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2005-06

**University Plan, Performance,
and Accountability Report**

**Office of the Provost
University of Minnesota**

Minneapolis, Minnesota

May 2006

Contact:

Office of the Provost
University of Minnesota
234 Morrill Hall
100 Church Street S.E.
Minneapolis, MN 55455
612-625-0051
www.academic.umn.edu/planning/index.html

This publication is available in alternative formats upon request.
Please contact Joseph Shultz, 612-626-6544.

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

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

Contents

Cited Minnesota Statutes for This Report

Introduction	1
1: Serving Minnesota Through World-Class Greatness by Robert H. Bruininks, President	7
2: Twin Cities Campus Report	17
Research and Discovery	20
Teaching and Learning	36
Outreach and Public Service (Public Engagement)	63
Resources and Infrastructure	69
3: Coordinate Campus Reports	81
Duluth	82
Morris	98
Crookston	111
Rochester	122
4: Minnesota Legislative Reporting Requirements	125
Appendices	
A: Key Data Sources and Web Links	143
B: Board of Regents	145

**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.

Introduction

“...[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 155 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.

At the beginning of the 21st century, the University has set as its aspirational goal to become one of the top three public research universities in the world within the next decade.

Mission

The University of Minnesota, founded in the belief that all people are enriched by understanding, is dedicated to the advancement of learning and the search for truth; to the sharing of this knowledge through education for a diverse community; and to the application of this knowledge to benefit the people of the state, the nation, and the world. The University’s mission, carried out on multiple campuses and throughout the state, is threefold:

- **Research and Discovery:** Generate and preserve knowledge, understanding, and creativity by conducting high-quality research, scholarship, and artistic activity that benefit students, scholars, and com-

munities across the state, the nation, and the world.

- **Teaching and Learning:** Share that knowledge, understanding, and creativity by providing a broad range of educational programs in a strong and diverse community of learners and teachers, and prepare graduate, professional, and undergraduate students, as well as non-degree-seeking students interested in continuing education and lifelong learning, for active roles in a multiracial and multicultural world.
- **Outreach and Public Service:** 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.

In all of its activities, the University strives to sustain an open exchange of ideas in an environment that embodies the values of academic freedom, responsibility, integrity, and cooperation; that provides an atmosphere of mutual respect, free from racism, sexism, and other forms of prejudice and intolerance; that assists individuals, institutions, and communities in

responding to a continuously changing world; that is conscious of and responsive to the needs of the many communities it is committed to serving; that creates and supports partnerships within the University, with other educational systems and institutions, and with communities to achieve common goals; and that inspires, sets high expectations for, and empowers individuals within its community.

History

The University of Minnesota was founded as a preparatory school in 1851, seven years before the territory of Minnesota became a state. Financial problems forced the school to close during the Civil War, but with the help of Minneapolis entrepreneur John Sargent Pillsbury, it reopened in 1867. Known as the father of the University, Pillsbury, who was a University regent, state senator, and governor, used his influence to establish the school as the official recipient of public support from the Morrill Land-Grant Act, designating it as Minnesota's land-grant university.

William Watts Folwell was inaugurated as the first president of the University in 1869. In 1873, two students received the first bachelor of arts degrees. In 1888, the first doctor of philosophy degree was awarded. The Duluth campus joined the University in 1947; the Morris campus opened in 1960, and the Crookston campus in 1966.

Today the University of Minnesota is a state-wide resource that makes a significant impact on the economy, society, and culture of Minnesota. With more than 65,000 students enrolled in high-quality programs in the Twin Cities, Duluth, Crookston, Morris, Rochester, and around the globe, the University is a key

educational asset for the state, the region, the nation, and the world.

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.

Enrollment: Total enrollment at the University of Minnesota's campuses for fall 2005 was 65,489. Sixty-two percent of registered students were undergraduates. Non-degree seeking students represented 10 percent of total enrollment.

Degrees Granted: The University of Minnesota awarded 12,356 degrees in 2004-05, including over 10,341 total degrees and over 6,000 bachelor's degrees on the Twin Cities campus and, on the Duluth campus, over 1,700 total degrees and over 1,500 bachelor's degrees.

Thirty-one percent of the degrees awarded on the Twin Cities campus were graduate and first-professional degrees (law, medicine, pharmacy, dentistry, veterinary medicine). University graduates play a unique role in keeping Minnesota competitive and connected in our increasingly knowledge-based economy and global society.

Introduction

Table 1-1. University of Minnesota degrees by campus, 2004-05.

<u>Degree</u>	<u>Twin Cities</u>	<u>Duluth</u>	<u>Morris</u>	<u>Crookston</u>	<u>Total</u>
Associate	0	0	0	21	21
Undergraduate	6,087	1,632	348	203	8,270
Master's	2,798	192	0	0	2,990
First Professional	777	0	0	0	777
Doctoral	678	0	0	0	678
Total	10,340	1,824	348	224	12,736

Source: Office of Institutional Research, University of Minnesota

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.

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.

State's Economic Driver: In economic terms, the University also provides significant return on the state's investment. For FY 2004-05, for every dollar of state support, the University brought in \$3.42 of other revenues and

generated millions of dollars in economic activity.

Importance of State Support: State appropriations, an essential and the most flexible source of funding, provided 25 percent of University of Minnesota revenue in FY 2005 (down from 26 percent in 2004 and 30 percent in FY 2003). Grants and contracts provided another 26 percent of revenues while tuition and fees provided 19 percent. Private fundraising is an increasingly important source of funding within the University's diverse revenue mix, but this source represents less than 10 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. Earnings from endowments provide 2 percent of the University's revenue.

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. (See Appendix B for current members.)

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*).

Accreditation: The University of Minnesota has been continuously accredited by the North Central Association of Colleges and Schools since 1913. (The most recent comprehensive evaluation of the Twin Cities campus resulted in continued accreditation with no additional reports or follow-up visits required.) The University is accredited to offer the bachelor's, master's, doctoral, and first-professional degrees. In addition to this institutional accreditation, the University holds professional and specialized accreditation in nearly 200 programs.

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."

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; etc.) touch more than 1,000,000 people annually.

Origins of the Accountability Report

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.

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 2005-06 edition of the *University Plan, Performance, and Accountability Report* is the fifth produced for the Board of Regents. Starting with the 2003-04 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 2005-06 Report

The University of Minnesota aspires to become one of the top three public research universities in the world within the next 10 years. The 2005-06 accountability report encompasses an initial effort to align the report with this goal and to establish meaningful measures of progress.

The report is informed by the University's extensive strategic positioning efforts undertaken during 2005 and continuing into 2006.

In particular, the report reflects the work of the Strategic Positioning Metrics and Measurement Task Force and its work in identifying University-wide measures of progress toward the University's aspirational goal.

Introduction

The 2005-06 report provides an overview of the University of Minnesota (Introduction), an essay by President Robert Bruininks on the University's aspirations for the coming decade (Section 1), accountability measures for the flagship Twin Cities campus (Section 2), accountability measures for the University's co-

ordinate campuses (Section 3), and updated information required by Minnesota state statute (Section 4).

The appendices include links to key data sources and additional information and the current Board of Regents roster.

Introduction

1: Serving Minnesota Through World-Class Greatness

by Robert H. Bruininks, President

[Note: This section includes excerpts from President Bruininks's February 2005 State of the University address to faculty, staff, students, and the general public and a June 2005 presentation to the University's Board of Regents.]

There's a story—probably apocryphal—about the famous English architect, Sir Christopher Wren, whose famous work included St. Paul's Cathedral in London. The story goes that Sir Christopher walked onto the worksite one day, unrecognized, and started talking to the people working there.

“What are you doing?” he asked one of the men, and the man replied, “Cutting a piece of stone.”

He put the same question to another man, and the man replied, “Earning five shillings.”

A third man had the answer Wren was looking for. When asked what he was doing, he said, “I'm helping to build one of the most beautiful buildings in the world.”

Clearly, this third man had committed to a vision, one that was larger than him, yet was quite reliant on his best efforts and his dedication.

Our Values

That same commitment to a vision—to transform this great institution into one of the world's top public research universities within a decade—is what we are about today. The Board of Regents' endorsement of this vision

in 2005 and the changes it calls for are based on enduring values that have guided this institution since its founding:

- **Excellence and Innovation**—We are heirs to a 155-year legacy of innovation at the University, where people of average means but extraordinary imagination set world-class standards and achieved world-class results.
- **Discovery and the Search for Truth**—We must share knowledge to advance our quality of life and the economy of Minnesota, the nation, and the world.
- **Access and Diversity**—To ensure that talented people from every income level, every neighborhood, and every kind of background can find a place at the University—and succeed here.
- **Academic Integrity**—To reconstruct a deeper sense of community and respect—across disciplines, across employee groups, and across students and teachers.
- **Results**—A commitment to student progress and learning; the enrollment of tens of thousands of diverse, talented students who seek their future here each year; strengthened academic leadership in

areas of comparative advantage; strengthened faculty and staff culture, one premised on continuous improvement; and reduced operating costs.

- **Service and Stewardship**—We want this University to be known as much for how well it manages itself as it is for research breakthroughs or high-quality education programs.

Based on these values, the Regents began this process by recognizing the current context of higher education in Minnesota, nationally, and internationally. The Board understood that the University's trajectory had become a path that, all too soon, would not measure up to our historical legacy or the expectations of its leaders.

A Strong University

As this accountability report makes clear, the state of the University of Minnesota is strong, and worthy of the dedication and faith that so many have offered over the years. However, we need to do better. Maintaining the status quo at the University will, as Provost Tom Sullivan has said, "seriously impair our ability to continue to serve the state of Minnesota, our nation, and the world with distinction in research, teaching, and outreach."

We need the creativity, hard work, and adaptability of the University community to position the University of Minnesota as one of the world's great public research universities. That's what our strategic planning process is about. I believe strongly that this community is up to the challenge.

The Challenge of Change

We must recognize and adjust to the changing conditions in higher education. One of the most obvious challenges facing public research universities like ours is declining or

static public investment in higher education. This is a concern in many states. But, uncharacteristically for Minnesota, we have watched state support for higher education as measured by tax effort by income, decline from 6th in the nation in 1978 to 26th today. Unfortunately, the federal higher education budget is increasingly squeezed, too. After years of steady increases in the budgets of major research funding agencies like the National Institutes of Health and the National Science Foundation, most federal research funding sources anticipate funding cuts or increases at levels below inflation.

Students pay more toward their education today, and tuition will soon eclipse state support as a portion of the University's budget. Although Minnesota's undergraduate financial aid program remains among the most generous in the country, federal funding for student aid programs has failed to keep pace with the rising cost of higher education.

The value of the average Pell grant is half of what it once was for low-income students at a four-year public institution. For proponents of students working their way through college, this, too, is an increasingly difficult prospect. A student earning minimum wage today would have to work 60 hours a week to pay for his or her education versus 20 hours per week a quarter century ago.

Meanwhile, our costs, and those of our peer institutions, have grown significantly above the rate of inflation for many years. We face increasing competition—especially from private universities—for top scholars. Employee health care costs continue to outstrip inflation.

Cutting-edge research and teaching require facilities and a technology infrastructure that are up-to-date and often very expensive. Library costs, too, have been increasing at 15 percent annually. But, quite frankly, we can

also lay some of the blame on our own complacency—institutions like ours have been too slow to foster an academic culture that emphasizes the best use of resources and continuous improvement.

As a public university with a legacy of access and opportunity, it is also our responsibility to look at how demographic changes affect our future. Minnesota's population, like the nation's, is aging and becoming more diverse. Over the next decade, the pool of high school age students from which the University draws most of its undergraduates is expected to level off and decline at the same time that it becomes more diverse. We can expect to serve an increasing number of students of color and first-generation college students, and students for whom English is a second language.

We will be a weaker society if we do not address issues of affordability in higher education. Similarly, we must continue to address college enrollment and completion gaps that exist between the majority population on the one hand, and populations of color and students from low-income backgrounds on the other.

We already make extraordinary efforts to ensure that talented students of color and first-generation college students choose the University of Minnesota. Today, among undergraduates at all of the state's four-year campuses, the University enrolls 27 percent of all students, but 40 percent of all students of color. Even so, we will need to redouble our efforts.

Finally, the academy is undergoing changes that we cannot ignore. Our major sponsored research funders are shifting their emphasis to multi-disciplinary, multi-institutional grants and contracts, and many of the problems research universities solve for society require new links across disciplines, institutions, and even national borders.

In many ways, we are already a leading research university. In the University of Florida's annual report, *Top American Research Universities*, the Twin Cities campus has consistently ranked among the top public research universities in the United States; but unless we create a working framework for planning, our ability to meet the future and to take best advantage of the trends I have described will be limited.

Strategic Planning for Action

Starting in 2004, the University began the first comprehensive strategic planning process it had undergone in almost 15 years. Under the leadership of Provost Sullivan, the University community articulated an ambitious aspiration for the University—to be one of the top three public research universities in the world within a decade. Is this an elitist goal? Does it separate us from the interests of Minnesotans, a notoriously humble people? I believe it is not and it does not.

The pursuit of excellence at the University of Minnesota is in the best interest and service of the state, because a research university that does not support excellence will not attract the talent or the funding needed to make a lasting and positive impact on our economy or in our communities. This is the legacy of our land-grant tradition. Minnesota benefits from the University's constituent parts, but it also benefits from having a system that encompasses the state and ties research and education to people's lives.

The late author Peter Drucker has said that an organization must be clear eyed about not only what it wishes to do, but also what it can no longer do, stressing that without attention to sun-setting or ending programs and services, "an organization will be overtaken by events. It will squander its best resources on things it should no longer do."

Our obligation is to make changes in a thoughtful manner that emphasizes our unique responsibilities in Minnesota's system of higher education. This will be a long-term process of adjusting our priorities while always holding firm to our values as a public research university system with statewide responsibilities.

This accountability report underscores the need for us to act with vision, courage, and thoughtfulness. If we meet the growing challenges we face, I am extremely optimistic about the future of the University of Minnesota and its continued relevance to this state and the world.

Why Strategic Positioning?

The goal of strategic positioning is to make the University of Minnesota one of the top three public research universities in the world within a decade. To accomplish this we must invest in core strengths of the University. Minnesota's economy and quality of life are directly linked to the quality of its only research university. The changes we make now and in the future will benefit the University's students, faculty, other stakeholders, and the entire state by strengthening the quality of its education, research, and public service.

In today's competitive world, standing still means falling behind. We must:

- **Keep the state's only research university strong** and of the highest quality as global competition for resources, high-ability students and top faculty grows.
- **Respond to declining state funding.** The University must make wise, but sometimes difficult choices in the face of declining state support. Dollars saved through academic redesign and administrative reform can be reinvested in improved education, research, and outreach.

- **Respond to changing demographics** that will change the numbers, diversity, age, and needs of the student population.

Over the past two years, the University has undertaken a comprehensive review of its mission, academic and administrative strengths and weaknesses, institutional culture, and core values; the state, national, and global competitive environment in which it operates; demographic trends affecting its students, faculty, and staff; and the myriad long-term financial issues affecting public research universities.

Following this review, the Board of Regents affirmed that the University must strengthen its role as Minnesota's only major research university, as its land-grant institution, and as the state's primary magnet for students, faculty, professionals, entrepreneurs, and civic and artistic leaders.

Action Strategies

Based on this comprehensive review, the University identified five action strategies necessary for the University to achieve its vision:

- Recruit, educate, retain, and graduate outstanding students.
- Recruit, mentor, and retain outstanding faculty and staff.
- Promote an effective organizational culture that is committed to excellence and is responsive to change.
- Enhance and effectively utilize our resources and infrastructure.
- Communicate clearly and credibly with all our constituencies and practice engagement responsive to the public good.

Measuring Our Progress

Within this action-strategy framework, and as part of its strategic positioning efforts, the University created a Metrics and Measurement Task Force to identify the right metrics and establish processes to best support and analyze the University's progress toward its aspirational goal. In its work, the task force was guided by these criteria for "ideal measures":

- Reflect the University's aspirational goal
- Provide meaningful policy direction for improvement
- Be free of manipulation
- Be easily understandable and credible
- Contain benchmarks against which progress can be measured
- Be reliable and valid
- Be able to be constructed and updated regularly at reasonable cost¹

This accountability report provides a performance baseline for the University. It also provides our best assessment of how well we are doing in meeting our goals and where additional efforts are required when our performance is not consistent with our aspirations.

Academic Priorities

The University is committed to maintaining and strengthening excellence through a coherent vision, by investing in its outstanding

¹ We are indebted to the National Center for Higher Education Management Systems (NCHEMS), which cited most of these principles in its work with the Minnesota Office of Higher Education to develop performance measures for a higher education accountability system for Minnesota.

academic programs, and by building a culture that supports interdisciplinary work.

The University has many nationally and internationally 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 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 already are involved in interdisciplinary research collaboratives, and new initiatives will provide the infrastructure for enhancing these collaborations.

Interdisciplinary Strategies: The University is increasingly focused on developing and nurturing interdisciplinary research and education. Since 2003, the University has encouraged collaboration through University-wide interdisciplinary initiatives, the 21st Century Interdisciplinary Conference Series, and incentives to colleges to develop the highest level of interdisciplinary and cross-college initiatives.

The importance of interdisciplinary work has been highlighted during the University's strategic positioning process. As a result, the University is sharpening its focus on interdisciplinary initiatives system-wide. The

Vice President for Research and the Vice Provost and Dean of the Graduate School have been charged with guiding and supporting interdisciplinary research and education. Working through the Provost's Office in conjunction with the Associate for Presidential Initiatives, they will develop a system-wide strategy for developing, nurturing, and assessing interdisciplinary programs.

Currently this group is planning an invitational conference to explore institutional strategies for maintaining a high level of interdisciplinary work with up to 12 of the University's peer institutions. In addition, the Provost's Office has strengthened the importance of colleges' interdisciplinary efforts in the strategic planning (compact) and budgeting process.

The University's leadership in fostering inquiry across disciplinary boundaries extends beyond the realm of research to include a wide array of academic and training programs. These programs, particularly at the graduate level, prepare future faculty, as well as leaders in other sectors, to use the tools and methods of multiple disciplines to solve complex societal and intellectual problems. Indeed, these programs recognize that collaborative approaches to problem solving may be a critical competency for the creation and dissemination of knowledge in the 21st century.

Training grants, such as the National Science Foundation's Integrative Graduate Education and Research Traineeship, support graduate students in science and engineering in the development of deep knowledge of their chosen disciplines and collaborative research that transcends traditional disciplinary boundaries. The Graduate School supports the development of interdisciplinary education programs in areas of strength at the University and provides matching funds that encourage

faculty to apply for training grants to support the implementation of best practices.

Interdisciplinary Initiatives

In 2003, the University 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. The University believes that further investment will yield significant return in intellectual quality and capital 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 initiatives have been funded through reallocation of existing resources and private philanthropy. The 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 initiatives are in the biosciences: 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 University's interdisciplinary strengths are not confined to these interdisciplinary initiatives. Other areas of active interdisciplinary engagement include nanotechnology, water resources (Twin Cities and Duluth), digital technologies,

bioinformatics and computational biology, cognitive and behavioral sciences, the robotic telescope project and the Unmanned Air Vehicle Project (Crookston); new graduate programs in integrated Biosciences and advocacy and political leadership (Duluth); and the offering of six interdisciplinary minors (Morris).

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 is the University's Institute for Advanced Study, which opened its doors in 2005. The Institute promotes and supports 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 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 are path-breaking and interdisciplinary.

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.

Launched through a 2002 statewide summit, this initiative focuses 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 for 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 has been 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, 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 supporting 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. Over 10 academic disciplines are involved in this effort.

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 provides scientists with a physical environment that promotes collaboration and innovation, fosters creativity, 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.

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. Currently, a team of distinguished external reviewers is working with the University to sharpen the focus of this initiative and help guide investments.

Healthy Foods, Healthy Lives: The University is 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 2004 conference 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.

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 to create an integrated and transparent approach to the environment at the University.

The second focuses research and technology transfer on renewable energy with funding from Xcel Energy under a mandate from the Minnesota 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.

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, and 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.

21st Century Interdisciplinary Conference Series

Since 2003, the University has sponsored more than 35 interdisciplinary conferences across the University system. These conferences have played a critical role in developing new interdisciplinary initiatives and taking existing ones to the next level. Conferences during 2005 included:

- *Symposium on Small Towns: Shaping Our Future* (June 2005). The third annual symposium brought together community development professionals from the non-profit sector, local government officials, University faculty and staff, and small town residents from across Minnesota. The conference focused on new ways of thinking about, imagining, and shaping the future of small towns.

1: Serving Minnesota Through World-Class Greatness

- *Publication, the Public University, and the Public Interest* (April 2005). This conference explored questions such as: Should the University invest in alternative publishing venues? How do new technology-enabled genre impact promotion and tenure criteria? How will changes in copyright law affect our ability to use the output of the academy?
- *Leading the Change for Breakthroughs in Health through Medical Device Advancements* (April 2005). This was the second conference in a series on medical devices. Experts from the University, local industry, and local government examined the University's role in supporting the state as a world leader in medical device technologies and discussed needed policies and opportunities for collaboration. A third conference is planned in 2006.
- *Children's Summit*. One of the cornerstone's of the President's Initiative on Children, Youth, and Families is the annual Children's Summit. Goals of the summit are to discuss current knowledge of the needs and strengths of Minnesota's children, youth, and families; assess the ways communities are addressing children, youth, and family well-being; strengthen

connections and collaborations among the state's researchers, practitioners, and community leaders in finding solutions to the challenges that face children, youth, and families; and develop action plans to achieve better outcomes for children, youth, and families. Beginning in 2003, the University hosted three annual Children's Summits. The first, *Starting Strong*, focused on early childhood; the second, *Staying Strong*, focused on middle childhood and the transition to adolescence; and the third, *Smart Policies, Strong Families*, focused on the relationship between family functioning and policy.

