Leadership Initiative for campus women.

Enrollments in these programs, together with those for department chairs and sitting supervisors, have nearly tripled from 611 in FY 2000 to 1,727 in FY 2004. Increases have especially occurred in the past two years, when enrollments averaged about 1,600 in FY 2003 and 2004 compared to an average of about 800 in FY 2000, 2001, and 2002. The University is also collaborating with the Minnesota Women's Center to offer the WorkLife Initiative, which provides training and resource information on flexible job policies, day care providers, and related matters. Over 900 employees attended training sessions in FY 2004, the initiative's first year.

J. Campus Facilities and Environment

The Twin Cities campus – with its more than 250 buildings and almost 13 million assignable square feet – is perhaps the most visible but only one part of the University of Minnesota's statewide presence.

To operate this statewide infrastructure, the University has three overarching goals:

- become a model of sustainability and environmental stewardship,
- create a culture of safety and security,
- provide services to students, faculty and staff.

The University's commitment to the physical environment of the Twin Cities campus remains strong. While the University continues to build new facilities like the $37 million translational research facility, the focus has shifted more toward preservation and renewal of existing facilities. The $24 million rehabilitation of Nicholson Hall and the $8 million reuse of Jones Hall are examples of building new life into historic facilities.

Although the legislature did not provide any new bonding for construction projects in 2004, the University is using existing funds carefully by investing in repair and replacement projects to keep existing buildings functional and responsive to the changing needs of students, faculty, staff, and researchers.

Creating a culture of safety and security means informing students, staff, and faculty on how they can take part in making the campus a safe environment for themselves, their property, and each other, as well as ensuring campus-wide preparedness for emergencies. The departments of environmental health and safety, police, central security, and emergency management work in partnership with other divisions and academic units to build campus awareness of safety issues.

At the University, a culture of service means providing excellent services – such as campus mail, bookstores, printing services, dining, and many other services – as well as delivering great service on a one-to-one or vendor-to-customer basis.

Sustainability and Stewardship

The University is home to one of the country's largest libraries, some of the world's most sophisticated research laboratories, and hundreds of classrooms, offices, and public spaces. The University is committed to discovering new and better ways to manage its resources so that the institution becomes stronger over time. A key to this goal is taking care of what we have. With more than 800 buildings on its campuses, six research and outreach centers, and three biological and forestry field stations comprising 28 million square feet of space, the sound stewardship of the University's facilities is essential to achieving excellence in its mission.

Building toward sustainability, several initiatives have been undertaken:

Regental Policy: In July 2004, the Board of Regents adopted a new sustainability and energy efficiency policy for the University. Sustainability is a continuous effort integrating environmental, social, and economic goals through design, planning, and operational organization to meet current needs without compromising the ability of future generations to meet their own needs.

Sustainability requires the collective actions of the University community and is guided by the balanced use of all resources, within budgetary constraints. The University is committed to

incorporating sustainability into its teaching, research, and outreach and the operations that support them. Institutional outcomes are being developed to measure progress toward achieving this policy objective. These outcome measures will be included in future reports.

Biomass Fuel Project: The Department of Facilities Management is currently undertaking an innovative, well-researched, environmentally sound program of burning biomass (oat hulls) at the University's steam plant. Two test burns completed during 2003 demonstrated that oat hulls burn well within current permit levels. Oat hulls are a renewable energy source that does not contribute to the net carbon dioxide production from carbon based fuels such as natural gas.

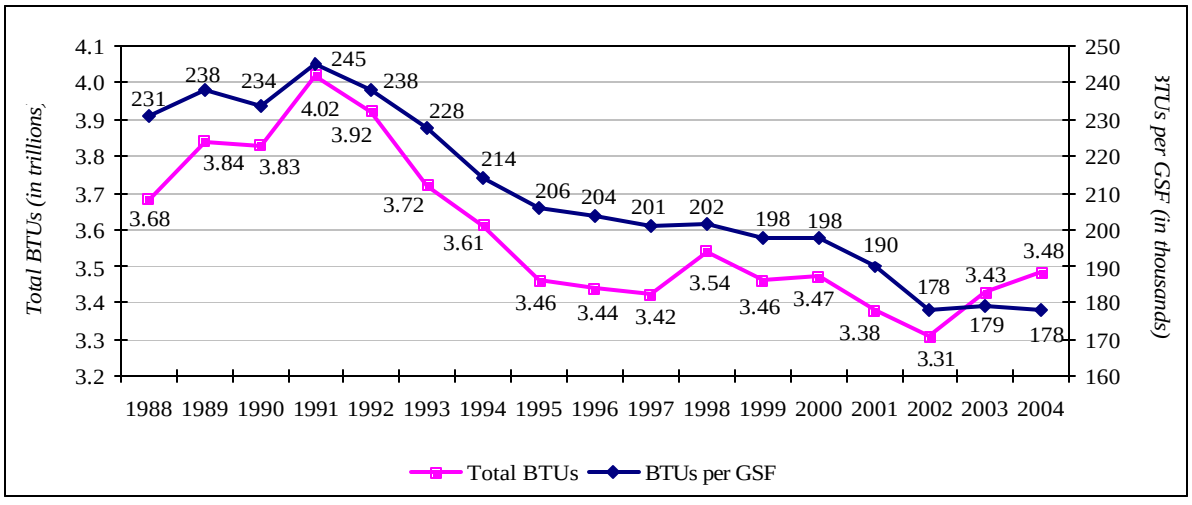
While the University's current boiler configuration requires that oat hulls be mixed with and burned together with coal, a goal of this project is to determine whether or not oat hulls could be burned in combination with natural gas or by themselves. Planning is under way to formalize a partnership with General Mills and to receive the necessary permits to make this biomass alternative a regular part of the University's fuel mix. In addition to the environmental benefits of the project, the burning of oat hulls has the potential to create financial benefits as well.

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 2-25 shows the reduction in energy usage from FY 1988 through FY 2004.

Figure 2-25. University of Minnesota – Twin Cities energy usage (weather normalized), FY 1988 – FY 2004.



Source: Office of University Services, University of Minnesota.

Transit: Earlier this year, the Twin Cities campus was named one of the Best Workplaces for Commuters℠ by the U.S. Environmental Protection Agency and U.S. Department of Transportation. This is a national designation honoring the University's commitment to alternative transportation by offering incentives such as the UPass and

MetroPass discount programs for public transportation in the Twin Cities, and a demonstration of the University's commitment to sustainability.

Over the past five years, the UPass and MetroPass programs have had amazing results, and the University has succeeded in:

- increasing transit ridership 114 percent,
- reducing 50,000 vehicle miles each day,
- reducing 2,000 gallons of gas each day,
- eliminating 220 tons of carbon monoxide emissions each year,
- eliminating 4,500 tons of carbon dioxide emissions each year.

Chicago Climate Exchange: The University has signed a commitment letter to become a member of the Chicago Climate Exchange® (CCX), a voluntary, legally binding multi-sector market for reducing and trading greenhouse gas emissions. The CCX is designed to allow entities from the public and private sectors to use market-based mechanisms to account for greenhouse gas emissions reductions. CCX enables participants to receive credit for reductions and to buy and sell credits as a means of finding the most cost-effective way of achieving reductions.

Through its membership in the Chicago Climate Exchange, the University has committed to voluntarily reducing greenhouse gas emissions by 4 percent below its 1998-2001 baseline average by 2006. The University of Minnesota is the largest research university to join CCX to date.

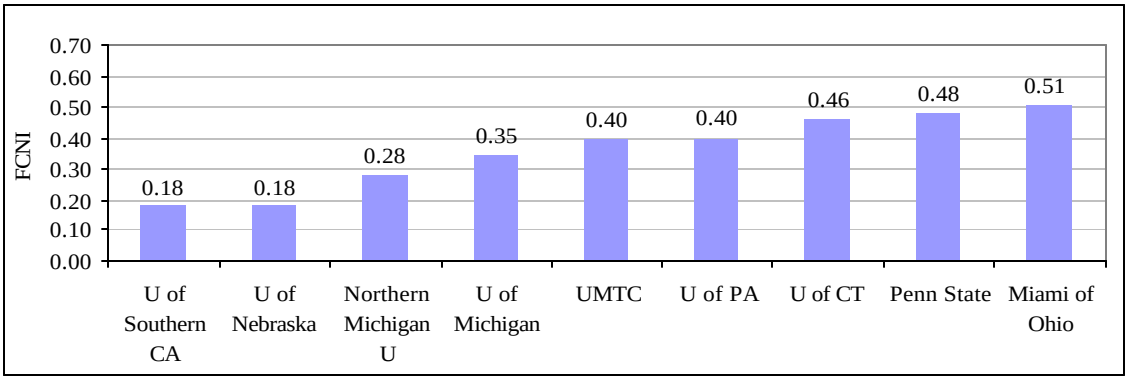
Facilities Condition and Capital Investment: The Facilities Condition Needs Index (FCNI) compares a facility's deficiencies in timely maintenance against its estimated replacement value. The result is expressed on a 0 – 1 scale; a higher number indicates a greater need for maintenance. The FCNI allows 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, i.e., an estimated 40 percent of the replacement value of facilities will need attention over the next 10 years.

These findings demonstrate that, with a majority of buildings over 30 years old, the University has a critical need for investment in maintenance and upgrades of its physical resources. In response, the University is focused on renovation of existing buildings (versus building new), maximizing the useful life of existing facilities, leveraging capital costs to reduce operating costs, improving space utilization, considering life-cycle costs in building construction, and maximizing Higher Education Asset Preservation and Renovation (HEAPR) funds from the State of Minnesota. The University currently is working to complete the facilities condition assessment of the coordinate campuses.

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

St. Paul Chiller Plant: A major project is under way on the St. Paul campus to replace several chillers and provide reliable chiller service to the majority of buildings. Presently, 41 independent cooling systems are installed in 33 buildings. The project will provide chilled air service from a centralized plant and includes the creative adaptive reuse of the historic Health Services Building. This building, which has been unused for the past several years, will now become an energy efficient chiller plant. The project will result in annual, operational cost savings, enhanced energy efficiency, and increased reliability in the chilling systems in St. Paul.

Figure 2-26. Facilities Condition Needs Index measures for selected higher education institutions, 2004.



Source: Office of University Services, University of Minnesota.

Beautiful U Day: This annual initiative celebrates the campus's natural resources, buildings, and grounds. A tradition since 1997, Beautiful U Day combines hands-on beautification efforts with academic forums to celebrate the Twin Cities campus and to acknowledge the responsibility to maintain physical and natural resources. 2004 events included a core of over 400 volunteers painting the Washington Avenue Bridge (using recycled paint) in just over two hours.

Specialized Waste Management in Support of Research: Successful research often involves the use of radioactive and chemical materials. In support of these research efforts, the University has in place effective and efficient waste management programs. For radioactive waste, the University has built long-term storage facilities that allow for extensive onsite decay of the radiation rather than costly offsite disposal. As a result, management costs are low. The University's Fay Thompson Center for Integrated Waste Management is nationally recognized as one of the most advanced in the nation and viewed as a model research site for pollution prevention.

Safety and Security

Recent investments in public safety are resulting in improved prevention including emergency preparedness, regulatory compliance, operational continuity, and physical security. In 2004, the University revised its emergency operations plan for the Twin Cities campus. This plan has been reviewed and approved by the State Department of Homeland Security and Emergency Management and is serving as a model for the coordinate campuses.

Table 2-51 shows crime, alcohol, drug, and weapons violation statistics for the Twin Cities campus for 2000-04. Low levels of campus crime mirrored results in Minneapolis, which experienced a nearly 4 percent decline (year-to-date) over the 2003. 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 2-51. On-campus criminal offenses at University of Minnesota – Twin Cities, 2000-2004.

Offense	2000	2001	2002	2003	2004[1]
Murder/Non-negligent manslaughter	0	0	0	0	0
Forcible sex offenses (including forcible rape)	26	16	24	19	3
Non-forcible sex offenses	0	0	0	0	0
Robbery	3	3	9	17	1
Aggravated assault	6	5	6	14	2
Burglary	41	38	110[2]	104	65
Motor vehicle theft	20	22	27	37	13
Arson	4	1	10	27	2
Negligent manslaughter	0	0	0	0	0
Alcohol violations	449	416	546	639	373
Drug violations	78	65	91	128	109
Weapons violations	8	2	3	5	4

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

[1] Through October 2004.

[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.

Workplace Safety: The University is a safe place to work. It has the lowest rate of workplace injuries of any large, public research institution, and those that occur tend to be less severe. The University has comprehensive safety programs, with special focus on the higher-risk maintenance and service departments, as well as an innovative ergonomic program for reducing repetitive motion injuries.

Quality Service

The University of Minnesota is committed to delivering great service. From its nationally recognized housing and residential life programs to growing sales at its bookstores, the University is building a culture of service.

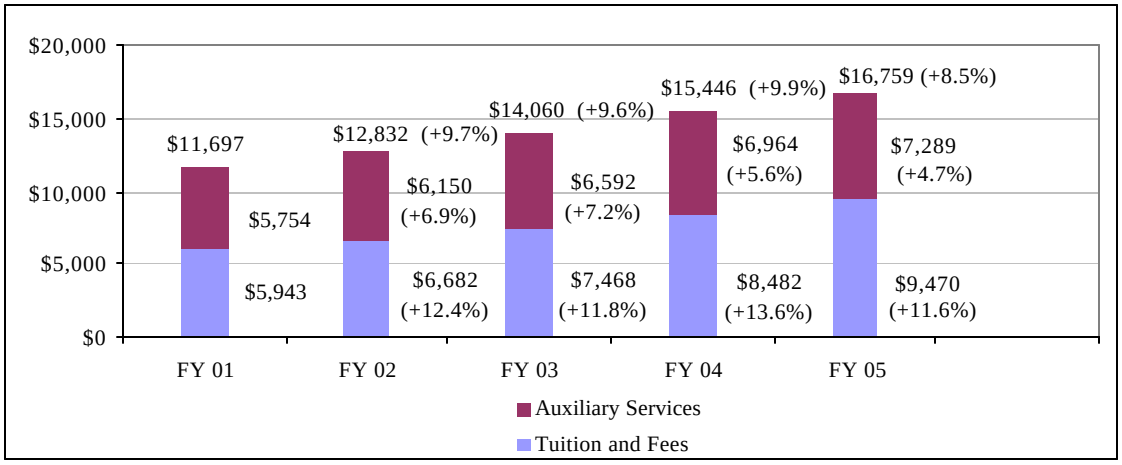
Residential Life: To help improve students' educational experience, the University has placed a high priority on providing more and better on-campus housing. Through these efforts, 77.2 percent of first-year students now live on campus, up from 72 percent in 1998 (22.6 percent of all undergraduate students reside on campus). A 2003 study showed that first-year students who lived on campus had a weighted-average GPA of 3.12 compared to an off-campus rate of 2.86.

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 2-27 shows the change in auxiliary services-related costs in comparison with tuition and fees and total cost of attendance changes for FY 2001-05 for on-campus undergraduate resident students.

Figure 2-27. Auxiliary services portion of average total cost of attendance for on-campus undergraduates, University of Minnesota – Twin Cities, FY 2001-05.



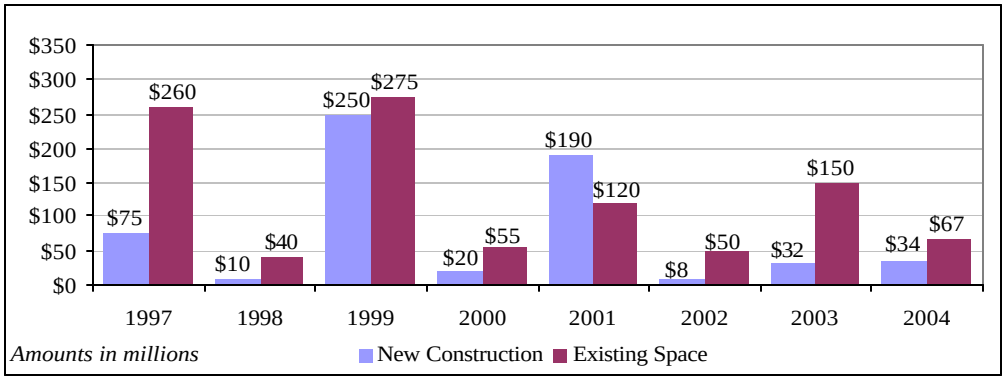
Source: Office of University Services, University of Minnesota – Twin Cities

Capital Improvement: While investing in current infrastructure through maintenance and renovation is a priority, new technology, new realms of knowledge, and the Minnesota climate create a demand for new construction as well. During the year:

- 193 renovation and new construction projects were started and 267 old projects were completed. $260 million was expended on construction projects during this period.
- System-wide, 34 capital projects valued at $450 million are in progress. In addition, 274 smaller projects valued at $420 million were underway as of June 30, 2004.
- 86 percent of projects completed in FY 2004 were delivered on or under budget; $6.2 million in unspent balances were returned to the funding sources.
- 9 percent of the completed projects exceeded budget estimates, requiring $437,000 of additional funding.
- 5 percent of the completed projects were insurance-related.
- 77 percent of completed projects were finished on time or ahead of schedule, a 25 percent improvement over FY 2003.

Figure 2-28 shows annual capital investment in existing space and new construction from1997 to 2004. 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 2-28. Annual capital investment in existing space and new construction, University of Minnesota – Twin Cities, FY 1997-2004.



Source: University Services, University of Minnesota.

Classroom Quality and Use: The Office of Classroom Management (OCM) directly supports teaching and learning by faculty and students in University classrooms. Its objective is to increase classroom usage and improve classroom technology.

Fifty-seven percent of Twin Cities campus classes are held in 293 centrally-managed, general purpose classrooms (with 20,520 student seats, comprising 316,913 square feet in 52 buildings). Colleges or departments manage another 265 classrooms and 426 labs and studios. Demand for central classrooms has consistently increased over the past five years to its current rate of 14,000 sections per semester. Yet 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. In the past two years, the number of technology-equipped classrooms has increased, including those with wireless networking capability.

3: Duluth Campus

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 a 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
Continuing Education
Education and Human Service Professions
Fine Arts
Liberal Arts
Medicine*
Pharmacy*
Science and Engineering
*Students in UMD's School of Medicine and College of Pharmacy are counted as part of Twin Cities campus enrollment.

Degrees and Majors Offered
Undergraduate degrees in 75 majors.
Graduate programs in 19 fields, plus six cooperative programs offered through the University of Minnesota – Twin Cities.
Two-year program at the School of Medicine and a four-year College of Pharmacy program.

Number of Buildings
54 (1,679,000 assignable square feet)

Degrees Awarded (FY2004)

Undergraduate	1,562
Master's	185

Fall 2004 Enrollment

Undergraduate	8,850
Graduate	661
Non-degree	615
Total	10,126

Faculty (Fall 2004)*

Tenured/Tenure Track	301
Other Faculty	185

*does not include Duluth School of Medicine or Duluth College of Pharmacy faculty, which are counted as part of the Twin Cities

Alumni (FY 2004)

Living Alumni	47,173

Staff (FY 2004)

Civil Service/ Bargaining Unit	736
Professional and Administrative	203

Expenditures (FY 2004)
$150,488,241

B. Academic Priorities

UMD's current academic priorities are: 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 (ACC): Started in 1999, ACC coordinates advising among collegiate units in an effort to increase student satisfaction in academic advising and improve retention and graduation rates.

Electronic Portfolio: Building on years of research, development, and practical application at UMD, *e*Portfolio changes the way a student's 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 and writing samples, resumes, and legal documents in a secure, globally accessible computing environment. In 2003, the University released *e*Portfolio as open source software, providing non-proprietary, open access to the technology.

Student Affairs: Collegiate unit student affairs offices have increased their advising efforts by: piloting new advising models; enhancing peer advisement programs; working more closely with undergraduates to select majors; equipping an advising resource center; and implementing an early alert system.

Outstanding Faculty Adviser Award: This annual award honors faculty members and includes individual and departmental cash bonuses and/or travel or equipment allocations.

First Year Experience Programs

Students' first year experience is enhanced by programs such as: a one-credit introduction to college learning course; a full-day academic orientation session; social and educational events throughout the year; freshman yearbook and other publications; a freshman workshop series; and a first-year electronic portal designed for new students. In addition, parents receive a monthly newsletter and can participate in Parents and Family Weekend.

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 develop experience in research methods while their faculty sponsors gain useful assistance.

Table 3-1 shows UROP participation from fall 2001 to spring 2004. In addition to UROP funding, $75,000 of undergraduate research funding was provided by UMD campus funds. Approximately 45 students received funding to carry out research under the direction of faculty mentors.

UROP students 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. UMD also hosts an annual undergraduate artistic fair, where 60-90 students participate each year.

Table 3-1. Undergraduate Research Opportunities Program (UROP) participation, University of Minnesota – Duluth, fall 2001 – spring 2004.

Unit	Proposals Funded Fall 01-Spring 03	FY04 Funding	Total Proposals Funded	Total Amount Funded
Business Administration	$7,990	$6,673	9	$14,663
Education and Human Services Professions	$58,830	$21,598	50	80,428
Fine Arts	$49,313	$21,615	47	70,928
Liberal Arts	$27,242	$31,903	38	59,145
Science and Engineering	$230,336	$103,251	211	333,587
Total:	**$373,711**	**$185,040**	**355**	**$558,751**

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

Public Engagement

UMD is one of 190 schools participating 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 grows out of a concern about decreasing participation rates in voting, advocacy, volunteerism, and other forms of civic engagement.

In addition, UMD has two other 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, 655 fall semester volunteers and 453 spring semester volunteers worked at 119 sites delivering 34,046 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. Current programs and initiatives include:

- a major in American Indian studies and a statewide Upward Bound Early Intervention program for American Indian students.
- a master of education degree for special tribal cohorts.
- a cooperative service learning initiative with Fond du Lac Tribal and Community College (FDLTCC) to encourage, recruit, train, and support American Indian students in a culturally responsive curriculum in residence at the FDLTCC in Cloquet.
- American Indian projects in social work;
- American Indian Learning Resources Center provides additional support to American Indian students.

In fall 2003, 115 American Indian students were enrolled at UMD; the campus has seven tenure-track American Indian faculty.

Fine Arts

UMD's School of Fine Arts has been acknowledged as having 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 and its jazz program has received consistent recognition. Italian American Festival 2004 was a year-long celebration of art, academics, and culture involving UMD and academic institutions in Palermo, Italy. The festival was one of the largest Italian American festivals in the country, with more than 100 faculty and 700 students participating.

Freshwater Resources

UMD's initiative in freshwater resources is located in the Minnesota Sea Grant program, the Center for Water and the Environment, 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 multidisciplinary problems and opportunities facing this region.

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. It has completed more than $13 million in Great Lakes research projects over the past 12 years.

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 freshwater resources.

College of Science and Engineering: Faculty and students from biology, chemistry, mathematics, engineering, and other departments engage in interdisciplinary teaching, learning, and research related to water and the environment.

Emerging Technology

The use of technology to enhance teaching and learning continues to be a priority at UMD, as demonstrated by the following initiatives.

Tech Camp: This intensive, one-week program helps faculty enhance their teaching through technology.

Laptop Pilot Program: This program provides laptop computers for students taking courses specifically modified for laptop use. During 2003-04, 28 faculty members and 320 students in accounting, theatre, early childhood education, and journalism participated in the program.

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 research in animation, visual imaging, and scientific visualization.

Technology Infrastructure: UMD continues to upgrade its general-purpose classrooms to accommodate rapidly changing technology:

- All are Internet connected and have Ethernet connections, digital projectors, and teaching stations with computer/laptop connections. Many rooms also have VCRs and DVD or Laserdisk players.
- 30 percent have additional features: wireless Ethernet connections, electronic whiteboard, stereophonic-surround sound,

student laptop station, closed circuit television, and digital document camera;

- 26 percent have wired or wireless student laptop connections (25 percent wireless);
- five campus buildings have full wireless network access, as do six floors in other classroom buildings and 17 other classrooms and conference rooms;
- one large classroom has an electronic student response system;
- portable technology equipment includes digital cameras, laptops, and six "Nomad" presentation carts for general check-out.

Study Abroad

UMD has study abroad programs in England, New Zealand, Western Australia, Poland, 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 in many countries around the world.

Table 3-2 shows the significant increase in the number of students studying abroad.

Table 3-2. Study abroad participation, University of Minnesota – Duluth, 1999-2004.

	1999-00	2000-01	2001-02	2002-03	2003-04
Undergraduates studying abroad	109	160	214	317	390
Undergraduate enrollment	7,473	7,809	8,181	8,575	8,662
Percent of undergraduate enrollment studying abroad	1.5%	2.0%	2.6%	3.7%	4.5%
UMD undergraduate degrees granted	1,218	1,164	1,221	1,387	1,562
As percentage of total undergraduate degrees granted	8.9%	13.7%	17.5%	22.9%	25.0%

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

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-six of these institutions are public.

The University of Minnesota – Duluth ranked 9th among them, as shown in Table 3-3, a drop of one place from the previous year.

Table 3-4 shows the rankings of 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
5	University of Michigan – Dearborn
6	Washburn University – Topeka, Kansas
7	University of Wisconsin – Stevens Point
7	Eastern Illinois University – Charleston, Illinois
9	**University of Minnesota – Duluth**
10	University of Wisconsin – Whitewater

Source: *America's Best Colleges: 2005, U.S. News & World Report.*

Table 3-4. University of Minnesota Duluth Medical School programs ranked in the top 15 nationally by *U.S. News & World Report*, 2001-2004.

Program	2001	2002	2003	2004
Primary Care	8	14	5	5
Rural Medicine	6	8	5	7

Source: *America's Best Graduate Schools, U.S. News & World Report,* 2001-2004.

C. Students

Undergraduate education at UMD strives to provide high-quality education as well as social and developmental opportunities to enhance the educational experience. Strategies to enhance campus community and provide exemplary education and experience, while balancing costs and access, include:

- enhanced advising with accurate, timely assistance through increased staff, 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 with late-night programming, musical events, and recreational and outdoor options; and
- increased opportunities and interactions via the Web and electronic systems with courses, instructor communication, student services, and feedback.

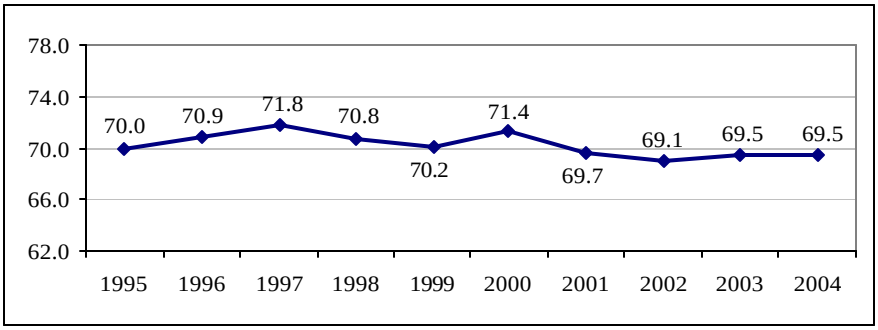
These strategies are assessed in an effort to continuously improve the student experience.

Figure 3-1 and Table 3-5 provide trend data for high school rank percentile and high school rank. The fact that both of these variables have remained flat over the last decade reflects UMD's efforts to maintain academic preparation standards of entering students while providing access in accordance with its public institution mission.

Figure 3-2 shows that the average ACT score of new, entering freshmen at UMD increased nearly a full point during the past decade, from 23.6 in 1995 to 24.4 in 2004.

During the same period, UMD has maintained consistent entrance requirements while gradually increasing freshman (new high school student) enrollment from 1,694 in 1995 to 2,248 in 2004.

Figure 3-1. Average high school rank percentile of new, entering freshmen, University of Minnesota – Duluth, 1995 – 2004.



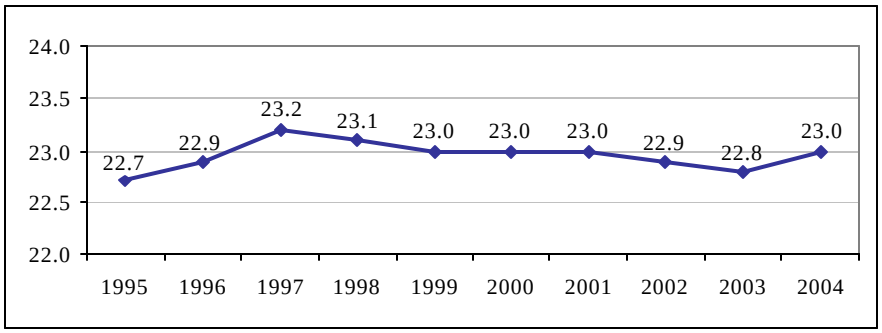
Source: Office of Institutional Research and Reporting, University of Minnesota.

Table 3-5. High school rank of freshmen, University of Minnesota – Duluth, 1995 – 2004.

Rank	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
90-99%	16%	18%	18%	19%	18%	19%	18%	16%	16%	17%
75-89	29	30	30	29	27	29	25	26	28	26%
50-74	40	40	39	39	39	38	40	41	40	40%
1-49	15	13	13	14	16	14	16	17	16	17%

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

Figure 3-2. Average ACT score of new, entering freshmen, University of Minnesota Duluth, 1995-2004.