Examples of major commitments to action that resulted from the summits include the development of an early childhood policy certificate program, a new Center of Excellence in Children's Mental Health, UConnects, and a Commission on Out-of-School Time, each developed and implemented through a public-private partnership between the University and active and engaged community leaders that demonstrate their commitment to improving the well-being of children, youth, and families in Minnesota every day.

2: Twin Cities Campus Report

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 aca-

demic 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.

Twin Cities Campus At A Glance																													
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 2005 Enrollment <table> <tr> <td>Undergraduate</td><td>28,740</td></tr> <tr> <td>Graduate</td><td>13,841</td></tr> <tr> <td>Professional*</td><td>3,044</td></tr> <tr> <td>Non-degree</td><td>5,569</td></tr> <tr> <td>Total</td><td>51,194</td></tr> </table> *includes students in University's School of Medicine and College of Pharmacy on the Duluth campus Faculty Size (FY 2005) <table> <tr> <td>Tenured/Tenure Track</td><td>2,382</td></tr> <tr> <td>Other Faculty</td><td>740</td></tr> </table> Degrees Awarded (FY 2005) <table> <tr> <td>Undergraduate</td><td>6,088</td></tr> <tr> <td>Master's</td><td>2,798</td></tr> <tr> <td>Doctoral and First-Professional</td><td>1,455</td></tr> </table> Alumni (FY 2004) <table> <tr> <td>Alumni Association Members</td><td>55,518</td></tr> <tr> <td>Living Alumni</td><td>365,000</td></tr> </table> Staff (FY 2005) <table> <tr> <td>Civil Service and Bargaining Unit</td><td>8,593</td></tr> <tr> <td>Professional and Administrative</td><td>4,237</td></tr> </table> Number of Buildings 253 (12,972,000 a.s.f.) Expenditures (FY 2005) \$1,987,742,737	Undergraduate	28,740	Graduate	13,841	Professional*	3,044	Non-degree	5,569	Total	51,194	Tenured/Tenure Track	2,382	Other Faculty	740	Undergraduate	6,088	Master's	2,798	Doctoral and First-Professional	1,455	Alumni Association Members	55,518	Living Alumni	365,000	Civil Service and Bargaining Unit	8,593	Professional and Administrative	4,237
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Peer Institutions

As part of the University's current strategic positioning process, the Metrics and Measurement Task Force identified the following public research university flagship campuses as the primary peer group for comparison with

the Twin Cities campus. These universities represent the top 20 public research universities, as reported in *The Top American Research Universities*, published annually by The Center at the University of Florida.

Public Research University Peer Group

Michigan State University

Ohio State University—Columbus

Pennsylvania State University—University Park

Purdue University—West Lafayette

University of Arizona

University of California—Berkeley

University of California—Davis

University of California—Los Angeles

University of California—San Diego

University of Florida

University of Illinois—Urbana-Champaign

University of Maryland—College Park

University of Michigan—Ann Arbor

UNIVERSITY OF MINNESOTA—TWIN CITIES

University of North Carolina—Chapel Hill

University of Pittsburgh—Pittsburgh

University of Texas—Austin

University of Virginia

University of Washington—Seattle

University of Wisconsin—Madison

Action Strategies

The University's Metrics and Measurement Task Force attempted to identify a limited number of measures based, in part, on *The Top American Research Universities*, in order to assess the University's performance and progress toward achieving its aspirational goal. It also recommended that other measures of particular importance to the University of Minnesota be added, even if peer comparisons were not possible at this time.

Finally, the task force placed these measures in the context of the University's three-part mission (research and discovery, teaching and learning, and outreach and public service) and the five action strategies that frame the University's strategic positioning efforts:

- **Action Strategy 1:** Recruit, educate, challenge, and graduate outstanding students.

- **Action Strategy 2:** Recruit, monitor, reward, and retain outstanding faculty and staff.
- **Action Strategy 3:** Enhance and effectively utilize our resources and infrastructure.
- **Action Strategy 4:** Communicate clearly and credibly with all our constituencies and practice public engagement responsive to the public good.
- **Action Strategy 5:** Promote an effective organizational culture committed to excellence and responsive to change.

The interface of University mission, action strategies, and performance measures is shown on the next page.

2: Twin Cities Campus Report

University Mission, Action Strategies, and Performance Measures

	<u>Action Strategy</u>				
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
<u>RESEARCH AND DISCOVERY</u>					
1—National Academy Members		X			
2—Faculty Awards		X			
3—Post-Doctoral Appointees		X			
4—Research Expenditures					
A—Total		X	X		
B—Federal		X	X		
5—Faculty and Staff Diversity		X			X
6—Faculty Satisfaction		X			X
<u>TEACHING AND LEARNING</u>					
7—Student Quality	X				
8—Student Diversity	X				X
9—Affordability	X				
10—Student Outcomes					
A—Retention	X				
B—Timely Graduation	X				
C—Degrees Conferred	X				
11—International Involvement					
A—Study Abroad	X				
B—International Students	X				
C—International Scholars	X	X			
12—Student Satisfaction	X				X
<u>PUBLIC ENGAGEMENT</u>					
13—Citizen Satisfaction				X	
<u>RESOURCES AND INFRASTRUCTURE</u>					
14—Total Endowment Assets			X		
15—Annual Giving			X		
16—Library Quality			X		
17—Facilities Condition			X		
18—Faculty and Staff Salary and Compensation		X	X		
19—Staff Satisfaction					X

- 1** = Action Strategy 1: Recruit, educate, challenge, and graduate outstanding students.
2 = Action Strategy 2: Recruit, monitor, reward, and retain outstanding faculty and staff.
3 = Action Strategy 3: Enhance and effectively utilize our resources and infrastructure.
4 = Action Strategy 4: Communicate clearly and credibly with all our constituencies and practice public engagement responsive to the public good.
5 = Action Strategy 5: Promote an effective organizational culture committed to excellence and responsive to change.

Performance Measures for Research and Discovery

“Generate and preserve knowledge, understanding, and creativity by conducting high-quality research, scholarship, and artistic activity that benefit students, scholars, and communities across the state, the nation, and the world.”

Performance measures for this part of the mission primarily support Action Strategy 2: “Recruit, monitor, reward, and retain outstanding faculty and staff” and Action Strategy 5: “Promote and effective organizational cul-

ture committed to excellence and responsive to change.” The performance of the Twin Cities campus on these six measures is detailed on the following pages of the report:

1—National Academy Members	Pages 22-23
2—Faculty Awards	Pages 24-25
3—Post-Doctoral Appointees	Pages 26-27
4—Research Expenditures	
A—Total	Pages 28-29
B—Federal	Pages 30-31
5—Faculty and Staff Diversity	Pages 32-33
6—Faculty Satisfaction	Pages 34-35

Other Measures

The following measures from the *2004-05 University Plan, Performance, and Accountability Report* will be updated for posting on the University’s “Accountable to U” Web site (<http://academic.umn.edu/accountability>) by mid-2006:

- Research proposals and awards
- National Institutes of Health (NIH) awards
- National Science Foundation (NSF) awards

In addition, the University’s Metrics and Measurement Task Force is considering this

and other measures for future inclusion in the accountability report or Web site:

- Number of citations in scholarly journals.

Also, the National Research Council’s updated assessment of higher education graduate programs is currently under way, and the results, scheduled for publication in 2008, will be included in the University’s accountability report.

Finally, the University of Florida is conducting a pilot project on graduate program quality which may yield other useful measures of comparison.

2: Twin Cities Campus Report

1—National Academy Members

Action Strategy 2: Recruit, monitor, reward, and retain outstanding faculty and staff.

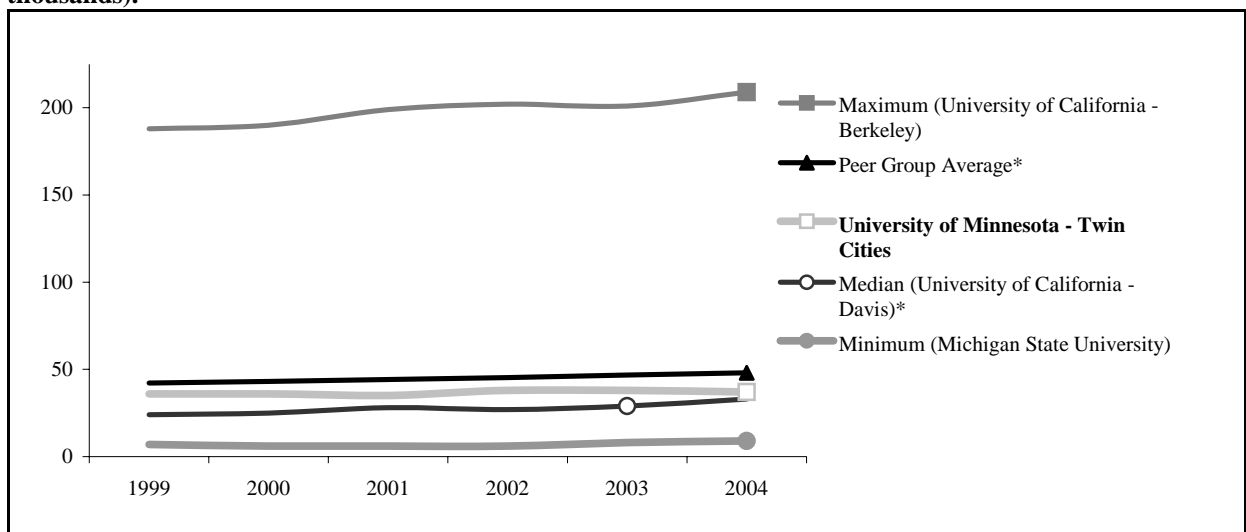
	U of M Rank <u>Within Peer Group</u>	
This Year	9 th	<i>These prestigious honors are granted by the National Academies of Sciences and Engineering and the Institute of Medicine, which serve as private, nonprofit organizations to the federal government on science, technology, and medicine.</i>
Last Year	9 th	
5 Years Ago	9 th	

Analysis: The number of University faculty members who have been selected for National Academy membership has remained relatively constant over the past five years (Figure 2-1). While the University has maintained its rank within the peer group (9th place), other institutions are adding more National Academy members to their institutions (Table 2-2). The number of National Academy members at the University increased at a lower rate (2.8 percent) than the average increase among the peer group (14.1 percent) over the past five years. Furthermore, the highest ranked institutions on

this measure have more than twice as many members as does the University (Table 2-1).

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. This year a full-time coordinator of faculty awards has been appointed by the Provost to identify and facilitate the nomination of outstanding faculty. The Provost also has appointed an advisory committee to work with the faculty in identifying and nominating candidates.

Figure 2-1. National Academy members: U of M-Twin Cities vs. selected peer institutions, 1999-2004 (in thousands).



* Excludes University of Minnesota - Twin Cities

Source: The Top American Research Universities: The Center, University of Florida, 2005.

1—National Academy Members

Action Strategy 2: Recruit, monitor, reward, and retain outstanding faculty and staff.

Table 2-1. 2004 National Academy members: U of M-Twin Cities and peer group institutions.

Rank	Peer Group Institutions	2004	1 Yr % Change	5 Yr % Change
1	University of California - Berkeley	209	4.0%	11.2%
2	University of California - San Diego	101	6.3%	18.8%
3	University of Washington - Seattle	78	1.3%	11.4%
4	University of Michigan - Ann Arbor	77	5.5%	45.3%
5	University of Wisconsin - Madison	71	1.4%	7.6%
6	University of California - Los Angeles	66	3.1%	3.1%
7	University of Texas - Austin	53	-3.6%	3.9%
8	University of Illinois - Urbana-Champaign	52	-5.5%	-3.7%
9	University of Minnesota - Twin Cities	37	-2.6%	2.8%
10	University of North Carolina - Chapel Hill	36	-2.7%	2.9%
11	University of California - Davis	33	13.8%	37.5%
12	University of Arizona	29	0.0%	16.0%
13	Pennsylvania State University - Univ. Park	27	-3.6%	22.7%
14	University of Virginia	25	13.6%	25.0%
15	University of Maryland - College Park	24	14.3%	26.3%
16	University of Pittsburgh - Pittsburgh	22	0.0%	69.2%
17	Ohio State University - Columbus	18	0.0%	63.6%
18	University of Florida	17	0.0%	13.3%
19	Purdue University - West Lafayette	14	7.7%	-30.0%
20	Michigan State University	9	12.5%	28.6%

Source: The Top American Research Universities: The Center, University of Florida, 2005.

Table 2-2. National Academy members: Peer group and U of M-Twin Cities comparisons, 1999-2004.

	1999	2000	2001	2002	2003	2004	5 Yr % Change
Peer Group Average*	42	43	44	45	47	48	14.1%
Peer Group % Change	-	2.4%	2.7%	2.3%	3.2%	2.9%	-
University of Minnesota - Twin Cities	36	36	35	38	38	37	2.8%
University of Minnesota % Change	-	0.0%	-2.8%	8.6%	0.0%	-2.6%	-
University of Minnesota Rank	9 th	9 th	9 th	9 th	9 th	9 th	-

* Excludes University of Minnesota - Twin Cities

Source: The Top American Research Universities: The Center, University of Florida, 2005.

2—Faculty Awards

Action Strategy 2: Recruit, monitor, reward, and retain outstanding faculty and staff.

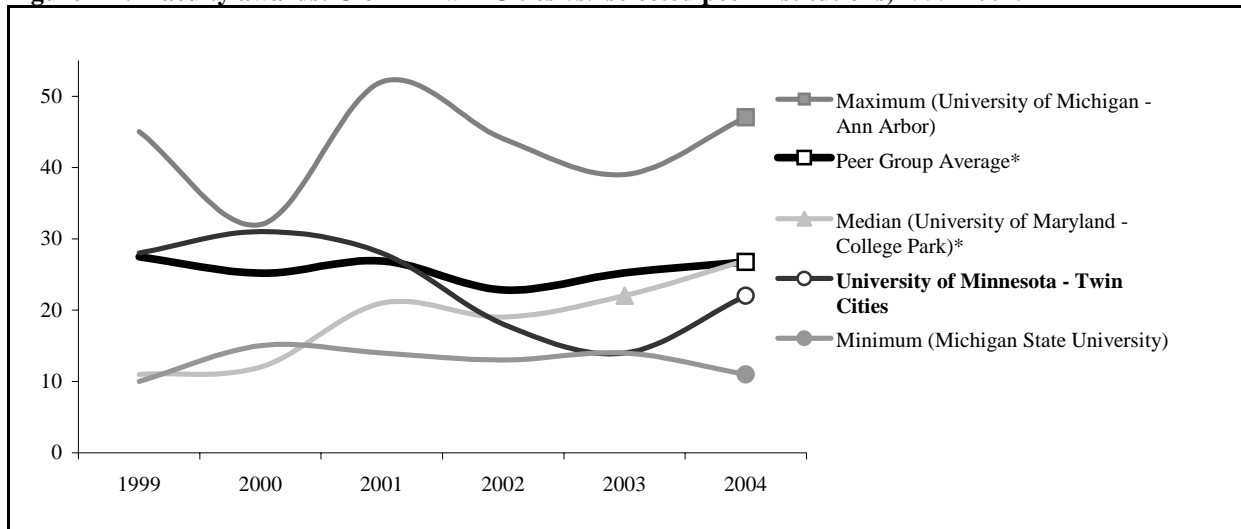
	U of M Rank <u>Within Peer Group</u>	
This Year	13th	<i>Included in this measure are prominent grant and fellowship programs in the arts, humanities, science, engineering, and health fields, e.g., Fulbright, MacArthur, National Endowment for the Humanities, National Institutes of Health, Pew Charitable Trusts, etc.</i>
Last Year	17th	
5 Years Ago	8th	

Analysis: Although the number of external faculty awards fluctuates from year to year, the University's ranking and its share of awards have declined over the past five years (Figure 2-2). As shown in Table 2-4, while neither the University nor the peer group has maintained a stable trend during this time, the University's five-year decline (-21.4 percent) is significantly below that of the peer group average decline (-2.7 percent). Even with improved results in 2004—the second highest positive improvement in the peer group—faculty members from the leading institutions garner

twice as many awards as the University's (Table 2-3).

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. This year a full-time coordinator of faculty awards has been appointed by the Provost to identify and facilitate the nomination of outstanding faculty. The Provost also has appointed an advisory committee to work with the faculty in identifying and nominating candidates.

Figure 2-2. Faculty awards: U of M-Twin Cities vs. selected peer institutions, 1999-2004.



* Excludes University of Minnesota - Twin Cities

Source: The Top American Research Universities: The Center, University of Florida, 2005.

2—Faculty Awards

Action Strategy 2: Recruit, monitor, reward, and retain outstanding faculty and staff.

Table 2-3. Faculty awards: U of M-Twin Cities and peer group institutions, 2004.

Rank	Peer Group Institutions	2004	1 Yr % Change	5 Yr % Change
1	University of Michigan - Ann Arbor	47	20.5%	4.4%
2	University of California - Berkeley	45	2.3%	-21.1%
3	University of Wisconsin - Madison	43	-2.3%	19.4%
4	University of California - San Diego	38	2.7%	5.6%
5	University of California - Los Angeles	37	0.0%	-39.3%
6	University of Washington - Seattle	34	-10.5%	-19.0%
7	University of Texas - Austin	30	30.4%	15.4%
7	University of North Carolina - Chapel Hill	30	57.9%	15.4%
9	University of Illinois - Urbana-Champaign	27	-32.5%	-15.6%
9	University of Maryland - College Park	27	22.7%	145.5%
11	University of Florida	23	21.1%	-8.0%
11	University of Arizona	23	21.1%	109.1%
13	University of Minnesota - Twin Cities	22	57.1%	-21.4%
13	University of California - Davis	22	4.8%	10.0%
13	Pennsylvania State University - Univ. Park	22	-24.1%	-4.3%
16	Ohio State University - Columbus	21	23.5%	-16.0%
16	University of Virginia	21	23.5%	0.0%
18	University of Pittsburgh - Pittsburgh	20	53.8%	0.0%
19	Purdue University - West Lafayette	14	7.7%	-39.1%
20	Michigan State University	11	-21.4%	10.0%

Table 2-4. Faculty awards: Peer group and U of M-Twin Cities comparisons, 1999-2004.

	1999	2000	2001	2002	2003	2004	5 Yr % Change
Peer Group Average*	28	25	27	23	25	27	-2.7%
Peer Group % Change	-	-8.4%	6.7%	-15.2%	10.7%	5.9%	-
University of Minnesota - Twin Cities	28	31	28	18	14	22	-21.4%
University of Minnesota % Change	-	10.7%	-9.7%	-35.7%	-22.2%	57.1%	-
University of Minnesota Rank	8 th	6 th	9 th	14 th	17 th	13 th	-

* Excludes University of Minnesota - Twin Cities

Source: The Top American Research Universities: The Center, University of Florida, 2005.

3—Post-Doctoral Appointees

Action Strategy 2: Recruit, monitor, reward, and retain outstanding faculty and staff.

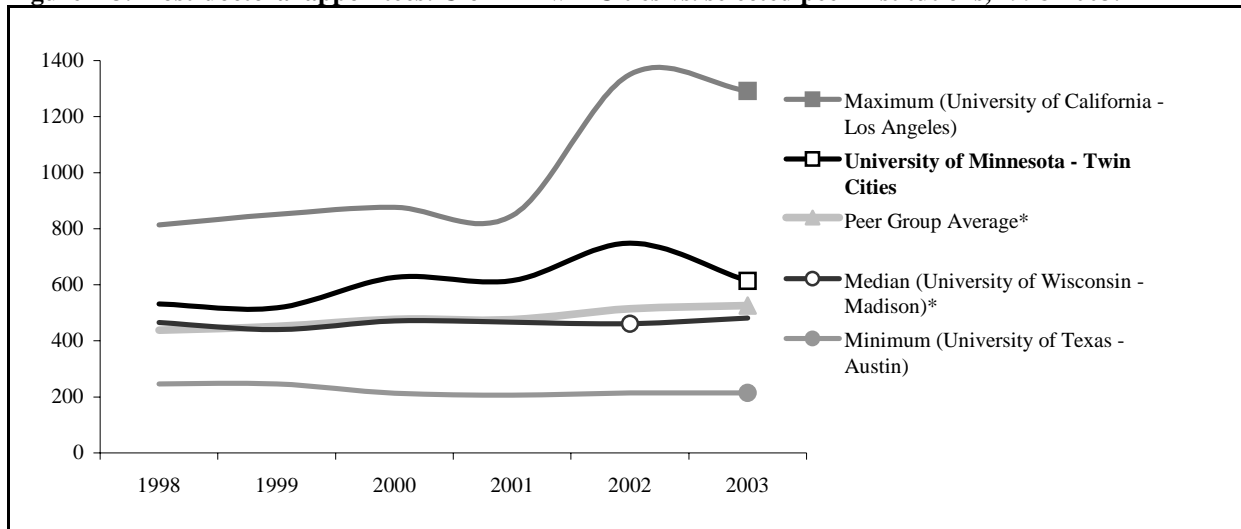
	U of M Rank Within Peer Group	
This Year	8 th	<i>Post-doctoral appointees, who hold a science and engineering Ph.D., M.D., D.D.S., or D.V.M. degree (or foreign degrees equivalent to U.S. doctorates), devote their primary effort to additional training through research activities or study in an academic department under temporary appointments carrying no academic rank.</i>
Last Year	5 th	
5 Years Ago	7 th	

Analysis: The University has increased the number of post-doctoral appointees over the past five years but at a lower rate (15.4 percent) than the peer group average (20.2 percent), as shown in Table 2-6. The University's number of appointees is over 200 less than the top institutions on this measure (Table 2-5).

Figure 2-3 shows a decrease in the number of post-doctoral appointees in 2003, but a generally positive trend during the previous five years. During this time, the University's number of appointees has been consistently above the peer group average and median.

Conclusion: The University's ability to host post-doctoral appointees is, in part, determined by the resources available to the appointing department. The steady progress made in increasing the number post-doctoral appointees was thwarted in 2003 following the state's budget reduction, resulting in a decision by the University, collegiate units, and individual departments to reallocate funds to graduate student support. It is expected that, with additional funds now in place, the number of post-doctoral appointees will increase in future years.

Figure 2-3. Post-doctoral appointees: U of M-Twin Cities vs. selected peer institutions, 1998-2003.



* Excludes University of Minnesota - Twin Cities

Source: The Top American Research Universities: The Center, University of Florida, 2005.

3—Post-Doctoral Appointees

Action Strategy 2: Recruit, monitor, reward, and retain outstanding faculty and staff.

Table 2-5. Post-doctoral appointees: U of M-Twin Cities and peer group institutions, 2003.

Rank	Peer Group Institutions	2003	1 Yr % Change	5 Yr % Change
1	University of California - Los Angeles	1292	-4.4%	58.9%
2	University of California - San Diego	949	5.2%	-3.4%
3	University of Washington - Seattle	865	-11.0%	-9.2%
4	University of Michigan - Ann Arbor	748	1.8%	15.8%
5	University of California - Berkeley	720	-16.2%	-23.8%
6	University of Pittsburgh - Pittsburgh	688	25.5%	75.1%
7	University of California - Davis	637	10.2%	118.2%
8	University of Minnesota - Twin Cities	614	-18.0%	15.4%
9	University of Florida	575	1.2%	84.3%
10	University of North Carolina - Chapel Hill	571	-0.5%	2.1%
11	University of Wisconsin - Madison	482	4.6%	3.7%
12	University of Arizona	403	-1.5%	-15.7%
13	Michigan State University	401	6.4%	71.4%
14	Ohio State University - Columbus	381	15.1%	74.8%
15	University of Virginia	354	-6.6%	26.0%
16	University of Maryland - College Park	319	30.7%	34.6%
17	University of Illinois - Urbana-Champaign	317	13.6%	24.3%
18	Pennsylvania State University - Univ. Park	312	17.3%	47.2%
19	Purdue University - West Lafayette	288	21.5%	24.7%
20	University of Texas - Austin	215	0.5%	-12.6%

Source: The Top American Research Universities: The Center, University of Florida, 2005.

Table 2-6. Post-doctoral appointees: Peer group and U of M-Twin Cities comparisons, 1998-2003.

	1998	1999	2000	2001	2002	2003	5 Yr % Change
Peer Group Average*	438	452	476	476	514	526	20.2%
Peer Group % Change	-	3.3%	5.4%	-0.1%	8.0%	2.3%	-
University of Minnesota - Twin Cities	532	518	626	615	749	614	15.4%
University of Minnesota % Change	-	-2.6%	20.8%	-1.8%	21.8%	-18.0%	-
University of Minnesota Rank	7 th	7 th	6 th	6 th	5 th	8 th	-

* Excludes University of Minnesota - Twin Cities

Source: The Top American Research Universities: The Center, University of Florida, 2005.

4a—Total Research Expenditures

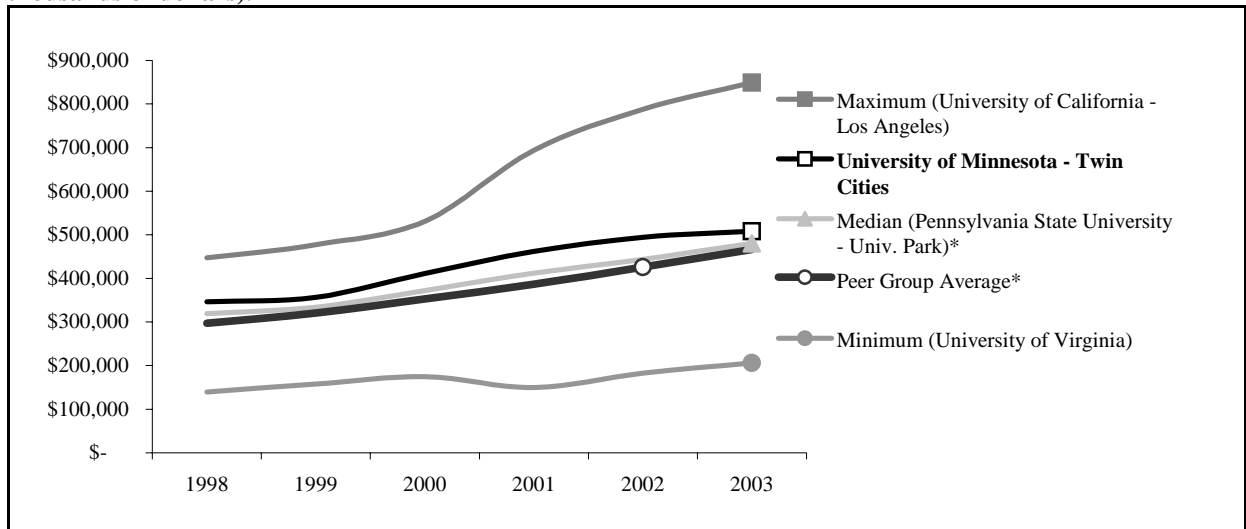
Action Strategy 2: Recruit, monitor, reward, and retain outstanding faculty and staff.

	U of M Rank <u>Within Peer Group</u>	
This Year	6 th	<i>This measure includes “all activities specifically organized to produce research outcomes that are separately budgeted and accounted for.” It is the most consistent measure of external research support.</i>
Last Year	6 th	
5 Years Ago	7 th	

Analysis: The University has maintained its high ranking in total research expenditures over the past five years, but its rate of increase during that period (47.0 percent) was lower than that of the peer group (56.9 percent), as shown in Tables 2-7 and 2-8. In the most recent year, the University was outperformed by all but two of the peer group institutions. The higher ranked institutions appear to be widening the gap with the University and lower-ranked institutions are gaining on the University.

Conclusion: The Office of the Vice President for Research is taking the lead in developing and implementing plans to bring about organizational, operational, policy, and cultural changes as part of the University’s strategic positioning efforts. These changes are being informed by the findings and recommendations of several strategic positioning task forces, including: Research Infrastructure; Collaborative Research; Graduate Reform; Discipline Evolution; Science and Engineering; and Faculty Culture.

Figure 2-4. Total research expenditures: U of M-Twin Cities vs. selected peer institutions, 1998-2003 (in thousands of dollars).



* Excludes University of Minnesota - Twin Cities

Source: The Top American Research Universities: The Center, University of Florida, 2005.

2: Twin Cities Campus Report

4a—Total Research Expenditures

Action Strategy 2: Recruit, monitor, reward, and retain outstanding faculty and staff.

Table 2-7. Total research expenditures: U of M - Twin Cities and peer group institutions (in thousands of dollars), 2003.

Rank	Peer Group Institutions	2003	1 Yr % Change	5 Yr % Change
1	University of California - Los Angeles	\$849,357	7.8%	89.9%
2	University of Michigan - Ann Arbor	780,054	15.8%	57.0%
3	University of Wisconsin - Madison	721,248	8.9%	62.6%
4	University of Washington - Seattle	684,814	9.2%	56.3%
5	University of California - San Diego	646,508	10.5%	54.4%
6	University of Minnesota - Twin Cities	508,557	2.9%	47.0%
7	University of California - Berkeley	507,186	6.8%	20.6%
8	Ohio State University - Columbus	496,438	14.8%	64.6%
9	University of Illinois - Urbana-Champaign	493,581	15.5%	49.9%
10	University of California - Davis	482,145	5.6%	67.0%
11	Pennsylvania State University - Univ. Park	480,084	8.3%	50.4%
12	University of Arizona	454,941	16.4%	50.5%
13	University of Florida	429,734	11.2%	56.3%
14	University of Pittsburgh - Pittsburgh	409,684	2.4%	91.6%
15	University of North Carolina - Chapel Hill	390,542	5.3%	66.0%
16	University of Texas - Austin	343,854	7.1%	40.4%
17	University of Maryland - College Park	321,899	-0.9%	44.2%
18	Michigan State University	321,410	10.9%	66.0%
19	Purdue University - West Lafayette	309,476	8.3%	43.0%
20	University of Virginia	206,199	13.1%	48.2%

Table 2-8. Total research expenditures: Peer group and U of M - Twin Cities comparisons, 1998-2003 (in thousands of dollars).

	1998	1999	2000	2001	2002	2003	5 Yr % Change
Peer Group Average*	\$297,376	\$320,515	\$352,953	\$386,439	\$426,106	\$466,458	56.9%
Peer Group % Change	-	7.8%	10.1%	9.5%	10.3%	9.5%	-
University of Minnesota - Twin Cities	345,910	356,529	411,380	462,011	494,265	508,557	47.0%
University of Minnesota % Change	-	3.1%	15.4%	12.3%	7.0%	2.9%	-
University of Minnesota Rank	7 th	8 th	7 th	6 th	6 th	6 th	-

* Excludes University of Minnesota - Twin Cities

Source: The Top American Research Universities: The Center, University of Florida, 2005.

4b—Federal Research Expenditures

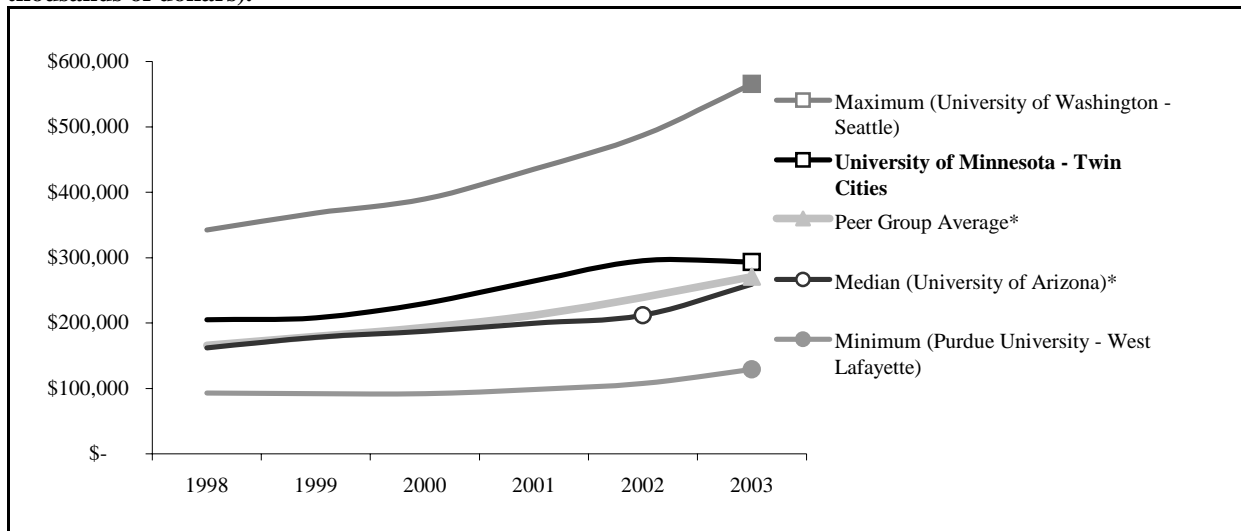
Action Strategy 2: Recruit, monitor, reward, and retain outstanding faculty and staff.

	U of M Rank Within Peer Group	
This Year	7 th	<i>Included in this measure are federally funded activities specifically organized to produce research outcomes, but excludes federally funded research labs..</i>
Last Year	7 th	
5 Years Ago	6 th	

Analysis: In the midst of a substantially changing environment for federally supported research, the University has maintained a high ranking over the past five years—6th or 7th place within the top public research universities in the country. During that period, however, University research expenditures increased 43.2 percent, while the peer group as a whole increased 63.5 percent, as shown in Tables 2-9 and 2-10. In the most recent year reported, federal research expenditures at the University declined by nearly 1 percent, while all other institutions in the peer group, except one, showed increases, most in double digits.

Conclusion: Federal funding increasingly focuses on large-scale research that is interdisciplinary, multi-institutional, and translational. The Office of the Vice President for Research is taking the lead in developing and implementing plans to bring about organizational, operational, policy, and cultural changes as part of the University's strategic positioning efforts. These changes are being informed by the findings and recommendations of several strategic positioning task forces, including: Research Infrastructure; Collaborative Research; Graduate Reform: Discipline Evolution; Science and Engineering; and Faculty Culture.

Figure 2-5. Federal research expenditures: U of M-Twin Cities vs. selected peer institutions, 1998-2003 (in thousands of dollars).



* Excludes University of Minnesota - Twin Cities

Source: The Top American Research Universities: The Center, University of Florida, 2005.

4b—Federal Research Expenditures

Action Strategy 2: Recruit, monitor, reward, and retain outstanding faculty and staff.

Table 2-9. Federal research expenditures: U of M-Twin Cities and peer group institutions (in thousands of dollars), 2003.

Rank	Peer Group Institutions	2003	1 Yr % Change	5 Yr % Change
1	University of Washington - Seattle	\$565,602	16.1%	65.2%
2	University of Michigan - Ann Arbor	516,818	16.3%	65.9%
3	University of California - Los Angeles	421,174	14.8%	80.0%
4	University of California - San Diego	400,100	11.3%	52.1%
5	University of Wisconsin - Madison	396,231	14.8%	64.7%
6	University of Pittsburgh - Pittsburgh	345,625	12.6%	105.1%
7	University of Minnesota - Twin Cities	293,266	-0.7%	43.2%
8	University of North Carolina - Chapel Hill	280,678	10.3%	63.7%
9	Pennsylvania State University - Univ. Park	270,985	5.8%	65.3%
10	University of Illinois - Urbana-Champaign	266,487	24.3%	55.6%
11	University of Arizona	259,074	22.3%	59.9%
12	University of California - Berkeley	238,206	9.6%	38.7%
13	University of Texas - Austin	231,996	5.9%	40.5%
14	University of California - Davis	208,327	17.9%	82.7%
15	Ohio State University - Columbus	198,488	11.6%	59.8%
16	University of Florida	194,958	16.7%	83.0%
17	University of Maryland - College Park	183,206	-5.6%	41.8%
18	University of Virginia	173,442	13.8%	74.9%
19	Michigan State University	133,820	9.2%	64.9%
20	Purdue University - West Lafayette	129,199	20.2%	39.2%

Table 2-10. Federal research expenditures: Peer group and U of M-Twin Cities comparisons, 1998-2003 (in thousands of dollars).

	1998	1999	2000	2001	2002	2003	5 Yr % Change
Peer Group Average*	\$165,622	\$179,315	\$192,965	\$211,782	\$239,045	\$270,721	63.5%
Peer Group % Change	-	8.3%	7.6%	9.8%	12.9%	13.3%	-
University of Minnesota - Twin Cities	204,741	207,761	229,958	264,289	295,301	293,266	43.2%
University of Minnesota % Change	-	1.5%	10.7%	14.9%	11.7%	-0.7%	-
University of Minnesota Rank	6 th	6 th	6 th	7 th	7 th	7 th	-

* Excludes University of Minnesota - Twin Cities

Source: The Top American Research Universities: The Center, University of Florida, 2005.

5—Faculty and Staff Diversity

Action Strategy 2: Recruit, monitor, reward, and retain outstanding faculty and staff.

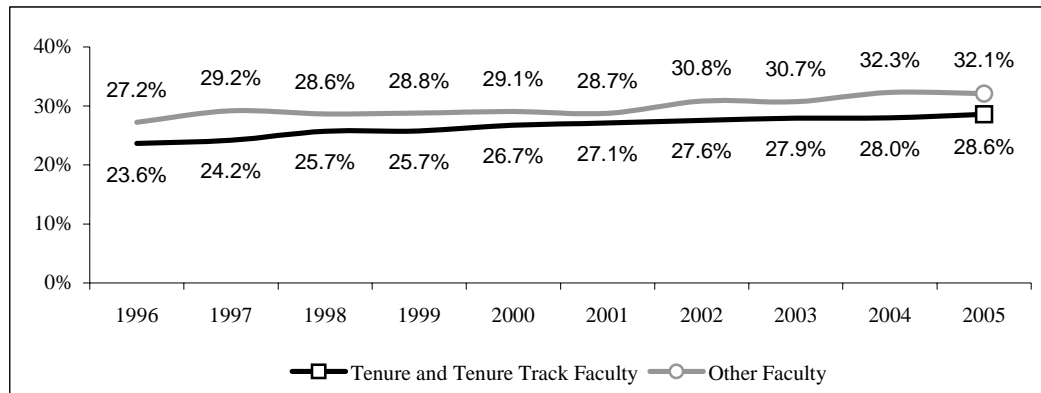
Action Strategy 5: Promote an effective organizational culture committed to excellence and responsive to change.

Analysis: The Twin Cities campus has made modest but steady progress in hiring and retaining faculty and staff of color over the past 10 years (Figure 2-7, Figure 2-10). The percentage of female faculty has also increased over the same time period (Figure 2-6), and females are well presented among all staff categories (Figure 2-9). Among faculty of color, Asian Americans represent an increasing proportion, while other groups have shown more modest gains (Figure 2-8).

Conclusion: Recruiting and retaining a diverse faculty and staff is one of the most important issues facing higher education. Min-

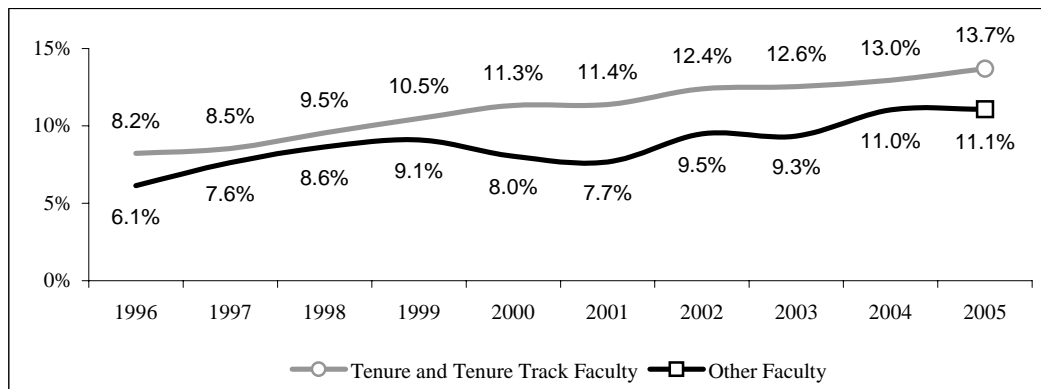
nesota, like the nation, is becoming more diverse. Thirty percent of Minnesota's high school graduates by 2018 will be students of color, compared to 13 percent in 2004. The University will enroll an increasing number of students of color for whom English is not their first language and a larger number of international students. To meet these changing demographics, the University will need to recruit and retain a broader range of faculty and staff from across the nation and around the world. These efforts will be supported by the newly created position of Vice President for Access, Equity, and Multicultural Affairs.

Figure 2-6. Percentage of female faculty, University of Minnesota – Twin Cities, 1996-2005



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

Figure 2-7. Percentage of faculty of color, University of Minnesota – Twin Cities, 1996-2005



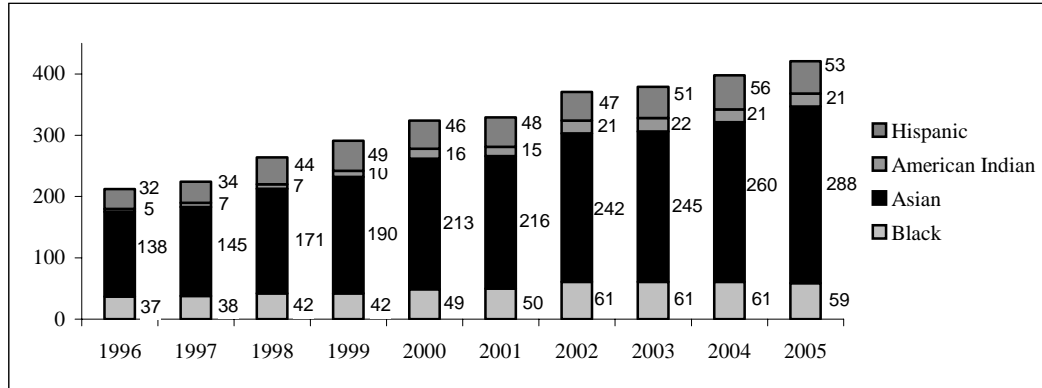
Source: Office of Equal Opportunity and Affirmative Action, University of Minnesota.

5—Faculty and Staff Diversity

Action Strategy 2: Recruit, monitor, reward, and retain outstanding faculty and staff.