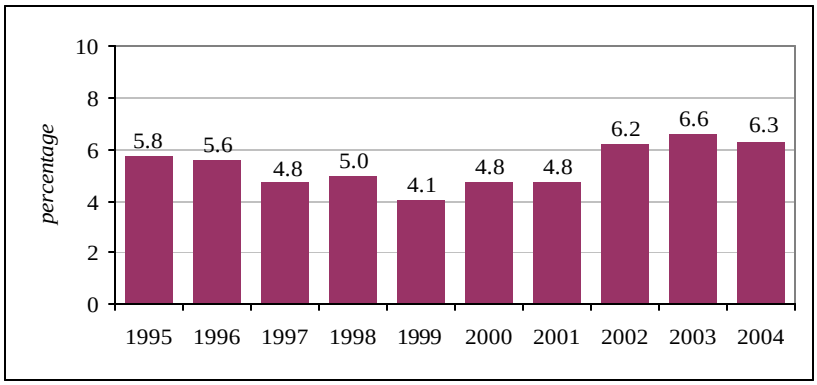


Source: Office of Institutional Research and Reporting, University of Minnesota.

Diversity

UMD has placed a high priority on diversity and creating an environment that is open, accepting, and just. To 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 3-3 and Table 3-6) over the past five years.

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



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

Table 3-6. Proportion of students by racial/ethnic group, UMD fall 1996 – fall 2004.

	1996	1997	1998	1999	2000	2001	2002	2003	2004
African American	0.7%	0.6%	0.9%	0.8%	0.8%	1.0%	1.2%	1.2%	1.3%
American Indian	1.1	1.0	1.1	1.1	0.9	1.1	1.0	1.1	1.2
Asian/Pacific Islander	2.4	2.5	2.5	2.0	1.8	1.9	2.2	2.4	2.5
Caucasian	91.9	91.5	91.2	89.8	90.6	90.3	90.0	89.0	88.2
Chicano/Hispanic	0.8	0.8	0.9	0.8	0.8	0.9	0.8	0.9	0.9
International	1.4	1.3	1.4	1.7	1.8	2.0	2.2	2.3	2.1
Not Reported	1.6	2.2	2.1	3.8	3.3	2.9	2.6	3.1	3.8

Source: Office of Institutional Research and Reporting, University of Minnesota.
Note: Prior to fall 2004, UMD medical students were included in Twin Cities enrollment figures.

Retention and Graduation Rates

Figure 3-4 shows first-, second-, and third-year student retention rates that were fairly consistent during the last decade and slightly above UMD's peer group average. First-year retention rates are up over last year but second- and third-year rates are lower. First- and second-year rates are currently lower than they were for students who matriculated in 1994.

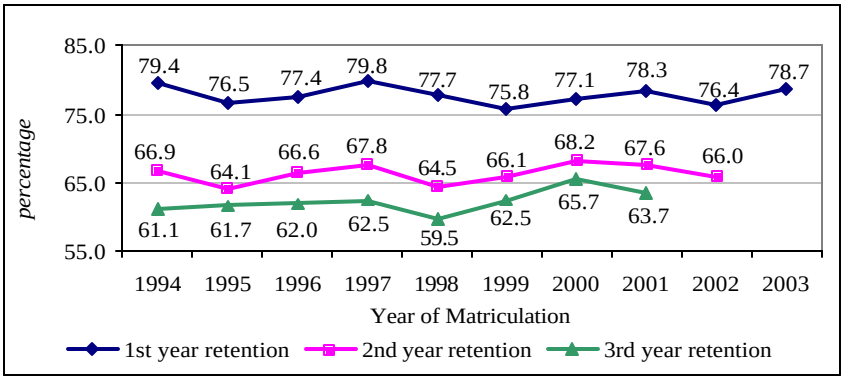
Figure 3-5 compares retention of students of color from 1993-2002. First- and second- year retention are currently lower than they were for students who matriculated in 1994 but third-year rates have risen significantly.

Four-year graduation rates for all students are up 3.4 percent over the previous year and are approaching the high of 27 percent for students who matriculated in 1995. Four-year graduation rates for students of color rose slightly this year, continuing to rebound from low four-year rates set by students who matriculated in 1996 and 1997.

Four-, five-, and six-year graduation rates for all students matriculating during 1992 – 2000, noted in Figure 3-6, remained fairly constant, while those for students of color, shown in Figure 3-7, rose significantly.

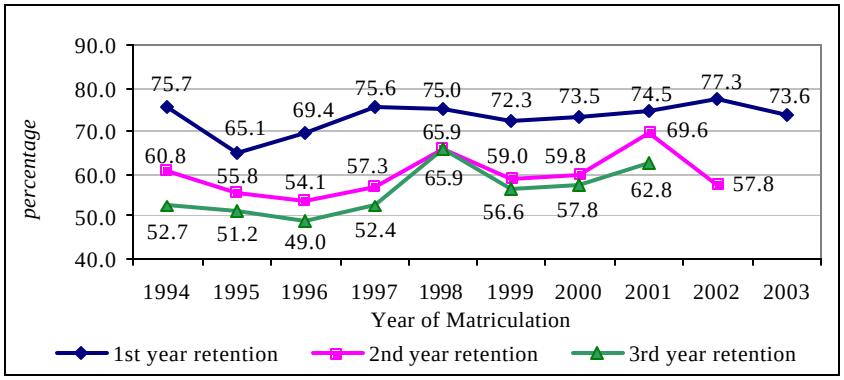
UMD has established four-, five-, and six-year graduation rate goals for 2012 of 30 percent, 53 percent, and 58 percent, respectively.

Figure 3-4. First-, second-, and third-year retention rates (percentage) for first-time, full-time new entering students, by year of matriculation, University of Minnesota – Duluth, 1994-2003.



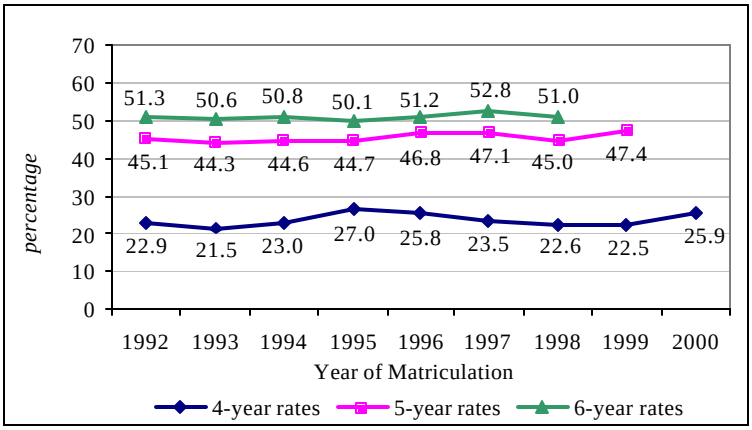
Source: Office of Institutional Research and Reporting, University of Minnesota.

Figure 3-5. 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, 1994 – 2003.



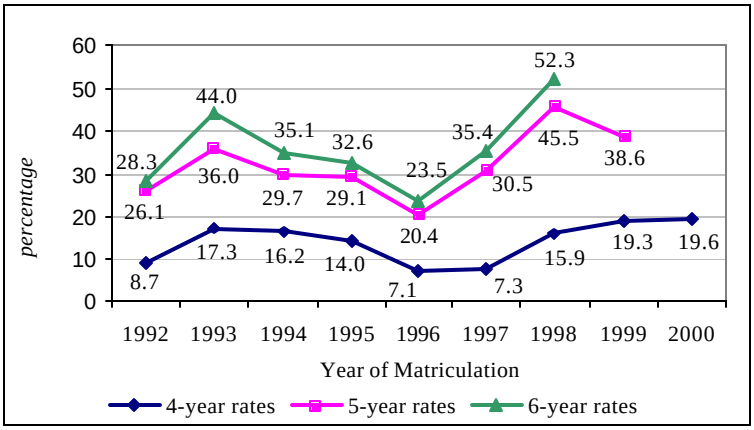
Source: Office of Institutional Research and Reporting, University of Minnesota.

Figure 3-6. 4-, 5-, and 6-year graduation rates, University of Minnesota – Duluth, 1992 – 2000.



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 3-7. 4-, 5-, and 6-year student of color graduation rates, University of Minnesota – Duluth, 1992-00.



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

Note: See note for Figure 3-6 above.

Student Satisfaction

The University has placed increased emphasis on improving the student experience. The Student Experiences Survey has been administered every other year since l997 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 3-8 summarizes undergraduate student responses in the 10 survey areas.

Figure 3-9 shows findings from the graduate student survey.

Figure 3-8. Undergraduate student experiences survey results, University of Minnesota – Duluth, 1997-2003.

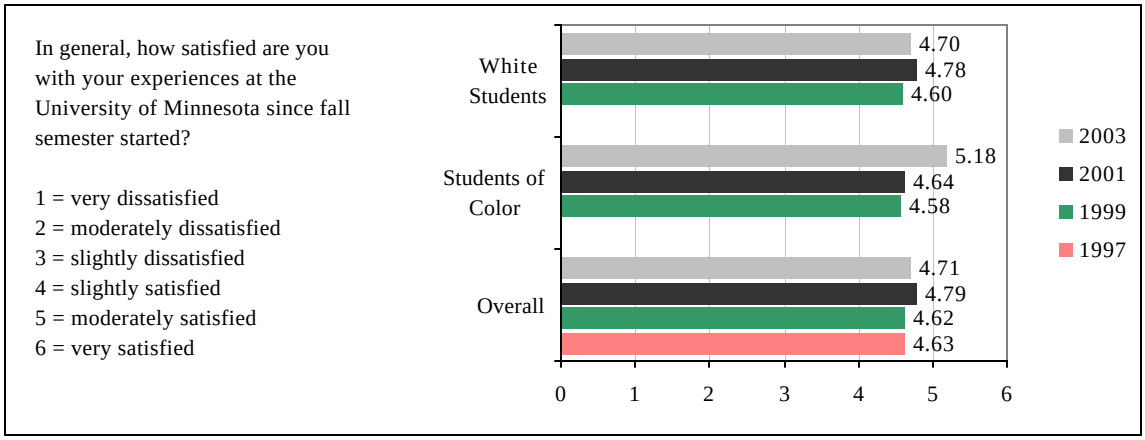
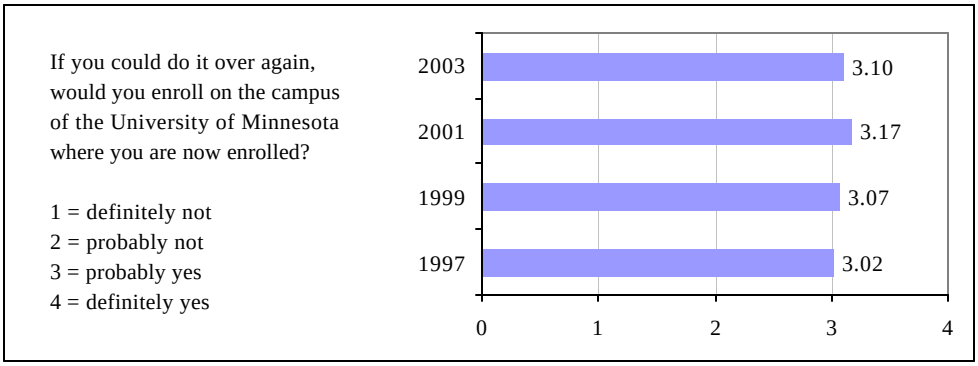
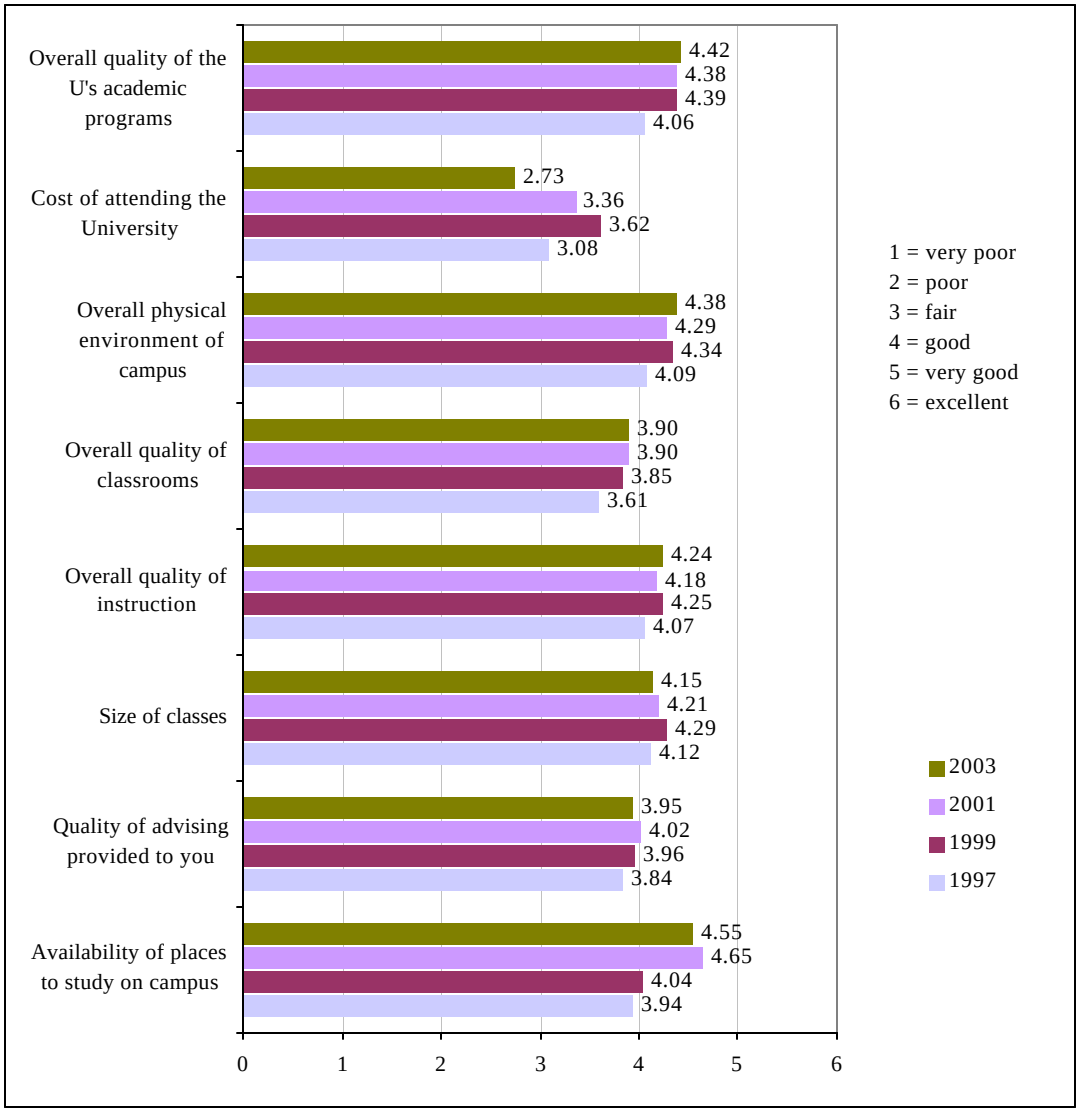


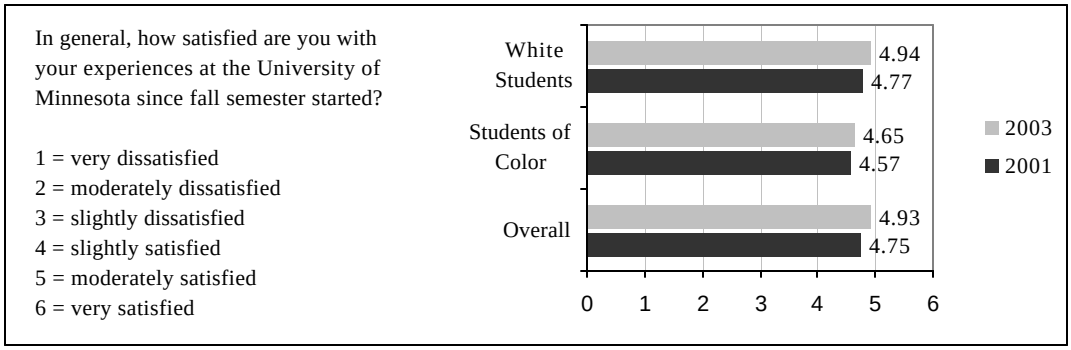
Figure 3-8 (continued). UMD undergraduate student experiences survey.

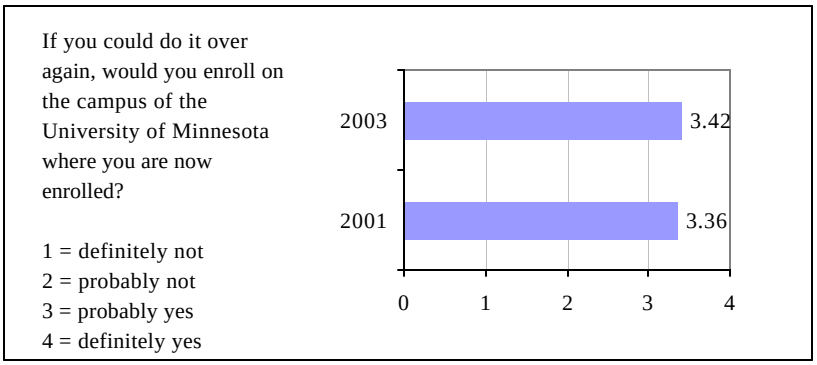


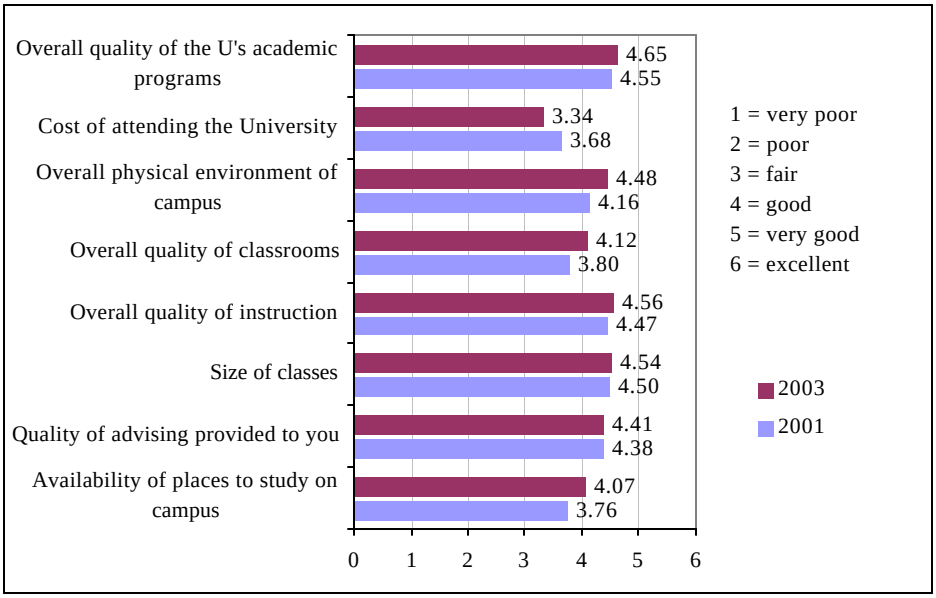


Source: Office of Institutional Research and Reporting, University of Minnesota.

Figure 3-9. 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 – 2003.

Offense	1999	2000	2001	2002	2003
Murder/Non-negligent manslaughter	0	0	0	0	0
Forcible sex offenses (including forcible rape)	1	0	0	1	1
Non-forcible sex offenses	0	0	0	0	0
Robbery	0	0	0	0	0
Aggravated assault	0	1	0	0	0
Burglary	0	3	4	4	12
Motor vehicle theft	0	1	0	0	0
Arson	0	0	0	0	0
Negligent manslaughter	0	0	0	0	0
Alcohol violations	172	171	354	354	243
Drug violations	11	14	32	9	18
Weapons violations	2	0	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 a highly successful year during 2003-04. Highlights included:

- Men's ice hockey advanced to the NCAA Division I Final Four.
- Conference regular season or playoff championships were won in women's basketball, men's and women's cross country, men's and women's indoor and outdoor track and field, women's tennis and volleyball.
- UMD won its 12th consecutive Northern Sun Intercollegiate Conference All-Sports Trophy in 2003-04.

Academic Performance

A total of 410 student-athletes averaged a 2.9 cumulative GPA during 2003-04. Ninety-five student-athletes made the 2003-04 Northern Sun Intercollegiate Conference All-Academic Team, which requires a minimum cumulative GPA of 3.2. Fourteen student-athletes made the 2003-04 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 1997-98 freshmen indicated a six-year graduation rate of 72 percent for student athletes compared to 47 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 1997.

Fiscal Year	Cohort	Graduation Rate
2003	1997	72%
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

Faculty Salary and Compensation

The American Association of University Professors (AAUP) conducts annual salary and compensation surveys of full-time instructional faculty (excluding medical school faculty).

Comparing salaries and compensation across institutions and campuses, however, is inherently imperfect because they differ in many ways, e.g., mission, public vs. private, size, mix of disciplines, etc. Cost-of-living, tax burden, and variations in fringe benefits only add to the imperfection.

In addition, it is important to emphasize that changes in average salary reflect not only salary increases for continuing faculty but also are influenced by retirements, promotions, and new hires. Thus, percentage changes will be different than those stipulated in an annual salary plan. This is true for all campuses nationwide. These differences will vary from year to year, and they can be very significant when the cohort sizes are relatively small.

Average salary and compensation for UMD faculty are shown in comparison to the UMD peer group institutions in Tables 3-9 – 3-13.

For the first time this year, medical school faculty are excluded from Duluth salary and compensation figures, so it is not possible to compare FY 2004 data for the Duluth campus with prior years. For FY 2004:

- Average salaries for assistant professors at University of Minnesota Duluth are significantly below the peer group averages.
- Average compensation for associate professors is well above the peer group average.

Peer Group Comparisons

Table 3-9. Average faculty salary for UMD and peer group institutions, 1999-00 – 2003-04.

Average Salary†

Category	1999-00	2000-01	2001-02	2002-03	2003-04
Full Professor					
Peer Group Average*	$75,600	$78,900	$82,200	$85,400	$86,800
% Change		+ 4.4%	+ 4.2%	+ 3.9%	
UM – Duluth	$72,800	not available	$78,800	$81,500	$79,900
% Change				+ 3.4%	
Associate Professor					
Peer Group Average*	$57,600	$60,000	$62,000	$64,200	$65,100
% Change		+ 4.2%	+ 3.3%	+ 3.5%	
UM – Duluth	$59,400	not available	$63,600	$65,900	$65,500
% Change				+ 3.6%	
Assistant Professor					
Peer Group Average*	$47,800	$49,600	$51,600	$53,100	$54,300
% Change		+ 3.8%	+ 4.0%	+ 2.9%	
UM – Duluth	$47,500	not available	$49,700	$52,000	$50,400
% Change				+ 4.6%	

Source: Office of Institutional Research and Reporting, University of Minnesota.
***** Average excluding University of Minnesota – Duluth.
† Prior to 2003-04, University of Minnesota – Duluth salaries included faculty salaries in the UMD School of Medicine.

Table 3-10. Average faculty compensation for UMD and peer group institutions, 1999-00 – 2003-04.

Average Compensation†

Category	1999-00	2000-01	2001-02	2002-03	2003-04
Full Professor					
Peer Group Average*	$93,800	$97,400	$101,300	$105,300	$107,400
% Change		+ 3.8%	+ 4.0%	+ 3.9%	
UM – Duluth	$94,500	not available	$104,300	$107,800	$106,100
% Change				+ 3.4%	
Associate Professor					
Peer Group Average*	$72,900	$75,500	$77,900	$81,000	$82,400
% Change		+ 3.6%	+ 3.2%	+ 4.0%	
UM – Duluth	$78,200	not available	$85,900	$89,000	$88,700
% Change				+ 3.6%	
Assistant Professor					
Peer Group Average*	$60,900	$62,800	$65,400	$67,700	$69,000
% Change		+ 3.1%	+ 4.1%	+ 3.5%	
UM – Duluth	$63,900	not available	$69,200	$72,200	$70,400
% Change				+ 4.3%	

Source: Office of Institutional Research and Reporting, University of Minnesota.
***** Average excluding University of Minnesota – Duluth
† Prior to 2003-04, UMD compensation included faculty compensation in the UMD School of Medicine.

Full Professors

Table 3-11. Full professor average salary and compensation for University of Minnesota – Duluth and peer group, 2003-2004.

Average Salary† 2003-04 Average Compensation†

Rank	Peer Group Institution	Salary	Rank	Peer Group Institution	Comp
1	Villanova University	$103,800	1	Villanova University	$129,700
2	University of Nevada – Reno	95,700	2	University of Central Florida	116,700
3	University of Nevada – Las Vegas	94,100	3	University of New Hampshire	114,900
4	University of Central Florida	93,400	4	Marquette University	112,300
5	University of New Hampshire	90,600	4	University of Nevada – Las Vegas	112,300
6	Marquette University	88,100	6	University of Nevada – Reno	108,200
7	University of Colorado – Denver	87,200	7	Oakland University	107,100
8	Cleveland State University	85,100	**8**	**University of Minnesota – Duluth**	**106,100**
8	Old Dominion University	85,100	9	University of Wisconsin – Milwaukee	105,800
10	Wright State University – Dayton	84,600	10	Old Dominion University	105,400
11	University of North Carolina – Charlotte	84,000	11	Cleveland State University	104,900
12	University of Wisconsin – Milwaukee	83,400	12	Wright State University – Dayton	104,500
13	Oakland University	80,800	13	University of Colorado – Denver	102,000
14	University of Massachusetts – Dartmouth	80,700	14	University of North Carolina – Charlotte	101,800
15	Florida Atlantic University	80,400	15	Florida Atlantic University	99,700
16	**University of Minnesota – Duluth**	**79,900**	16	University of Massachusetts – Dartmouth	99,300
17	University of Maine – Orono	72,500	17	University of Maine – Orono	94,200

Source: Office of Institutional Research and Reporting, University of Minnesota.
†This year, for the first time, Duluth Medical School faculty salary and compensation were not included in the Duluth campus survey.

Associate Professors

Table 3-12. Associate professor average salary and compensation for University of Minnesota – Duluth and peer group, 2003-2004.

Average Salary† 2003-04 Average Compensation†

Rank	Peer Group Institution	Salary	Rank	Peer Group Institution	Comp
1	Villanova University	$73,600	1	Villanova University	$95,300
2	University of Nevada – Las Vegas	72,800	2	University of New Hampshire	90,000
3	University of Nevada – Reno	69,500	**3**	**University of Minnesota – Duluth**	**88,700**
4	University of New Hampshire	68,500	4	University of Nevada – Las Vegas	88,400
5	University of Central Florida	66,400	5	Oakland University	86,700
6	Marquette University	66,100	6	Marquette University	86,000
7	**University of Minnesota – Duluth**	**65,500**	7	University of Wisconsin – Milwaukee	83,900
8	University of Wisconsin – Milwaukee	64,600	8	University of Central Florida	83,500
9	University of Colorado – Denver	64,100	9	University of Maine – Orono	80,900
10	University of Massachusetts – Dartmouth	63,800	9	Cleveland State University	79,900
11	Cleveland State University	63,400	11	Wright State University – Dayton	79,600
12	Oakland University	63,200	12	University of Massachusetts – Dartmouth	79,100
13	Wright State University – Dayton	62,800	13	University of Colorado – Denver	78,900
14	University of North Carolina – Charlotte	62,400	13	University of Nevada – Reno	78,900
15	University of Maine – Orono	61,600	15	University of North Carolina – Charlotte	76,800
16	Florida Atlantic University	59,700	16	Old Dominion University	75,500
16	Old Dominion University	59,700	17	Florida Atlantic University	75,200

Source: Office of Institutional Research and Reporting, University of Minnesota.
†This year, for the first time, Duluth Medical School faculty salary and compensation were not included in the Duluth campus survey.

Assistant Professors

Table 3-13. Assistant professor average salary and compensation for University of Minnesota – Duluth and peer group, 2003-2004.

Average Salary† 2003-04 Average Compensation†

Rank	Peer Group Institution	Salary	Rank	Peer Group Institution	Comp
1	Marquette University	$58,700	1	Villanova University	$76,100
2	Villanova University	58,600	2	Oakland University	75,800
3	University of Colorado – Denver	56,600	3	University of Wisconsin – Milwaukee	74,500
3	University of Wisconsin – Milwaukee	56,600	4	Marquette University	73,300
5	University of New Hampshire	56,100	5	University of New Hampshire	72,300
6	Oakland University	55,200	6	University of Colorado – Denver	71,400
7	University of Massachusetts – Dartmouth	55,100	**7**	**University of Minnesota – Duluth**	**70,400**
7	University of Nevada – Las Vegas	55,100	8	University of Massachusetts – Dartmouth	68,500
9	University of Nevada – Reno	54,700	8	University of Nevada – Las Vegas	68,500
10	University of Central Florida	53,900	10	University of Central Florida	67,700
11	University of North Carolina – Charlotte	53,800	11	Florida Atlantic University	67,100
11	Florida Atlantic University	53,200	12	University of North Carolina – Charlotte	67,000
13	Old Dominion University	52,300	13	Old Dominion University	66,900
14	Wright State University – Dayton	51,900	14	Wright State University – Dayton	66,100
15	**University of Minnesota – Duluth**	**50,400**	15	University of Maine – Orono	64,500
16	University of Maine – Orono	48,500	16	University of Nevada – Reno	62,300
17	Cleveland State University	48,200	17	Cleveland State University	62,200

Source: Office of Institutional Research and Reporting, University of Minnesota.
†This year, for the first time, Duluth Medical School faculty salary and compensation were not included in the Duluth campus survey.

Faculty Diversity

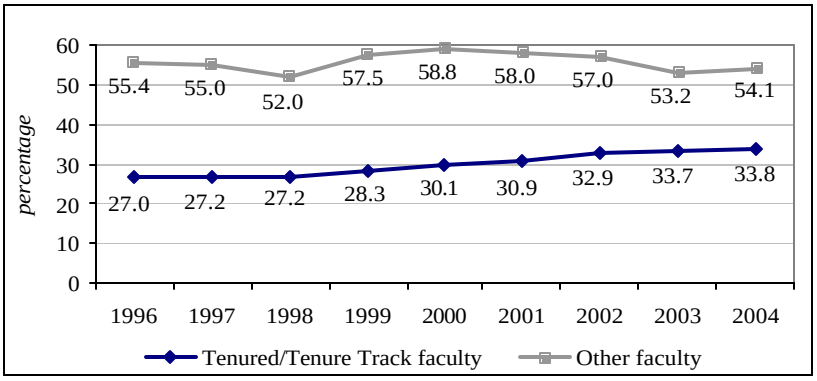
Figure 3-10 shows the percentage of female tenured/tenure track faculty and other faculty for the period 1996-2004. Over 42 percent of UMD's faculty are female, the highest percentage of any University of Minnesota campus.

Figure 3-11 shows the percentage of tenured/tenure track faculty of color and other faculty of color for the same period. The number of faculty of color at UMD has doubled (24 to 49) since 1996.

Figure 3-12 shows the ethnic and racial diversity of the UMD faculty. UMD has a higher percentage of American Indian faculty (1.8 percent) than any other University of Minnesota campus.

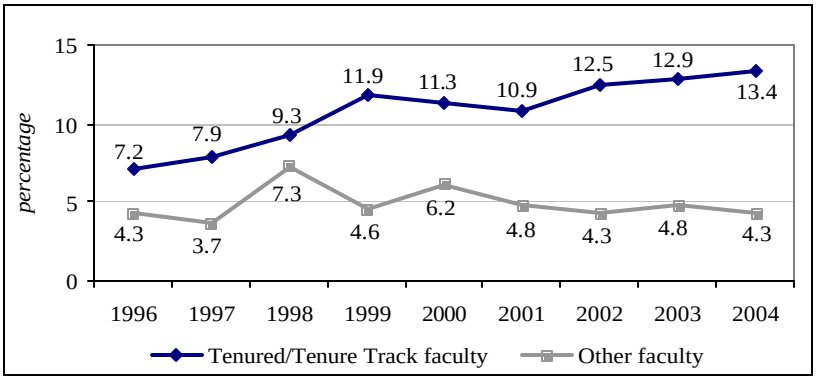
Note: Individuals in executive and administrative positions may also be tenured faculty. For Figures 3-10 – 3-12, each person was counted only once, according to his/her primary appointment.

Figure 3-10. Percentage of female faculty at University of Minnesota – Duluth, 1996-2004.



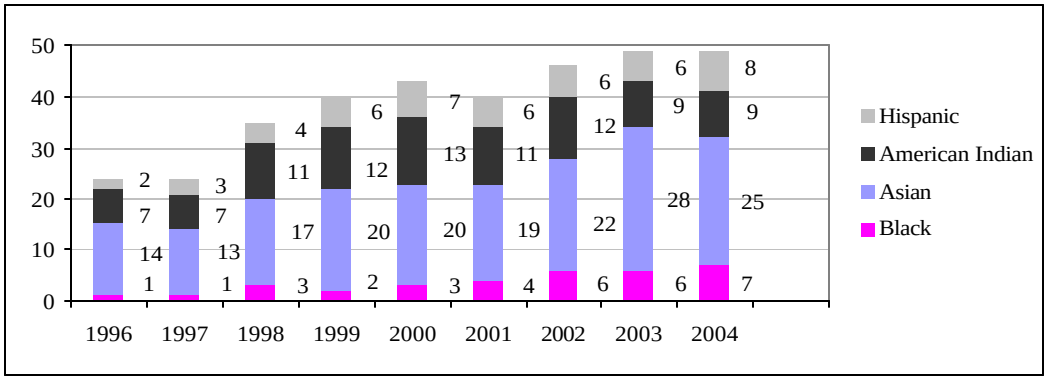
Source: Office of Equal Opportunity and Affirmative Action, University of Minnesota.

Figure 3-11. Percentage of faculty of color at University of Minnesota – Duluth, 1996-2004.



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

Figure 3-12. Number of faculty of color at University of Minnesota – Duluth, 1996-2004.



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

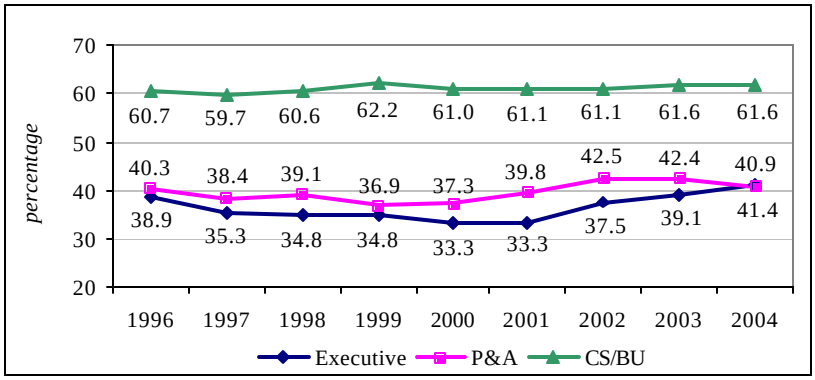
Staff Diversity

In 2004, the University of Minnesota Duluth had 965 staff in the Executive, Professional and Administrative (P&A), and Civil Service/Bargaining Unit (CS/BU) classifications. Of these, 57.2 percent were female, approximately the same percentage as in 1996.

Figures 3-13 and 3-14 show the percentage of female staff and staff of color, respectively, during the period 1996-2004 for each of the three staff classifications.

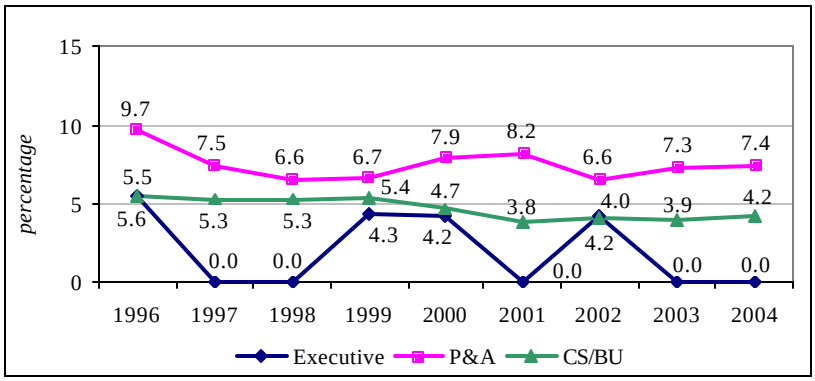
Between 1996 and 2004, the number of staff of color at UMD decreased from 54 (6.3 percent) to 45 (4.7 percent). In 2004, 1.9 percent of UMD's staff members were American Indian, the highest percentage of any University of Minnesota campus.

Figure 3-13. Percentage of female staff employees, University of Minnesota – Duluth, 1996-2004.



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

Figure 3-14. Percentage of staff of color, University of Minnesota – Duluth, 1996-2004.



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

F. Endowment and Annual Giving

2003-04 Achievements

There were 4,370 donors to UMD in 2003-04, with total gifts of $3,517,304. Other notable achievements include:

- created ten new scholarships and fellowships;
- raised more than $100,000 for the first time Italian American Festival;
- enrolled eight new members in the Presidents Club Heritage Society. The Heritage Society recognizes individuals who make a future gift to UMD through a will, trust, gift annuity, insurance policy, or other deferred means.
- initiated a $1.2 million Best of Class Matching Scholarship Fund. This scholarship pays one half tuition for Minnesota students who graduate first or second in their high school class
- created 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.

FY 2004-05 Goals

At the halfway point of its 2004-05 annual campaign, UMD has raised $2,730,174 of its $4 million goal.

Over the coming year, naming initiatives will continue in the Marshall Performing Arts Center, Weber Music Hall, and the UMD Library. In addition, intercollegiate athletics has identified two fundraising efforts:

- Power Play Endowment Fund for men's hockey ($500,000)
- UMD Division II Sports Step-Up Endowment Campaign ($500,000)

4: Morris Campus

A. Campus Profile

The University of Minnesota – Morris is the academically rigorous, public undergraduate liberal arts campus of the University of Minnesota and a public honors college for the state. The Morris campus has repeatedly received national recognition for its distinctive liberal arts mission and strong academic quality 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.* The campus's strength comes primarily from: a focused, narrowly defined mission; 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.

Founded
1960

Leadership
Samuel Schuman, Chancellor

Divisions
Education
Humanities
Interdisciplinary Studies
Science and Mathematics
Social Sciences

Degrees Offered
Bachelor of Arts

Academic Programs Offered
30 majors; 7 pre-professional programs

Fall 2004 Enrollment

Undergraduate	1,685
Non-degree	154
Total	1,839

Faculty Size (FY 2004)

Tenured/Tenure Track	110
Other Faculty	15

Undergraduate Degrees Awarded (FY 2004)
350

Living Alumni (FY 2004)
17,397 (graduates and non-grads)

Staff (FY 2004)

Civil Service/ Bargaining Unit	194
Professional and Administrative	88

Number of Buildings
28 (561,000 assignable square feet)

Expenditures (FY 2004)
$36,219,565

B. Academic Priorities

Current academic priorities include:

- continuing to offer an uncompromisingly 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 selected new majors and minors, such as Native American studies;
- strengthening the first-year seminar and honors programs; and
- strengthening the international component of a UMM education, through study abroad, exchange programs, etc.

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 majors – women's studies, anthropology, and statistics – have been added in the last few years, as well as an African American studies minor. 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 last 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 more systematically for national scholarships, such as Rhodes, Truman, Goldwater, and Fulbright scholarships. Other areas of excellence and emphasis 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 "promise of tomorrow" 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 Foundation for the Advancement of Teaching among 217 national-level liberal arts colleges across the country that emphasize undergraduate education and award at least half of their degrees in the liberal arts disciplines. Of these colleges, 21 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, the same rank as the previous year. 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: 2005, 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. Using national measuring standards, 48 percent of UMM graduates will study abroad during their collegiate careers.

Undergraduate Research Opportunities Program (UROP): The campus has high UROP participation rates and also provides supporting funds for 24 students to conduct research with faculty members under the Morris Academic Partners Program. Another 30 students serve various campus offices as administrative interns, gaining practical knowledge while enhancing their education.

Service Learning: The campus has an extensive repertoire of service-learning courses. For three years a grant from Learn and Serve America was used to enhance service learning on campus, with over 408 students participating. Over 560 people from the Morris community, representing 15 community programs, agencies, and religious institutions, also participated.

The campus was chosen by Learn and Serve America to receive a second three-year grant to develop more service-learning courses. This grant focuses 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.

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;
- summer workshops for teachers; and
- the TREC (Tutoring, Reading, Enabling Children) program which offers tutorial assistance at the local elementary school.

UMM serves area communities while providing learning experiences for students. Some recent activities include:

- Campus Compact involvement (tree planting, leaf raking, snow shoveling, special senior citizen presentations);
- voter registration; and
- Center for Small Towns projects (helping school districts with tutoring, cultural exchanges, strategic planning, and Web site development).

UMM partners with city, county, and regional projects that benefit citizens:

- partnership with Morris Area School District to create a regional fitness center;
- a projected new campus-community athletic stadium;
- 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;
- annual youth art exhibit;
- 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 (e.g., AIDS Memorial Quilt); and
- concerts open to the community.

UMM provides facilities, expertise, and resources to the community:

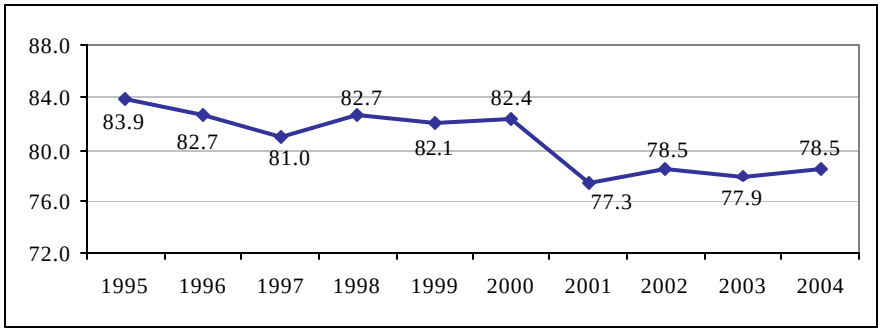
- business incubator (e.g., Info-Link Internet provider, West Central Environment Consultants);
- faculty experts, speakers, and moderators;
- graduate and in-service professional development for educators; and
- area high school athletic tournaments hosted by Physical Education Center.

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 18 percent students of color.

Figures 4-1 – 4-3 and Tables 4-2 and 4-3 provide detailed information on the demographics of UMM students over the past decade. In fall 2004, Morris freshmen had the highest average ACT composite score of any University of Minnesota campus. Over the past 10 years, over 62 percent of each freshman class at Morris has come from the top quarter of their high class.

Figure 4-1. Average high school rank percentile of new, entering freshmen, University of Minnesota – Morris, 1995-2004.



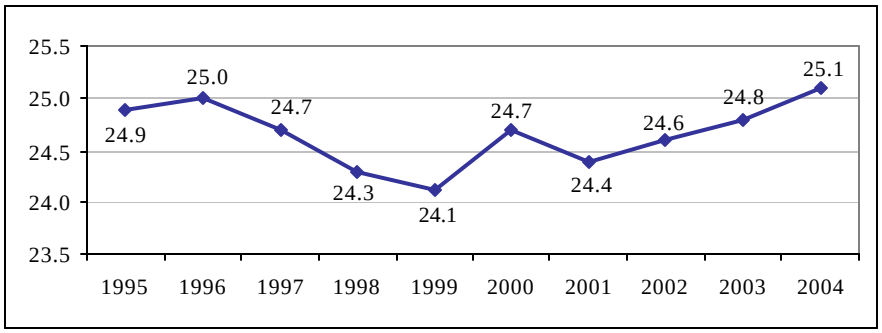
Source: Office of Institutional Research and Reporting, University of Minnesota.

Table 4-2. High school rank of freshmen, University of Minnesota – Morris, 1995-2004.

Rank	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
90-99%	45%	44%	39%	44%	43%	41%	32%	33%	32%	35%
75-89	34	33	33	30	31	33	31	33	32	31
50-74	18	19	24	23	22	22	28	26	28	25
1-49	3	5	4	3	3	3	9	8	8	8

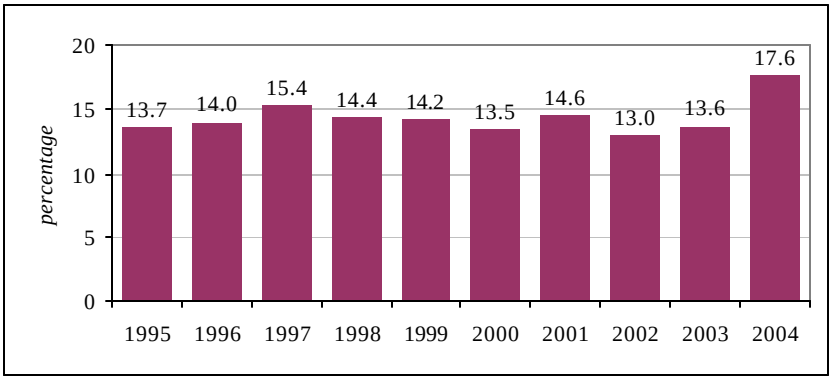
Source: Office of Institutional Research and Reporting, University of Minnesota.

Figure 4-2. Average ACT score of new, entering freshmen, University of Minnesota – Morris, 1995-2004.



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

Figure 4-3. Percentage of entering freshmen of color, University of Minnesota – Morris, fall 1995 – fall 2004.



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

Table 4-3. Proportion of students by racial/ethnic group, University of Minnesota – Morris, fall 1996 – fall 2004.

	1996	1997	1998	1999	2000	2001	2002	2003	2004
African American	4.2%	5.6%	5.5%	5.2%	5.6%	4.9%	3.5%	2.8%	2.2%
American Indian	5.0	5.5	6.5	6.8	6.0	6.6	6.7	7.2	7.8
Asian/Pacific Islander	3.1	2.4	2.7	2.5	2.6	2.8	2.8	3.1	3.1
Caucasian	84.4	83.3	82.8	83.0	81.6	81.9	82.4	80.4	79.3
Chicano/Hispanic	1.9	1.6	1.1	1.2	1.4	1.4	1.6	1.5	1.5
International	0.9	1.3	0.4	0.8	0.3	0.8	1.1	1.1	1.2
Not Reported	0.5	0.4	0.9	0.5	2.5	1.6	1.9	3.9	4.8

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

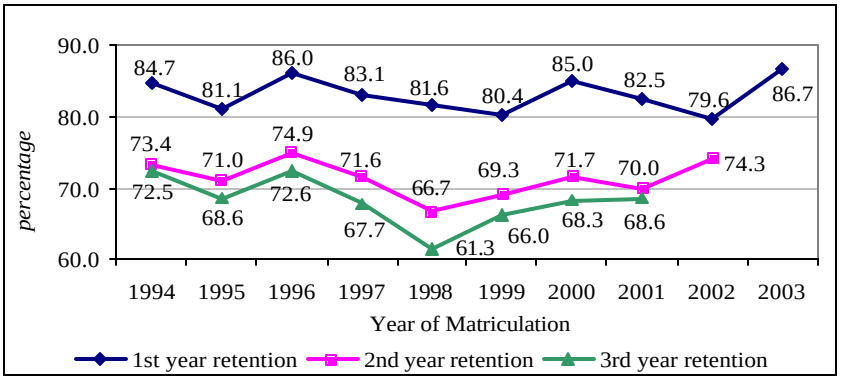
Retention and Graduation Rates

Figures 4-4 and 4-5 show UMM's retention rates over the past decade. First-, second-, and third-year retention rates at Morris peaked for students matriculating in 1996 then fell for several years, but are now rebounding. First-year retention at Morris is up 7 percentage points over last year; its 86.7 percent rate is the highest of any University of Minnesota campus. Retention rates for students of color lag those of all students by at least 6 percent.

Figures 4-6 and 4-7 provide information on graduation rates over the same period. Four-, five-, and six-year graduation rates at UMM have traditionally been the highest of any University of Minnesota campus; the rates are also high on a national scale for public institutions. However, the trend over the past eight years has been generally downward and the most recent rates are below those of students who matriculated in 1992. Four-year graduation rates for students of color are up nearly 10 percent over last year.

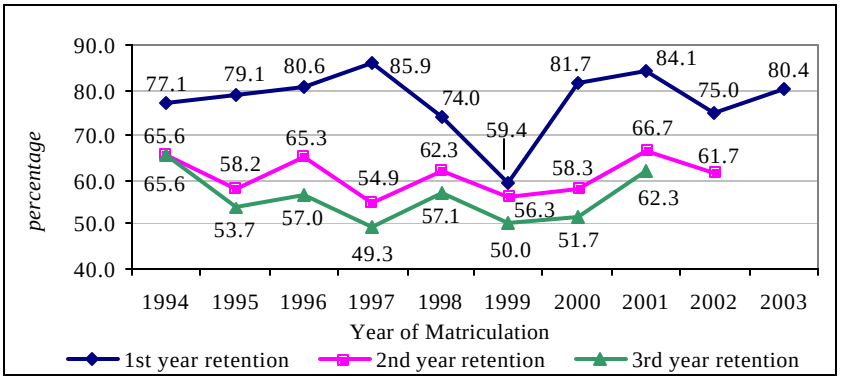
UMM has set four-, five-, and six-year graduation rate goals for 2012 of 52 percent, 66 percent, and 68 percent, respectively.

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



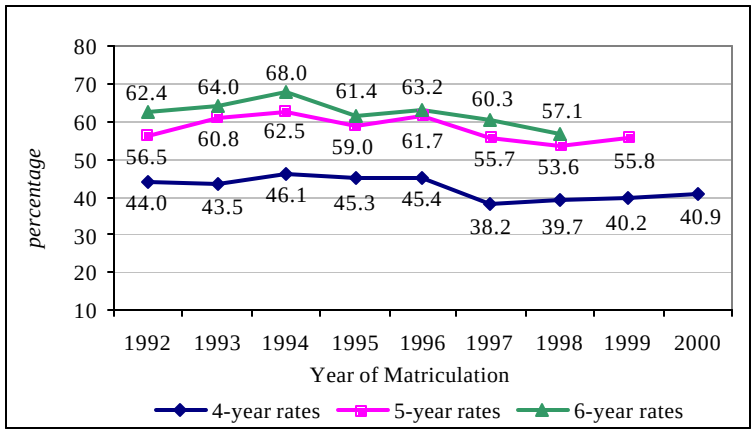
Source: Office of Institutional Research and Reporting, University of Minnesota.

Figure 4-5. 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, 1994-2003.



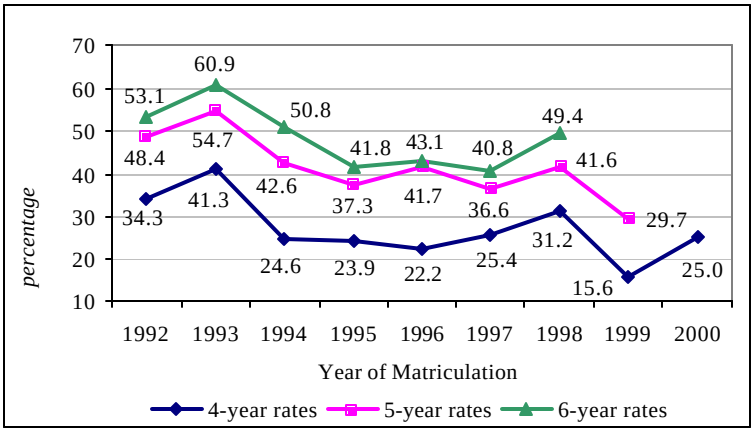
Source: Office of Institutional Research and Reporting, University of Minnesota.

Figure 4-6. 4-, 5-, and 6-year graduation rates, University of Minnesota – Morris, 1992-2000.



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 4-7. Graduation rates for students of color, University of Minnesota – Morris, 1992-2000.



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. UMM students report the highest level of satisfaction of any within the University of Minnesota.

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 4-8. Undergraduate student experiences survey results, University of Minnesota – Morris, 1997-2003.

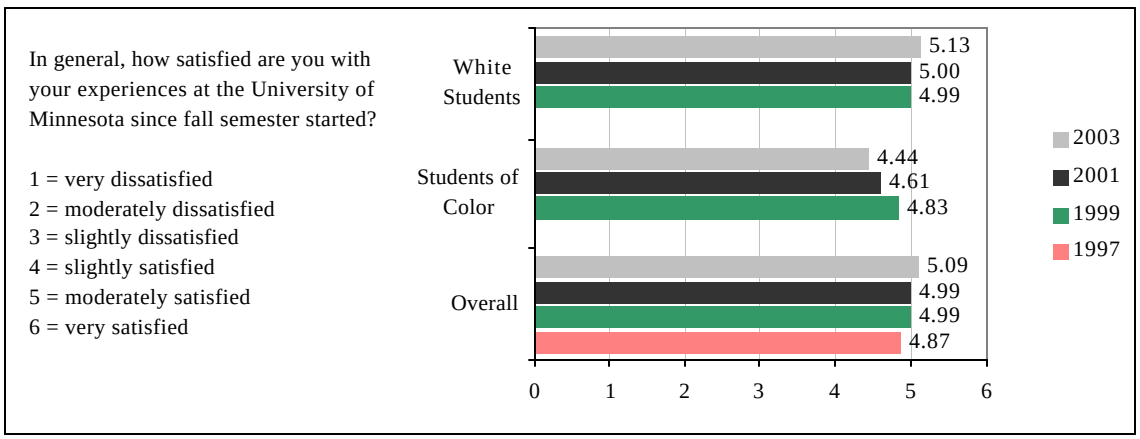
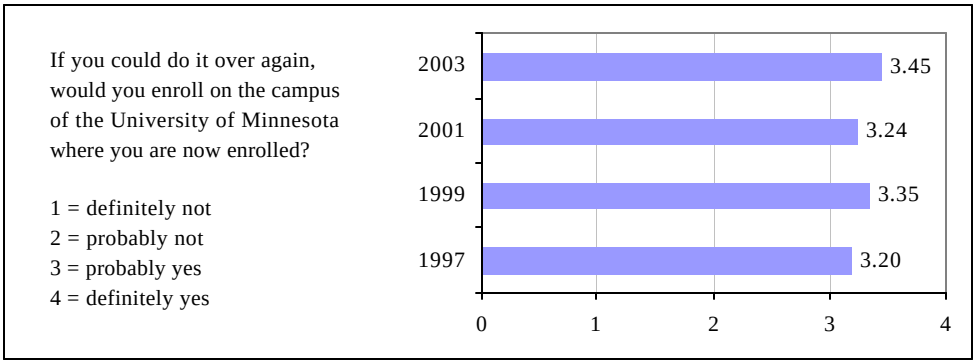
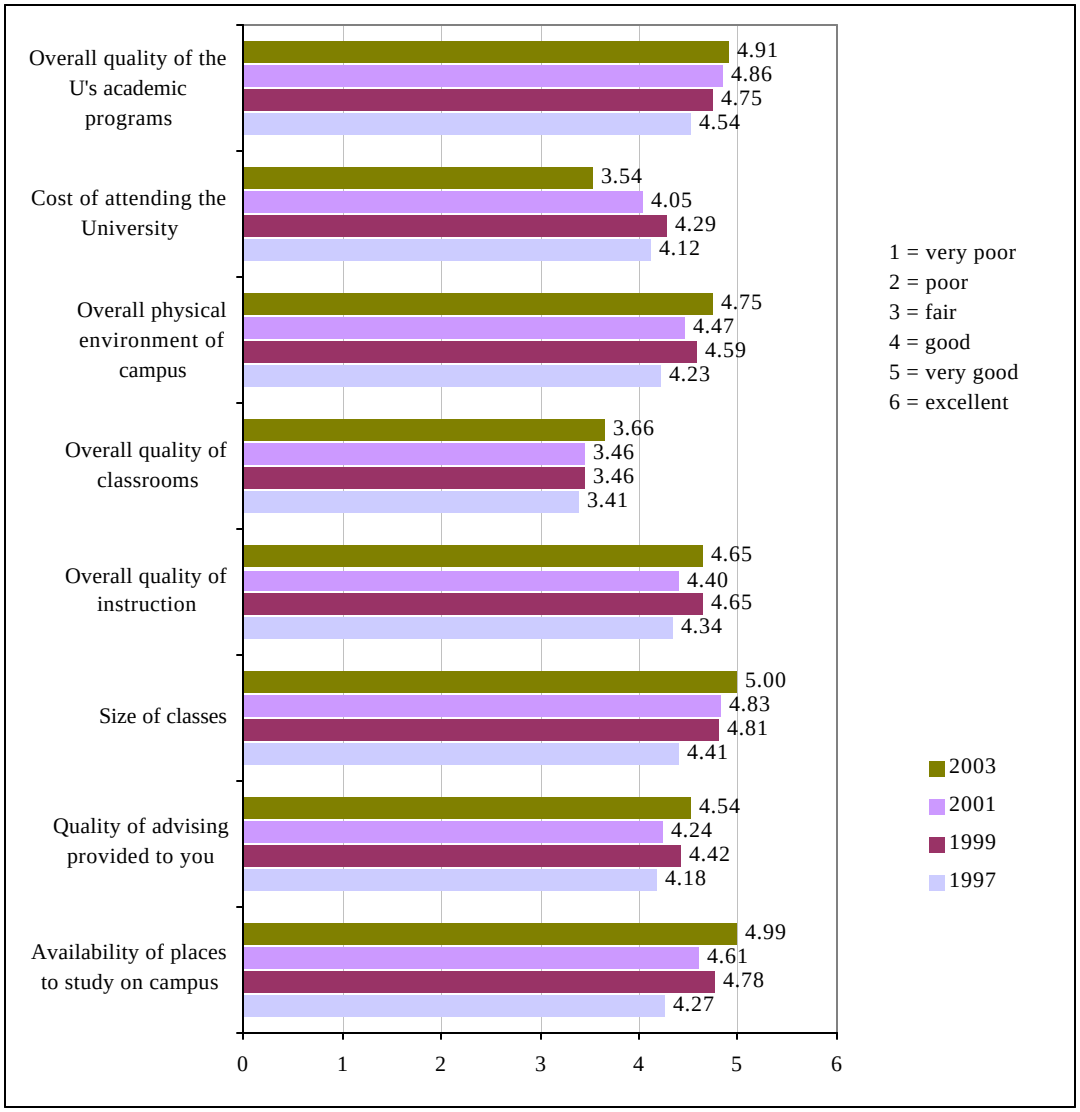


Figure 4-7 (continued). Morris campus undergraduate student experiences survey results.