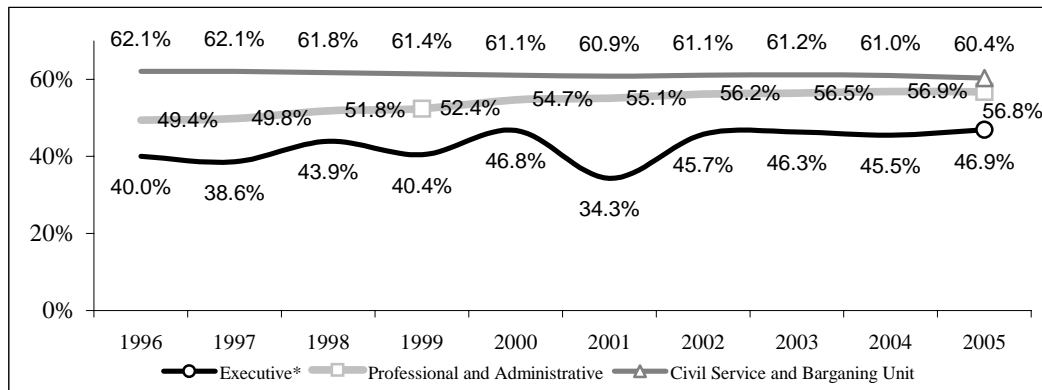
Action Strategy 5: Promote an effective organizational culture committed to excellence and responsive to change.

Figure 2-8. Diversity of faculty, University of Minnesota – Twin Cities, 1996-2005



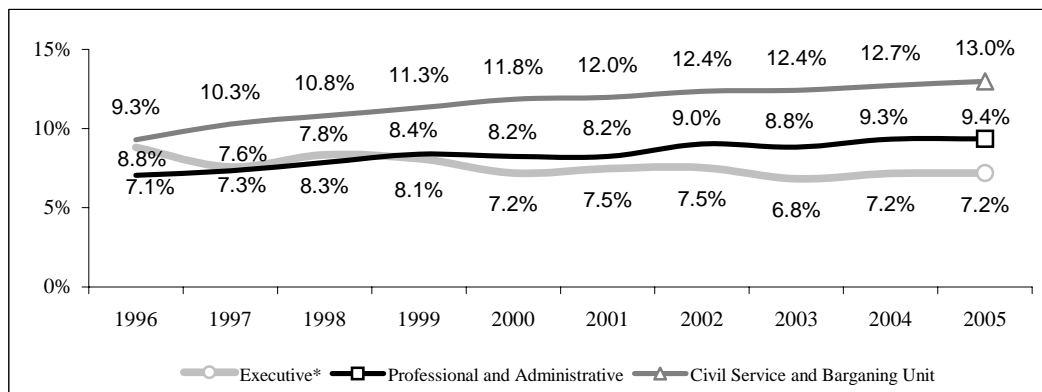
Source: Office of Equal Opportunity and Affirmative Action, University of Minnesota.

Figure 2-9. Percentage of female staff employee, University of Minnesota – Twin Cities, 1996-2005



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

Figure 2-10. Percentage of staff of color, University of Minnesota – Twin Cities, 1996-2005



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)

6—Faculty Satisfaction

Action Strategy 2: Recruit, monitor, reward, and retain outstanding faculty and staff.

Action Strategy 5: Promote an effective organizational culture committed to excellence and responsive to change.

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 in 2004 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. [Note: The second survey is currently being conducted. Results will be included in the next edition of the accountability report.] Over 6,000 faculty and staff responded to the 2004 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

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.

6—Faculty Satisfaction

Action Strategy 2: Recruit, monitor, reward, and retain outstanding faculty and staff.

Action Strategy 5: Promote an effective organizational culture committed to excellence and responsive to change.

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.

Performance Measures for Teaching and Learning

“Share that knowledge, understanding, and creativity by providing a broad range of educational programs in a strong and diverse community of learners and teachers, and prepare graduate, professional, and undergraduate students, as well as non-degree-seeking students interested in continuing education and lifelong learning, for active roles in a multiracial and multicultural world.”

Performance measures for this part of the mission support Action Strategy 1: “Recruit, educate, challenge, and graduate outstanding students,” Action Strategy 2: “Recruit, monitor, reward, and retain outstanding faculty and staff,” and Action Strategy 5: Promote and

effective organizational culture committed to excellence and responsive to change.” The performance of the Twin Cities campus on these six measures is detailed on the following pages of the report:

7—Student Quality	Pages 38-40
8—Student Diversity	Page 41
9—Affordability	Page 42
10—Student Outcomes	
A—Retention	Pages 43-45
B—Timely Graduation	Pages 46-49
C—Degrees Conferred	Pages 50-51
11—International Involvement	
A—Study Abroad	Pages 52-54
B—International Students	Pages 55-57
C—International Scholars	Pages 57-58
12—Student Satisfaction	Pages 59-62

Other Measures

The following measure from the *2004-05 University Plan, Performance, and Accountability Report* will be updated for posting on the University’s “Accountable to U” Web site (<http://academic.umn.edu/accountability>) by mid-2006:

- NCAA graduation rates for student-athletes

In addition, the University’s Metrics and Measurement Task Force is considering other measures for future inclusion in the accountability report or Web site:

- Assessment of student learning—Under development by the Provost’s Council

2: Twin Cities Campus Report

for Enhancing Student Learning (see below).

- Graduate education quality—The Graduate School is developing a robust set of metrics with which to measure quality in graduate education and coordinate data located in the Graduate School and in individual academic units. The complete set of qualitative metrics will be available in spring 2007.
- Undergraduate participation in intensive learning experiences— The Vice Provost for Undergraduate Education is working

to define a measure of student involvement in intensive learning experiences covering activities such as undergraduate research with faculty, internships, directed study/research or other course work involving scholarly projects, and study abroad experiences . The key feature of these experiences is development of a substantive academic, creative, scholarly, and/or professional relationship between a student and their mentor, ideally connected to the mentor's own research, service, teaching, and professional interests and expertise.

Foundational life-long learning and citizenship goals <i>At the point of receiving a bachelor's degree, students will demonstrate:</i>	
1. the ability to identify, define, and solve problems 2. the ability to locate and evaluate information 3. mastery of a body of knowledge and mode of inquiry 4. an understanding of diverse philosophies and cultures in a global society	5. the ability to communicate effectively 6. an understanding of the role of creativity, innovation, discovery, and expression in the arts and humanities and in the natural and social sciences 7. skills for effective citizenship and life-long learning

7—Student Quality

Action Strategy 1: Recruit, educate, challenge, and graduate outstanding 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.

Analysis: 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.) The class rank of entering freshman and their average ACT score have increased steadily over the past decade. The proportion of students from the top 10 percent and the top 25 percent of their class has increased while the proportion of students from the bottom 50 percent is on a steady decline.

Table 2-11 and Figure 2-11 show the steady improvements in the percentage of entering students who graduated in the top 10, 25, and 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. In 2005 the University enrolled a record percentage of students who graduate in the top 10 and top 25 percent of their high school class. However, as shown in Table 2-12, the University continues to lag its peers in the percentage of students from the top 10 percent.

Figure 2-12 shows that the average high school rank percentile of incoming freshman at

the Twin Cities campus increased from just under the 74th percentile in 1995 to above the 81st percentile in 2005.

Figures 2-13 shows that the average ACT score of entering students has increased steadily over the past decade—from 23.9 in 1995 to 25.1 in 2005.

Table 2-12 shows the percentage of freshmen in the top 10 percent of their high school class for the peer comparison group in 2004-05. Even though the Twin Cities campus has increased this percentage over the past decade, it still ranks near the bottom of its peer group on this measure.

Conclusion: 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 and other strategies are yielding measurable progress in students' academic success and in improved retention, graduation, and student satisfaction rates. Increased efforts will be required to move up in the rankings within the University's peer group of public research universities.

7—Student Quality

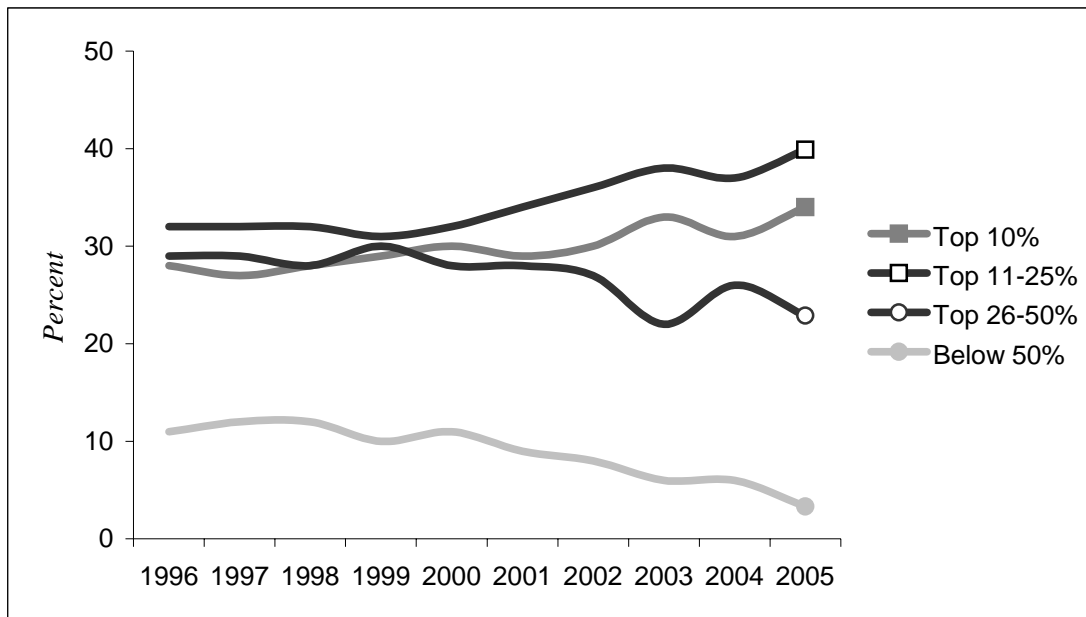
Action Strategy 1: Recruit, educate, challenge, and graduate outstanding students.

Table 2-11. High school rank of freshmen, University of Minnesota – Twin Cities, 1996-2005.

Rank	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
90-99 %	28%	27%	28%	29%	30%	29%	30%	33%	31%	34%
75-89	32	32	32	31	32	34	36	38	37	40
50-74	29	29	28	30	28	28	27	22	26	23
1-49	11	12	12	10	11	9	8	6	6	3

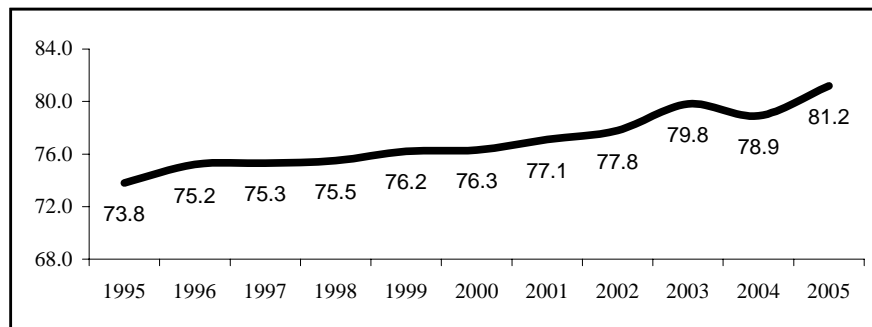
Source: Office of Institutional Research, University of Minnesota.

Figure 2-11. High school rank of freshmen, University of Minnesota – Twin Cities, 1996-2005.



Source: Office of Institutional Research, University of Minnesota.

Figure 2-12. Average high school rank percentile of University of Minnesota – Twin Cities freshmen, 1995-2005.



Source: Office of Institutional Research, University of Minnesota

2: Twin Cities Campus Report

7—Student Quality

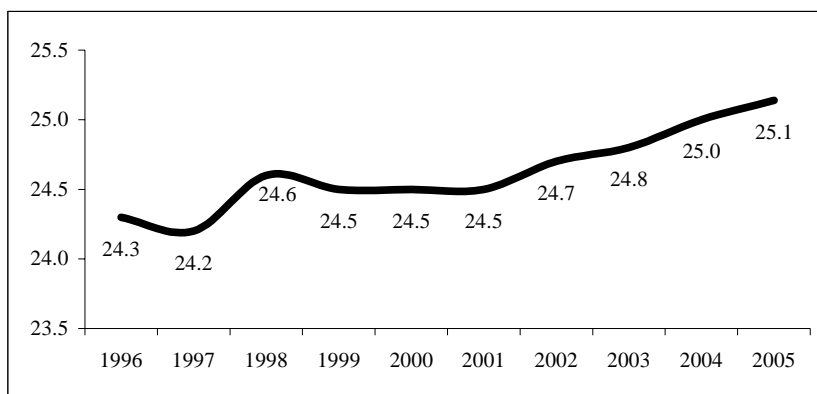
Action Strategy 1: Recruit, educate, challenge, and graduate outstanding students.

Table 2-12. Percentage of freshman in top 10 percent of high school class, 2004-05.

Rank	Peer Group Institutions	2004-05
1	University of California - Berkeley	99%
1	University of California - San Diego	99
3	University of California - Los Angeles	97
4	University of California - Davis	95
5	University of Michigan - Ann Arbor	90
6	University of Virginia	84
7	University of Florida	81
8	University of North Carolina - Chapel Hill	74
9	University of Texas - Austin	66
9	University of Washington - Seattle	66
11	University of Wisconsin - Madison	58
12	University of Maryland - College Park	53
13	University of Illinois - Urbana-Champaign	50
14	University of Pittsburgh - Pittsburgh	46
15	Pennsylvania State University - Univ. Park	41
16	University of Arizona	36
17	Ohio State University - Columbus	34
18	University of Minnesota - Twin Cities	31
19	Purdue University - West Lafayette	27
20	Michigan State University	24

Source: *America's Best Colleges: 2006, U.S. News & World Report.*

Figure 2-13. Average ACT score of new, entering freshman, University of Minnesota - Twin Cities, 1996-2005



Source: Office of Institutional Research, University of Minnesota.

8—Student Diversity

Action Strategy 1: Recruit, educate, challenge, and graduate outstanding students.

Action Strategy 5: Promote an effective organizational culture committed to excellence and responsive to change.

The University is committed to achieving excellence through diversity and strives to foster a diverse, humane, and hospitable environment.

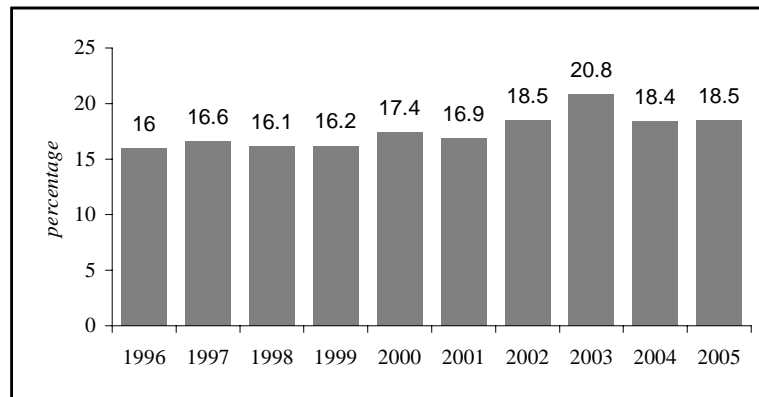
Analysis: In the past decade, the percentage of freshmen of color increased from 16.0 percent in 1996 to 18.5 percent in the fall of 2005, as shown in Figure 2-14.

Enrollment increases among students of color over the past decade have occurred primarily among Asian American and African American students, as shown in Table 2-12. From 1996-2005, the percentage of self-reported Caucasian students decreased from 78.4 percent to 72.5 percent; the percentage of students who

did not report a racial/ethnic group increased from 2.7 percent to 6.0 percent.

Conclusion: Thirty percent of Minnesota's high school graduates by 2018 will be students of color, compared to 13 percent in 2004. The University will enroll an increasing number of students of color for whom English is not their first language and a larger number of international students. To help address the challenges of changing demographics, the University has created a Vice President for Access, Equity, and Multicultural Affairs position, whose work will be informed, in part, by the Strategic Positioning Task Force on Diversity, and who will play a key role in the new Consortium for Post-Secondary Academic Success.

Figure 2-14. Percentage of entering freshman of color, University of Minnesota - Twin Cities, fall 1995-2004.



Source: Office of Institutional Research, University of Minnesota

Table 2-12. Proportion of students by racial/ethnic group, University of Minnesota - Twin Cities, Fall 1996-Fall 2005.

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
African American	2.8%	3.0%	3.1%	3.3%	3.3%	3.4%	3.5%	3.6%	3.7%	3.7%
American Indian	0.7	0.8	0.7	0.7	0.6	0.7	0.6	0.6	0.6	0.8
Asian/Pacific Islander	6.9	6.9	6.8	6.5	6.6	6.9	7	7.5	7.6	7.9
Caucasian	78.4	77.9	77.7	74.9	74.3	73.1	73.1	72.5	72.3	72.5
Chicano/Hispanic	1.7	1.8	1.9	1.8	1.7	1.7	1.8	1.8	1.9	2.0
International	6.8	6.8	6.8	6.5	7.1	7.8	7.8	7.5	7.2	7.1
Not Reported	2.7	2.8	3	6.3	6.4	6.3	6.2	6.4	6.7	6.0

(Prior to Fall 2004, Twin Cities enrollment figures included students in the University's School of Medicine on the Duluth campus.)

Source: Office of Institutional Research, University of Minnesota

9—Affordability

Action Strategy 1: Recruit, educate, challenge, and graduate outstanding students.

[Note: The University's Strategic Positioning Metrics and Measurement Task Force identified affordability as a key performance indicator. Efforts are under way to develop a measure that can be used to compare the University to its peer group. For this year's report, cur-

rent tuition and fee information for Minnesota residents and non-residents at the undergraduate, graduate, and first-professional levels is provided in Section 4: Minnesota Legislative Reporting Requirements.]

10a—Student Outcomes: Retention

Action Strategy 1: Recruit, educate, challenge, and graduate outstanding students.

	1 st Year	2 nd Year	3 rd Year
Undergraduate Retention Rates (Five-Year Comparison)	86.3% Up 4.5 points	77.0% Up 8.3 points	72.7% Up 5.5 points

The Twin Cities campus long has been at or near the bottom of its public research university peer group 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.

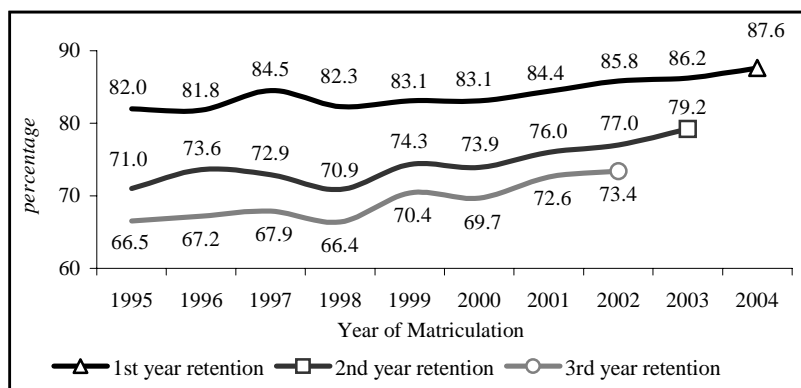
Analysis: Figure 2-15 shows first-, second-, and third-year retention rates for all students matriculating during 1995-2004. The most recent results show that all rates rose to their highest levels in the past decade. The Twin Cities campus achieved a first-year retention rate of 87.3 percent, up from 86.2 percent the previous year. The second-year and the third-year retention rates rose to 79.2 percent and 73.4 percent, respectively. Figure 2-16 shows first-, second-, and third-year retention rates for students of color matriculating during

1995-2004. First-year retention fell to 82.9 percent down from 84.5 percent in 2003, but higher than all but three years in the past decade. Second-year retention rose to 74.8 and third-year retention rose to 67.7—both the highest rates in the past decade. All three rates for students of color are within 6 percentage points of all students. The University's third-year retention rate is 20 percentage points behind the top ranked institution.

Table 2-13 shows the University's first-, second-, and third-year retention rates rank at or near the bottom of the peer group.

Conclusion: Although significant progress has been made in improving retention rates, the University will need to increase its efforts in order to move up in the rankings within its peer group. The Provost has announced that this summer the University will set new retention and graduation rate targets that support the University's top-three aspirational goal.

Figure 2-15. 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, 1995-2004.

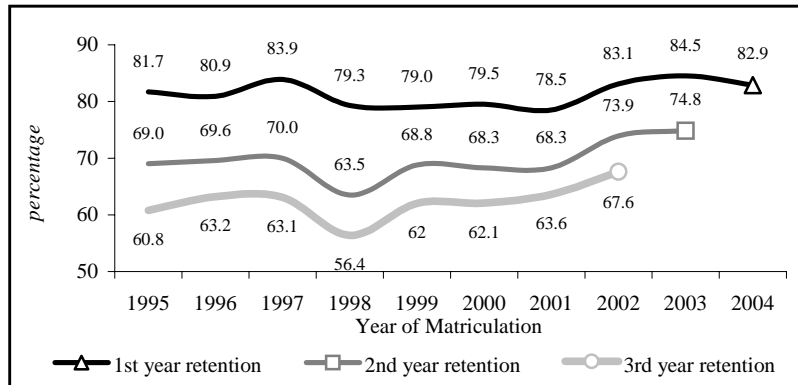


Source: Office of Institutional Research, University of Minnesota.

10a—Student Outcomes: Retention

Action Strategy 1: Recruit, educate, challenge, and graduate outstanding students.

Figure 2-16. University of Minnesota – Twin Cities first-, second-, and third-year retention rates (percentage) for students of color, 1995 – 2004.



Source: Office of Institutional Research, University of Minnesota.