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

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

Offense	1999	2000	2001	2002	2003
Murder	0	0	0	0	0
Robbery	0	0	0	0	0
Aggravated assault	1	0	0	1	1
Sex offenses (non-forcible and forcible)	4	0	4	2	0
Burglary	3	9	4	13	0
Motor vehicle theft	0	0	0	0	0
Arson	0	0	0	0	0
Alcohol arrests	20	33	21	14	8
Drug arrests	5	1	3	0	4
Weapons arrests	0	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.

E. Human Resources

Faculty Salary and Compensation

The American Association of University Professors (AAUP) conducts annual salary and compensation surveys of full-time instructional faculty (excluding medical school faculty).

Comparing salaries and compensation across institutions and campuses, however, is inherently imperfect because they differ in many ways, e.g., mission, public vs. private, size, mix of disciplines, etc. Cost-of-living, tax burden, and variations in fringe benefits only add to the imperfection.

In addition, it is important to emphasize that changes in average salary reflect not only salary increases for continuing faculty but also are influenced by retirements, promotions, and new hires. Thus, percentage changes will be different than those stipulated in an annual salary plan. This is true for all campuses nationwide. These differences will vary from year to year, and they can be very significant when the cohort sizes are relatively small.

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.

As Tables 4-5 and 4-6 indicate, faculty salaries at all levels 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.

In FY 2004, however, the University of Minnesota – Morris lost ground compared to its peer group in average salary and average compensation for professors at all levels.

Average compensation for UMM assistant professors is now only $100 above the peer group average; for full professors it fell to $300 less than the peer group. Only associate professors continue to have an average compensation that is considerably higher than that of the 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. From 2002-03 to 2003-04:

- At the full professor level, the University of Minnesota – Morris dropped from 7th place to 9th place in average salary among its peers and remained in 5th place for average compensation.
- At the associate professor level, the Morris campus dropped from 8th to 10th place in average salary among its peers and remained in 4th place for average compensation.
- At the assistant professor level, there was no change in Morris's ranking among its peers for average salary and average compensation.

Peer Group Comparisons

Table 4-5. Average faculty salary for University of Minnesota – Morris and peer group institutions, 1999-00 – 2003-04.

Average Salary

Category	1999-00	2000-01	2001-02	2002-03	2003-04	Five-Year Change
Full Professor						
Peer Group Average*	$65,800	$68,500	$71,800	$73,600	$74,900	**+ $9,100**
% Change		+ 4.1%	+ 4.8%	+ 2.5%	+ 1.9%	**+ 13.8%**
UM – Morris	$67,200	$66,700	$68,900	$70,900	$70,000	**+ $2,800**
% Change		- 0.7%	+ 3.3%	+ 2.9%	- 1.2%	**+ 4.2%**
Associate Professor						
Peer Group Average*	$51,900	$53,800	$55,300	$57,000	$57,700	**+ $5,800**
% Change		+ 3.7%	+ 2.8%	+ 3.0%	+ 1.3%	**+ 11.2%**
UM – Morris	$51,400	$53,300	$53,900	$55,200	$53,900	**+ $2,500**
% Change		+ 3.7%	+ 1.1%	+ 2.5%	- 2.3%	**+ 4.9%**
Assistant Professor						
Peer Group Average*	$41,100	$42,800	$44,300	$45,700	$46,800	**+ $5,700**
% Change		+ 4.1%	+ 3.5%	+ 3.1%	+ 2.5%	**+ 13.9%**
UM – Morris	$38,700	$38,700	$39,700	$41,000	$41,500	**+ $2,800**
% Change		--	+ 2.6%	+ 3.1%	+ 1.2%	**+ 7.2%**

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, 1999-00 – 2003-04.

Average Compensation

Category	1999-00	2000-01	2001-02	2002-03	2003-04	Five-Year Change
Full Professor						
Peer Group Average*	$82,200	$85,700	$90,200	$92,500	$95,200	**+ $13,000**
% Change		+ 4.3%	+ 5.3%	+ 2.6%	+ 2.9%	**+ 15.8%**
UM – Morris	$88,700	$89,300	$93,100	$96,000	$94,900	**+ $6,200**
% Change		+ 0.7%	+ 4.3%	+ 3.1%	- 1.1%	**+ 7.0%**
Associate Professor						
Peer Group Average*	$64,800	$67,700	$70,100	$72,600	$74,100	**+ $9,300**
% Change		+ 4.5%	+ 3.5%	+ 3.5%	+ 2.1%	**+ 14.4%**
UM – Morris	$69,600	$73,100	$75,000	$77,100	$75,500	**+ $5,900**
% Change		+ 5.0%	+ 2.6%	+ 2.8%	- 2.1%	**+ 8.5%**
Assistant Professor						
Peer Group Average*	$50,900	$53,700	$56,100	$58,300	$60,300	**+ $9,400**
% Change		+ 5.5%	+ 4.5%	+ 4.0%	+ 3.5%	**+ 18.5%**
UM – Morris	$54,300	$55,500	$57,900	$59,900	$60,400	**+ $6,100**
% Change		+ 2.2%	+ 4.3%	+ 3.4%	+ 0.8%	**+ 11.2%**

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, 2003-2004.

Average Salary 2003-04 Average Compensation

Rank	Peer Group Institution	Salary	Rank	Peer Group Institution	Comp
1	Carleton College	$95,500	1	Carleton College	$124,900
2	Macalester College	91,900	2	Ramapo College of New Jersey	117,500
3	Ramapo College of New Jersey	91,000	3	Macalester College	116,500
4	Hamline University	75,700	4	Hamline University	96,800
5	St. Mary's College of Maryland	74,700	**5**	**University of Minnesota – Morris**	**94,900**
6	Mary Washington College	72,200	6	St. Mary's College of Maryland	93,400
7	St. Olaf College	72,000	7	St. John's University	92,200
8	St. John's University	71,900	8	St. Olaf College	91,700
9	**University of Minnesota – Morris**	**70,000**	9	Mary Washington College	90,900
10	University of North Carolina – Asheville	69,800	10	College of St. Benedict	88,200
11	Gustavus Adolphus College	68,600	11	University of North Carolina – Asheville	85,400
12	College of St. Benedict	68,200	12	Gustavus Adolphus College	84,500
13	Concordia College – Moorhead	64,100	13	Concordia College – Moorhead	78,500
14	University of Maine – Farmington	58,600	14	University of Maine – Farmington	77,900

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, 2003-2004.

Average Salary 2003-04 Average Compensation

Rank	Peer Group Institution	Salary	Rank	Peer Group Institution	Comp
1	Ramapo College of New Jersey	$71,900	1	Ramapo College of New Jersey	$92,900
2	Macalester College	69,600	2	Carleton College	91,200
3	Carleton College	67,500	3	Macalester College	90,700
4	St. Olaf College	57,900	**4**	**University of Minnesota – Morris**	**75,500**
5	Hamline University	57,200	5	Hamline University	73,600
6	College of St. Benedict	56,100	6	St. Olaf College	73,000
7	St. John's University	56,000	7	St. John's University	71,800
8	Gustavus Adolphus College	55,000	8	College of St. Benedict	70,700
8	St. Mary's College of Maryland	55,000	9	St. Mary's College of Maryland	70,100
10	Mary Washington College	53,900	10	Mary Washington College	69,200
10	**University of Minnesota – Morris**	**53,900**	11	Gustavus Adolphus College	69,000
12	Concordia College – Moorhead	52,500	12	Concordia College – Moorhead	65,100
13	University of North Carolina – Asheville	52,000	13	University of North Carolina – Asheville	64,100
14	University of Maine – Farmington	45,500	14	University of Maine – Farmington	61,700

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, 2003-2004.

Average Salary 2003-04 Average Compensation

Rank	Peer Group Institution	Salary	Rank	Peer Group Institution	Comp
1	Carleton College	$59,600	1	Carleton College	$80,600
2	Ramapo College of New Jersey	55,600	2	Ramapo College of New Jersey	71,900
3	Macalester College	53,400	3	Macalester College	67,600
4	Gustavus Adolphus College	47,400	**4**	**University of Minnesota – Morris**	**60,400**
5	St. John's University	46,400	5	St. Mary's College of Maryland	58,800
6	College of St. Benedict	45,400	6	Gustavus Adolphus College	58,700
7	St. Mary's College of Maryland	45,200	6	St. John's University	58,700
8	St. Olaf College	45,000	8	College of St. Benedict	58,200
9	University of North Carolina – Asheville	44,800	9	St. Olaf College	57,800
10	Concordia College – Moorhead	44,700	9	University of North Carolina – Asheville	56,300
11	Hamline University	42,400	11	Hamline University	55,600
12	**University of Minnesota – Morris**	**41,500**	12	Concordia College – Moorhead	55,500
13	Mary Washington College	40,800	13	Mary Washington College	53,500
14	University of Maine – Farmington	37,900	14	University of Maine – Farmington	51,100

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

Faculty and Staff Diversity

Figure 4-8 shows the percentage of female tenured/tenure track faculty and other faculty for the period 1996-2004. Between 1996 and 2004, the total faculty at UMM increased by eight; seven of these were female faculty positions.

Figure 4-9 shows the percentage of tenured/ tenure track faculty of color and other faculty of color for the same period.

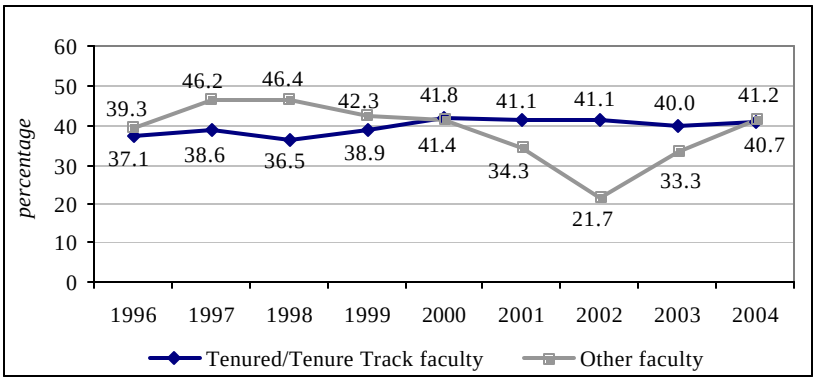
Figure 4-10 shows the ethnic and racial diversity of the UMM faculty.

Figures 4-11 and 4-12 show the percentage of female staff and staff of color, respectively, during the period 1996-2004 for each of the three staff classifications.

In 2004, the University of Minnesota – Morris had 284 staff in the Executive, Professional and Administrative (P&A), and Civil Service/Bargaining Unit (CS/BU) classifications. Of these, 59.9 percent were female, the highest percentage of any University of Minnesota campus. This percentage increased from 57.6 percent in 1996.

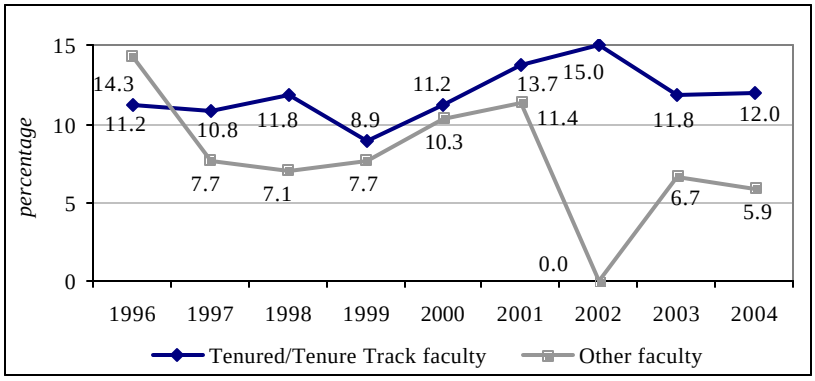
The number of staff of color was the same in 2004 as in 1996, although the percentage dropped slightly. In 2004, 2.1 percent of UMM's staff members were Hispanic, the highest percentage of any University of Minnesota campus.

Figure 4-9. Female faculty at University of Minnesota – Morris, 1996-2004.



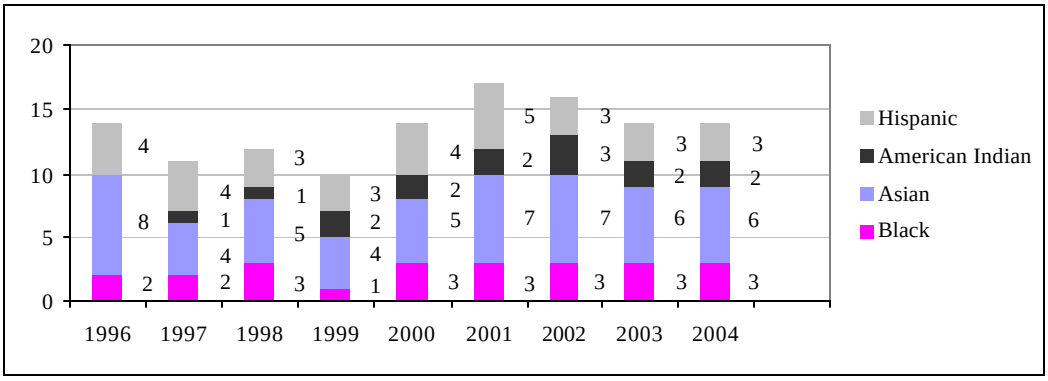
Source: Office of Equal Opportunity and Affirmative Action, University of Minnesota.

Figure 4-10. Faculty of color at University of Minnesota – Morris, 1996-2004.



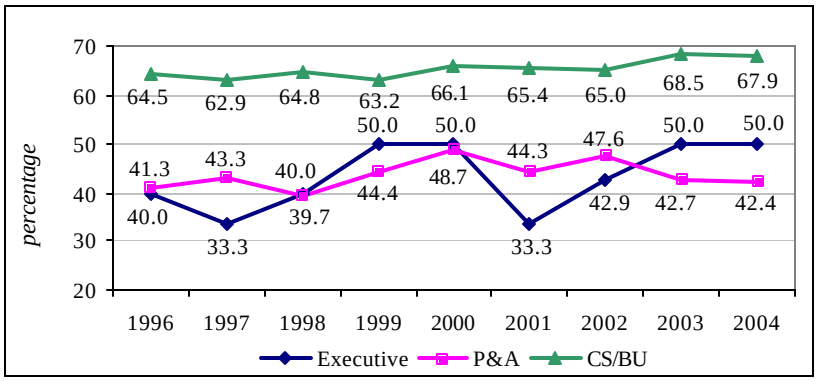
Source: Office of Equal Opportunity and Affirmative Action, University of Minnesota.

Figure 4-11. Faculty diversity at University of Minnesota – Morris, 1996-2004.



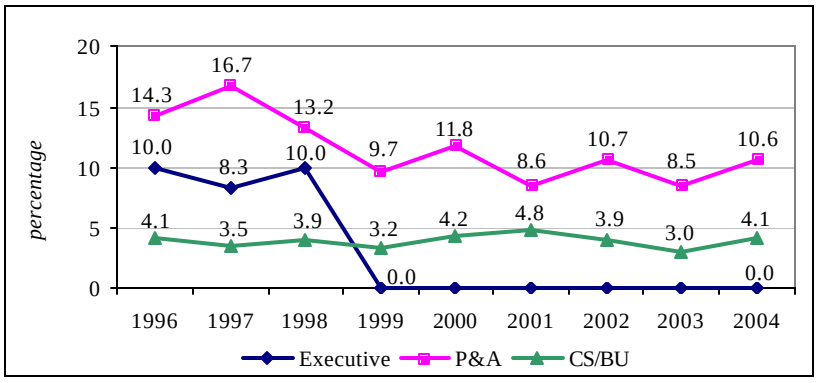
Source: Office of Equal Opportunity and Affirmative Action, University of Minnesota.

Figure 4-12. Percentage of female staff employees, University of Minnesota – Morris, 1996-2004.



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

Figure 4-13. Percentage of staff of color, University of Minnesota – Morris, 1996-2004.



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

5: Crookston Campus

A. Campus Profile

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

Founded
1905

Leadership
Joseph Massey, Chief Executive Officer

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

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

Fall 2004 Enrollment

Undergraduate	1,152
Non-degree	936
Total	2,088

Undergraduate Degrees Awarded (FY 2004)
226

Faculty Size (FY 2004)

Tenured/Tenure Track	47
Other Faculty	8

Alumni (FY 2004)

Living Alumni	7,066

Staff (FY 2004)

Civil Service/ Bargaining Unit	97
Professional and Administrative	93

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

Expenditures (FY 2004)
$21,747,585

B. Academic Priorities

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

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

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

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

Student Experience Enrichment

Efforts to enrich the student experience include:

- Undergraduate Research Opportunities Program applications have historically averaged two or three per semester. Seven applications were received for spring 2004, and eight were submitted for fall 2004.
- A new emphasis on promoting global awareness is emerging. Engagement with the University's Study Abroad Curriculum Integration initiative and significant on-campus effort resulted in 13 study abroad students in 2003-04, and more are expected in coming years.

Public Engagement

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

- continuous enhancement of partnerships with regional employers;
- two planning grants for the new Center for Sustainable Development and continued support for faculty outreach and research in rural development from the Veden Charitable Trust;
- opening of a new diversity center on campus and highlighting the need for curriculum integration of diversity issues;
- engaging faculty and staff in the Crookston Vitality Project and in a community-wide alcohol and other drug abuse prevention effort. The University's "Mini Medical School" was presented in fall 2004 and a free public seminar series is planned.

Efficiency and Effectiveness

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

Academic Rankings

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

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

Table 5-1. *U.S. News & World Report*, Top Public Comprehensive Colleges – Bachelor's (Midwest) category, 2004.

Rank	Institution
1	Southwest Minnesota State University – Marshall
2	Dakota State University – Madison, South Dakota
3	**University of Minnesota – Crookston**
4	Valley City State University – Valley City, North Dakota
5	Missouri Southern State University – Joplin, Missouri

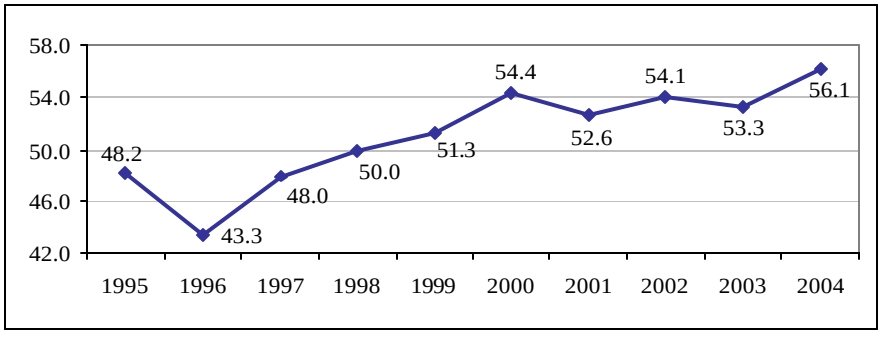
Source: *America's Best Colleges: 2005, U.S. News & World Report*

C. Students

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

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

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



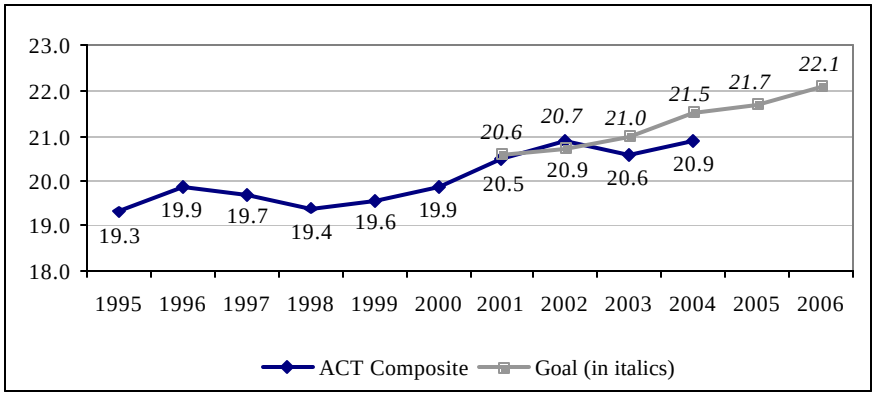
Source: Office of Institutional Research and Reporting, University of Minnesota.

Table 5-2. High school rank of freshmen, University of Minnesota – Crookston, 1995-2004.

Rank	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
90-99%	4%	2%	4%	7%	7%	10%	7%	5%	6%	9%
75-89	13	8	16	14	13	16	18	18	16	21
50-74	31	28	26	30	33	29	29	32	35	29
1-49	52	61	54	50	47	45	46	45	43	41

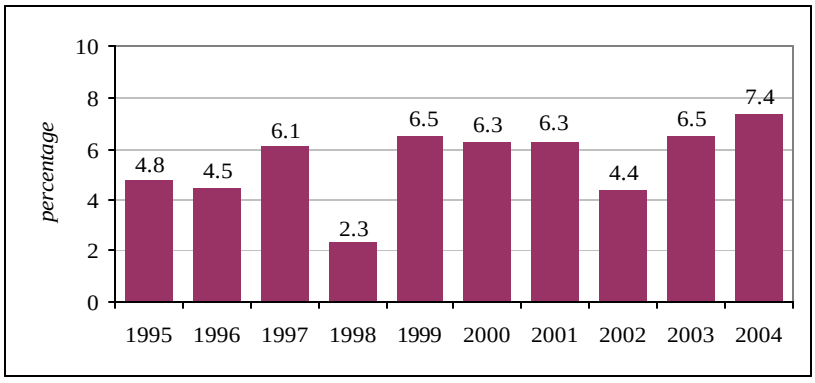
Source: Office of Institutional Research and Reporting, University of Minnesota.

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



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

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



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

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

	1996	1997	1998	1999	2000	2001	2002	2003	2004
African American	0.8%	0.6%	0.8%	1.2%	1.4%	1.2%	1.1%	1.2%	1.4%
American Indian	1.7	1.8	1.3	1.2	0.8	0.7	0.7	0.8	1.1
Asian/Pacific Islander	0.7	0.6	0.7	0.8	0.9	1.3	1.1	1.5	1.2
Caucasian	94.1	89.8	93.2	91.4	77.4	75.8	72.5	75.1	79.0
Chicano/Hispanic	1.1	0.8	1.2	1.3	0.9	0.8	0.7	1.1	1.4
International	1.3	1.1	1.3	1.2	1.3	1.3	1.5	1.6	1.7
Not Reported	0.2	5.3	1.4	3.0	17.3	18.9	22.4	18.8	14.2

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

Retention and Graduation Rates

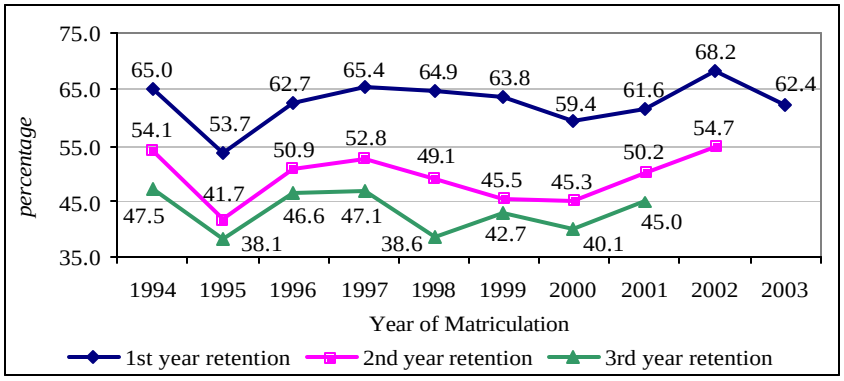
Figures 5-4 and 5-5 show UMC's retention rates over the past decade. First-year retention rates fell 5.8 percentage points from the previous year, but second- and third-year rates rose by more than 4 percentage points. Because of the small number of students of color at UMC, their first-, second-, and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

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

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

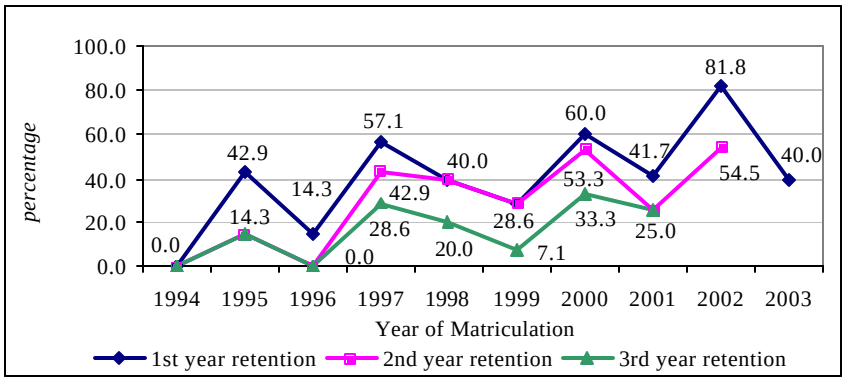
UMC has established four-, five-, and six-year graduation rate goals for 2012 of 36 percent, 45 percent, and 49 percent, respectively.

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



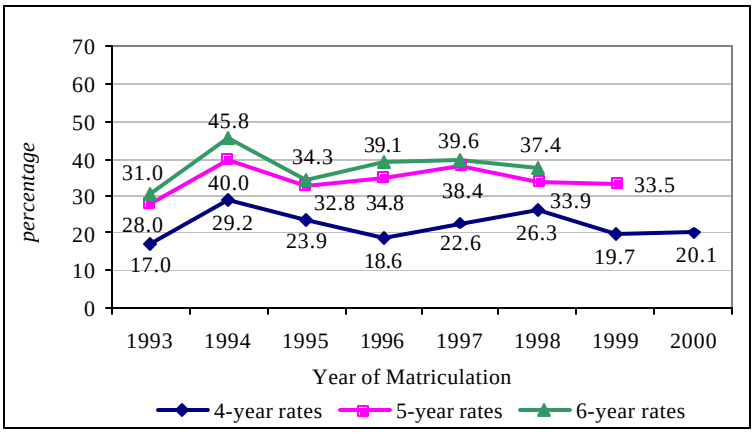
Source: Office of Institutional Research and Reporting, University of Minnesota.

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



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

Figure 5-6. 4-, 5-, and 6-year graduation rates, University of Minnesota – Crookston, 1993-2000.



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.

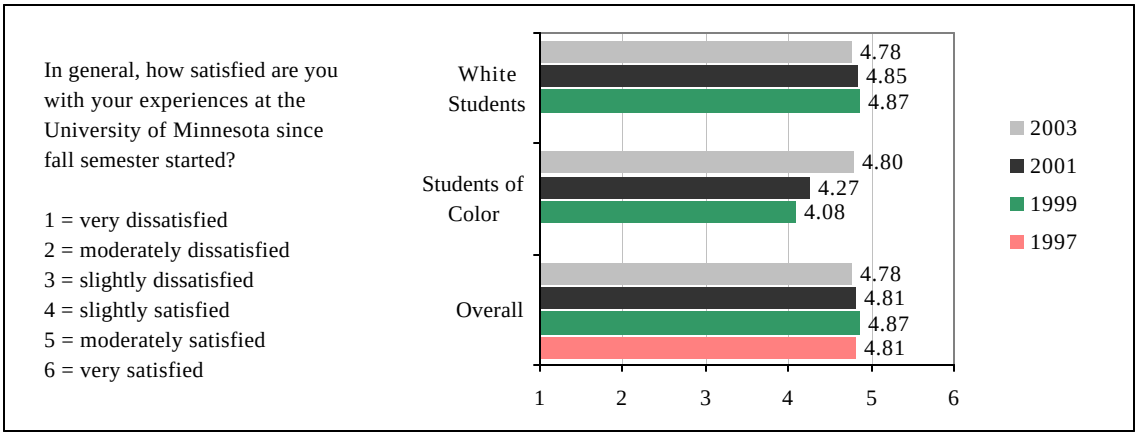
Student Satisfaction

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

Table 5-4 shows the safety and security record of the Crookston campus over the past five years.

Figure 5-7. Undergraduate student experiences survey results, University of Minnesota – Crookston, 1997-2003.



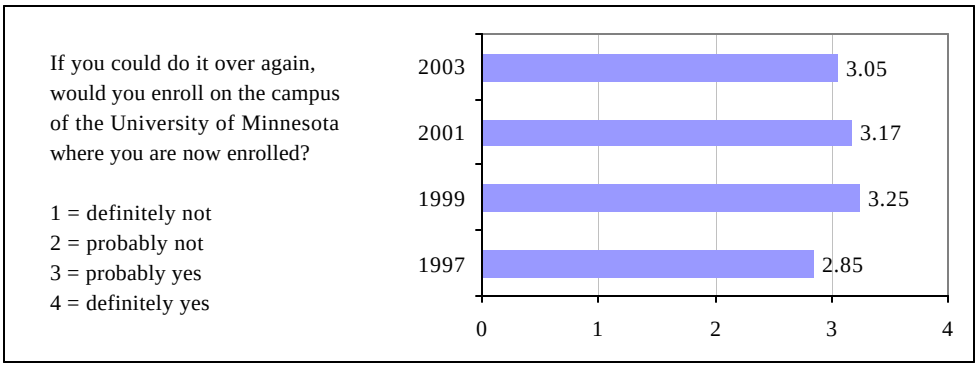
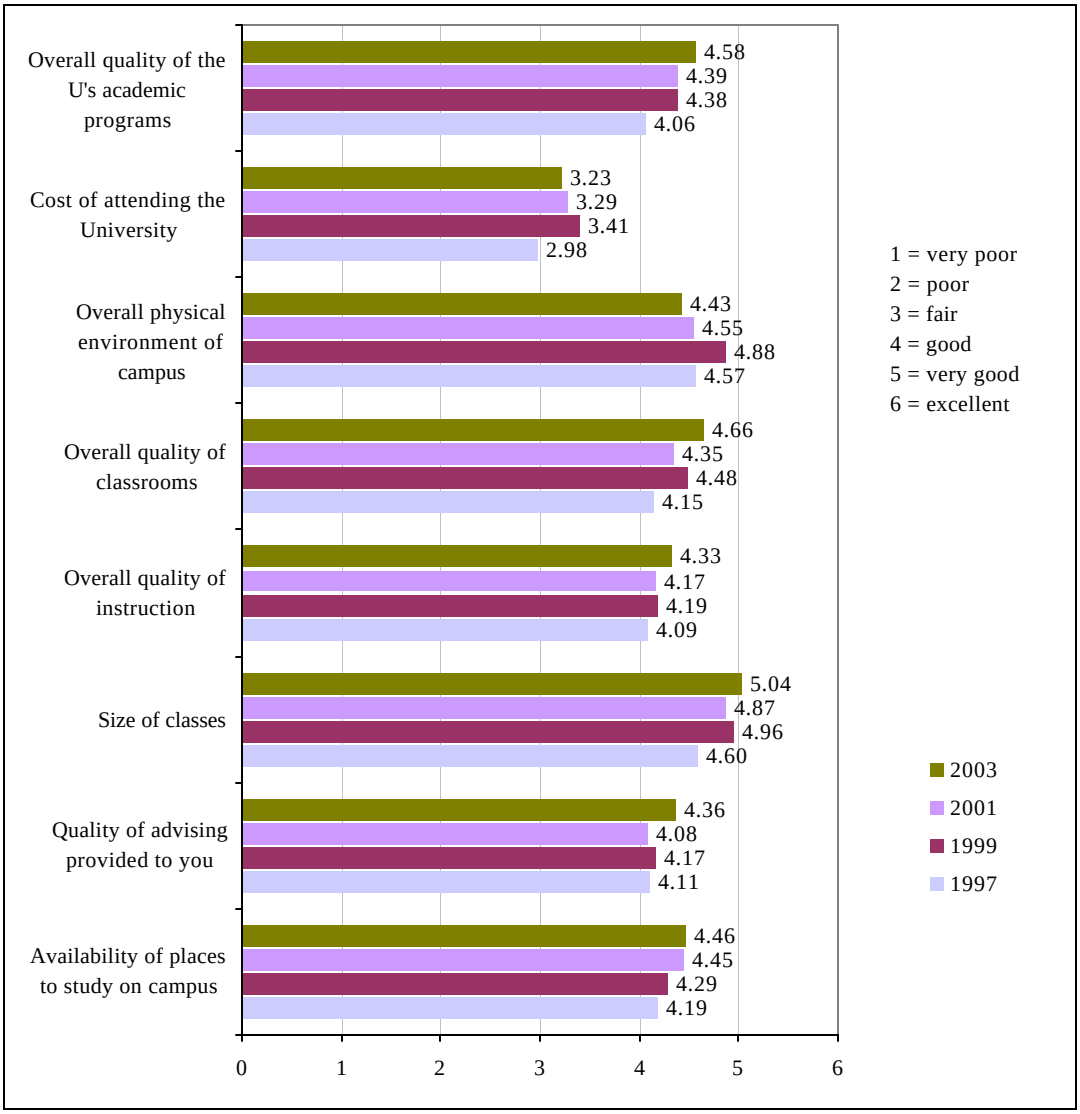


Figure 5-7 (continued). Crookston campus undergraduate student experiences survey results.



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

Campus Safety and Security

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

Offense	1999	2000	2001	2002	2003
Murder/Non-negligent manslaughter	0	0	0	0	0
Forcible sex offenses (including forcible rape)	1	0	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	4	1	1	2	1
Motor vehicle theft	0	0	0	0	0
Arson	3	4	3	2	3
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 11 sports:

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

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

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

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

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

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

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

E. Human Resources

Faculty Salary and Compensation

Comparisons based on American Association of University Professors (AAUP) annual surveys cover full-time instructional faculty and exclude medical school faculty. The Crookston campus's peer group of seven institutions nationwide is representative of the kinds of campuses with which UMC competes in recruiting and retaining faculty. However, comparing salaries and compensation across campuses is inherently imperfect because campuses differ in many ways, e.g., mission, public vs. private, size, mix of disciplines, etc. Cost-of-living, tax burden, and variations in fringe benefits only add to the imperfection.

As shown in Tables 5-5 – 5-9, UMC compares very favorably with its peer institutions in

average salaries for professors. UMC pays above the average for the positions of associate professor and assistant professor and it pays approximately 98 percent of the average salary for the position of full professor. When the total compensation package is taken into consideration, UMC pays five to 17 percent above average in all three categories.

Peer Group Comparisons

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

Average Salary

Category	1998-99	1999-00	2000-01	2001-02	2002-03	Five-Year Change
Full Professor						
Peer Group Average*	$55,300	$56,500	$59,800	$62,900	$63,000	**+ $7,700**
% Change		+ 2.2%	+ 5.8%	+ 5.2%	+ 0.2%	**+ 13.9%**
UM – Crookston	$54,300	$54,900	$56,800	$58,300	$61,700	**+ $7,400**
% Change		+ 1.1%	+ 3.5%	+ 2.6%	+ 5.8%	**+ 13.6%**
Associate Professor						
Peer Group Average*	$46,400	$48,400	$49,800	$51,700	$52,600	**+ $6,200**
% Change		+ 4.3%	+ 2.9%	+ 3.8%	+ 1.7%	**+ 13.4%**
UM – Crookston	$51,000	$51,800	$46,600	$54,200	$56,800	**+ $5,800**
% Change		+ 1.6%	- 10.0%	+ 16.3%	+ 4.8%	**+ 11.4%**
Assistant Professor						
Peer Group Average*	$39,500	$41,400	$43,300	$44,300	$45,200	**+ $5,700**
% Change		+ 4.8%	+ 4.6%	+ 2.3%	+ 2.0%	**+ 14.4%**
UM – Crookston	$43,200	$44,300	$44,200	$46,900	$49,000	**+ $5,800**
% Change		+ 2.5%	- 0.2%	+ 6.1%	+ 4.5%	**+ 13.4%**

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	Five-Year Change
Full Professor						
Peer Group Average*	$69,200	$71,500	$75,700	$78,000	$80,300	**+ $11,100**
% Change		+ 3.3%	+ 5.9%	+ 3.0%	+ 2.9%	**+ 16.0%**
UM – Crookston	$71,200	$72,900	$76,500	$80,100	$84,900	**+ $13,700**
% Change		+ 2.4%	+ 4.9%	+ 4.7%	+ 6.0%	**+ 19.2%**
Associate Professor						
Peer Group Average*	$58,800	$62,000	$63,800	$65,100	$68,300	**+ $9,500**
% Change		+ 5.4%	+ 2.9%	+ 2.0%	+ 4.9%	**+ 16.2%**
UM – Crookston	$67,200	$69,200	$64,200	$75,000	$79,000	**+ $11,800**
% Change		+ 3.0%	- 7.2%	+ 16.8%	+ 5.3%	**+ 17.6%**
Assistant Professor						
Peer Group Average*	$50,600	$53,500	$55,600	$56,600	$59,100	**+ $8,500**
% Change		+ 5.7%	+ 3.9%	+ 1.8%	+ 4.4%	**+ 16.8%**
UM – Crookston	$57,800	$60,100	$61,300	$66,300	$69,600	**+ $11,800**
% Change		+ 4.0%	+ 2.0%	+ 8.2%	+ 5.0%	**+ 20.4%**

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

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

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

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

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

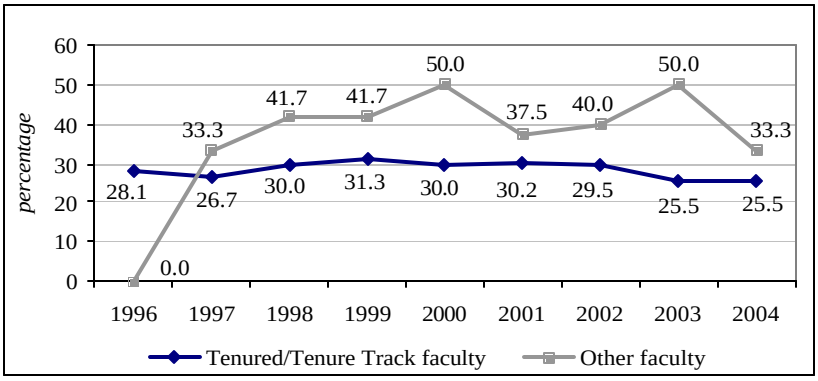
Figure 5-8 shows the percentage of female tenured/tenure track faculty and other faculty for the period 1996-2004.

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

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

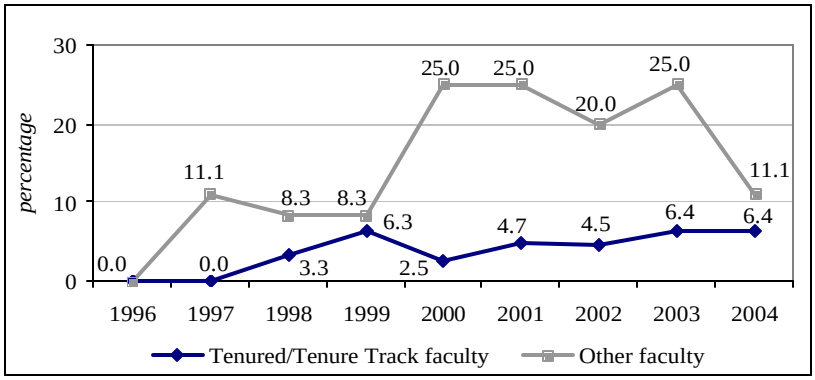
Note: The Crookston campus has only 55 faculty members, considerably fewer than other University of Minnesota campuses. Adding or subtracting even one person among female faculty or faculty of color from year to year can cause wide year-to-year fluctuations.

Figure 5-8. Female faculty at University of Minnesota – Crookston, 1996-2004.



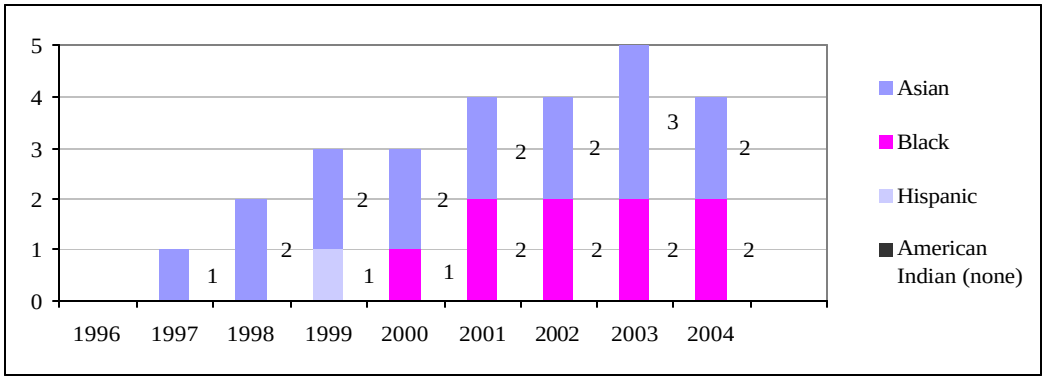
Source: Office of Equal Opportunity and Affirmative Action, University of Minnesota.

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



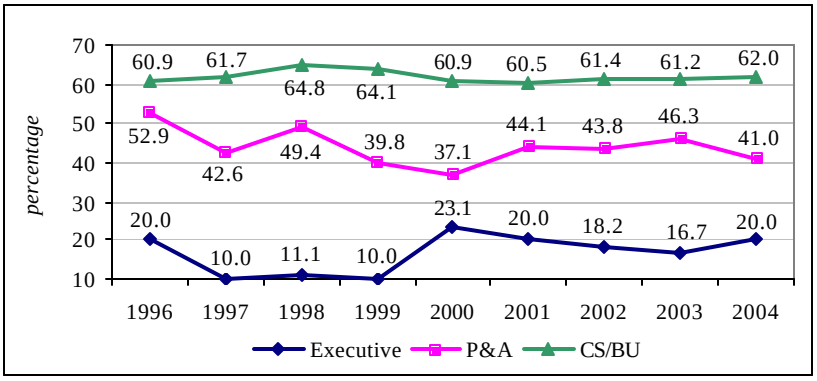
Source: Office of Equal Opportunity and Affirmative Action, University of Minnesota.

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



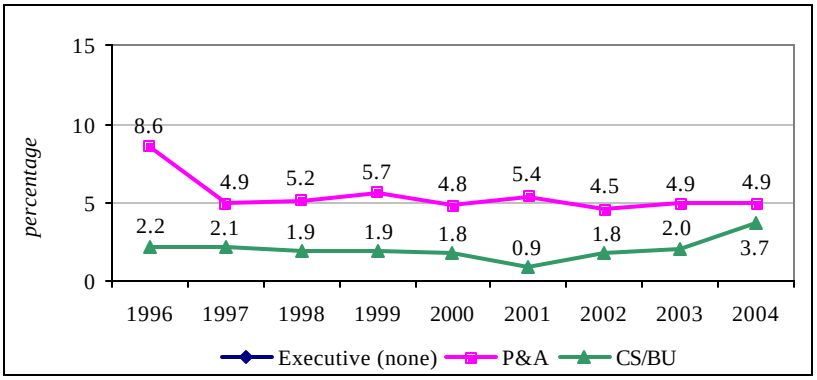
Source: Office of Equal Opportunity and Affirmative Action, University of Minnesota.

Figure 5-11. Percentage of female staff employees, University of Minnesota – Crookston, 1996-2004.



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

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



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

6: Rochester Campus

The University of Minnesota – Rochester (UMR) meets the higher education needs of southeastern Minnesota by providing and promoting academic programs, research, and public engagement. In collaboration with the Minnesota State Colleges and Universities system (MnSCU), the University of Minnesota – Rochester provides leadership for upper-division undergraduate and post-baccalaureate programs reflecting the University's tradition of excellence.

The University of Minnesota has provided quality higher education opportunities in Rochester and southeastern Minnesota since 1966. In 1999, the establishment of the University of Minnesota – Rochester created an even stronger local presence. UMR is one of three public higher education 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.

Rochester, the third largest city in Minnesota, is growing rapidly in population, diversity (57 languages are spoken by children in public schools), and economic vitality. Rochester and southeastern Minnesota are distinctive and recognized for world-class health care services, research, and high-technology industries.

These industries and this region are major economic drivers for the state. Rochester-area residents have a strong conviction that locally provided University of Minnesota higher education opportunities, research, and public engagement are critical to the continued growth and economic development of southeastern Minnesota and the state.

Academic Priorities

UMR's academic strategy focuses on education programs in selected areas: health sciences, business, technology, education, and social work. Increasing emphasis is being placed on additional health science, technology, and business programs in direct response to the needs of southeastern Minnesota's business community.

UMR offers four doctoral degrees, 15 master's degrees, seven baccalaureate degrees, 11 professional certificates, and four licensure programs. Degree programs at UMR are provided by the Twin Cities and Duluth campuses. UMR also offers non-credit programming for continuing education and professional development.

Among new academic programs implemented in the past four years are: a doctoral program in higher education; master's programs in public health, social work, and business administration; baccalaureate programs in nursing, respiratory care, radiation therapy, information technology infrastructure, and manufacturing technology; and certificate programs in translation and business.

Future programming plans include baccalaureate degrees in fine arts (digital technologies) and music technology, as well as graduate studies in healthcare administration.

In addition to offering educational programming, UMR has pursued a number of

research opportunities. Over the past two years, UMR faculty/staff have submitted two patents in the area of image processing and a third in alternative energies that integrate fuel cells and geothermal systems. Ongoing research is being conducted in a public/private partnership in which UMR provides the lead scientist for the study of alternative energy systems. This multi-year initiative is entering phase two of a three-phase project.

Efforts continue to be devoted to a fundraising campaign for student scholarships and academic strategic investments. Building upon President Bruininks's initiative for matching payout of endowment funds, six newly endowed scholarships have been created in the past 18 months. Students who have previously been unable to pursue educational opportunities at UMR are now being served by these scholarship resources. Developing additional endowments and other scholarship funding remains a priority.

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;
- serving in leadership positions for the local chapter of the University of Minnesota Alumni Association (UMAA), which won its Chapter of the Year Award in 2003-04;
- conducting "Management of Technology-Signature Series" seminars for high-technology industry leaders;
- co-sponsoring political debates and community issues forums;
- 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;
- organizing and coordinating two national health sciences conferences with Mayo Clinic; 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 University's Twin Cities and coordinate campuses and from MnSCU institutions, it is necessary to maintain a local student services environment that serves as a central clearing point-of-contact for students.

Current initiatives to strengthen student services include: relocating the student services director, academic program directors, and support staff into a single, identifiable location; enhancing Web pages to better organize information for student use; fully integrating Rochester student services with the University of Minnesota's OneStop service; implementing the College Board's Recruitment Plus software for the University Center partner institutions to jointly identify, track, and respond to student inquiries; and educating staff to serve as effective liaisons between UMR students and the University system.

In 2004, the University of Minnesota – Rochester conducted a second student experiences survey in order to identify key areas of service requirements for the predominantly non-traditional student population and to establish baseline values

from which UMR can measure changes in performance satisfaction.

Comparison of results between the 2002 and 2004 surveys reveals an increase in student satisfaction with the educational experience at UMR. The customer service experience also improved, with the most dramatic increase taking place in student satisfaction with the quality of advisement toward career and academic goals. These results can be attributed to several actions, including reassigning staff responsibilities to better accommodate students in specific programs, extending office hours while providing a better work/life balance for support staff (flexible scheduling), and centralizing the UMR program director office location.

UMR will continue to improve the student and customer experience. In an effort to further enhance service to prospective students, a new position has been created with responsibilities in academic programming, advising, and development/ coordination of activities and events to increase the student connection to the University. Space is being reassigned for use as a student self-service area, which will incorporate computer equipment donated by IBM. Services will include dedicated access to online University of Minnesota resources.

UMR personnel have also focused on expanding relationships with Twin Cities campus staff. These efforts are improving UMR's ability to respond quickly and accurately to student concerns, and will be especially important as the number of undergraduate students increases.

The student survey will be conducted annually to track changes and identify requirements as soon as possible. The next survey is scheduled for spring 2005.

Table 6-1 summarizes the 2004 survey responses in three key areas at the UMR campus – overall student experience, customer service, and institutional environment.

Table 6-1. Student experiences survey results, University of Minnesota, Rochester campus, 2004.

Overall Student Experience

1: In general, how satisfied are you with your experiences at UMR?

Very satisfied:	24.06%
Satisfied:	68.42%
Dissatisfied:	5.26%
Very dissatisfied:	2.26%

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?

Definitely would:	41.67%
Probably would:	40.91%
Might not:	15.15%
Definitely not:	2.27%

3: In your experience, how would you rate the quality of your academic program?

Very good:	36.36%
Good:	59.85%
Poor:	3.03%
Very poor:	0.76%

Customer Service

1: The advisors were helpful in guiding you to meet your academic goals:

Strongly agree:	19.55%
Agree:	52.63%
Neutral:	9.77%
Disagree:	13.53%
Strongly disagree:	4.51%

2: The University of Minnesota, Rochester staff are helpful when I contact by phone or visit the offices:

Strongly agree:	15.04%
Agree:	35.34%
Neutral:	39.85%
Disagree:	6.77%
Strongly disagree:	3.01%

3: The office hours for administration and student services are satisfactory:

Strongly agree:	7.52%
Agree:	51.88%
Neutral:	25.56%
Disagree:	12.03%
Strongly disagree:	3.01%

Institutional Environment

1: There are sufficient, available places to study on campus:

Yes:	34.59%
Neutral:	57.89%
No:	7.52%

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

Enrollment Trends

Since the University of Minnesota – Rochester was established in 1999, there has been a steady growth of both student head count and credit hour production. During the past five fall semesters, the number of students pursuing degrees at UMR has risen by 21 percent. Credit hour production increased 60 percent from the 1999-00 academic year to 2003-04.

These trends indicate that students attending UMR are moving from part-time to full-time student status. This change is a result of an effort to create new degree programs to attract and serve a wider range of students and meet business and industry needs, while also increasing enrollment in existing programs.

The demographics of students attending the University of Minnesota – Rochester are changing. In the past, UCR provided primarily graduate programming to students who tended to be part-time students, over 35 years old, employed full time, and with families. Sound academic advising was important to these students but they were not

interested in University-related extra-curricular activities.

More recent initiatives are being directed at baccalaureate offerings. Students pursuing the bachelor's degree tend to be full-time, in their 20s, part-time workers, and reflect a more traditional student profile that requires a range of extra-curricular opportunities. In response, UMR is developing activities such as working with local businesses to designate a regular off-campus meeting place for students to socialize, providing a special finals week room with refreshments and a quiet study area, and creating student service projects in the community.

Tables 6-2 and 6-3 indicate positive trends in enrollment and a growing level of student participation and community satisfaction.

Table 6-2. Fall semester credit course enrollment at the University of Minnesota – Rochester, 2000-2004.

Credit Courses	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Headcount	323	346	339	384	392
Credits Generated	1,289	1,276	1,543	1,763	2,321

Source: Office of the Provost, University of Minnesota – Rochester.

Table 6-3. Fall/spring semester credit course enrollments at the University of Minnesota – Rochester, 1999-2000 – 2003-04.

Credit Courses	Fall 1999 & Spring 2000	Fall 2000 & Spring 2001	Fall 2001 & Spring 2002	Fall 2002 & Spring 2003	Fall 2003 & Spring 2004
Total Credits Generated	2,207	2,507	2,515	3,109	3,712

Source: Office of the Provost, University of Minnesota – Rochester

Campus Safety and Security

Historically students in Rochester have a safe environment in which to attend classes and study. Table 6-4 displays safety and security data for the past four years at the University Center Rochester.

Table 6-4. On-campus criminal offenses at University Center Rochester, 2000-2003.

Offense	2000	2001	2002	2003
Murder/Non-negligent manslaughter	0	0	0	0
Forcible sex offenses (including forcible rape)	0	0	1	0
Non-forcible sex offenses	0	0	0	0
Robbery	0	0	0	0
Aggravated assault	0	0	0	0
Burglary	0	0	1	0
Motor vehicle theft	0	1	2	2
Arson	0	0	0	0
Negligent manslaughter	0	0	0	0
Alcohol violations	0	2	1	1
Drug violations	0	0	0	0
Weapons violations	0	0	0	0

Source: Office of the Provost, University of Minnesota – Rochester; Rochester Police Department

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 endorsed a 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, the University Libraries, 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 2004.

A. Technology Commercialization

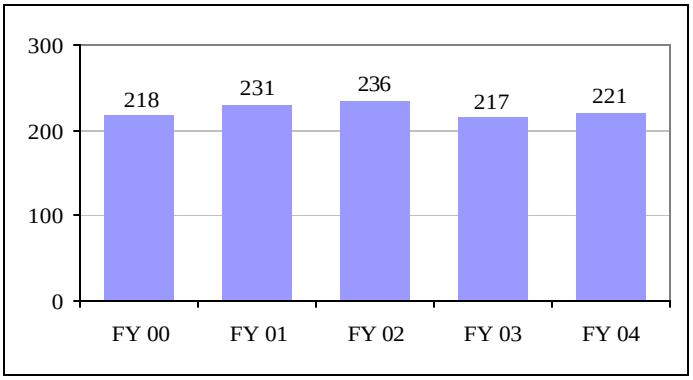
An integral part of the University's land-grant mission is to seek practical application for research results to benefit the public and support regional economic vitality. University faculty and researchers are increasingly active in disclosing new technologies and negotiating licenses of the University's 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. Of particular note:

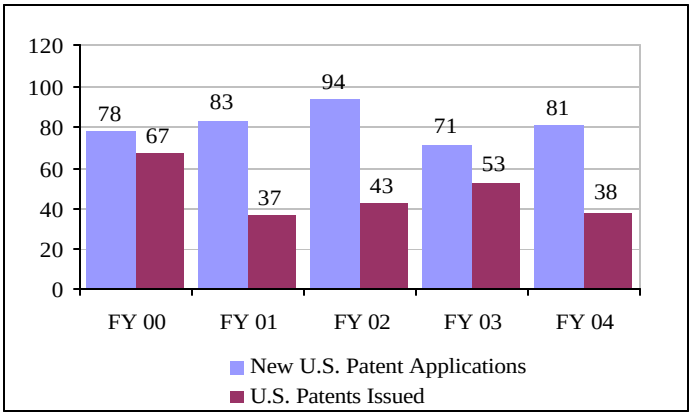
- Licensing activity (Figure 7-3) increased substantially during FY 2004, reversing the downward trend of the past several years. The number of start-ups has declined every year since FY 2000.
- The number of active license agreements (Figure 7-4) has grown to 648. The increase of 59 during FY 2004 is the largest increase over the past six years.

Figure 7-1. Number of new inventions and technologies disclosed to the University of Minnesota, 2000-2004.



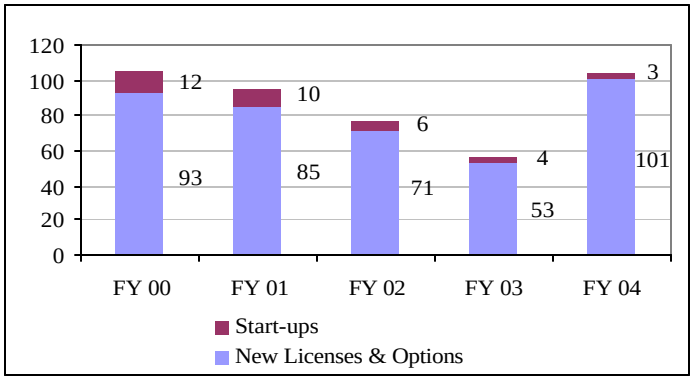
Source: Office of Patents and Technology Marketing, University of Minnesota

Figure 7-2. U.S. patent applications and patents issued, 2000-2004.



Source: Office of Patents and Technology Marketing, University of Minnesota

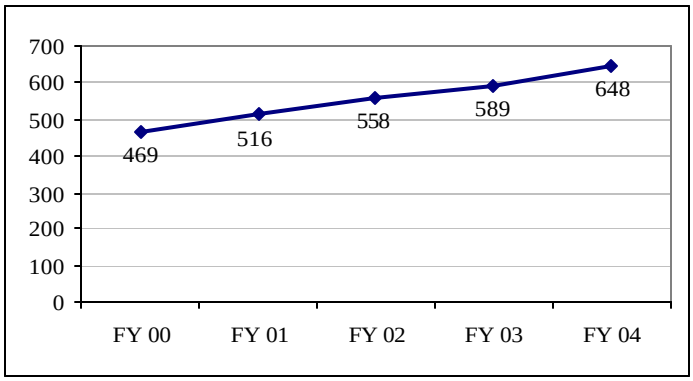
Figure 7-3. Start-ups, new licenses, and options, 2000-2004.



Source: Office of Patents and Technology Marketing, University of Minnesota

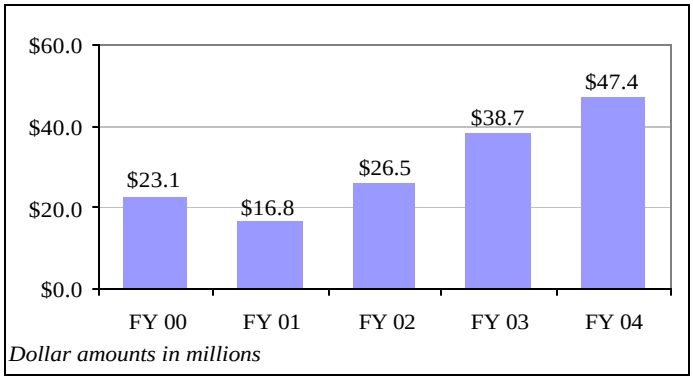
Note: Includes agreements that transfer technology rights to companies, including options but not including end user licenses for software.