2: Twin Cities Campus Report

10a—Student Outcomes: Retention

Action Strategy 1: Recruit, educate, challenge, and graduate outstanding students.

Table 2-13. First-, second-, and third-year retention rates for U of M-Twin Cities and peer group institutions, ranked by 3rd-year rate, 2001-2003 cohorts.

Rank	Peer Group Institutions	1st-year Rate (Fall 2003 cohort)	2nd-year Rate (Fall 2002 cohort)	3rd-year Rate (Fall 2001 cohort)
1	University of California - Los Angeles	96.5%	90.8%	92.3%
2	University of Virginia	96.3%	91.5%	90.3%
3	University of California - Berkeley	96.5%	92.7%	87.3%
4	University of Michigan - Ann Arbor	95.9%	90.8%	86.7%
5	University of North Carolina - Chapel Hill	95.2%	90.5%	86.4%
6	Pennsylvania State University - Univ. Park	92.6%	88.5%	85.0%
7	University of Illinois - Urbana-Champaign	90.5%	86.4%	83.1%
8	University of California - Davis	91.4%	87.5%	83.0%
9	University of Wisconsin - Madison	92.9%	87.0%	82.5%
10	University of Maryland - College Park	92.6%	87.1%	82.3%
11	University of California - San Diego	93.8%	86.8%	82.2%
12	University of Florida	93.5%	89.1%	80.8%
13	Michigan State University	90.7%	83.9%	79.6%
14	University of Pittsburgh - Pittsburgh	89.3%	82.1%	79.6%
15	University of Texas - Austin	93.2%	85.2%	78.4%
16	University of Washington - Seattle	92.8%	84.7%	77.2%
17	Ohio State University - Columbus	88.0%	80.3%	74.6%
18	Purdue University - West Lafayette	85.6%	79.5%	72.9%
19	University of Minnesota - Twin Cities	86.0%	76.7%	72.3%
20	University of Arizona	79.4%	67.1%	61.8%

Source: Office of Institutional Research, University of Minnesota.

10b—Student Outcomes: Timely Graduation

Action Strategy 1: Recruit, educate, challenge, and graduate outstanding students.

Undergraduate Graduation Rates (Five-Year Comparison and 2012 Goal)	4-Year		5-Year		6-Year	
	Actual	2012 Goal	Actual	2012 Goal	Actual	2012 Goal
	36.7% Up 10.6 points	50%	55.4% Up 10.4 points	70%	61.2% Up 11.3 points	75%

In 2005, the University, including the Twin Cities campus, set specific goals to improve graduation rates from their historically low levels. The 2012 undergraduate goals for the Twin Cities campus are:

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

Analysis: Current results show continued improvement in graduation rates; over the past decade improvements have ranged from nearly 12 to over 19 percentage points. Graduation rates for students of color also have improved significantly, particularly four- and five-year rates.

Figure 2-17 shows the four-, five-, and six-year graduation rates for students matriculating during 1993-2001. All rates have improved substantially over the last nine years:

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

- six-year rates increased by 17.1 percentage points.

Students of color lagged behind these overall graduation rates, but still showed significant gains, as shown in Figure 2-18. 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.

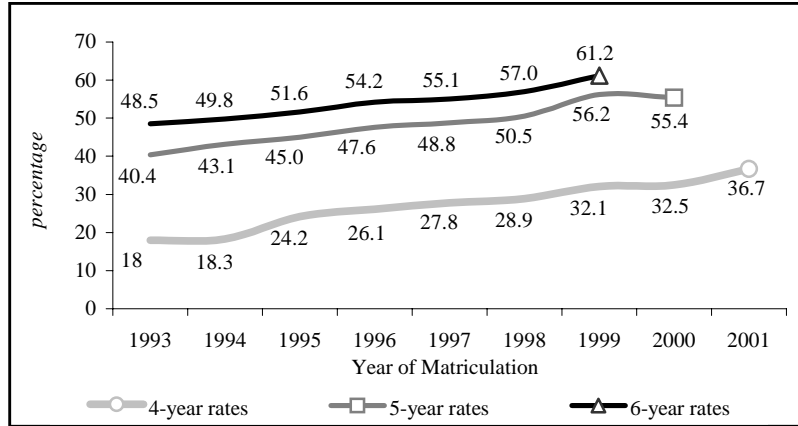
Table 2-14 shows the most recent comparative graduation rate data for the top public institutions in the Association of American Universities. The University of Minnesota – Twin Cities still ranks at or near the bottom of this group in graduation rates.

Conclusion: In order to reach its aspirational goal, the University will need to continue to improve graduation rates. The Provost has announced that this summer the University will set forth new retention and graduation rate targets that support the University's top-three aspirational goal.

10b—Student Outcomes: Timely Graduation

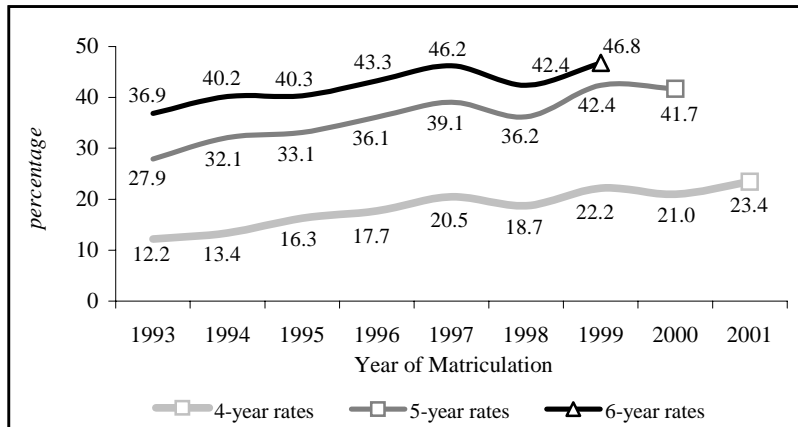
Action Strategy 1: Recruit, educate, challenge, and graduate outstanding students.

Figure 2-17. 4-, 5-, and 6-year graduation rates, University of Minnesota – Twin Cities, 1993-2001.



Source: Office of Institutional Research, University of Minnesota.

Figure 2-18. Graduation rates for students of color, University of Minnesota – Twin Cities, 1993-01.



Source: Office of Institutional Research, University of Minnesota.

2: Twin Cities Campus Report

10b—Student Outcomes: Timely Graduation

Action Strategy 1: Recruit, educate, challenge, and graduate outstanding students.

Table 2-14. Graduation rates: U of M-Twin Cities and peer group institutions, 2000-2004, ranked by 4-year rate.

Rank	Peer Group Institutions	4-year Rate (Fall 2000 cohort)	5-year Rate (Fall 1999 cohort)	6-year Rate (Fall 1998 cohort)
1	University of Virginia	82.6%	91.5%	92.3%
2	University of California - Los Angeles	56.6%	83.5%	87.2%
3	University of California - Berkeley	61.3%	83.8%	86.6%
4	University of Michigan - Ann Arbor	70.4%	84.9%	86.6%
5	Pennsylvania State University - Univ. Park	55.6%	80.8%	83.8%
6	University of California - San Diego	45.9%	76.0%	82.1%
7	University of North Carolina - Chapel Hill	65.3%	81.2%	81.3%
8	University of California - Davis	47.8%	77.0%	81.2%
9	University of Illinois - Urbana-Champaign	59.6%	78.1%	80.4%
10	University of Wisconsin - Madison	45.3%	73.4%	79.3%
11	University of Florida	51.9%	74.3%	76.9%
12	University of Texas - Austin	45.6%	69.0%	74.3%
13	University of Washington - Seattle	47.6%	69.8%	73.4%
14	Michigan State University	45.0%	70.9%	73.0%
15	University of Maryland - College Park	53.6%	72.6%	72.9%
16	University of Pittsburgh - Pittsburgh	51.6%	66.0%	67.4%
17	Purdue University - West Lafayette	36.6%	60.9%	65.3%
18	Ohio State University - Columbus	39.1%	62.8%	61.8%
19	University of Arizona	31.2%	52.9%	57.0%
20	University of Minnesota - Twin Cities	32.2%	55.5%	56.4%

Source: Office of Institutional Research, University of Minnesota.

10b—Student Outcomes: Timely Graduation

Action Strategy 1: Recruit, educate, challenge, and graduate outstanding students.

Graduate Students

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.

Analysis: Table 2-15 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:

- At the master’s level, the median time to degree decreased slightly to 2.5 years.
- At the doctoral level, the median time-to-degree increased to 5.8 years, with international students tending to complete their degrees more quickly than others.

Conclusions: The University is participating in a national study by the Council of Graduate Schools to identify factors leading to this decline. The project’s goal is to address the issues of completion and attrition in Ph.D. education and test those practices that the graduate community believes will result in higher completion rates.

The Graduate School is working with 15 graduate programs (eight in sciences, math, and engineering; seven in liberal arts and humanities) to gather and report data on completion and attrition, and to test intervention strategies (e.g., better orientation and mentoring, clearer program rules, exit interviews) that will improve completion. Results will be shared nationally among research and project partners, with the hope of developing a set of best practices. In addition, the University is undertaking research of its own on such factors as time-to-degree, financial issues, graduate student advising, and housing.

Table 2-15. Median elapsed time to degree for University of Minnesota master’s and doctoral students, 2000-2005.

	2000-2001	2001-2002	2002-2003	2003-04	2004-05
Master’s Degree Students – All	2.4	2.5	2.6	2.6	2.5
Male	2.5	2.7	2.6	2.6	2.7
Female	2.4	2.4	2.5	2.5	2.4
Students of Color	2.5	2.7	2.7	2.7	2.4
International Students	2.2	2.3	2.3	2.6	2.6
Doctoral Students – All	5.9	5.9	5.9	5.6	5.8
Male	5.4	6.0	5.8	5.4	5.8
Female	6.5	5.9	6.2	5.8	5.8
Students of Color	5.9	6.5	6.7	5.7	6.3
International Students	5.0	5.3	5.2	5.1	5.4

Source: Graduate School, University of Minnesota.

10c—Student Outcomes: Degrees Conferred

Action Strategy 1: Recruit, educate, challenge, and graduate outstanding students.

	<u>U of M Rank Within Peer Group</u>			
	Doctoral	Master's	First-Professional	Bachelor's
This Year	5th	4th	3rd	13th
Last Year	7th	5th	3rd	11th
5 Years Ago	7th	1st	2nd	15th

The University of Florida, in its annual report *The Top American Research Universities*, ranks universities by the number of doctoral degrees conferred.

Consistent with having the second-largest enrollment of any campus in the nation, the Twin Cities campus also ranks highly in the production of degrees at all levels.

Analysis: As shown in Tables 2-16 and 2-17, the Twin Cities campus ranks 5th within its peer group for the number of doctoral degrees conferred, 4th in master's degree, 3rd in first-

professional degrees, and 12th in bachelor's degrees.

Conclusion: The University should focus on producing degrees that reflect a balance of external demand, capacity, and resources to ensure that quality is maintained and enhanced.

In line with that approach, the Graduate School recently initiated an annual review of graduate programs, which already has resulted in the discontinuation of several programs and the repackaging of others in order to ensure quality.

10c—Student Outcomes: Degrees Conferred

Action Strategy 1: Recruit, educate, challenge, and graduate outstanding students.

Table 2-16. Degrees conferred: U of M-Twin Cities and peer group institutions, 2005.

Rank	Peer Group Institutions	Doctor's degree	Master's degree	First-prof. degree	Bachelor's degree
1	University of California - Berkeley	803	2,040 (9)	348 (13)	6,767 (8)
2	University of Michigan - Ann Arbor	725	3,563 (1)	681 (5)	5,880 (14)
3	University of Texas - Austin	719	2,900 (2)	685 (4)	8,836 (2)
4	University of Florida	702	2,877 (3)	963 (1)	8,417 (3)
5	University of Minnesota - Twin Cities	678	2,798 (4)	777 (3)	6,088 (13)
6	University of Wisconsin - Madison	666	1,996 (11)	648 (6)	6,316 (10)
7	University of California - Los Angeles	657	2,545 (8)	568 (8)	7,336 (6)
8	University of Illinois - Urbana-Champaign	636	2,622 (6)	335 (14)	6,752 (9)
9	Ohio State University - Columbus	590	2,685 (5)	842 (2)	8,124 (4)
10	Pennsylvania State University - Univ. Park	571	1,191 (17)	NA -	9,840 (1)
11	University of Washington - Seattle	528	2,560 (7)	475 (10)	7,287 (7)
12	Purdue University - West Lafayette	524	1,548 (15)	239 (16)	6,270 (11)
13	University of Maryland - College Park	516	1,929 (12)	25 (18)	6,263 (12)
14	University of North Carolina - Chapel Hill	459	1,847 (13)	610 (7)	3,888 (18)
15	Michigan State University	425	2,004 (10)	349 (12)	7,733 (5)
16	University of California - Davis	389	873 (18)	402 (11)	5,735 (16)
17	University of Arizona	386	1,454 (16)	310 (15)	5,741 (15)
18	University of Virginia	341	1,632 (14)	485 (9)	3,353 (19)
19	University of California - San Diego	303	797 (19)	117 (17)	5,042 (17)
-	University of Pittsburgh - Pittsburgh	NA	NA -	NA -	NA -

Source: The Top American Research Universities: The Center, University of Florida, 2005.

Table 2-17. Degrees conferred, Peer group and U of M-Twin Cities comparisons, 2000-2005.

	2000	2001	2002	2003	2004	2005	5-Yr % Change
<u>Doctor's degree</u>							
Peer Group Average*	499	497	490	491	515	542	8.6%
University of Minnesota - Twin Cities	604	632	560	560	592	678	12.3%
<u>Master's degree</u>							
Peer Group Average*	1,728	1,748	1,817	1,922	2,038	2,052	18.8%
University of Minnesota - Twin Cities	2,814	2,316	2,459	2,546	2,677	2,798	-0.6%
<u>First-professional Degree</u>							
Peer Group Average*	479	463	475	477	489	496	3.5%
University of Minnesota - Twin Cities	708	670	673	719	715	777	9.7%
<u>Bachelor's degree</u>							
Peer Group Average*	5,560	5,649	5,780	6,066	6,231	6,520	17.3%
University of Minnesota - Twin Cities	4,880	4,786	5,322	5,564	6,049	6,088	24.8%

* Excludes University of Minnesota - Twin Cities

Source: The Top American Research Universities: The Center, University of Florida, 2005..

11a—Involvement in Study Abroad

Action Strategy 1: Recruit, educate, challenge, and graduate outstanding students.

	U of M Rank <u>Within Peer Group</u>
This Year	6th
Last Year	10th
4 Years Ago	8th

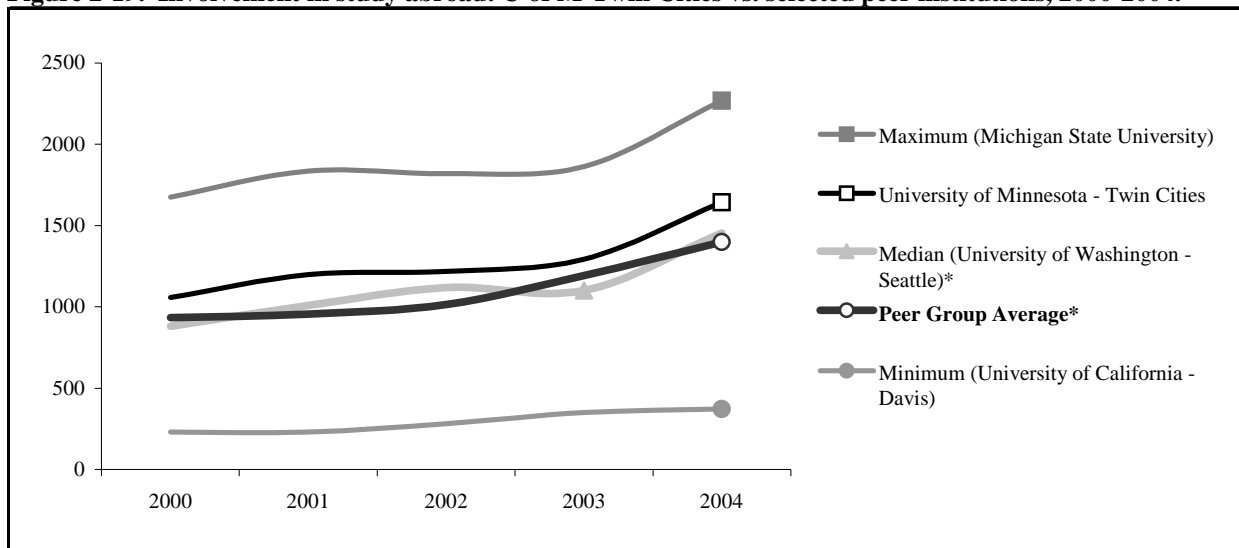
The University is engaged in a range of internationally related education, research, and public engagement activities that provide strength to its position as a leading research university. It encourages learning abroad and conducting international research, recruits international faculty, undergraduate and graduate students, post-doctoral appointees, and fellows, and seeks to bring international issues and perspectives to the curriculum and builds relationships with international institutions.

Analysis: Figure 2-19 shows the increase in Twin Cities campus students' involvement in study abroad relative to its peer group. The Twin Cities campus ranks 6th in the number of students studying abroad, as shown in Table 2-17, a gain of two positions over the past five

years. As a percentage of undergraduate degrees granted, the Twin Cities campus has improved from 15.7 percent in 1997-98 to 22.1 percent in 2003-04, an improvement of 6.4 percentage points.

Conclusion: The Office of International Programs has analyzed policies and practices that would be needed for the Twin Cities campus to achieve a 50 percent rate of study abroad participation. In addition, the University is currently evaluating the recommendations of the Strategic Positioning Task Force on Forging an International University. A number of these recommendations would strengthen the University's study abroad programs. In addition, new investments in the FY 07 budget will be allocated to international initiatives.

Figure 2-19. Involvement in study abroad: U of M-Twin Cities vs. selected peer institutions, 2000-2004.



Source: *Open Doors Report: 2005*, Institute of International Education.

* Excludes University of Minnesota - Twin Cities

2: Twin Cities Campus Report

11a—Involvement in Study Abroad

Action Strategy 1: Recruit, educate, challenge, and graduate outstanding students.

Table 2-18. Involvement in study abroad: U of M-Twin Cities and peer group institutions, 2004.

Rank	Peer Group Institutions	2004	1-Yr % Change	4-Yr % Change
1	Michigan State University	2,269	21.7%	35.5%
2	University of California - Los Angeles	2,034	6.1%	498.2%
3	University of Texas - Austin	2,011	21.6%	24.2%
4	Pennsylvania State University - Univ. Park	1,874	38.7%	7.5%
5	University of North Carolina - Chapel Hill	1,660	16.4%	36.4%
6	University of Minnesota - Twin Cities	1,644	27.0%	55.4%
7	University of Wisconsin - Madison	1,609	11.7%	24.1%
8	University of Arizona	1,591	8.5%	51.1%
9	University of Florida	1,537	13.3%	59.3%
10	University of Illinois - Urbana-Champaign	1,456	5.7%	8.9%
11	University of Washington - Seattle	1,454	32.2%	65.0%
12	University of Virginia	1,427	40.0%	119.5%
13	Ohio State University - Columbus	1,399	14.0%	26.5%
14	University of Michigan - Ann Arbor	1,235	12.0%	43.6%
15	University of Pittsburgh - Pittsburgh	1,115	18.7%	83.4%
16	University of Maryland - College Park	974	9.1%	44.1%
17	University of California - San Diego	902	6.4%	48.1%
18	Purdue University - West Lafayette	897	28.0%	97.6%
19	University of California - Berkeley	788	25.5%	84.1%
20	University of California - Davis	372	6.6%	62.4%

Source: *Open Doors Report: 2005*, Institute of International Education.

Table 2-19. Involvement in study abroad: Peer group and U of M-Twin Cities comparisons, 2000-2004.

	2000	2001	2002	2003	2004	4 Yr % Change
Peer Group Average*	934	955	1014	1193	1400	49.9%
Peer Group % Change	-	2.2%	6.2%	17.7%	17.4%	-
University of Minnesota - Twin Cities	1058	1199	1219	1294	1644	55.4%
University of Minnesota % Change	-	13.3%	1.7%	6.2%	27.0%	-
University of Minnesota Rank	8 th	8 th	7 th	10 th	6 th	-

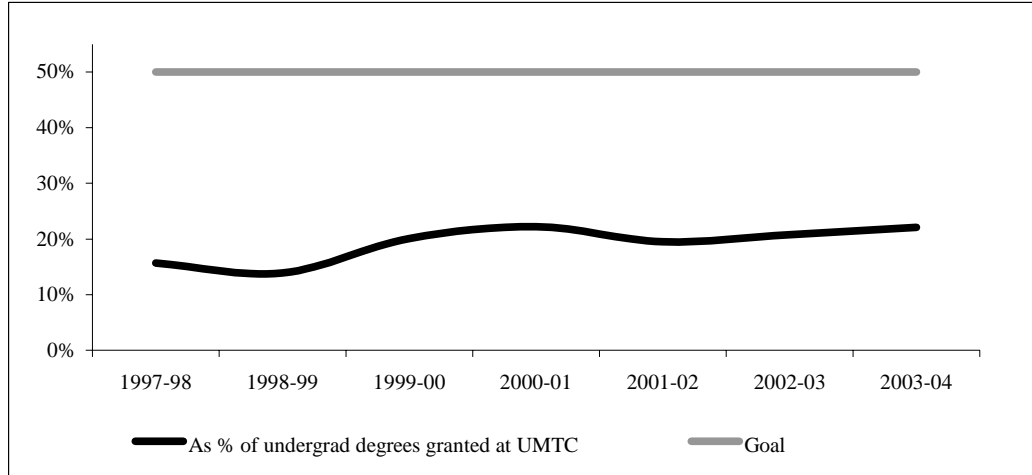
* Excludes University of Minnesota - Twin Cities

Source: *Open Doors Report: 2005*, Institute of International Education.