Figure 7-4. Total active technology commercialization agreements, 2000-2004.



Source: Office of Patents and Technology Marketing, University of Minnesota

Figure 7-5. Technology commercialization gross revenues, in millions, 2000-2004.



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 shows licensing and patent activity for the University and the top 10 institutions nationally for FY 2003.

The University of Minnesota's licensing income increased 45 percent from FY 2002 to FY 2003, and the University moved from 12th to 5th place among all institutions in this measure. Its 3rd place rank among public institutions in FY 2003 also represents a move up from 6th place in the previous year.

The number of patent applications filed by the University was down 7 percent in FY 2003. However, 25 percent more patents were issued for the University in FY 2003 than in FY 2002.

Table 7-2 shows the University's licensing income and the average licensing income for the top 10 institutions nationally during 1999-2003. Licensing revenue at the University of Minnesota has grown dramatically over the past five years and its rank has gone up among all institutions as well as among public institutions.

The University out-performed the average year-to-year growth in every year except 2001, when its income fell more than the average for all institutions (but not as much as the average for public institutions only).

Table 7-1. Licensing revenues and patent activity for top 10 public and private institutions, FY 2003.

Rank		Institution	Licensing income	Licenses, options executed	Start-up companies formed	Patent applications filed	Patents issued
All	Public Only						
1		New York University	85,933,234	24	4	125	21
2	1	University of California System	61,119,000	208	22	874	323
3		Stanford University	43,154,111	128	12	334	117
4	2	University of Wisconsin – Madison	37,573,468	177	0	193	87
5	**3**	**University of Minnesota**	**37,492,778**	**56**	**4**	**158**	**54**
6	4	University of Florida	35,248,485	55	10	257	50
7	5	University of Washington	29,131,798	67	3	123	46
8		University of Rochester	26,741,537	12	2	172	22
9		California Institute of Technology	25,359,000	39	7	396	169
10	6	Michigan State University	24,462,676	28	1	78	39
12	7	Florida State University	24,023,189	12	2	41	18
14	8	University of Massachusetts	19,786,300	40	1	121	18
17	9	SUNY Research Foundation	13,726,454	34	4	188	51
18	10	Wayne State University	13,690,981	5	1	38	9

Source: Association of University Technology Managers, 2004.

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 1999-2003.

	1999	2000	2001	2002	2003	5-Year Change
Top 10 Public/Private Average	$39,638,061	$70,982,091	$51,039,411	$56,772,491	$40,621,609	
% Change		+79.1%	-28.1%	+11.2%	-28.4%	+2.5%
Top 10 Public Only Average	$25,483,998	$49,087,180	$28,963,976	$31,964,514	$29,625,513	
% Change		+92.6%	-41.0%	+10.4%	-7.3%	+16.3%
U of M – Twin Cities	**$5,662,088**	**$22,689,725**	**$16,033,780**	**$25,870,843**	**$37,492,778**	
% Change		**+300.7%**	**-29.3%**	**+61.4%**	**+44.9%**	**+562.2%**
Public/Private Rank	**23rd**	**14th**	**13th**	**12th**	**5th**	
Public Only Rank	**9th**	**7th**	**7th**	**6th**	**3rd**	

Source: Association of University Technology Managers, 2000-2004.
Note: Columbia University, which ranked first or second in licensing revenues during 1999-2002, chose not to release its information publicly for 2003. This may have affected the University's rank compared to all institutions but would have had no effect on its 3rd place rank among public institutions.

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.

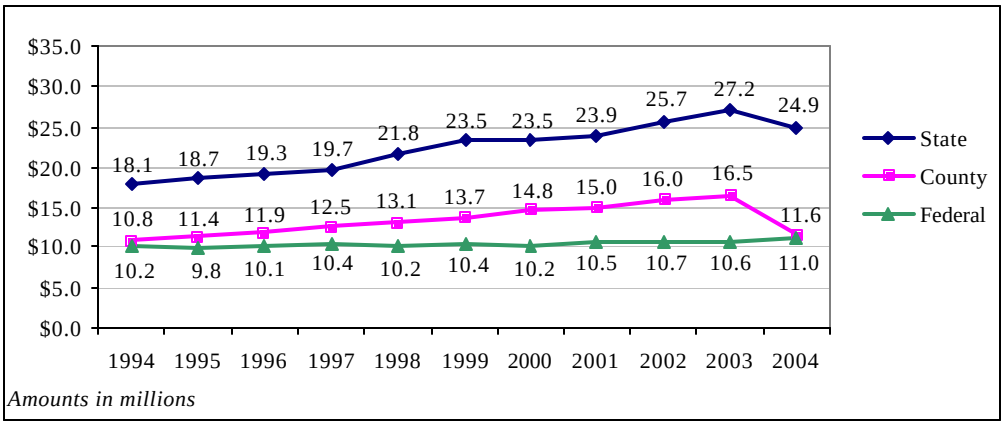
Funding Sources: Extension Service funding comes from a variety of sources. State funding is comprised of the State Special and an O & M allocation from the University. Federal funding consists of a formula allocation and funding for a number of specific, earmarked projects. The majority of county funds 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. 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.

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 2003 (percentage change from 2002 in parentheses):

- 309,794 educational services provided, including participation in group educational activities and events, one-on-one consultations;
- 597,593 Extension educational materials sold; (-32 percent)
- 6,385,700 visits to the Extension Web site; (+23 percent)
- 650,000 visits to INFO-U Web documents; (+8 percent)
- 28,000 INFO-U phone line calls; (-18 percent)
- 2,400 INFO-U Hmong, Somali, and Spanish language phone line calls (+33 percent)
- 653,342 visits to the Yard & Garden Web site; (+48 percent)
- 27,196 youth in 4-H clubs; (+1 percent)
- 144,540 youth in 4-H Youth Development programs; (-14 percent)
- 11,233 4-H Youth Development adult volunteers; (-4 percent)
- 1,037,299 estimated hours donated by 4-H adult volunteers; (-4 percent)
- $17,156,928: value of hours donated by 4-H adult volunteers; (+1 percent)
- 2,310 Master Gardener volunteers; (+8 percent)
- 91,000 hours donated by Master Gardener volunteers; (+3 percent)
- $1,564,290 value of hours donated by Master Gardener volunteers; (+18 percent)
- 41,687 participants in Nutrition Education programs. (-7 percent)

C. University Libraries

The Libraries make a crucial contribution to the University's public engagement activities. In 2003, they responded to over 186,000 reference questions and offered over 1,100 class sessions. The Libraries' instructional programs help University students and other users navigate the rich physical and electronic collections available.

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)**, a statewide virtual library that electronically links public, academic, K-12, and government libraries.

MINITEX, a cooperative library organization based at the University of Minnesota Libraries, serves libraries in Minnesota, North Dakota, and South Dakota. In 2003, it processed requests for 273,509 books and articles for interlibrary resource sharing among more than 200 Minnesota libraries of all types. 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), administered by the University 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 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 Minnesota and South Dakota.

The University Libraries' online catalog, **MNCAT**, provides Minnesotans 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, including small business.

D. 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.

E. 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:

- 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.

F. State Social Impact

Among the more important social impacts of the University of Minnesota are the following examples:

- granted 12,356 degrees in 2003-04.
- enrolled 65,247 students in fall 2004.
- Over the years, graduated more than 17,000 health professionals – Medical School, 5,425 (more than half the state total); School of Dentistry, 2,768 (about 75 percent of the state total); School of Nursing, 3,153 (majority of advanced-practice nurses); College of Veterinary Medicine, 3,453; College of Pharmacy, 2,502.
- ranked 11th in the nation in total number of Ph.D. degrees awarded in 2003.
- University Libraries system (16th 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.

G. 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.

Among COPE's 2003-04 accomplishments:

- assisting President Bruininks in implementing his "engaged university" goal;
- coordinating with the leaders of the President's Interdisciplinary Initiatives in recognizing, communicating, and assessing their public impact;
- including public engagement as a formal part of the University's annual budget and planning process;
- establishing a network of college liaisons to communicate examples of each unit's engaged activities, nominate candidates for public engagement awards, develop appropriate assessment measures, and institute effective incentives and rewards for engaged work;
- awarding 18 seed grants for innovative projects that integrate public scholarship, civic learning, and community partnerships; that are multi-disciplinary in approach with multi-unit participation; that involve undergraduate students, graduate students, or research assistants; that are sustainable with long-term impact and institutional support; or that meet other criteria for strengthening public engagement across the University;
- launching a news channel on the University's portal, creating a COPE Web site, and sponsoring a nationally distributed electronic newsletter that features stories about public engagement at the University;
- ongoing discussions with academic departments to incorporate public engagement more explicitly in recruitment of new faculty, annual merit reviews, and criteria for promotion and tenure;

- establishing the Community Engagement Scholar Program to recognize by transcript notation students with significant involvement in community service/service learning;
- developing strategies for increasing student engagement as part of freshman orientation;
- contributing to Minnesota Campus Compact's civic engagement study that developed indicators to assist campuses in assessing their civic engagement;
- co-sponsoring two University-wide forums: "The University and Engaged Research: What Matters" and "Celebrating Community Partnerships;"
- co-sponsoring the Mary McEvoy Award for Outstanding Service.

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.

H. Citizen Satisfaction

A December 2004 telephone survey of 603 Minnesota residents ages 25 and older, selected at random, gathered information about their attitudes and perceptions of the University of Minnesota, the state's funding of higher education, and tuition issues. Nearly half of all respondents reported a personal connection to the University of Minnesota, such as having a degree from the University, being the parent of a current or former University student, working with the University on a professional basis, or attending sporting events at the University. In fact, 24 percent of respondents reported a connection through sports.

Table 7-4 shows overall citizen satisfaction with the University. About half of respondents indicated they were "very" or "somewhat" satisfied with the University. A significant percentage responded that they were "neutral" or unsure about their overall satisfaction.

Table 7-3. Citizen satisfaction with University of Minnesota, 2004.

Response	Percentage
Very satisfied	13%
Somewhat satisfied	37%
Somewhat dissatisfied	5%
Very dissatisfied	3%
Neutral	33%
Don't know	10%

Source: KRC Research, 2004.

Importance vs. Satisfaction: Respondents were asked to rate the importance of 13 goals for the University of Minnesota on a scale from 1 (not at all important) to 10 (very important). They also rated their satisfaction with the University's performance on these goals from 1 (not at all satisfied) to 10 (very satisfied).

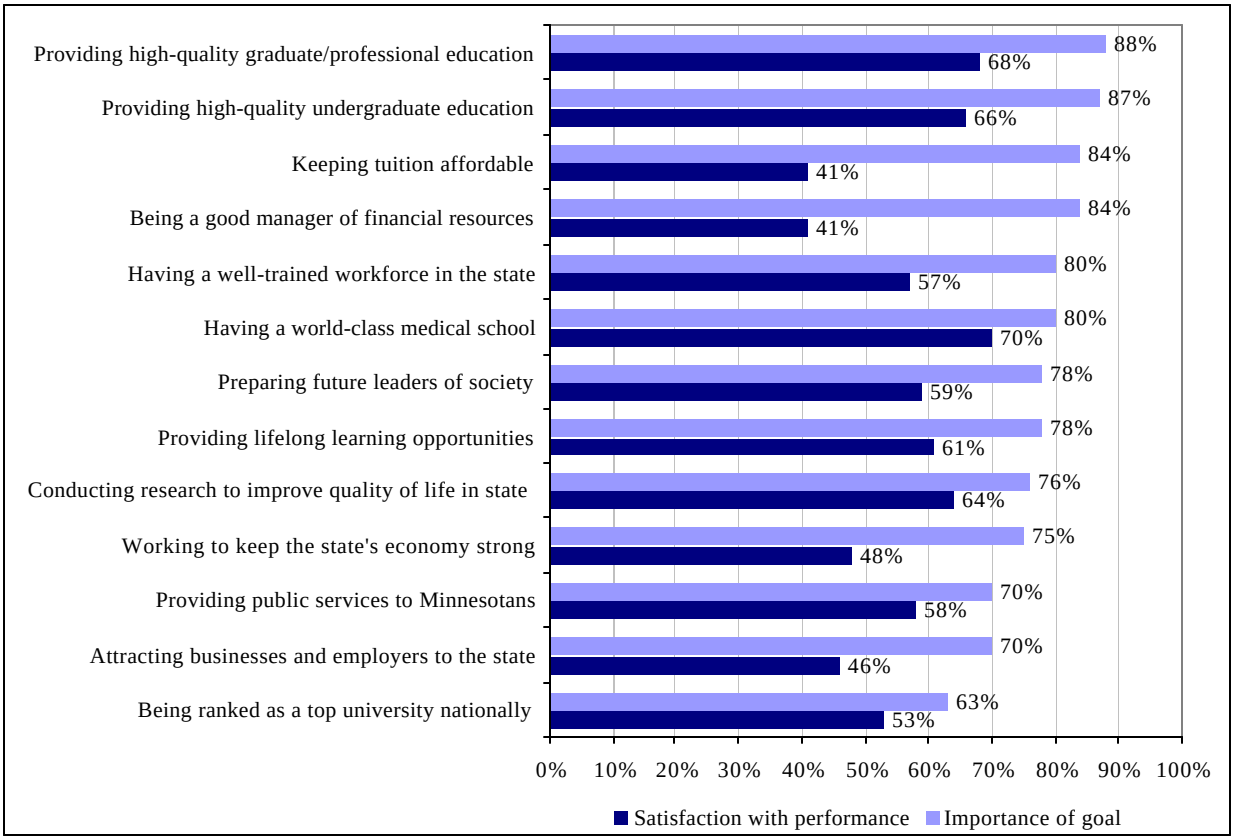
The most important goals were identified as providing high-quality graduate and professional education, providing high-quality undergraduate education, keeping tuition affordable, and being a good manager of financial resources. Satisfaction with the University's performance was highest in the areas of having a world-class medical school and providing high-quality education at both the graduate/professional and undergraduate levels.

Figure 7-7 compares the percentage of respondents who rated a goal as "very" or "somewhat" important to the percentage who said they were "very" or "somewhat" satisfied with the University performance in that area. The biggest gaps between performance and satisfaction were in keeping tuition affordable and being a good manager of financial resources.

This survey is slightly different from the citizen satisfaction survey conducted in 2003, but some observations can be made. The goals identified as top priorities – high-quality education, affordable tuition, and good management of financial resources – were the same in both surveys but percentages in 2004 were a few points higher.

Satisfaction in all areas is higher in 2004 than it was in 2003. In particular, satisfaction with the University's management of financial resources rose from 30 percent in 2003 to 41 percent in 2004, while satisfaction with tuition affordability rose from 28 percent to 41 percent during the same period. The University has made strides in closing the gap between citizen priorities and satisfaction in almost all areas, but especially in these two areas.

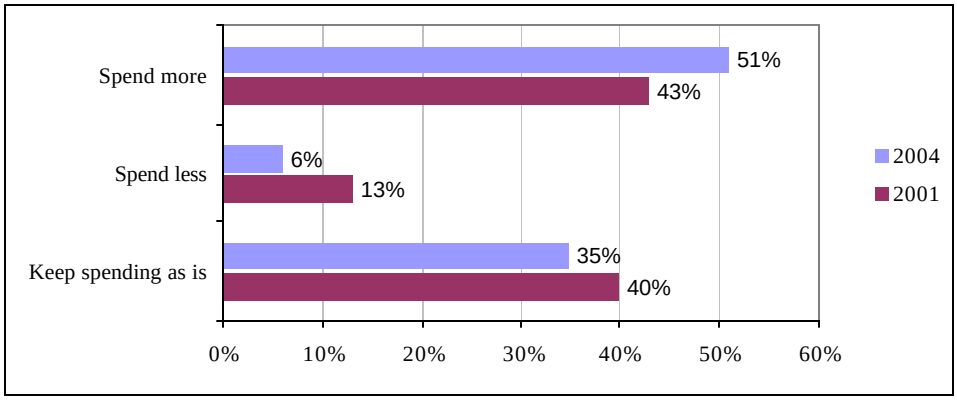
Figure 7-7. Citizen impressions of University's importance to the state compared to citizen satisfaction with performance, 2004.



Source: KRC Research, 2004.

Several questions on the survey focused on funding concerns. As figure 7-8 shows, the survey revealed that support for more funding of public higher education has increased significantly since 2001. When asked if Minnesota's state government should spend more or less money on public colleges and universities, 51 percent of respondents indicated the state should spend more, an increase of 8 percent over 2001.

Figure 7-8. Citizen support for funding of public higher education, 2001 and 2004.



Source: KRC Research, 2004.

When asked specifically about research support, three quarters of respondents support allocating funds earmarked for research at the University of Minnesota.

Respondents were asked to select two things that would concern them the most if funding for the University were cut. Responses are shown in Table 7-4. Tuition increases are the top concern across all demographic groups.

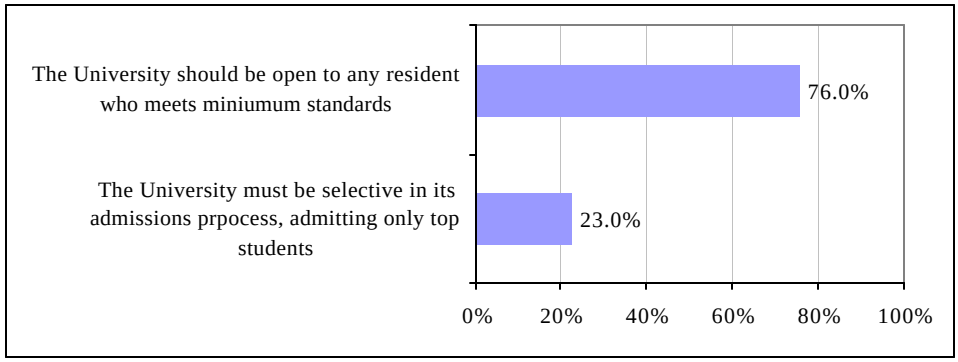
Table 7-4. Citizen concerns about University funding reductions, 2004.

Possible Effect of Funding Cut	Top Concern	2nd Concern
Double digit tuition increases	44%	14%
Elimination of programs, majors, departments	11%	19%
Less research conducted	10%	13%
Fewer community services	9%	11%
Loss of world-class faculty	8%	12%
Adverse effect on state's economy	6%	10%
Reduced student services	2%	7%
Other/none/don't know	10%	15%

Source: KRC Research, 2004.

Respondents were also asked whether the University of Minnesota should be open to any resident who meets minimum standards or whether it should be more selective and admit only top students. As figure 7-9 shows, respondents chose educating Minnesotans rather than increasing the University's national profile by a margin of more than 3 to 1.

Figure 7-9. Citizen opinions on University access, 2004.



Source: KRC Research, 2004

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.

Office of Service and Continuous Improvement

To take this work to the next level and consistently promote a culture of service and operational improvement, President Bruininks established the Office of Service and Continuous Improvement (OSCI) in June 2004 with this vision: "It is my desire that this great university will soon be known as much for its service and business innovation as it is for its high-quality research and education."

OSCI supports the University by:

- serving as a catalyst and mentor for sustainable improvement;
- energizing and enabling a culture of continuous improvement; and
- collaborating with University units to identify and realize sustainable improvements.

OSCI's goal is to promote and facilitate transformation of the University in three ways:

- cultural transformation – advancing a culture of operational progress and service improvement;
- operational transformation – creating accountability structures;

- financial transformation – promoting stewardship of University resources.

Below are service and improvement projects that have been led by various teams across the University.

- Facilities Management (FM): FM structurally reengineered operations and realized a savings in 2004 of over $5.6 million while still maintaining its high level of service. The office identified over 150 specific improvement opportunities which will drive future efforts.
- Financial Aid: Interactive financial aid award notification helps students create their own aid package on-line and view it in real time. Manual processing and updating time has been reduced by 70 percent. Estimated savings: $200,000 annually.
- Grade Changes: Early, late, and changed grades are now entered via Web. This eliminated 2-3 day processing time and increased security, flexibility, convenience and accuracy. Estimated savings: over $200,000 annually.
- Asset Management: The temporary investment pool increased revenue by over $7.4 million in 2003-04 without increasing exposure to risk.
- Extension Service: The University of Minnesota Extension Service re-engineered itself from 87 county offices to 18 regional centers enabling it to meet a $7.2 million budget reduction in 2004 without sacrificing service and quality.
- Technology – vendor management: Over $2.4 million in technology and telecommunications savings will be realized over the next four years through active management of vendors and contract renegotiations.

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.

UMCal: In fall 2004, OIT introduced an institution-wide calendar service for all University faculty and staff and the student class of 2008. This service addresses the inefficiencies caused by decentralized and disparate calendar systems used throughout the University. UMCal not only simplifies the electronic calendaring process but also creates institutional cost savings and gives units who run their own calendar services the option of additional savings through server retirement, licensing fees, and administrative costs.

Financial System Project: In FY 2003-04, the controller's office and OIT began implementing a new financial system with "Phase I: Trailblazing." This initial effort intends to reduce the costs and risks of implementation by a thorough analysis of the new software's functionality matched to current business practices. Ideally, this effort will allow appropriately timed changes in business processes to optimize the benefits of the new system. "Phase II: Implementation" will begin in FY 2005-06. Individual modules will be released for University department and unit use as they become available.

eBenefits: Benefit administration functionality within PeopleSoft was implemented in April 2004. This project changed the open enrollment for employee benefits from a manual process to self-service. Benefits of the new system include reduced cycle time, reduced manual data entry, and reduced errors for over 20,000 benefit-eligible employees. The first Web-based self-service open enrollment period took place in October.

Return on Investment (ROI) Analysis Methodology: Work continues to develop an institutional ROI methodology with the auditors and the newly formed Office of Continuous Service Improvement to better understand the costs and benefits of implemented systems. This analytical methodology will help the institution in its prioritization process and enable quantifiable, outcome-based results of its key initiatives.

Technology Expenditures

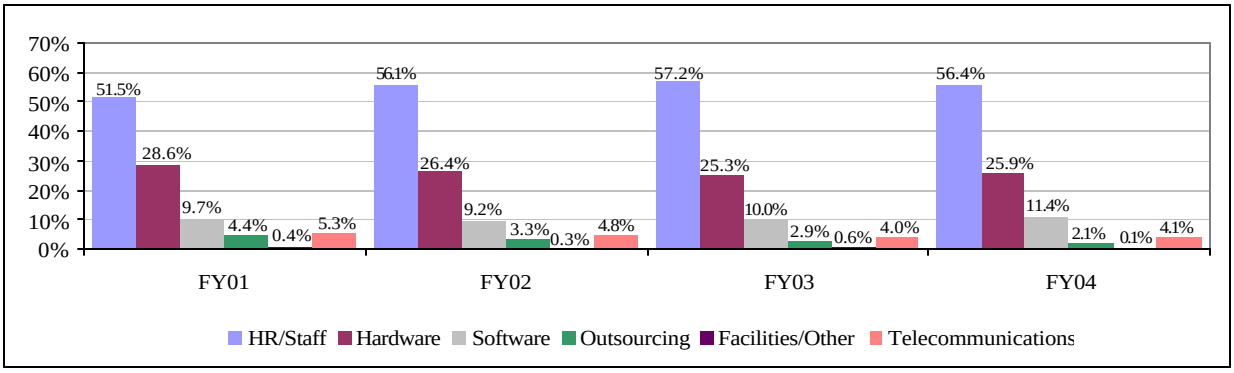
The University of Minnesota tracks its overall information technology expenditures as a percentage of academic, administrative, research, and outreach technology-related expenditures. These findings are summarized in Table 8-1 and Figure 8-1.

Table 8-1. Information technology as a percentage of total budget, FY2002-2004.

	FY 2002	FY 2003	FY 2004
Information Technology Spending	6.99%	6.99%	7.02%
Other Spending	93.01%	93.01%	92.98%

Office of Information Technology, University of Minnesota – Twin Cities.

Figure 8-1. University of Minnesota information technology spending, FY2001-04.

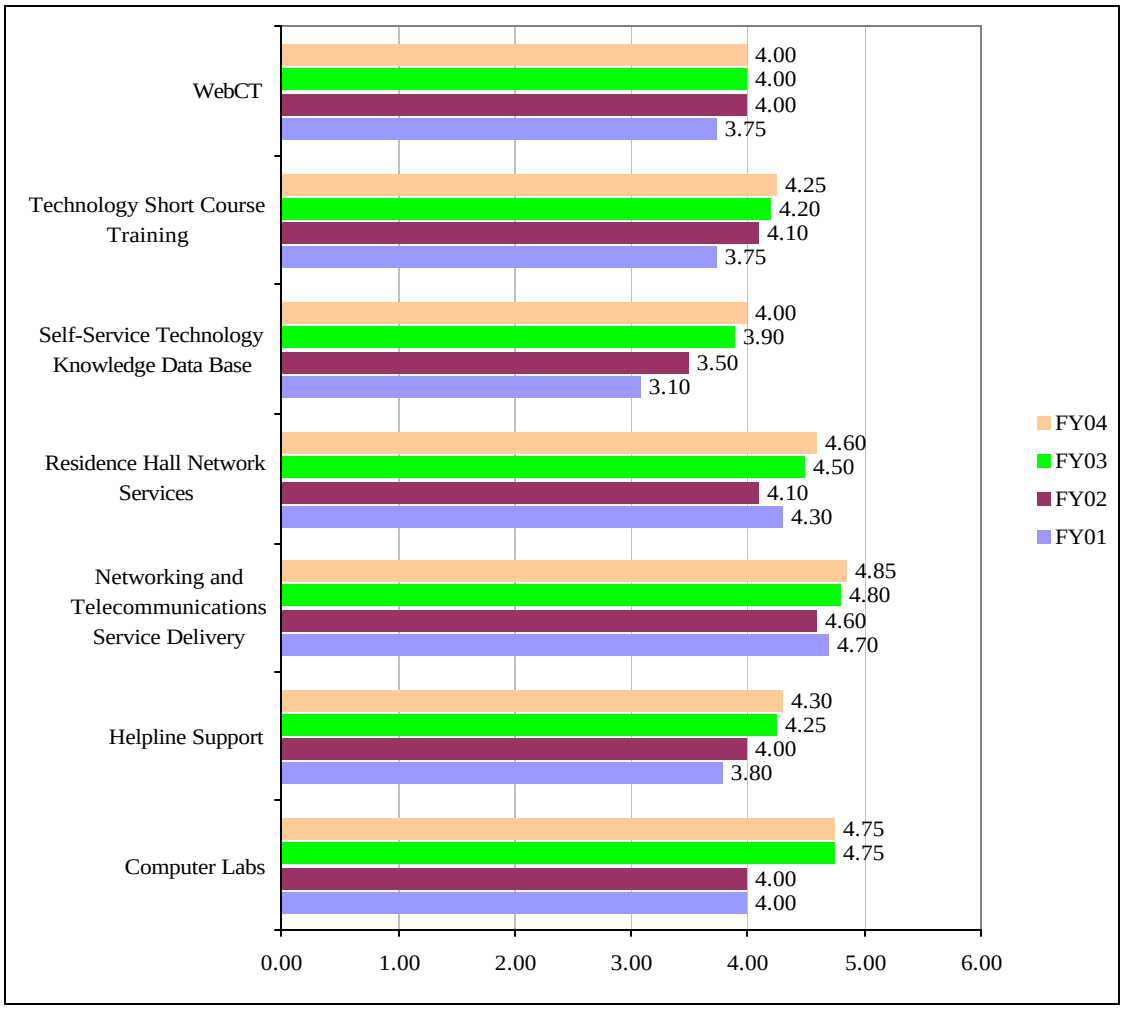


Source: Office of Information Technology, University of Minnesota – Twin Cities.

Customer Satisfaction

Satisfaction with technology services increased in five categories over the previous year's levels and remained the same in the other two categories, as shown in Figure 8-2. Improvements in the University's network and its service delivery processes and an increased focus on technology education and help-desk support are key to improved satisfaction ratings.

Figure 8-2. Customer satisfaction with Office of Information Technology services, University of Minnesota – Twin Cities, FY2001-04.



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. All TEL efforts are designed to help students develop greater knowledge and understanding through improved access to the University's intellectual assets and through innovative instructional strategies.

The University takes an enterprise-wide solutions approach to TEL initiatives, deriving maximum efficiency from a robust and flexible infrastructure that is second to none. 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: Wireless networking is becoming increasingly important and it is sometimes referred to as the "modern hearth," where work, study, and home life intersect. On the Twin Cities campus there are over 380 wireless access points that provide services to classrooms and common/public spaces in over 80 buildings.

ITV and Online Classes: The University'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 2003 through spring 2004 at all University of Minnesota locations. Because data from the Duluth campus was not included in previous reports, it is not possible to draw meaningful system-wide comparisons between 2003-04 and earlier years. However, enrollment in online classes on the Twin Cities campus rose from 587 in 2002-03 to 2,455 in 2003-04, a 318 percent increase. During the same period, online enrollment at Crookston was stable, while at Morris it rose 69 percent.

Table 8-2. University of Minnesota online and ITV course statistics, 2003-04.

	Online*	ITV*
Total number of courses	242	71
Enrollment	4,355	1,079
Credits	10,814	3,043
Tuition dollars	$2,7727,997	$849,954

Source: Institutional Research and Reporting, University of Minnesota.

*Online figures are for all campuses. ITV figures do not include University of Minnesota Duluth.

Next Generation of the Professoriate (NextGen): The goal of NextGen is to work with incoming faculty to develop the theory and practices needed for effective teaching in the technology-enhanced learning classrooms of the present and future. The program pairs new faculty with volunteer mentor faculty from their discipline. Both groups are provided with workshops on technology and training in the design and use of TEL learning materials and new faculty also receive funds for equipment and/or software to support their teaching efforts. Program evaluations from past participants have been overwhelmingly positive.

WebCT: WebCT's course management software is used extensively across the University. The Office of Information Technology has begun to auto-create course sites, providing faculty with the basic shell for a course, which makes having an electronic presence easier. The number of WebCT course sites has grown dramatically over the past year. By November 2004 there were:

- 3,248 course sites;
- 29,557 student users; and
- 60,368 student seats (A single student enrolled in two courses counts as two student seats).

Interactive Technology—Breeze and Blogs: The University now offers Breeze, an automated system for creating and publishing multi-media presentations and conducting live meetings via the Web from a desktop computer. Presenters can display graphics and PowerPoint slides, broadcast audio and video, interact using chat and whiteboard tools, and gather real-time feedback from both on-site and distributed audience members. Students or audience members gain access via a link from a WebCT course site, a myU (portal) site, or a general Web site.

Another example of interactive technology that gained momentum during 2004 is the weblog, or "blog," a Web page created as an interactive electronic journal. University Libraries and the Office of Information Technology have collaborated to promote blogs as an effective form of personal expression, a record of the student voice, a discussion tool, and a basis for forming communities of learners. The number of blogs established to date has surpassed the initial goal of 1,000 per year.

Technology for Life: Also known as "K to gray," this initiative connects learners of all ages with technology such as email, portfolio, and the portal. Portfolio now has 30,000 users; over 60,000 individuals have initiated accounts on the portal.

OneHelp: The University improved efficiency this year by expanding its technical helpline into a 24/7 service with staff who are able to help callers with a wide range of technical problems.

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 including:

- 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 financial indicators presented in this section show that the University of Minnesota is fiscally sound and in a strong position to strategically manage its financial resources.

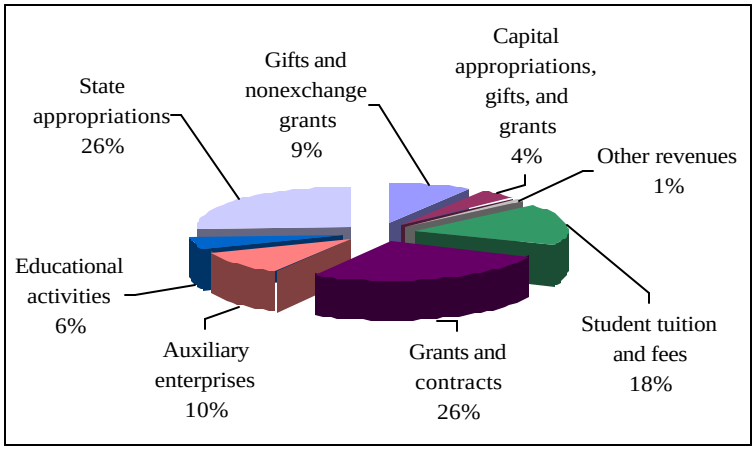
For more detailed financial information, see the University's 2003-04 audited financial statements at http://process.umn.edu/cont/

A. Revenues and Expenditures

Figure 9-1 shows total revenues from all sources for FY 2003-04 for the University of Minnesota.

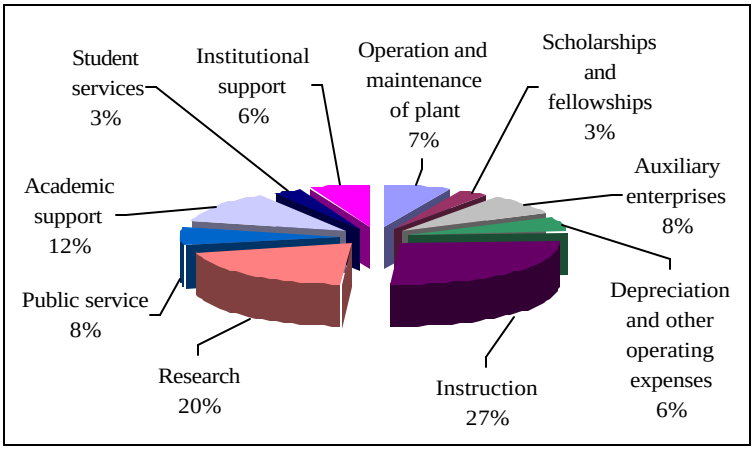
Figure 9-2 shows functional expenses for FY 2003-04 for the University of Minnesota.

Figure 9-1. Total revenues, University of Minnesota, FY 2004.



Source: *2004 Annual Report*, University of Minnesota.

Figure 9-2. Functional expenses, University of Minnesota, FY 2004.



Source: *2004 Annual Report*, University of Minnesota.

B. Key Financial Indicators

Table 9-1 shows key financial indicators derived from the University's FY 2003-04 balance sheet.

Assets: The comparison of assets by category monitors changes in gross assets, changes in asset categories, and changes between asset categories. A financially healthy institution would generally have stable or rising assets and the distribution among asset categories should be stable.

The University's performance during FY 2003-04 shows that:

- University assets at the end of FY 2003-04 increased by $143.1 million, or 4.2 percent over FY 2002-03.
- Cash and investments increased $79.3 million, or 6.4 percent, mainly due to increases from net unrealized and realized gains on the endowment and other investments.
- The increase in other assets of $15.7 million, or 53.9 percent, is due primarily to an increase in prepaid expenses.

Liabilities: The comparison of liabilities by category monitors changes in gross liabilities, changes in liability categories, and changes between liability categories. The desired trend for liabilities is stable or declining amounts of liabilities with a stable distribution among liability categories.

The University's performance yielded these results related to liabilities:

- Accrued and other liabilities increased $24.2 million, or 7.1 percent, due to an increase in compensation and benefit accruals as well as an increase in securities lending collateral.
- The decrease in long-term debt of $110.6 million, or 14.3 percent, resulted primarily from the refunding of the 1993A series general obligation bonds.

Accounts Receivable: Accounts receivable (A/R) balances depict how quickly the University is billing and collecting revenues. A/R dollar amounts should be declining or stable around a benchmark. An increasing A/R is not desirable and may highlight collection problems. Distribution across A/R

types also should be monitored for proportionality. When A/R balances are disproportionate there may be opportunities for business process redesign to improve collection cycles.

Highlights of the University's A/R performance during FY 2003-04 were:

- Receivables balances for state and federal appropriations increased $16.9 million, or 15.5 percent. This increase was caused by the net impact of an increase in capital appropriations receivable due to an increase in capital spending, an increase in state appropriations from the cigarette tax, and a decrease in the state general fund appropriation receivable due to the decrease in the level of state support.
- Receivables balances for sponsored grants and contracts declined $2.6 million, or 3.8 percent, as a result of more timely billings and collections of sponsored accounts.

Comparative ratios of A/R balances as a percentage of related revenue measures the percentage of annual revenue that remains uncollected at a given point in time. These ratios should be stable or declining.

Table 9-1. University of Minnesota key financial indicators from the balance sheet, FY 2003-04.

	Year ended June 30, 2004		Year ended June 30, 2003	
	$000	**% of total**	**$000**	**% of total**
Assets ($thousands)				
Cash and Investments	1,317,305	36.7%	1,238,047	35.9%
Receivables	364,663	10.2%	341,571	9.9%
Property, Plant and Equipment	1,862,746	51.9%	1,837,689	53.3%
Other Assets	44,721	1.2%	29,056	0.9%
Total Assets	**3,589,435**	**100.0%**	**3,446,363**	**100.0%**
Liabilities ($ thousands)				
Accounts Payable	66,794	5.6%	63,819	5.0%
Accrued and Other Liabilities	363,448	30.6%	339,202	26.4%
Unearned Income	91,530	7.7%	104,349	8.1%
Long-Term Debt	664,954	56.1%	775,598	60.5%
Total Liabilities	**1,186,726**	**100.0%**	**1,282,968**	**100.0%**
Accounts Receivable				
State and Federal Appropriations	125,973	42.5%	109,098	39.7%
Sponsored Grants and Contracts	65,970	22.3%	68,582	25.0%
Student Receivables	42,540	14.3%	39,319	14.3%
Trade Receivables	62,075	20.9%	57,610	21.0%
Total Accounts Receivable	**296,558**	**100.0%**	**274,609**	**100.0%**
Accounts Receivable as Percentage of Related Revenue				
State and Federal Appropriations	21.2%		16.8%	
Sponsored Grants and Contracts	11.2%		13.0%	
Student Receivables	10.4%		11.3%	

Source: *2004 Annual Report*, University of Minnesota

Annual Operating Indicators

Revenue Contribution Ratios: The revenue contribution ratios presented in Table 9-2 are an important measure of the relative dependence of University operations on any one source of revenue. In a strong financial environment these ratios should be stable around a relatively distributed revenue base, with no single source contributing a

disproportionate share of total revenue. The University continues to have a well distributed revenue base.

Of particular note in FY 2003-04, as shown in Figure 9-2, were the following changes from the previous year:

- The percentage of total revenue the University obtains from student tuition and fees increased 1.7 percent, from 16.4 percent in FY 2002-03 to 18.1 percent in FY 2003-04. This increase was a direct result of a large reduction in state appropriations due to a significant state budget shortfall.
- State appropriation revenue declined 4.2 percent, from 29.9 percent in FY 2002-03 to 25.7 percent in FY 2003-04.

Table 9-2. Annual operating indicators for University of Minnesota, FY 2003-04.

	Year ended June 30, 2004		Year ended June 30, 2003	
	$000	**% of total**	**$000**	**% of total**
Revenue Contribution Ratio				
Student Tuition & Fees (net)	407,631	18.1%	348,675	16.4%
State Appropriations	577,648	25.7%	633,747	29.9%
State & Other Government Grants	46,389	2.1%	38,368	1.8%
Other Revenues	2,069	0.1%	3,710	0.2%
Non-Govt. Grants & Contracts	183,765	8.2%	164,463	7.8%
Federal Grants & Contracts	358,840	16.0%	323,467	15.3%
Federal Appropriations	16,657	0.7%	15,562	0.7%
Auxiliary Enterprises (net)	238,275	10.6%	229,367	10.8%
Educational Activities	127,149	5.7%	113,746	5.4%
Non-exchange Grants	100,256	4.5%	120,124	5.7%
Gifts	97,329	4.4%	94,011	4.4%
Capital Grants & Gifts	25,440	1.1%	29,869	1.4%
Capital Appropriations	58,892	2.6%	5,502	0.3%
	2,240,340	100.0%	2,120,611	100.0%
Operating Expense Ratio				
Instruction	560,906	26.7%	569,375	26.9%
Research	422,290	20.1%	411,568	19.4%
Public Service	165,200	7.9%	158,913	7.5%
Academic Support	251,602	12.0%	271,990	12.8%
Student Services	71,082	3.4%	68,140	3.2%
Institutional Support	116,481	5.5%	118,340	5.6%
Operations and Maintenance of Plant	152,372	7.3%	160,240	7.6%
Scholarships and Fellowships	66,605	3.2%	67,461	3.2%
Depreciation/Other Operating Expenses	127,274	6.1%	130,087	6.1%
Auxiliary Enterprises	164,218	7.8%	161,625	7.6%
	2,098,030	100.0%	2,117,739	100.0%
Expendable Fund Balance to Total Operating and Interest Expense	0.472		0.386	

Source: *2004 Annual Report*, University of Minnesota

Note: Revenue contribution ratios are computed excluding investment-related revenues, other non-operating revenues, and additions to permanent endowments.

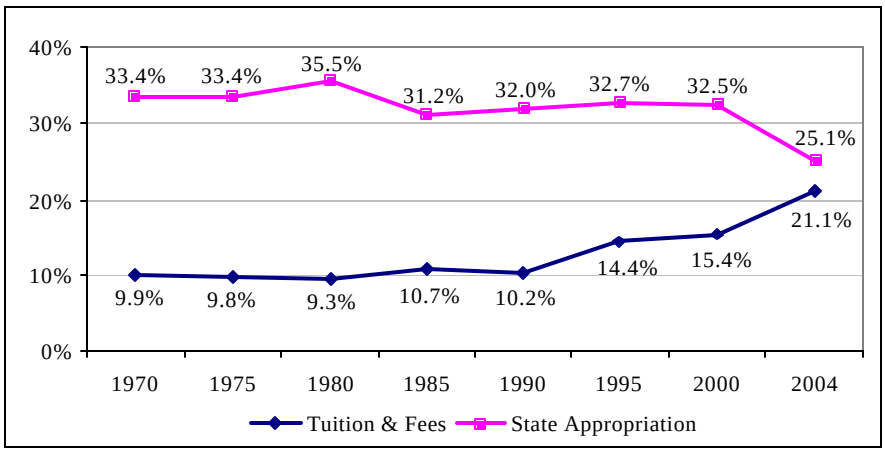
Of particular note in FY 2003-04 is the overall decline of approximately $19.0 million in total operating expenditures. The University responded to significant reductions in state

appropriations through an aggressive effort to reduce costs and increase revenues. As part of this effort the University undertook a one-year wage freeze, modified its employer/employee cost responsibility for health care benefits, and reduced administrative and operating costs.

As a result of strong management action to control costs, increase operating revenues, and focus on reshaping short- and long-term investment strategies, net assets of the University increased approximately $239.3 million, or 11.1 percent, compared with the prior fiscal year.

Figure 9-3 shows the relative proportion of University revenue derived from state appropriations and student tuition and fees. In the last 10 years, and particularly in the last five, as the state's appropriation has been reduced, the University has had to rely more heavily on tuition and fees.

Figure 9-3. Tuition and fees and state appropriations as a percentage of total University of Minnesota revenue, 1970 to 2004.



Operating Expense Ratio: Expense ratios illustrate trends in expenses over time and the relative mix of expenses in relation to each other. Expense ratios should be stable around a relatively distributed expense base. One of the University's strengths is that is has a diversified revenue base.

As shown in Table 9-2, total University expenses decreased $19.7 million, or 0.9 percent from FY 2002-03 to FY 2003-04. The distribution of those expenses between the University's major expense categories of compensation and benefits, supplies and services, and other was nearly stable from FY 2002-03 to FY 2003-04.

Finally, the expendable fund balance to total expenditures ratio illustrates financial strength by the ability of the University to support operations from expendable fund balances. This ratio should be stable or rising over time.

C. Tuition and Fees

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."

The Board of Regents establishes tuition rates annually and factors in issues of access, choice, retention, progress toward degrees, the competitive environment, applicable state and federal policies and laws, and state appropriations to the University.

Table 9-3 shows the 2004-05 undergraduate resident and non-resident tuition and required fees 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.

From 2003-04 to 2004-05, the University's resident tuition and fees remained third highest in the Big Ten but dropped from 4th to 5th place in non-resident undergraduate tuition and fees. This reflects an intentional strategy to improve the University's competitive position for non-resident undergraduate tuition and fee costs.

Table 9-3. 2004-05 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	$10,856	12	65	116
2	University of Michigan – Ann Arbor	8,722	3	30	59
3	**University of Minnesota – Twin Cities**	**8,029**	**13**	**73**	**126**
4	University of Illinois – Urbana-Champaign	7,944	13	67	112
5	Ohio State University – Columbus	7,542	13	82	144
6	Michigan State University	7,352	4	40	59
7	Indiana University – Bloomington	6,777	4	61	101
8	Purdue University – West Lafayette	6,092	4	64	111
9	University of Wisconsin – Madison	5,866	14	57	114
10	University of Iowa	5,396	8	80	120

Non-Resident Undergraduate Students

Rank	University	Nonresident Tuition/Fees	Percentage Increase 1 Year	5 Year	10 Year
1	University of Michigan – Ann Arbor	$26,941	5	32	64
2	University of Illinois – Urbana-Champaign	20,864	16	76	140
3	Pennsylvania State University	20,784	8	52	94
4	University of Wisconsin – Madison	19,866	4	52	118
5	**University of Minnesota – Twin Cities**	**19,659**	**5**	**54**	**100**
6	Purdue University – West Lafayette	18,700	6	51	96
7	Indiana University – Bloomington	18,590	6	44	83
8	Michigan State University	18,148	7	44	62
9	Ohio State University – Columbus	18,129	9	50	95
10	University of Iowa	16,048	5	54	93

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.

Graduate Students: Table 9-4 shows the 2004-05 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. There was no change in the University's rank from the previous year – third in resident graduate tuition and fees and eighth in non-resident graduate tuition and fees.

Table 9-4. 2004-05 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	$13,585	5	29	62
2	Pennsylvania State University	11,796	13	65	110
3	**University of Minnesota – Twin Cities**	**9,525**	**12**	**73**	**127**
4	University of Wisconsin – Madison	8,320	10	54	116
5	University of Illinois – Urbana-Champaign	8,310	7	55	97
6	Ohio State University – Columbus	8,250	13	43	84
7	Michigan State University	8,108	4	33	55
8	University of Iowa	6,182	9	76	114
9	Purdue University – West Lafayette	6,092	4	64	111
10	Indiana University – Bloomington	5,796	4	38	76

Non-Resident Graduate Students

Rank	University	Nonresident Tuition/Fees	Percentage Increase 1 Year	5 Year	10 Year
1	University of Michigan – Ann Arbor	$27,311	5	29	61
2	University of Wisconsin – Madison	23,590	3	38	102
3	Pennsylvania State University	21,946	8	52	93
4	University of Illinois – Urbana-Champaign	20,310	8	62	101
5	Ohio State University – Columbus	20,133	9	35	73
6	Purdue University – West Lafayette	18,700	6	51	96
7	University of Iowa	16,666	6	53	93
8	**University of Minnesota – Twin Cities**	**16,624**	**6**	**60**	**92**
9	Michigan State University	15,980	7	36	59
10	Indiana University – Bloomington	15,562	4	34	72

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

Business Students: As shown in Table 9-5, the University maintained its 2nd place position among its Big Ten peers for tuition and fees for resident and non-resident first-professional business students. Both rates increased by 11 percent, compared to a 7 percent and 6 percent increase, respectively, at the most expensive institution, the University of Michigan – Ann Arbor. Over the past five years, the University of Minnesota's rate increases were the third highest for resident students and highest for non-resident business students among its Big Ten competitors.

Table 9-5. 2004-05 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	$31,687	7	46	121
2	**University of Minnesota – Twin Cities**	**21,172**	**11**	**75**	**144**
3	University of Illinois – Urbana-Champaign	17,218	8	45	156
4	Michigan State University	16,200	6	65	118
5	Ohio State University – Columbus	15,555	10	130	247
6	Pennsylvania State University	14,948	16	82	166
7	Indiana University – Bloomington	13,675	7	50	92
8	Purdue University – West Lafayette	13,372	4	57	364
9	University of Iowa	11,194	5	147	201
10	University of Wisconsin – Madison	9,776	8	50	110

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	$36,687	6	37	75
2	**University of Minnesota – Twin Cities**	**29,552**	**11**	**73**	**127**
3	Ohio State University – Columbus	27,438	8	73	136
4	Indiana University – Bloomington	26,744	8	49	92
5	Purdue University – West Lafayette	26,488	6	54	177
6	Pennsylvania State University	25,244	11	64	122
7	University of Wisconsin – Madison	25,214	3	38	102
8	University of Illinois – Urbana-Champaign	24,718	0	29	96
9	Michigan State University	22,700	6	64	57
10	University of Iowa	19,956	5	67	110

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

Law Students: Table 9-6 shows that resident tuition and fees at the Law School remained in 2nd place among its Big Ten peers, but non-resident rates moved up from 4th to 3rd from the previous year. Resident law student rates increased by 11 percent, compared to 5 percent for number-one ranked University of Michigan – Ann Arbor resident law students. Non-resident rates at the University increased by 7 percent, compared to first-place University of Michigan – Ann Arbor's 5 percent and second-place University of Illinois – Champaign-Urbana's 4 percent. Over the past five years, the University of Minnesota's rate increases were the highest for resident and non-resident law students among its Big Ten competitors.

Table 9-6. 2004-05 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	$29,357	5	54	105
2	**University of Minnesota – Twin Cities**	**17,148**	**11**	**76**	**128**
3	University of Illinois – Urbana-Champaign	15,926	9	70	177
4	Ohio State University – Columbus	14,405	10	70	168
5	Indiana University – Bloomington	13,046	4	75	167
6	University of Iowa	12,348	6	74	187
7	University of Wisconsin – Madison	10,734	12	58	121

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	$34,357	5	37	67
2	University of Illinois – Urbana-Champaign	28,262	4	40	93
3	**University of Minnesota – Twin Cities**	**27,242**	**7**	**68**	**103**
4	Ohio State University – Columbus	27,237	8	49	108
5	University of Wisconsin – Madison	26,952	8	47	115
6	University of Iowa	26,556	5	50	129
7	Indiana University – Bloomington	25,875	6	40	100

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

Pharmacy Students: Table 9-7 shows that resident University pharmacy students paid 10 percent higher tuition and fees than they did the previous year. Combined with the University of Michigan – Ann Arbor's 10 percent reduction, the two institutions are within $231 of tying for the most expensive among their Big Ten peers. Non-resident pharmacy students at the University also paid 10 percent higher tuition and fees than the previous year. This was the highest percentage increase among the Big Ten comparison group. Over the past five years, the University of Minnesota's rate increases were the second highest for resident students and highest for non-resident pharmacy students among its Big Ten competitors.

Table 9-7. 2004-05 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	$14,991	-10	19	50
2	**University of Minnesota – Twin Cities**	**14,760**	**10**	**64**	**115**
3	University of Iowa	12,422	4	124	234
4	Purdue University	11,164	4	49	90
5	University of Wisconsin – Madison	10,858	7	47	181
6	Ohio State University – Columbus	10,815	12	59	109

Table 9-7 (continued). 2004-05 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.

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	$28,115	-2	29	60
2	University of Iowa	26,576	2	59	145
3	**University of Minnesota – Twin Cities**	**26,148**	**10**	**64**	**97**
4	Purdue University	24,180	6	49	93
5	Ohio State University – Columbus	23,457	9	42	83
6	University of Wisconsin – Madison	23,108	3	38	97

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

Veterinary Medicine: The University of Minnesota remained 1st and 3rd, respectively, among its Big Ten peers for tuition and fees for resident and non-resident veterinary students. As shown in Table 9-8, resident rates increased by 8 percent and non-resident rates increased by 7 percent. Over the past five years, the University's rates showed the greatest percentage increase among Big Ten veterinary schools.

Table 9-8. 2004-05 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**	**$17,142**	**8**	**67**	**119**
2	Ohio State University – Columbus	16,413	12	61	123
3	University of Wisconsin – Madison	15,882	0	28	79
4	University of Illinois – Urbana-Champaign	14,858	10	55	110
5	Michigan State University	14,800	6	34	55
6	Purdue University	12,596	4	44	74

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	$41,637	8	41	85
2	University of Illinois – Urbana-Champaign	35,322	11	49	89
3	**University of Minnesota – Twin Cities**	**32,931**	**7**	**65**	**167**
4	Michigan State University	31,000	7	36	58
5	Purdue University	30,364	6	44	75
6	University of Wisconsin – Madison	23,916	0	27	86

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

D. 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 the University's demand for debt may exceed the supply at some point in time, it is imperative that borrowings are structured effectively.

The University'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 debt maturity with life expectancy of projects to be financed; and
- issue debt for qualified capital projects only and not for operating and maintenance costs.

Table 9-9 shows the University's current outstanding debt. The weighted average cost of capital for all University debt is approximately 4.4 percent. The average life of University debt is roughly 11 years; 93 percent of the debt is fixed rate and 7 percent is variable rate.

Table 9-9. University of Minnesota current outstanding debt, June 30, 2004.

Bond	Interest Rate	Due at various Dates through	Ending Balance June 30, 2004
General Obligation Bonds			
Series 2003A	4.39%	2031	$71,000,000
Series 2001C	4.4%	2036	155,100,000
Series 2001B	4.33%	2004	2,955,000
Series 2001A	3.08%	2004	12,370,000
Series 1999A	4.16%	2034	175,450,000
Series 1996A	4.5%-5.75%	2021	171,669,000
State of Minnesota obligations – Infrastructure development bonds	4.00%-6.9%	2022	61,924,000
Auxiliary revenue bonds	3.00%	2013	9,260,000
Capital leases and other	1.29%-8.00%	2011	5,226,000
		Total debt payable	**$664,954,000**

Source: *2004 Annual Report,* University of Minnesota.

E. 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, with 1 being higher than a 3.

In its report on bonds issued in July 2004, 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 9-10 shows that the University of Minnesota's performance in FY 2003-04 reflects an improvement in three of the four Moody's key capital ratios. The University benefits from the University of Minnesota Foundation's net assets in determining both expendable and total resources used in these ratios.

Table 9-10. Moody's Investor Service key capital ratios, FY2002-2004.

	University of Minnesota			Moody's Benchmark Medians*	
	Year ended June 30, 2002	Year ended June 30, 2003	Year ended June 30, 2004	Aa2 Institutions	Aa3 Institutions
Unrestricted operating resources to debt	0.47	0.40	0.47	0.83	0.52
Expendable resources to debt	2.12	1.98	2.72	1.74	1.22
Total resources to debt	2.81	2.68	3.54	2.72	2.13
Actual debt service to operations	2.5%	2.8%	2.8%	2.4%	3.0%

Source: Office of the Treasurer, University of Minnesota
*Based on 2003 financial and enrollment data

Financial Ratios

Moody's also maintains key financial ratios for institutions in their database.

Table 9-11 shows the University of Minnesota's performance for FY 2001-02 to FY 2003-04 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 9-11. Moody's Investors Service key financial ratios, FY 2002 – FY 2004.

	University of Minnesota			Moody's 2003 Benchmark Medians*	
Ratio	Year ended June 30, 2002	Year ended June 30, 2003	Year ended June 30, 2004	Aa2 Institutions	Aa3 Institutions
	Fall 2001	Fall 2002	Fall 2003		
Selectivity ratio	77.8%	76.3%	76.4%	78.2%	75.2%
Matriculation ratio	45.3%	47.0%	41.6%	41.6%	44.9%
Net tuition per student ($)	$4,559	$5,220	$6,139	$5,877	$3,963
Education expenses per student ($)	$39,948	$39,311	$37,770	$27,400	$25,679
Total tuition discount (%)	35.2%	34.6%	31.3%	25.5%	29.3%

Source: Office of the Treasurer, University of Minnesota.
*Based on 2003 Financial and Enrollment Data.

Table 9-12 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. "Resources per student" is 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.

As shown in Table 9-12, the University of Minnesota's resources per student declined by 5.4 percent between FY 2001-02 and FY 2002-03, the largest decline among the 13 institutions.

Table 9-12. Total resources per student for selected public research universities, FY2002 – FY 2003.

Institution (Moody's rating)	FY 2002	FY 2003	% Change
University of Virginia (Aaa)	$136,275	$150,715	+10.6%
University of Michigan (Aaa)	106,141	105,986	-0.1
University of Texas (Aaa)	94,239	93,291	-1.0
University of North Carolina (Aa1)	67,987	66,299	-2.5
University of California (Aa2)	59,111	58,395	-1.2
University of Washington (Aa2)	48,620	51,985	+6.9
University of Minnesota (Aa2)	**41,930**	**39,645**	**-5.4**
Purdue University (Aa1)	35,175	35,322	+0.4
Ohio State University (Aa2)	30,082	32,190	+7.0
Michigan State University (Aa2)	29,551	31,900	+7.9
Pennsylvania State University (Aa2)	22,408	24,587	+9.7
Indiana University (Aa2)	20,657	20,712	+0.3
University of Illinois (Aa3)	18,392	18,828	+2.4

Source: Lehman Brothers.

F. Return on Invested Assets

The University of Minnesota has invested assets in four investment pools.

Consolidated Endowment Fund (CEF): Since the 1990s all gifts to the University have gone directly into the University of Minnesota Foundation, which is a separate legal entity from the University of Minnesota. Prior to that time, however, gifts were accepted directly into University accounts.

The University also has received revenue from public sources such as federal land grants and iron ore taxes and royalties. Funds from these public sources are known as Permanent University Funds (PUF funds). These PUF funds, combined with matching gifts from private donors, support approximately 150 permanently endowed faculty positions throughout the University.

The Consolidated Endowment Fund is a pool of these original endowment funds from both public and private sources that remain in the University as opposed to the endowments that reside in the Foundation. Now that all new gifts to the University go into the Foundation, current sources of new annual inflows to CEF are limited to the collection of rents or royalties by the University from real assets that it owns or the liquidation of such assets.