11a—Involvement in Study Abroad

Action Strategy 1: Recruit, educate, challenge, and graduate outstanding students.

Figure 2-20. Twin Cities Campus Undergraduates studying abroad as a percentage of degrees granted, 1997-2004



Source: Office of Institutional Research, University of Minnesota.

11b—Foreign Student Enrollment

Action Strategy 1: Recruit, educate, challenge, and graduate outstanding students.

	U of M Rank <u>Within Peer Group</u>
This Year	11th
Last Year	10th
4 Years Ago	8th

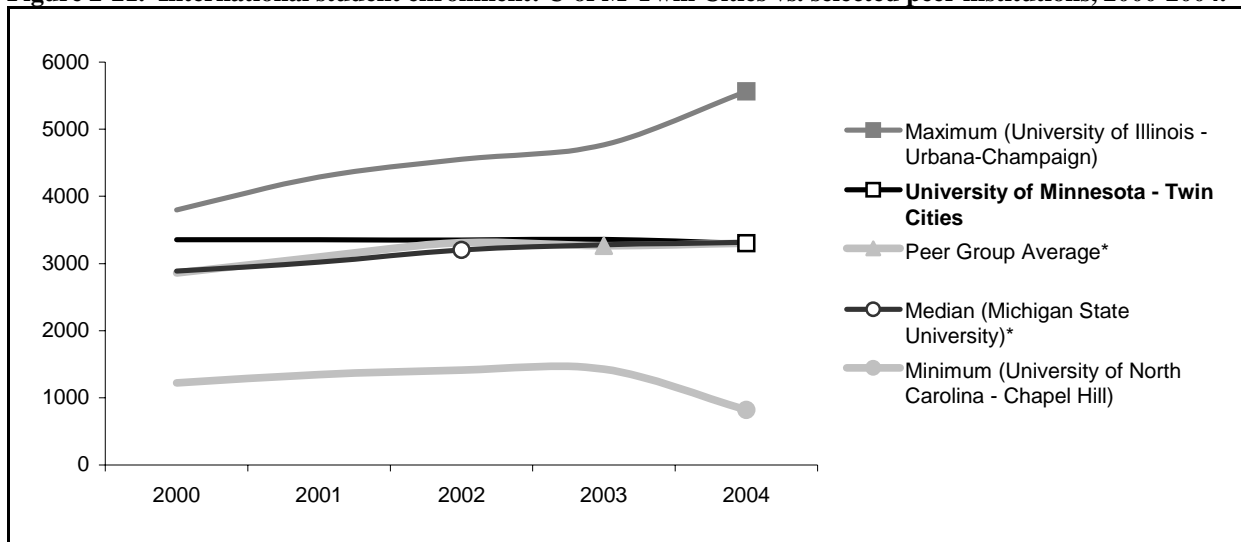
The number of international students enrolled in United States higher education institutions has stagnated over the past several years. This trend has been attributed to several factors: real and perceived difficulties in obtaining student visas since 9/11/01 (especially in technical fields); rising U.S. tuition costs; vigorous competition from other host countries; a wider range of educational opportunities in students' home countries; and perceptions abroad since 9/11/01 that international students may no longer be welcome in the U.S.

Analysis: International student enrollment, mostly at the graduate level, at the Twin Cities

campus has declined slightly—in absolute numbers and relative to its peer group—from 2000 to 2004 as shown in Figure 2-21 and Tables 2-20 and 2-21.

Conclusion: The University is currently evaluating the recommendations of the Strategic Positioning Task Force on Forging an International University. Many of these recommendations would strengthen the University's ability to attract and retain international students. New monies have been allocated for the recruitment of international undergraduate students.

Figure 2-21. International student enrollment: U of M-Twin Cities vs. selected peer institutions, 2000-2004.



Source: *Open Doors Report: 2005*, Institute of International Education.

* Excludes University of Minnesota - Twin Cities

2: Twin Cities Campus Report

11b—Foreign Student Enrollment

Action Strategy 1: Recruit, educate, challenge, and graduate outstanding students.

Table 2-20. International student enrollment: U of M-Twin Cities and peer group institutions, 2004.

Rank	Peer Group Institutions	2004	1-Yr % Change	4-Yr % Change
1	University of Illinois - Urbana-Champaign	5,560	16.6%	46.4%
2	University of Texas - Austin	5,333	10.5%	23.4%
3	Purdue University - West Lafayette	4,921	-3.4%	10.1%
4	University of Michigan - Ann Arbor	4,632	1.1%	15.7%
5	University of California - Los Angeles	4,217	-2.4%	69.2%
6	Pennsylvania State University - Univ. Park	4,140	-2.9%	25.9%
7	University of Wisconsin - Madison	3,941	14.7%	0.1%
8	University of Maryland - College Park	3,646	-2.1%	4.8%
9	University of Florida	3,492	10.6%	14.9%
10	Michigan State University	3,315	1.2%	14.8%
11	University of Minnesota - Twin Cities	3,302	-1.6%	-1.6%
12	Ohio State University - Columbus	3,237	-12.3%	-19.8%
13	University of Arizona	3,106	7.1%	17.9%
14	University of California - Berkeley	2,700	2.9%	3.9%
15	University of Washington - Seattle	2,560	-12.7%	4.3%
16	University of California - San Diego	1,928	-6.1%	42.3%
17	University of California - Davis	1,794	4.8%	21.5%
18	University of Virginia	1,743	20.0%	45.3%
19	University of Pittsburgh - Pittsburgh	1,667	-3.9%	2.1%
20	University of North Carolina - Chapel Hill	818	-42.7%	-33.2%

Source: *Open Doors Report: 2005*, Institute of International Education.

Table 2-21. International student enrollment: Peer group and U of M-Twin Cities comparisons, 2000-2004.

	2000	2001	2002	2003	2004	4 Yr % Change
Peer Group Average*	2859	3098	3310	3262	3303	15.5%
Peer Group % Change	-	8.4%	6.8%	-1.5%	1.2%	-
University of Minnesota - Twin Cities	3356	3356	3351	3357	3302	-1.6%
University of Minnesota % Change	-	0.0%	-0.1%	0.2%	-1.6%	-
University of Minnesota Rank	8 th	10 th	11 th	10 th	11 th	-

Source: *Open Doors Report: 2005*, Institute of International Education.

* Excludes University of Minnesota - Twin Cities

11c—International Scholars

Action Strategy 1: Recruit, educate, challenge, and graduate outstanding students.

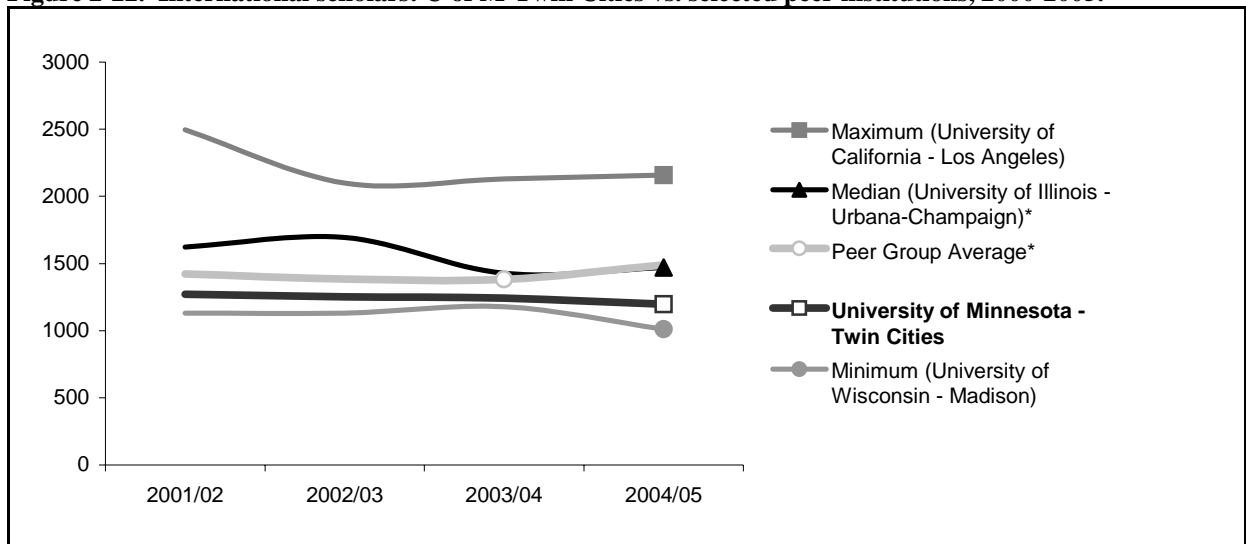
Action Strategy 2: Recruit, monitor, reward, and retain outstanding faculty and staff.

U of M Rank <u>Within Peer Group</u>	
This Year	10th
Last Year	10th
3 Years Ago	10th

Analysis: Although the University has maintained its 10th place ranking in this measure, the University has lost ground within the peer group in terms of the number of international scholars. Tables 2-22 and 2-23 show that the University has declined by 5.9 percent over the past four years, while peer group institutions have increased their number of international scholars by an average of 4.8 percent.

Conclusion: The University is currently evaluating the recommendations of the Strategic Positioning Task Force on Forging an International University. Many of these recommendations would strengthen the University's ability to attract and retain international scholars.

Figure 2-22. International scholars: U of M-Twin Cities vs. selected peer institutions, 2000-2005.



Source: *Open Doors Report: 2005*, Institute of International Education.

* Excludes University of Minnesota - Twin Cities

11c—International Scholars

Action Strategy 1: Recruit, educate, challenge, and graduate outstanding students.

Action Strategy 2: Recruit, monitor, reward, and retain outstanding faculty and staff.

Table 2-22. International scholars: U of M-Twin Cities and peer group institutions, 2004/05.

Rank	Peer Group Institutions	2004	1-Yr % Change	4-Yr % Change
1	University of California - Los Angeles	2,159	1.4%	-13.5%
2	University of California - Berkeley	2,107	7.5%	-10.9%
3	University of California - San Diego	2,075	6.5%	10.5%
4	University of Florida	1,886	10.7%	43.1%
5	University of Washington - Seattle	1,625	4.4%	9.1%
6	Ohio State University - Columbus	1,570	3.3%	13.9%
8	University of Illinois - Urbana-Champaign	1,470	3.0%	-9.4%
9	Michigan State University	1,221	25.0%	38.8%
10	University of Minnesota - Twin Cities	1,196	-3.6%	-5.9%
11	University of Michigan - Ann Arbor	1,188	-8.0%	-11.5%
12	Pennsylvania State University - Univ. Park	1,184	85.9%	-13.6%
13	University of North Carolina - Chapel Hill	1,183	13.0%	16.3%
14	University of Maryland - College Park	1,140	9.8%	37.8%
15	University of Texas - Austin	1,022	8.0%	6.2%
16	University of Wisconsin - Madison	1,011	-14.1%	-10.5%
NA	University of Virginia	NA	NA	NA
NA	University of Pittsburgh - Pittsburgh	NA	NA	NA
NA	University of Arizona	NA	NA	NA
NA	Purdue University - West Lafayette	NA	NA	NA

Source: *Open Doors Report: 2005*, Institute of International Education.

Table 2-23. International scholars: Peer group and U of M-Twin Cities comparisons, 2000-2004.

	2001/02	2002/03	2003/04	2004/05	3 Yr % Change
Peer Group Average*	1422	1384	1381	1490	4.8%
Peer Group % Change	-	-2.7%	-0.2%	7.9%	-
University of Minnesota - Twin Cities	1271	1252	1241	1196	-5.9%
University of Minnesota % Change	-	-1.5%	-0.9%	-3.6%	-
University of Minnesota Rank	10 th	9 th	10 th	10 th	-

Source: *Open Doors Report: 2005*, Institute of International Education.

* Excludes University of Minnesota - Twin Cities

12—Student Satisfaction

Action Strategy 1: Recruit, educate, challenge, and graduate outstanding students.

Action Strategy 5: Promote an effective organizational culture committed to excellence and responsive to change.

Over the past 10 years the University has placed an increasing emphasis on improving the student experience. To measure student satisfaction with these efforts, every other year since 1997 the University has administered the Student Experiences Survey (SES). The 2005 SES was administered to a random sample of students during spring semester 2005.

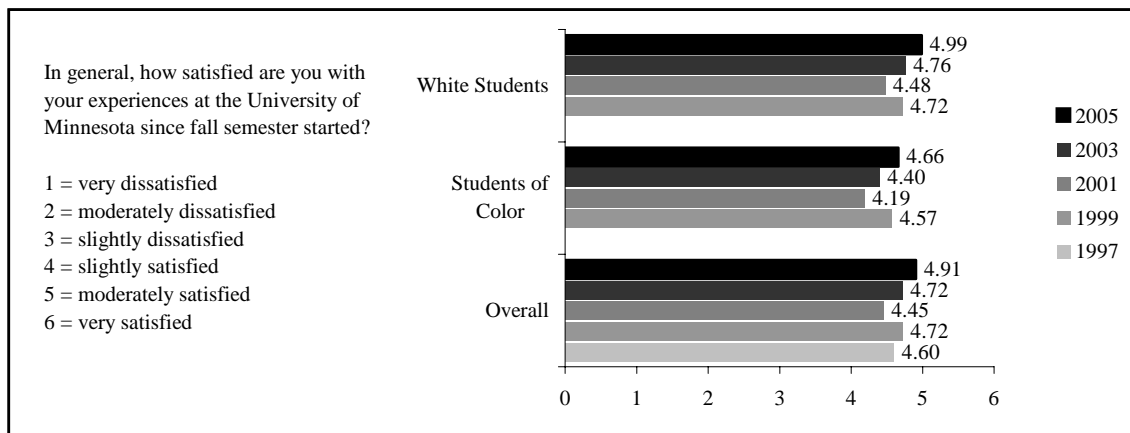
Analysis: The results of the 2005 SES show improvement in every satisfaction category among undergraduate and graduate students and among white students as well as students of color, except for “cost of attending the University,” which has continued to decline.

Conclusion: With state funding improved over the historic reductions of two years, and an increased emphasis on affordability, princi-

pally through the Founders Opportunity Scholarships, the University anticipates an improvement in student satisfaction with the cost of attendance. The \$150 million Founders Opportunity Scholarship program ensures that all undergraduate students from Minnesota—including transfer students as well as qualified incoming freshmen—who are eligible for a federal Pell Grant will be guaranteed scholarships and grants to cover 100 percent of their tuition and required fees.

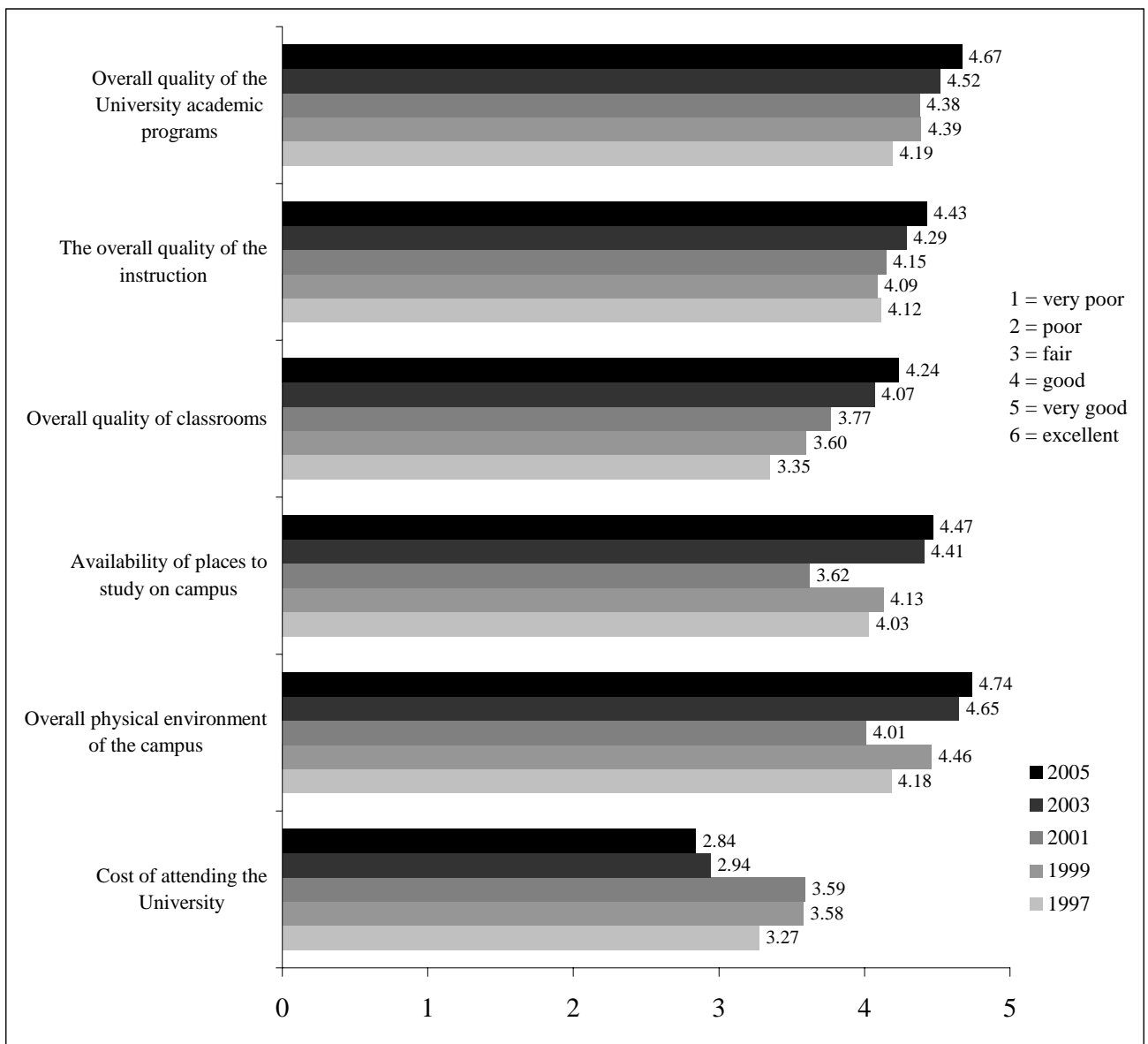
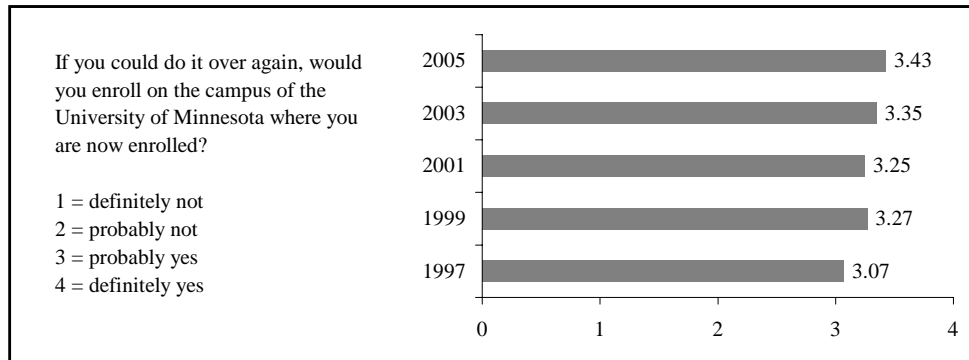
In addition, a number of task forces in the strategic positioning efforts of the past year also have focused on improving students’ experience at the undergraduate and graduate levels, including the Writing, Honors, and Student Support Task Forces.

Figures 2-23. Undergraduate student experiences survey results, University of Minnesota - Twin Cities, 1997-2005.



2: Twin Cities Campus Report

Figures 2-23 (continued). Undergraduate student experiences survey results, University of Minnesota - Twin Cities, 1997-2005.



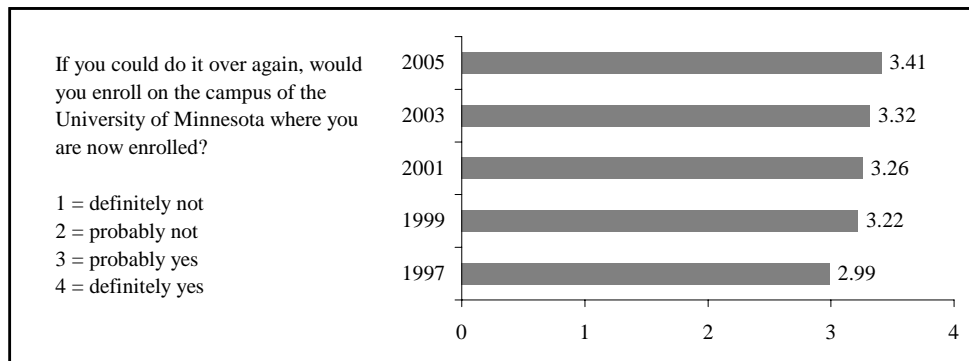
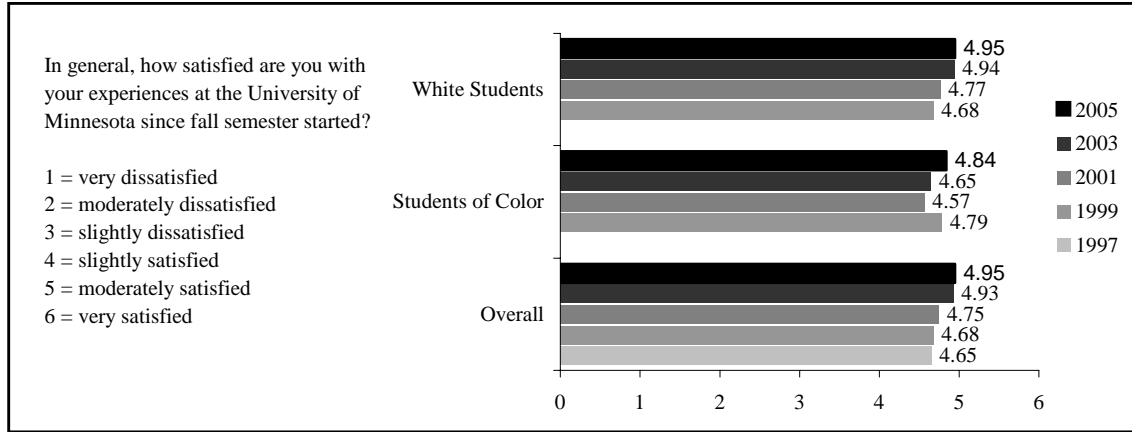
Source: Office of Institutional Research, University of Minnesota.

12—Student Satisfaction

Action Strategy 1: Recruit, educate, challenge, and graduate outstanding students.

Action Strategy 5: Promote an effective organizational culture committed to excellence and responsive to change.

Figures 2-24. Graduate student experiences survey results, University of Minnesota - Twin Cities, 2001-2005.

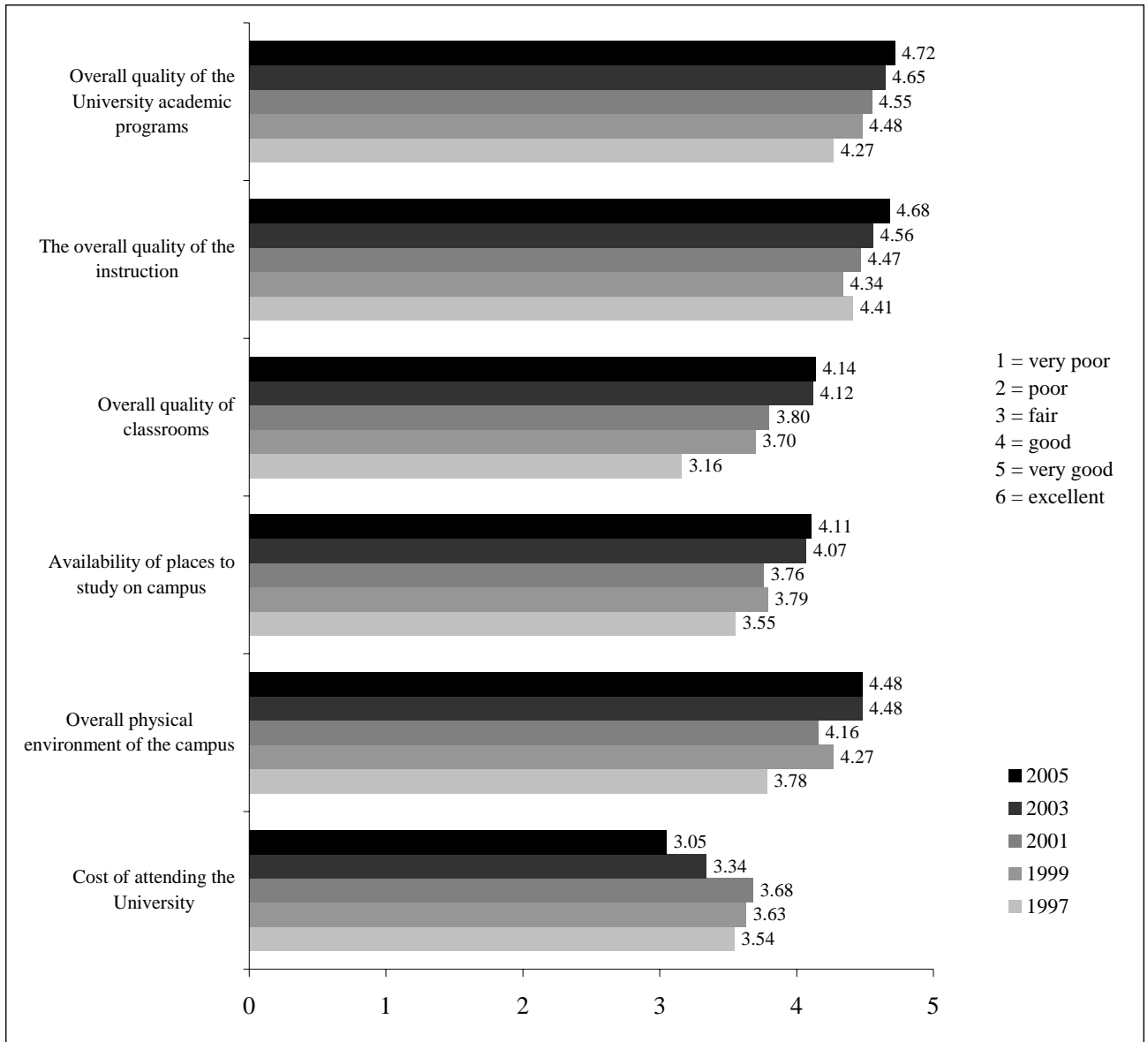


12—Student Satisfaction

Action Strategy 1: Recruit, educate, challenge, and graduate outstanding students.

Action Strategy 5: Promote an effective organizational culture committed to excellence and responsive to change.

Figures 2-24 (continued). Graduate student experiences survey results, University of Minnesota - Twin Cities, 2001-2005.



Source: Office of Institutional Research, University of Minnesota.

Performance Measures for Outreach and Public Service **(Public Engagement)**

“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.”

The principal performance measure for this part of the mission supports Action Strategy 4: “Communicate clearly and credibly with all our constituencies and practice public en-

gagement responsive to the public good.” The performance of the Twin Cities campus on this measure is detailed on the following pages of the report.

13—Citizen Satisfaction

Pages 64-67

Other Measures

The following measure from the *2004-05 University Plan, Performance, and Accountability Report* will be updated for posting on the University’s “Accountable to U” Web site (<http://academic.umn.edu/accountability>) by mid-2006:

- NCAA graduation rates for student-athletes

In addition, the University’s Metrics and Measurement Task Force is considering other measures for future inclusion in the accountability report or Web site:

- Intellectual Property Commercialization: The Office of the Vice President for Research is developing a “normalized core licensing income” metric based on li-

censing income reported by the Association of University Technology Managers and research expenditures reported by the National Science Foundation. It is anticipated that this metric will be included in next year’s University accountability report.

- Student Participation in Public Engagement Activities: The 2006 survey of graduating seniors will include three questions related to the ways in which students are involved in public engagement activities, the frequency with which they participate, and their relative importance to students.

13—Citizen Satisfaction

Action Strategy 4: Communicate clearly and credibly with all constituencies; practice public engagement responsive to the public good.

Minnesotans' overall satisfaction with the University remains broad and is improving, according to a December 2005 telephone survey of 708 state residents conducted by the international research firm of KRC Research (www.krcresearch.com). Half of the respondents report a personal connection and believe that the University offers a high-quality education and world-class medical school—two qualities they consistently rank as priorities.

In addition, while general awareness of the University's strategic positioning process is low, once informed about it more than eight out of 10 support its goals.

At the same time, while overall satisfaction and favorability levels are broad and positive, intensity is low. The University's financial management and tuition affordability remain top concerns.

Citizen Satisfaction

Overall satisfaction levels with the University of Minnesota rose to 54 percent in 2005—up from 50 percent in 2004. The survey also found that the percentage of Minnesotans who say they are “very satisfied” with the University of Minnesota climbed to 16 percent in 2005—up from 13 percent in 2004 (survey margin of error: 3.7 percent).

Support for the University is strongest among opinion leaders—those who are news attentive and affluent—and those who live in the metropolitan area and have a personal connection to the University.

Among the top level findings:

- Opinion leaders reported a 61 percent satisfaction level with the University, compared with 54 percent for the general public.

- Those living in the state's major metropolitan areas reported a 57 percent satisfaction level, compared with 52 percent outside a metro area.
- Those with a personal connection to the University reported a 61 percent satisfaction level, compared with 46 percent for those with no connection.
- More than two-thirds of Minnesotans say being one of the top three research universities in the world is important. Just under half, however, believe being a top three research university is currently descriptive of the University.
- Minnesotans place the highest priority for the University on good financial management (especially opinion leaders), quality education and accessibility.
- Awareness of the University's strategic positioning initiative is low but, when made aware, Minnesotans overwhelmingly—and intensely—favor the initiative.

The survey also showed a gap by gender and age in impressions of the University:

- Gender: 67 percent of college-educated women reported a total favorable impression of the University, while 52 percent of college-educated men had a favorable impression.
- Age: 59 percent of those over 50 reported a favorable impression of the University, while 53 percent of those under 50 had a favorable impression.

The survey also showed that the intensity of the overall favorable feelings and satisfaction with the University are low and that there is

2: Twin Cities Campus Report

some uncertainty as to whether the University is headed in the right direction. In addition, there continues to be sensitivity over the University's financial management and the affordability of tuition.

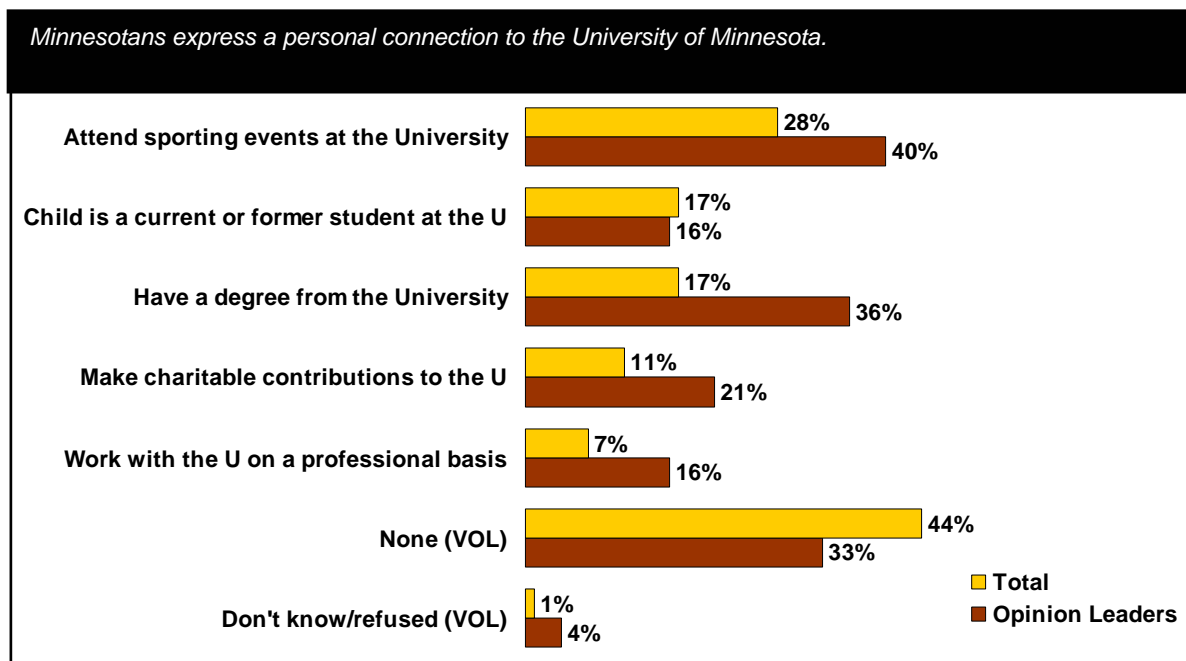
Opinion Leaders

Opinion leaders are more connected—and in a wider variety of ways—to the University than respondents overall, as shown in Figure 2-25.

Sixty-six percent of opinion leaders reported a University connection compared with 53 percent for those overall.

Forty percent of opinion leaders attend Gopher sporting events, compared with 28 percent of overall respondents surveyed, which suggests these events are an excellent opportunity for outreach and building awareness of the University's overall role in serving the state.

Figure 2-25. Minnesotans' personal connection to the University of Minnesota.



Performance and Goals

Priorities for the University remain consistent with 2004, although “keeping tuition affordable” dropped five points in importance. Minnesotans place the highest priority for the University on good financial management (especially opinion leaders), quality education and accessibility.

Attributes considered both important and descriptive of the University include:

- Having a world-class medical school

- Providing high-quality education
- Being accessible
- Creating a well-trained workforce

Strategic Positioning

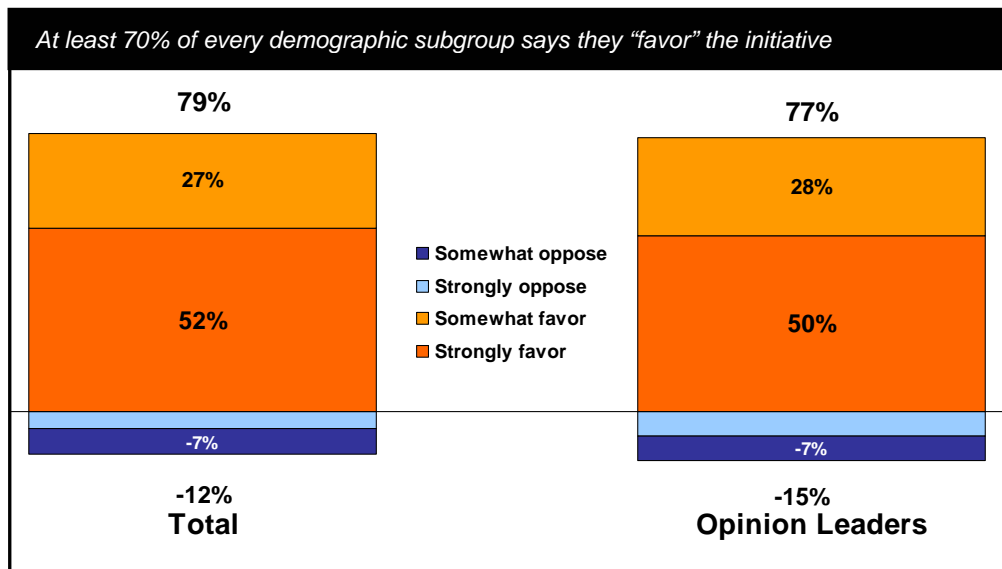
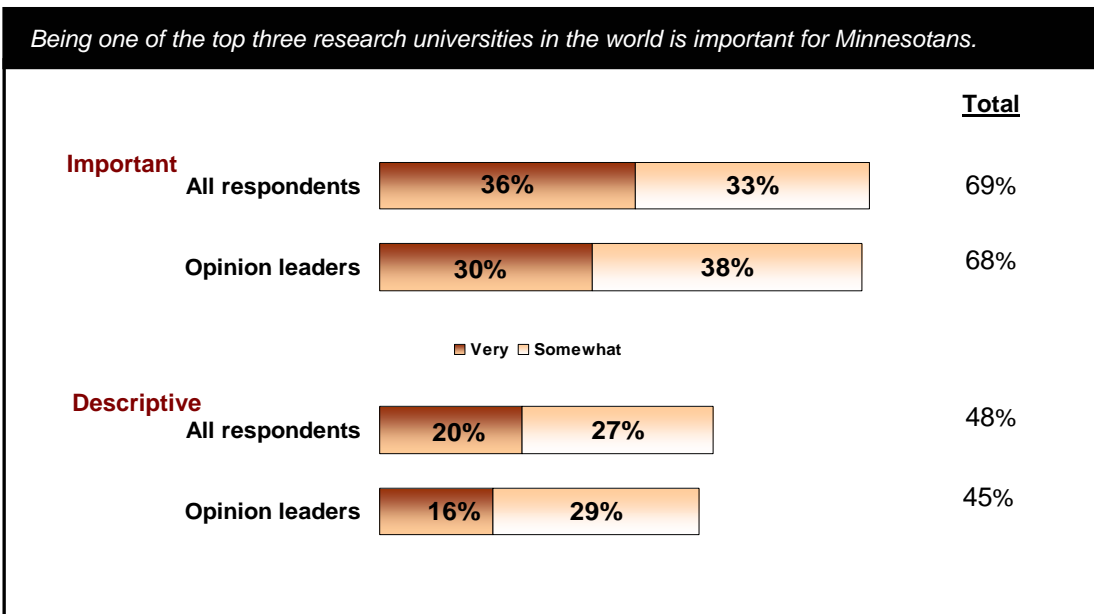
More than two-thirds of Minnesotans say being a top three research university is an important goal for the University. However, just under half believe being a top three university is currently descriptive of the University.

2: Twin Cities Campus Report

Awareness of the University’s strategic positioning initiative is low, but, when given a brief description, nearly eight in 10 Minnesotans favor the initiative—including half who strongly support the initiative.

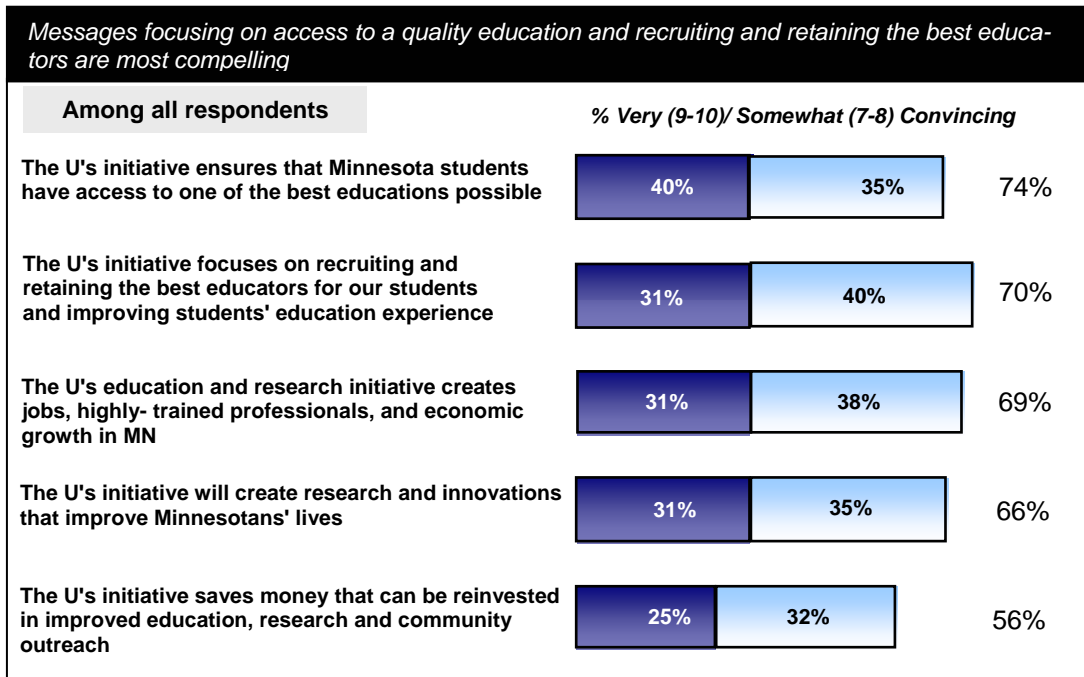
Seventy-four percent of respondents said ensuring students have access to one of the best educations possible was a very or somewhat convincing reason for supporting strategic positioning.

Figure 2-26. Minnesotans’ views on the University’s aspirational goal.



2: Twin Cities Campus Report

Figure 2-26 (continued). Minnesotans' views on the University's aspirational goal.



Media Environment

The media environment for the University is fairly soft; half of Minnesotans recall seeing or hearing about the University in the news and the information they cite is predominantly about athletics—reinforcing the role athletics plays in building connections with the public.

Local television (general public) and newspapers (opinion leaders) tend to be the main sources for news about the University.

Conclusions

The University's strategic positioning process has created new opportunities and momentum to connect with Minnesotans and inform them

about its unique role as the state's only public research university. That includes making a case for the importance of investing in the University to make it one of the best in the world so that it can continue to fulfill its role as the state's talent magnet and economic engine.

At the same time, a sustained, multi-pronged communications effort is needed to help Minnesotans better relate the impact of its research, education and public outreach on their lives and communities. Another market survey next December will help assess the progress of that repositioning and communications initiative.

2: Twin Cities Campus Report

Performance Measures for Resources and Infrastructure

Undergirding the University's ability to achieve its three-part mission are a full range of financial, physical, and human resources. Performance measures in this critical area support Action Strategy 2: "Recruit, monitor, reward, and retain outstanding faculty and staff," Action Strategy 3: "Enhance and effectively utilize our resources and infrastructure," and

Action Strategy 5: "Promote an effective organizational culture committed to excellence and responsive to change."

The performance of the Twin Cities campus on these six measures is detailed on the following pages of the report:

14—Total Endowment Assets	Pages 70-71
15—Annual Giving	Pages 72-73
16—Library Resources	Pages 74-75
17—Facilities Condition	Pages 76-77
18—Faculty and Staff Salary	Pages 78-79
19—Staff Satisfaction	Page 80

Other Measures

The University's Metrics and Measurement Task Force is considering other measures for future inclusion in the accountability report or "Accountable to U" Web site:

- Adoption rates—The Office of Service and Continuous Improvement is developing two measures:
 - Best practice—Agreed to and *recommended* practices, processes, methodologies, tools or techniques that promote improved service, revenues, cost structures, or productivity.