Each year about 5 percent of the CEF's market value is distributed to support endowed faculty positions or other donor-stipulated uses. CEF's investment objective is to guard against the eroding effects of inflation and maximize total return (interest income plus capital appreciation) ensuring that the principal maintains its purchasing power over time to support the University in future generations.

Temporary Investment Pool (TIP): TIP represents the working capital of the University. Funds in this pool come from appropriations, tuition receipts, federal grants, student loan funds, plant funds, gifts for current use, unexpended endowment distributions, and other funds derived from University operations.

The cash in the TIP is used by colleges and departments to fund daily operating expenses such as salaries and fringe benefits, supplies, and utilities. As operating capital, the investment horizon for the TIP is short-term and focuses on maintaining liquidity and protecting principal balances. These assets are invested in short-term and medium-term fixed income securities with the goal of providing investment returns exceeding the 13-week T-Bill rate plus 50 basis points.

Group Income Pool (GIP): GIP funds are longer-term operating reserves of the University created from auxiliary enterprises, depreciation reserves, and funds to support budgeted expenditures that are not likely to occur for 24 months or more. These reserves support various capital and infrastructure needs or other one-time program investments. Funds invested in GIP usually have an investment horizon of at least two to three years with an investment objective of maximizing current income and realizing some capital appreciation.

RUMINCO, Ltd.: The University is self-insured for medical malpractice, general liability, directors' and officers' liability, and automobile liability through RUMINCO, Ltd., a wholly owned single parent captive insurance subsidiary of the University. The underlying insurance reserves of RUMINCO, Ltd. are intended to address the potential financial risk to the University for the self-insured or the deductible portions of the various insurance policies in effect.

RUMINCO reserves are invested through a centralized investment pool managed by the company. Reserve objectives are twofold: one is to invest the capital balances associated with known or projected liabilities in a manner that preserves the principle, maintains liquidity, and provides current income; the other objective is to maximize the investment return on the excess reserve balances by selecting longer-term total return (interest income plus capital appreciation) investments. The goal is to increase this portion of the reserve so as to eventually reduce or eliminate the requirement for premiums to be paid.

Table 9-13 shows the University's one-, three- and five-year performance in these four investment pools relative to benchmarks.

Table 9-13. University of Minnesota return on invested assets.

Investment Pool	Value at June 30, 2004	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	$627,200,000	19.4%	18.0%	1.3%	1.1%	2.2%	0.1%
Temporary Investment Pool	$543,200,000	2.5%	1.5%	3.1%	1.9%	4.6%	3.7%
Group Income Pool	$49,200,000	7.1%	5.6%	13.7%	11.9%	7.6%	7.1%
RUMINCO, Ltd.	$27,500,000	8.1%	9.8%	2.6%	4.3%	3.4%	4.7%
Total	**$1,247,100,000**						

Source: Office of Asset Management, University of Minnesota.

G. Endowment and Annual Giving

NOTE: *Just prior to this accountability report going to press, it was discovered during final data verification that the reporting of endowment assets in the University of Florida's annual study was incorrect. The total for the University of Minnesota should have included endowment assets of the University of Minnesota, the University of Minnesota Foundation, and the Minnesota Medical Foundation. Unfortunately, the Minnesota Medical Foundation's FY 2003 endowment assets of $177 million were not included.*

This omission affected not only the University of Minnesota's endowment assets ranking but also its overall ranking among the top American public and private universities. Inclusion of the $177 million would rank the University of Minnesota at 25th nationally. Efforts are under way to correct these reporting errors in future University of Florida reports.

Table 9-14 shows total endowment assets for the top 10 U.S. public and private research universities for FY 2003 as reported by the University of Florida. The University of Minnesota ranked 26th nationally, down two positions from the previous year. (This factor accounted for the University's drop in the 2004 Florida survey rankings.)

CEF funds are managed separately from those of the University of Minnesota Foundation and the Minnesota Medical Foundation. Recent under performance of the consolidated endowment fund was due to a high concentration of the portfolio in U.S. equities resulting in a high degree of volatility in overall performance.

As a result of Board of Regents-approved changes in asset allocation guidelines and a new emphasis on alternative investment classes it is anticipated that Minnesota's ranking will improve over its current position.

(Note: The University's national ranking does not reflect the more recent one-year CEF investment performance of 19.4 percent as of June 30, 2004, as noted in Table 9-13.)

Table 9-15 shows the change in endowment assets relative to the top 10 public and private research universities from 1999-2003.

Table 9-14. Endowment assets for top 10 U.S. public and private research universities and University of Minnesota, 2003.

Rank		Institution	Endowment Assets	% Increase from 1994[1]
All	Public Only			
1		Harvard University	$18,849,491,000	144.8%
2		Yale University	11,034,600,000	151.8%
3		Princeton University	8,730,100,000	10.4%
4		Stanford University	8,614,000,000	152.2%
5		Massachusetts Institute of Technology	5,133,613,000	132.6%
6		Columbia University	4,350,000,000	82.7%
7		Emory University	4,019,766,000	91.4%
8		University of Pennsylvania	3,547,473,000	95.1%
9	1	Texas A&M University	3,525,114,000	41.1%
10		Washington University	3,454,704,000	60.1%
11	2	University of Michigan	3,395,225,000	183.4%
21	3	University of Virginia	1,800,882,000	100.1%
22	4	University of California – Berkeley	1,793,647,000	119.5%
24	5	University of Texas – Austin	1,640,724,000	95.9%
26	**6**	**University of Minnesota**	**1,336,020,000**	**64.0%**
30	7	Ohio State University	1,216,574,000	101.6%
31	8	University of Pittsburgh	1,156,618,000	140.7%
35	9	University of Washington	1,103,197,000	198.5%
36	10	University of North Carolina	1,097,418,000	281.3%

Source: *The Top American Research Universities:* The Center, University of Florida, 2004.
[1] Percent change based on constant 1998 dollars. University of Minnesota figures include the endowments of the University of Minnesota, University of Minnesota Foundation, and the Minnesota Medical Foundation.

Table 9-15. Average endowment assets for top 10 U.S. public and private research universities and University of Minnesota, 1999-2003.

	1999	2000	2001	2002	2003	5-Year Change
Top 10 Public/Private Average	$5.697 b	$7.374 b	$7.126 b	$6.816 b	$7.126 b	+ $1.429 b
% Change		+ 29.4%	- 3.4%	- 4.4%	+ 4.5%	+ 25.1%
Top 10 Public Only Average[1]	$1.643 b	$1.996 b	$1.906 b	$1.794 b	$1.859 b	+ $215.6 m
% Change		+ 21.5%	- 4.5%	- 5.9%	+ 3.6%	+ 13.1%
U of M – Twin Cities	**$1.510 b**	**$1.809 b**	**$1.651 b**	**$1.501 b**	**$1.336 b**	**- $173.7 m**
% Change		**+ 19.8%**	**8.7%**	**9.1%**	**- 11.0%**	**- 11.5%**
Public/Private Rank	**23rd**	**23rd**	**24th**	**24th**	**26th**	
Public Only Rank	**4th**	**4th**	**5th**	**5th**	**6th**	

Source: *The Top American Research Universities:* The Center, University of Florida, 2004.

[1] Excluding University of Minnesota .

University of Minnesota Foundation

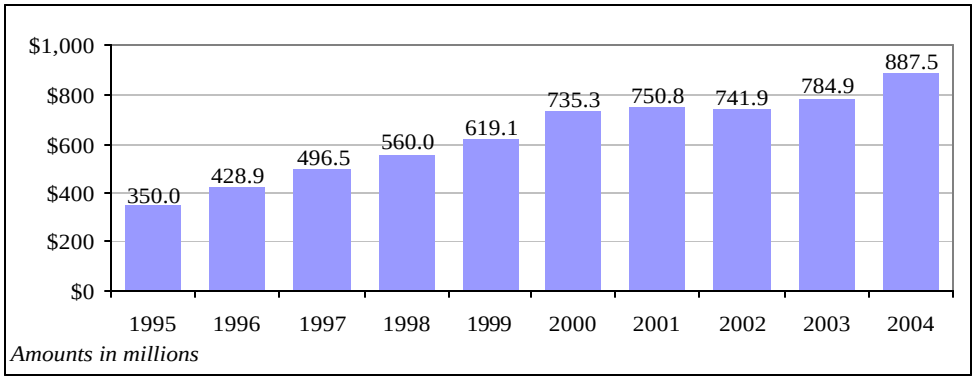
An independent, non-profit organization, the Foundation raises and manages gifts from the University's alumni and friends. It serves as the central development office for the University and tracks and reports gifts to all campuses, colleges, and departments.

Endowment: More than half of endowment funds managed by the Foundation provide scholarships and fellowships to students. In FY 2004, endowment funds supported 1,060 scholarships and 430 fellowships.

Figure 9-4 shows that the Foundation's endowment increased in nine of the past 10 years. The Foundation's endowment grew by $102.6 million during FY 2004 to an historic high of $887.5 million.

Table 9-16 shows the rates of return for Foundation investments and its one-, three-, and five-year performance relative to its benchmark peer group.

Figure 9-4. University of Minnesota Foundation endowment (in millions), FY 1995-2004.



Source: University of Minnesota Foundation.

Table 9-16. Rates of return for University of Minnesota Foundation investments and benchmark data.

Investment Pool Returns	1-Year Return (2003-2004)	3-Year Return (2001-2004)	5-Year Return (1999-2004)
U of Minnesota Foundation	17.2%	8.0%	8.4%
5th Percentile	20.3%	7.5%	10.3%
25th Percentile	18.3%	5.6%	6.3%
50th Percentile	16.9%	4.5%	5.1%
75th Percentile	15.5%	3.5%	3.5%
95th Percentile	13.2%	1.0%	1.8%
Overall Average	16.8%	4.5%	5.2%

Source: University of Minnesota Foundation.

Endowed Chairs and Fellowships: As shown in Table 9-17, the number of endowed chairs and endowed fellowships has risen dramatically over the past 20 years. The number of endowed chairs increased 53 percent from 1996 to 2004. During this same period, the number of endowed fellowships increased 268 percent.

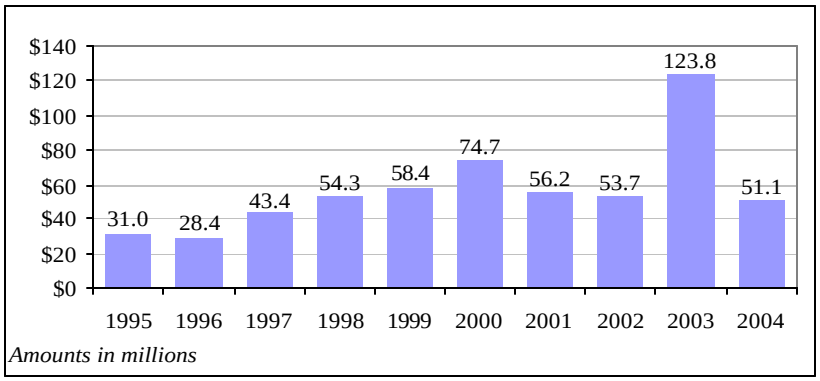
Table 9-17. University of Minnesota Foundation and Minnesota Medical Foundation endowed chairs and fellowships.

Year	Endowed Chairs	Endowed Fellowships
1984	17	23
1996	245	117
2003	372	389
2004	374	430

Source: University of Minnesota Foundation

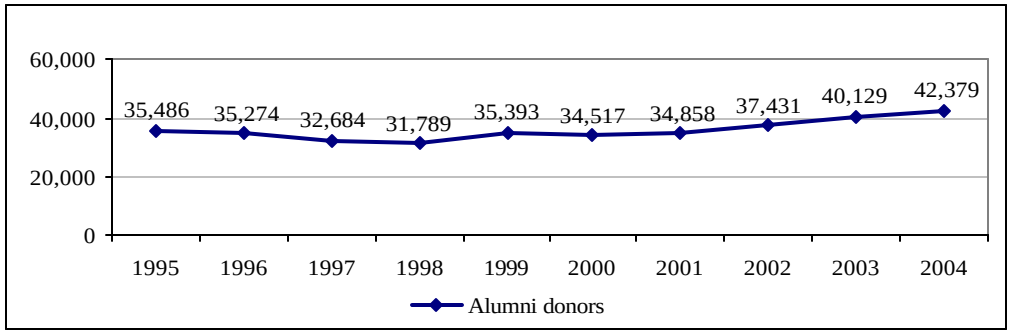
Annual Giving: Voluntary support of the University of Minnesota through the Foundation takes many forms. Figures 9-5 and 9-6 demonstrate the important role that alumni play in supporting the University's mission. The number of alumni donors has increased steadily each year since 2000, reaching a record 42,379 donors in 2004.

Figure 9-5. Funds contributed by University of Minnesota alumni to University of Minnesota Foundation and Minnesota Medical Foundation, 1995-2004.



Source: University of Minnesota Foundation.

Figure 9-6. Number of University of Minnesota alumni donors to University of Minnesota Foundation and Minnesota Medical Foundation, 1995-2004.



Source: University of Minnesota Foundation.

Table 9-18 shows annual giving totals for the top 10 U.S. public and private research universities for FY 2003. The University of Minnesota ranked 15th nationally, down one position from FY 2002. This slight reduction in the University's rank on annual giving was not unexpected and is a direct result of the end of a highly successful capital campaign. Over the past decade, the University ranked 8th

among all institutions in the two top-10 lists for 2002, when the percentage increase in annual giving is calculated in constant 1998 dollars.

Table 9-19 shows the change in annual gifts to the University relative to the top 10 public and private research universities over the past four year.

Table 9-18. Annual giving for top 10 U.S. public and private research universities and University of Minnesota, FY 2003.

Rank		Institution	Annual Giving	% Increase from 1994[1]
All	Public Only			
1		Harvard University	$555,639,000	54.8%
2		Stanford University	486,075,000	73.1%
3		University of Pennsylvania	399,641,000	24.0%
4		Cornell University	356,201,000	63.3%
5	1	University of Arkansas	333,049,000	516.0%
6		Johns Hopkins University	319,547,000	195.7%
7	2	University of California – Los Angeles	319,463,000	183.1%
8	3	University of Washington	311,251,000	104.4%
9	4	University of Texas	309,484,000	295.2%
10		University of Southern California	305,982,000	10.5%
12	5	University of Wisconsin – Madison	286,915,000	56.9%
14	6	University of Virginia	261,922,000	215.3%
15	**7**	**University of Minnesota**	**244,851,000**	**69.4%**
17	8	University of California – San Francisco	225,597,000	98.9%
20	9	Ohio State University – Columbus	195,759,000	66.2%
22	10	University of California – Berkeley	190,710,000	54.8%

Source: *The Top American Research Universities:* The Center, University of Florida, 2004.

[1] Percent change based on constant 1998 dollars.

Note: "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 9-19. Average annual giving for top 10 U.S. public and private research universities and University of Minnesota, 1999-2003.

	1999	2000	2001	2002	2003	5-Year Change
Top 10 Public/Private Average	$282.2 m	$345.3 m	$367.5 m	$364.4 m	$369.6 m	+ $87.4 m
% Change		+ 22.4%	+ 6.4%	- 0.8%	+ 1.4%	+ 31.0%
Top 10 Public Only Average[1]	$180.8 m	$215.3 m	$230.7 m	$231.0 m	$270.5 m	+ $89.7 m
% Change		+ 18.1%	+ 7.2%	+ 0.1%	+ 17.1%	+ 49.6%
U of M – Twin Cities	**$162.0 m**	**$194.0 m**	**$228.9 m**	**$233.3 m**	**$244.9 m**	**+ $82.9 m**
% Change		**+ 19.7%**	**+ 18.0%**	**+ 1.9%**	**+ 4.9%**	**+ 51.2%**
Public/Private Rank	**18th**	**20th**	**15th**	**14th**	**15th**	
Public Only Rank	**6th**	**8th**	**5th**	**4th**	**7th**	

Source: *The Top American Research Universities:* The Center, University of Florida, 2004.

[1] Excluding University of Minnesota.

College and Campus Fundraising: During FY 2003-04, new gifts and future commitments to the University totaled $145 million, down from the record levels achieved during Campaign Minnesota but nearly double the amount raised in 1995. There were 81,979 donors, an all-time high. The gifts have made possible an array of scholarships and fellowships, capital improvements, support for faculty, academic programs, and research, and other initiatives across the campus. Table 9-20 shows the number of donors and the amount raised by individual colleges and other units.

Table 9-20. College and campus giving, FY 2004.

College/Campus/Unit	Number of Donors	Amount Raised
Colleges		
Carlson School of Management	3,287	$11,137,878
College of Agricultural, Food, and Environmental Sciences	1,951	4,251,054
College of Architecture and Landscape Architecture	465	487,296
College of Biological Sciences	703	304,943
College of Continuing Education	462	1,093,141
College of Education and Human Development	3,272	1,783,718
College of Human Ecology	1,888	2,448,682
College of Liberal Arts	6,586	8,073,385
College of Natural Resources and the Bell Museum	917	1,036,141
College of Pharmacy	831	523,678
College of Veterinary Medicine and Gabbert Raptor Center	2,671	3,992,611
General College	465	267,318
Humphrey Institute of Public Affairs	673	1,141,426
Institute of Technology	5,817	10,755,710
Law School	2,067	1,679,122
School of Dentistry	1,364	980,811
School of Nursing	1,597	1,001,616
Coordinate Campuses		
University of Minnesota, Crookston	1,000	360,632
University of Minnesota, Duluth	4,370	3,517,304
University of Minnesota, Morris	1,804	255,865
Other Programs		
Center for Spirituality and Healing	17	220,079
Intercollegiate Athletics	8,263	10,676,227
University Libraries	1,480	878,328
Weisman Art Museum	801	1,261,170
Affiliated Foundations		
Minnesota 4-H Foundation	1,325	673,535
Minnesota Landscape Arboretum Foundation	5,053	5,688,335
Minnesota Medical Foundation	21,276	44,958,660

Source: University of Minnesota Foundation

Minnesota Medical Foundation

Founded in 1939, the Minnesota Medical Foundation is an independent nonprofit organization dedicated to supporting the advancement of health-related education and research at the University of Minnesota. The Foundation's primary function is to attract private philanthropic support for the University of Minnesota's Medical School (with campuses in the Twin Cities and Duluth), School of Public Health, Cancer Center, and related units in the Academic Health Center.

Among its many services, the Foundation manages more than 3,500 funds that support scholarships, research, faculty positions, academic programs, capital improvements, lectureships, fellowships, research grants for faculty and students, and loans for medical students.

Among the Foundation's notable accomplishments in FY 2004 were:

- The Foundation raised $44.8 million during the fiscal year ending June 30, 2004, including pledges and future gifts – the fourth-best year in the Foundation's history.
- The Foundation received 21,201 gifts in fiscal year 2004 – the highest number of gifts in the Foundation's history.
- Sixty-two gifts of $100,000 or more were received, including five gifts of $1 million or more. One such gift was a $10 million donation for a new Translational Research Facility, scheduled to open in the spring of 2005.
- Earnings from endowments and outright gifts provided nearly $1.5 million for scholarships, with 538 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 91 faculty research projects and equipment purchases. Research funded with Foundation "seed money" is often used to leverage additional support from the National Institutes of Health and other sources.

Table 9-21 shows the performance of the Foundation's investments over one, three, five, and 10 years, as of June 30, 2004, compared to comparable performance indices.

Table 9-21. Minnesota Medical Foundation investment performance, as of June 30, 2004.

Assets			Investment Performance							
			1 year		3 years		5 years		10 years	
Segment	Amount	Percent	Actual	*Index*	Actual	*Index*	Actual	*Index*	Actual	*Index*
Bond	$48,297,000	25.8%	0.5%	*0.3%*	5.7%	*6.4%*	6.6%	*6.9%*	7.1%	*7.3%*
Domestic equity	128,888,000	68.8	24.1%	*22.3%*	-2.2%	*1.2%*	-4.5%	*-0.5%*	12.3%	*12.3%*
International equity	10,015,000	5.3	20.4%	*32.4%*	0.9%	*3.9%*	-0.5%	*0.1%*	n/a	*n/a*
Total Endowment	**$187,200,000**	**100.0%**	**16.7%**	***15.8%***	**1.4%**	***3.5%***	**0.3%**	***2.9%***	**11.1%**	***10.5%***
Special programs	$33,925,000	100%	1.0%	*1.0%*	1.5%	*1.5%*	3.2%	*2.9%*	4.9%	*4.0%*

Source: Minnesota Medical Foundation.

H. Internal Allocation of State Appropriations

The State of Minnesota appropriated $574,627,000 to the University in FY 2004-05: O & M (Operations and Maintenance) appropriation of $486,700,000; State Special appropriation of $63,367,000; and Health Care Access and Cigarette Tax appropriation of $24,560,000.

Table 9-22 shows where the University allocated these funds within the institution.

Table 9-22. Internal allocation of state appropriations to the University of Minnesota, FY 2004-05.

Unit	O & M Appropriation	State Special Appropriation	Health Care Access and Cigarette Tax
Twin Cities Campus			
Academic Health Center (AHC)			
College of Pharmacy	$2,596,946		
College of Veterinary Medicine	9,055,557	1,829,503	
Medical School	26,492,354	1,033,922	
School of Dentistry	8,374,172		
School of Nursing	2,269,951		
School of Public Health	3,989,902	372,564	
AHC – Shared	23,354,980	1,693,011	24,110,000
Health Sciences – Office of Senior Vice President	3,692,117		
Carlson School of Management	5,226,295	774,681	
College of Agricultural, Food, and Environmental Sciences	4,860,881		
College of Architecture and Landscape Architecture	1,981,826		
College of Biological Sciences	8,670,383		
College of Continuing Education	3,300,457		
College of Education and Human Development	6,260,443		
College of Human Ecology	1,918,500		
College of Liberal Arts	19,328,850		
College of Natural Resources	2,080,107	168,678	
General College	1,415,633		
Humphrey Institute of Public Affairs	1,508,952	110,155	
Institute of Technology	40,640,987	1,387,000	
Law School	2,624,453		
Athletics	6,173,083		
Crookston Campus	7,639,436		
Duluth School of Medicine	4,337,179		
Duluth Campus	32,773,792	3,242,389	
Morris Campus	11,990,124	280,363	
Rochester Campus	1,007,008		450,000
University-wide Academic, Research, and Outreach			
Agricultural Experiment Station	7,742,315	32,987,000	
Graduate School	10,404,489	845,377	
Minnesota Extension Service	6,154,765	17,638,000	
University Libraries	9,460,658		
Office of Sr. VP for System Administration	12,787,943		
Office of Sr. VP for Academic Affairs and Provost	26,399,956	1,004,357	
Office of Vice President for Research	4,951,673		
Service and Support Units			
Audits	1,362,631		
Auxiliary Services	806,915		
Board of Regents	630,031		
Student Affairs	2,404,637		
Capital Planning and Project Management	1,414,468		
Controller's Organization	5,843,201		
Facilities Management	75,791,065		
General Counsel	3,082,536		
Human Resources	7,265,882		
Information Technology	35,680,741		
Office of Budget and Finance	7,803,144		
President's Office	4,003,403		
Public Safety	6,779,891		
University Health and Safety	3,638,068		
University Relations	6,261,027		
University Services – Office of Vice President	2,466,193		
Total:	**$486,700,000**	**$63,367,000**	**$24,560,000**

Source: Office of Budget and Finance, University of Minnesota.

I. Leveraging Other Resources

In FY 2003-04 the State of Minnesota provided operational support of $577,648,000 and capital support of $58,892,000 for a total appropriation of $636,540,000.

The University of Minnesota generated additional revenues from other sources of $1,724,695,000. Thus, for every dollar of State support, the University brought in $3.71 of other revenues.

Table 9-23 identifies FY 2003-04 total revenues for the University of Minnesota by source.

Table 9-23. Sources of revenue, University of Minnesota, FY 2003-04.

Revenue Source	Amount
State of Minnesota appropriations	**$636,540,000**
Other revenues	
Student tuition and fees (net)	$407,631,000
Grants and contracts	588,994,000
Auxiliary enterprises (net)	238,275,000
Educational sales & service activities	127,149,000
Federal appropriations	16,657,000
Non-operating grants and gifts	197,585,000
Net investment gain	115,272,000
Capital and endowment gifts and grants	31,063,000
Other operating revenues	2,069,000
Total other revenues	**$1,724,695,000**
Total revenues	**$2,361,235,000**

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	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://umorepark.coafes.umn.edu
West Central Center at Morris	http://wcroc.coafes.umn.edu
Academic Health Center	www.ahc.umn.edu
Board of Regents	www1.umn.edu/regents
Controller's Office	http://process.umn.edu/cont
Council on Public Engagement	www1.umn.edu/civic
Minnesota Medical Foundation	www.mmf.umn.edu
Office of Budget and Finance	www.budget.umn.edu
Office of the Senior 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
Office of Planning and Academic Affairs	www.academic.umn.edu/planning/index.html
University Libraries	www.lib.umn.edu
University of Minnesota Alumni Association	www.alumni.umn.edu
University of Minnesota Foundation	www.giving.umn.edu/foundation
University Relations/Government Relations	www.umn.edu/govrel

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Appendix C:
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).

Academic Health Center
Terry Bock, Beth Nunnally, Mark Paller

Board of Regents
Clyde Allen, Anthony Baraga, Peter Bell, Frank Berman, Dallas Bohnsack, John Frobenius, William Hogan, Richard McNamara, David Metzen, Lakeesha Ransom, Maureen Reed, Patricia Simmons

Budget and Finance, Office of
Carole Fleck, Lincoln Kallsen, Richard Pfutzenreuter, Julie Tonneson

Career and Community Learning Center (CLA)
Laurel Hirt

Controller's Office
Robin Markowitz, Warren Skallman

Equal Opportunity and Affirmative Action, Office of
John Felipe, Julie Sweitzer

Senior Vice President for Academic Affairs & Provost, Office of
Laura Coffin Koch, Ronald Matross, Sharon Reich Paulsen, E. Thomas Sullivan, Craig Swan, Billie Wahlstrom, Leanne Wirkkula,

Graduate School
Victor Bloomfield, Brad Bostrom

Human Resources, Office of
Carol Carrier, Dann Chapman, Timothy Delmont, Joe Kelly, Karen Linquist, Jacqueline Singer, Lori Ann Vicich, Diane Walters

Information Technology, Office of
Steve Cawley, Bernard Gulachek

Institutional Research and Reporting, Office of
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Julie Grebin, Michael Halloran

International Programs
C. Eugene Allen, Kathleen Sellew

Minnesota Medical Foundation
Catherine Henry

Planning and Academic Affairs, Office of
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President, Office of
Kathryn Brown, Robert Bruininks, Jeanie Taylor

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Robert Swoverland

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University Services, Office of
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University of Minnesota Alumni Association
James Larson, Bruce Rader

University of Minnesota Extension Service
Charles Casey, George Morse, Phil O'Brien

University of Minnesota Foundation
James Aagaard, Judy Kirk

University of Minnesota – Crookston
Stehanie Helgeson, Les Johnson, Rose Mary Koch, Joseph Massey, Bob Nelson, Richard Nelson

University of Minnesota – Duluth
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Charles Grussing, Carla Riley, Samuel Schuman

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David Carl

Vice President for Research, Office of
David Hamilton, Winifred Schumi and the staff of the Office of Oversight, Analysis, and Reporting

Appendix D:

University of Minnesota Board of Regents

Honorable David R. Metzen, Chair
Congressional District 4
Elected by the Legislature in 1997, 2003
Term expires: 2009

Honorable Anthony R. Baraga, Vice Chair
Congressional District 8
Elected by the Legislature in 1999
Term expires: 2005

Honorable Clyde E. Allen, Jr.
Congressional District 7
Elected by the Legislature in 2003
Term expires: 2009

Honorable Peter Bell
Congressional District 5
Appointed by the Governor in 2002
Elected by the Legislature in 2003
Term expires: 2007

Honorable Frank R. Berman
At Large
Appointed by the Governor in 2001
Elected by the Legislature in 2003
Term expires: 2007

Honorable Dallas Bohnsack
Congressional District 2
Elected by the Legislature in 1999
Term expires: 2005

Honorable John Frobenius
Congressional District 6
Elected by the Legislature in 2003
Term expires: 2009

Honorable William E. Hogan II
Congressional District 3
Elected by the Legislature in 1993, 1999
Term expires: 2005

Honorable Richard F. McNamara
At Large
Appointed by the Governor in 2001
Elected by the Legislature in 2003
Term expires: 2007

Honorable Lakeesha K. Ransom
At Large
Appointed by the Governor in 2001
Elected by the Legislature in 2003
Term expires: 2007

Honorable Maureen K. Reed
At Large
Elected by the Legislature in 1997, 2003
Term expires: 2009

Honorable Patricia Simmons
Congressional District 1
Elected by the Legislature in 2003
Term expires: 2009

Ann D. Cieslak
Executive Director and Corporate Secretary
600 McNamara Alumni Center
200 Oak Street S.E.
University of Minnesota
Minneapolis, MN 55455-2020