- Single enterprise—Agreed to and *required* practices, processes, methodologies, tools or techniques which promote improved service, revenues, cost structures, or productivity.

- Continuous improvement—The Best Practice Management Tools Task Force has proposed a set of operational measures in the areas of: service quality, productivity and efficiency, staff development, and best practice/single enterprise (see above) to the Administrative Service and Productivity Steering Committee for review and possible refinement.

14—Total Endowment Assets

Action Strategy 3: Enhance and effectively utilize our resources and infrastructure.

	U of M Rank Within Peer Group	
This Year	5 th	<i>This measure represents the market value of an institution's endowment assets as of June 30, including returns on investments but excluding investment fees and other withdrawals. Total endowment assets reported for the University of Minnesota include endowment assets of the University of Minnesota, University of Minnesota Foundation, and Minnesota Medical Foundation.</i>
Last Year	5 th	
5 Years Ago	3 rd	

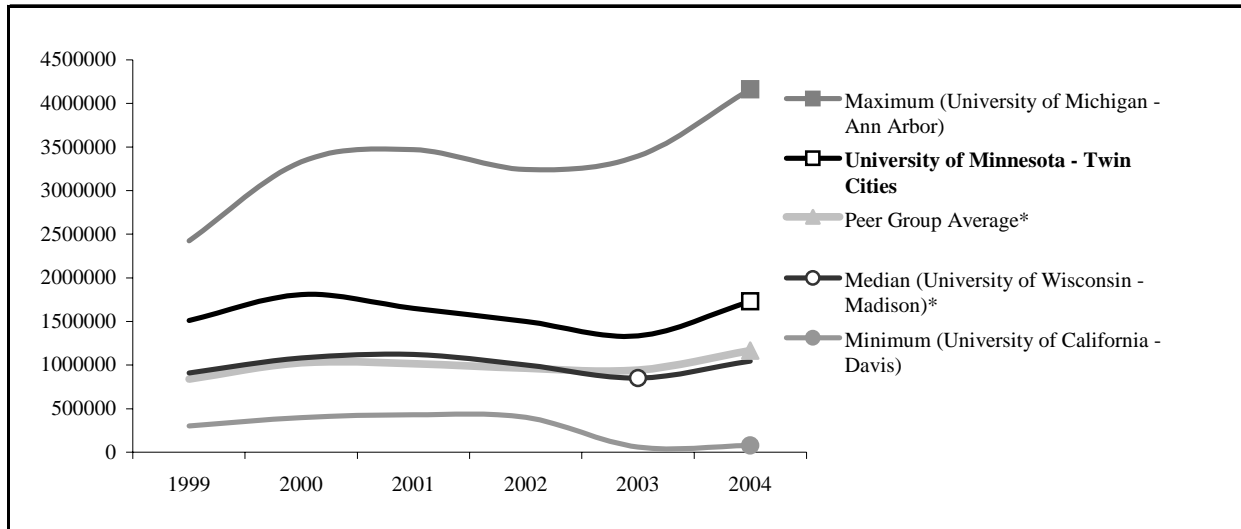
Analysis: While the University's total endowment assets have followed a trend similar to peer group institutions, the University's five-year percentage increase has not kept pace with these institutions. Figure 2-29 shows that the University's endowment assets have followed a similar trend to that of the leading institution, the peer group average, and the median institution. Endowments fell from 2001 to 2003 but largely recovered their losses in 2004.

The University is ranked 5th within the peer group, but is nearly \$300 million behind the

3rd- and 4th-ranked institutions and over \$1 billion below the 2nd-ranked institution and over \$2 billion behind the 1st-ranked institution (Tables 2-24 and 2-25). The University's five-year increase of 14.6 percent ranks 15th within the peer group.

Conclusion: The University needs to place continued emphasis on increasing its endowment. 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 the University's performance will improve.

Figure 2-29. Total endowment assets (in thousands): U of M-Twin Cities vs. selected peer institutions, 1999-2004.



Source: The Top American Research Universities: The Center, University of Florida, 2005.

* Excludes University of Minnesota - Twin Cities

14—Total Endowment Assets

Action Strategy 3: Enhance and effectively utilize our resources and infrastructure.

Table 2-24. Total endowment assets: U of M-Twin Cities and peer group institutions (in thousands), 2004.

Rank	Peer Group Institutions	2004	1 Yr % Change	5 Yr % Change
1	University of Michigan - Ann Arbor	\$4,163,382	22.6%	71.7%
2	University of Virginia	2,793,225	55.1%	99.8%
3	University of Texas - Austin	2,038,938	24.3%	50.5%
4	University of California - Berkeley	2,037,297	13.6%	23.1%
5	University of Minnesota - Twin Cities	1,730,063	29.5%	14.6%
6	Ohio State University - Columbus	1,541,175	26.7%	41.9%
7	University of Pittsburgh - Pittsburgh	1,364,882	18.0%	59.7%
8	University of North Carolina - Chapel Hill	1,317,211	20.0%	42.3%
9	University of Washington - Seattle	1,315,894	19.3%	76.6%
10	Purdue University - West Lafayette	1,207,131	18.6%	-1.2%
11	University of Wisconsin - Madison	1,046,722	23.1%	15.0%
12	Pennsylvania State University - Univ. Park	779,174	13.0%	22.9%
13	Michigan State University	749,365	26.6%	182.5%
14	University of Florida	738,299	26.1%	22.7%
15	University of Illinois - Urbana-Champaign	730,135	18.6%	39.7%
16	University of California - Los Angeles	586,839	17.6%	-46.8%
17	University of Arizona	348,343	17.0%	27.6%
18	University of Maryland - College Park	295,816	2.1%	-5.8%
19	University of California - San Diego	184,187	15.8%	-8.2%
20	University of California - Davis	76,040	29.2%	-74.7%

Source: The Top American Research Universities: The Center, University of Florida, 2005.

Table 2-25. Total endowment assets (in thousands): Peer group, U of M-Twin Cities comparisons, 1999-2004.

	1999	2000	2001	2002	2003	2004	5 Yr % Change
Peer Group Average*	\$839,579	\$1,028,713	\$1,014,257	\$966,262	\$942,963	\$1,165,703	38.8%
Peer Group % Change		22.5%	-1.4%	-4.7%	-2.4%	23.6%	-
University of Minnesota - Twin Cities	1,509,769	1,809,305	1,650,969	1,501,394	1,336,020	1,730,063	14.6%
University of Minnesota % Change		19.8%	-8.8%	-9.1%	-11.0%	29.5%	-
University of Minnesota Rank	3 rd	3 rd	4 th	4 th	5 th	5 th	-

Source: The Top American Research Universities: The Center, University of Florida, 2005.

* Excludes University of Minnesota - Twin Cities

15—Annual Giving

Action Strategy 3: Enhance and effectively utilize our resources and infrastructure.

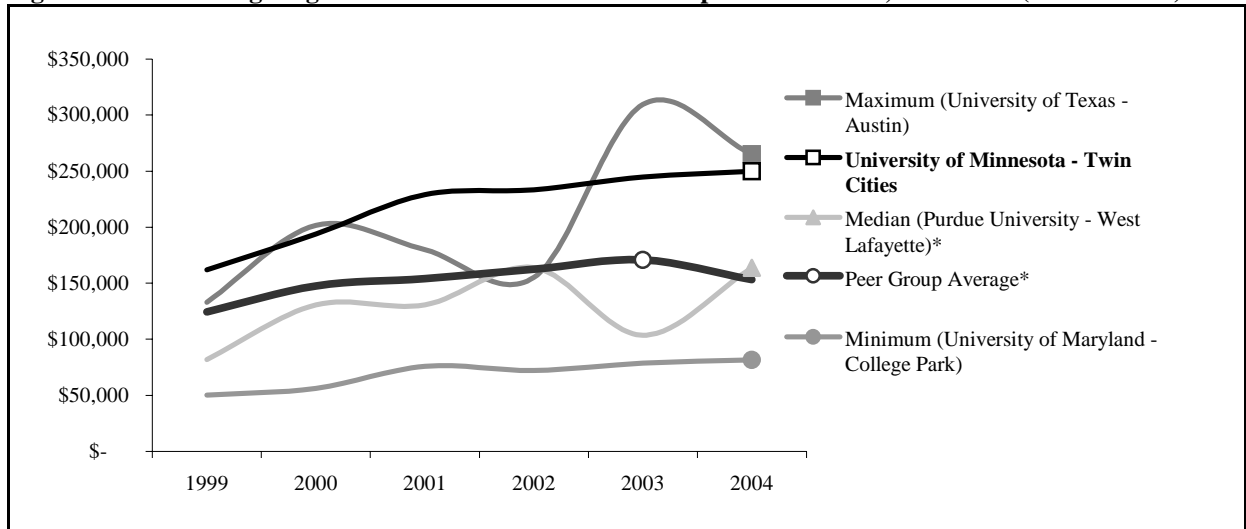
	U of M Rank <u>Within Peer Group</u>	
This Year	4th	<i>“Annual giving” includes contributions received during the fiscal year in cash, securities, company products, and other property from alumni, non-alumni, corporations, foundations, religious organizations, and other groups. Excluded are public funds, investment earnings held by the institution, and unfulfilled pledges.</i>
Last Year	6th	
5 Years Ago	6th	

Analysis: The University’s annual giving has increased steadily since 1999 and has outpaced the peer group average, as shown in Figure 2-30. Over the past five years, the University increased its annual giving totals by 54.2 per-cent, the fifth-best record within the peer

group, and 31 percent above the peer group average.

Conclusion: Continued emphasis on annual giving will provide the University with in-creased flexibility in funding its academic mis-sion and making progress toward its aspira-tional goal.

Figure 2-30. Annual giving: U of M-Twin Cities vs. selected peer institutions, 1999-2004 (in thousands).



Source: The Top American Research Universities: The Center, University of Florida, 2005.

* Excludes University of Minnesota - Twin Cities

15—Annual Giving

Action Strategy 3: Enhance and effectively utilize our resources and infrastructure.

Table 2-26. Annual giving: U of M-Twin Cities and peer group institutions (in thousands), 2004.

Rank	Peer Group Institutions	2004	1 Yr % Change	5 Yr % Change
1	University of Texas - Austin	\$264,935	-14.4%	99.3%
2	University of California - Los Angeles	263,691	-17.5%	26.7%
3	University of Wisconsin - Madison	262,826	-8.4%	7.1%
4	University of Minnesota - Twin Cities	249,782	2.0%	54.2%
5	University of Michigan - Ann Arbor	211,610	17.4%	24.5%
6	Ohio State University - Columbus	206,078	5.3%	34.3%
7	University of Washington - Seattle	198,013	-36.4%	-6.0%
8	University of North Carolina - Chapel Hill	190,220	16.3%	28.3%
9	University of California - Berkeley	182,323	-4.4%	-1.0%
10	University of Virginia	168,310	-35.7%	27.3%
11	Purdue University - West Lafayette	163,727	58.3%	99.8%
12	University of Florida	133,359	-24.5%	-1.5%
13	University of Illinois - Urbana-Champaign	125,697	10.0%	19.2%
14	University of California - San Diego	112,237	-19.0%	-2.2%
15	Michigan State University	110,785	-6.6%	6.4%
16	Pennsylvania State University - Univ. Park	107,400	-11.6%	-4.2%
17	University of Arizona	101,824	-45.1%	32.5%
18	University of Pittsburgh - Pittsburgh	95,457	1.0%	45.6%
19	University of California - Davis	82,344	27.3%	54.7%
20	University of Maryland - College Park	81,669	3.9%	62.3%

Source: The Top American Research Universities: The Center, University of Florida, 2005.

Table 2-27. Annual giving: Peer group and U of M-Twin Cities comparisons, 1999-2004 (in thousands).

	1999	2000	2001	2002	2003	2004	5 Yr % Change
Peer Group Average*	\$124,258	\$147,607	\$154,062	\$162,611	\$170,785	\$153,125	23.2%
Peer Group % Change		18.8%	4.4%	5.5%	5.0%	-10.3%	-
University of Minnesota - Twin Cities	161,966	193,950	228,926	233,338	244,851	249,782	54.2%
University of Minnesota % Change		19.7%	18.0%	1.9%	4.9%	2.0%	-
University of Minnesota Rank	6 th	7 th	4 th	4 th	6 th	4 th	-

Source: The Top American Research Universities: The Center, University of Florida, 2005.

*Excludes University of Minnesota - Twin Cities

16—Library Resources

Action Strategy 3: Enhance and effectively utilize our resources and infrastructure.

The University Libraries, comprising 14 locations 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.

In addition, the Libraries provide service support to 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.

University Libraries Rankings: As shown in Table 2-29, the University of Minnesota currently ranks 10th within its public research university peer group, and 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 rankings of 113 institutions are based on the weighted average of five data elements:

number of volumes held, number of volumes added, number of current serials received, total operating expenditures, and number of professional and support staff.

While this is a useful indicator of traditional resources, it does not provide a full picture of 21st century library programs or the quality of library services. The index does not measure a library's services, the quality of its collections, or its success in meeting the needs of users. The ARL is currently developing other measures to encompass these indicators of quality.

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 2-28 shows the growth of online library resources during 2001-2005.

Substantial new investments have been made in the last two years to strengthen the University Libraries' support of the academic mission.

Table 2-28. Online library resources of University Libraries, University of Minnesota, 2001-05.

Resource	2001	2002	2003	2004	2005
Electronic reference sources*	198	267	304	415	447
Electronic journals	9,300	16,000	21,582	21,783	32,399
Electronic books (e-texts including government documents) *	14,549	7,594	19,847	192,975	202,160
Locally created digital files (images, sound files, texts)	N.A.	12,000	13,000	14,000	20,032
InfoPoint electronic reference queries	2,471	3,829	5,443	5,679	6,134

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." Beginning in 2002, some items previously counted as "Catalogued full-text electronic resources" have been counted as "Locally created digital files."

16—Library Resources

Action Strategy 3: Enhance and effectively utilize our resources and infrastructure.

Table 2-29. U.S. public research university library rankings, 2005.

<u>Rank</u>	<u>University</u>	<u>Volumes in Library</u>	<u>Volumes Added</u>	<u>Current Serials</u>	<u>Total Expenditures</u>	<u>Permanent Staff</u>
1	University of California—Berkeley	9,812,997	200,310	79,394	\$53,263,903	426
2	University of California—Los Angeles	7,988,925	168,335	78,171	47,691,633	432
3	University of Illinois—Urbana-Champaign	10,191,895	178,221	89,444	33,557,443	400
4	University of Michigan—Ann Arbor	7,958,145	171,154	67,554	46,737,671	475
5	University of Texas—Austin	8,482,207	174,190	48,096	36,316,124	436
6	University of Wisconsin—Madison	7,807,097	126,373	55,164	39,251,812	402
7	University of Washington	6,546,072	186,227	48,269	34,780,704	351
8	Pennsylvania State University	4,975,339	98,771	58,459	40,610,081	527
9	University of North Carolina—Chapel Hill	5,601,436	120,688	52,454	29,619,061	339
10	University of Minnesota—Twin Cities	6,374,293	130,964	35,801	31,640,604	298
11	Ohio State University	5,809,505	145,968	35,561	28,509,784	280
12	University of Pittsburgh	4,640,279	147,594	44,924	25,664,536	291
13	University of Virginia	4,987,437	82,997	52,192	29,354,994	309
14	University of Arizona	5,201,065	104,508	36,060	27,064,875	259
15	University of Florida	4,075,290	85,371	25,330	25,112,380	320
16	Michigan State University	4,747,959	71,996	37,880	22,557,590	204
17	University of California—San Diego	3,071,461	75,716	30,461	25,945,519	282
18	University of California—Davis	3,424,040	65,012	36,647	19,557,745	218
19	University of Maryland	3,082,973	69,910	33,438	20,033,947	208

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

17—Facilities Condition

Action Strategy 3: Enhance and effectively utilize our resources and infrastructure.

Building Gross Sq. Ft.	23 million GSF
Replacement Value	\$4.5 billion
Projected 10-Year Needs	\$1.8 billion
FCNI Value	0.40

The Facilities Condition Needs Index (FCNI) is a ratio of a building's (or a campus's buildings) projected needs over a 10-year period and its estimated replacement value. The ratio is expressed on a 0 - 1 scale—a higher number indicates a greater need for building renewal and component replacement. The FCNI allows the University to compare its facilities' condition to that of other institutions and to compare facilities across the campus.

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. The campus 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.

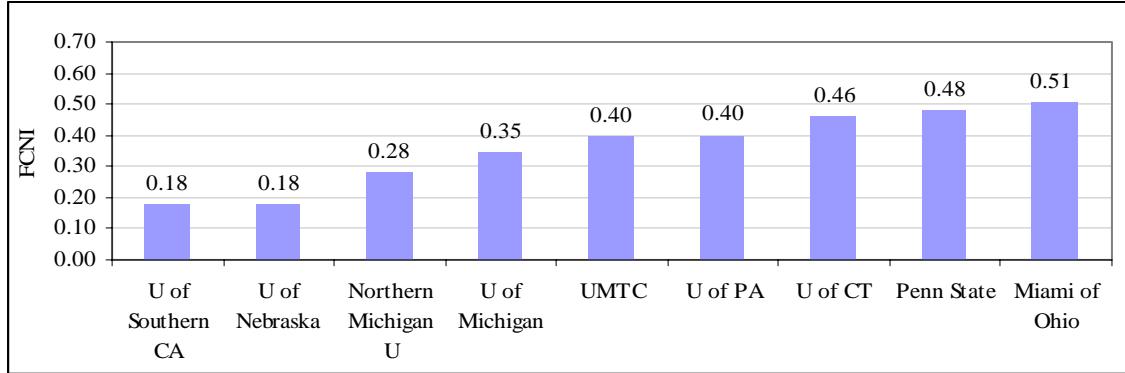
Analysis: A comprehensive analysis in 2003 assigned the Twin Cities campus a composite FCNI of 0.40, i.e., an estimated 40 percent of the replacement value of facilities will need attention over the next 10 years. Ideally, the University of Minnesota would like to achieve an overall FCNI of 0.30 or better.

Conclusion: These findings demonstrate that, with a majority of buildings over 30 years old, the University has a critical need to invest in maintaining and upgrading its physical resources. In response, the University is focusing on renovating existing buildings, replacing targeted buildings with new facilities, maximizing the useful life of existing facilities, leveraging capital costs to reduce operating costs, improving space utilization, considering life-cycle costs in building construction, increasing University resources directed toward facility conditions, and maximizing Higher Education Asset Preservation and Renovation (HEAPR) funds from the State of Minnesota. Current facility condition assessment initiatives include incorporation of utilities infrastructure data and implementation of a comprehensive re-inspections process to prevent the data from becoming outdated.

17—Facilities Condition

Action Strategy 3: Enhance and effectively utilize our resources and infrastructure.

Figure 2-31. Facilities Condition Needs Index measures for selected higher education institutions, 2004.



Source: Office of University Services, University of Minnesota.

18—Faculty and Staff Salary and Compensation

Action Strategy 2: Recruit, monitor, reward, and retain outstanding faculty and staff.

Action Strategy 3: Enhance and effectively utilize our resources and infrastructure.

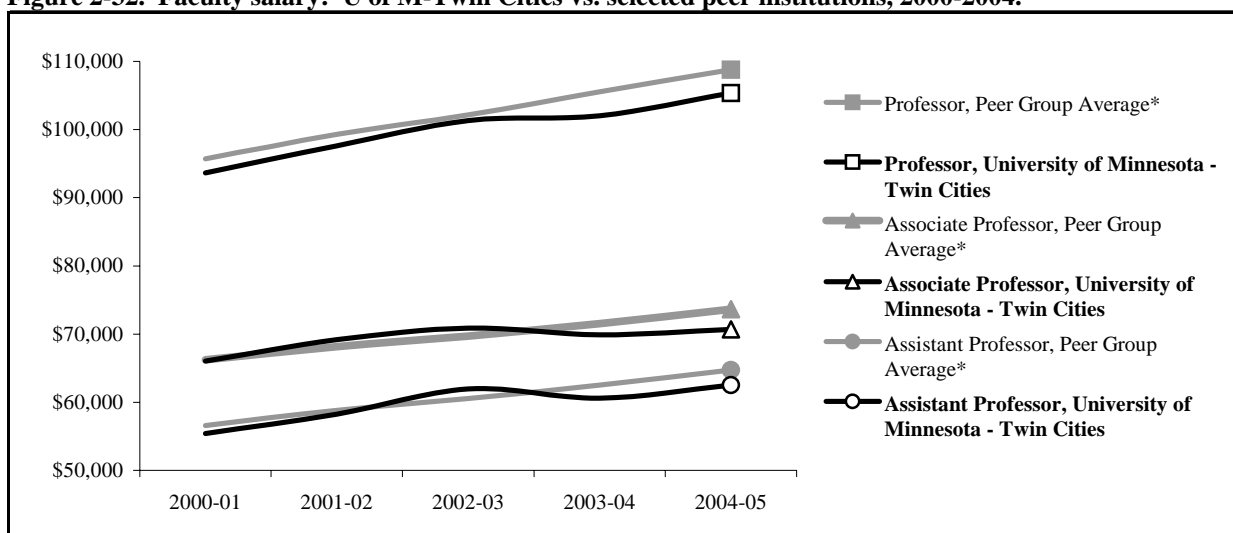
	U of M Rank Within Peer Group		
	Professor	Associate Professor	Assistant Professor
This Year	13 th	13 th	15 th
Last Year	13 th	13 th	15 th
4 Years Ago	12 th	11 th	12 th

The American Association of University Professors (AAUP) conducts annual salary and compensation surveys of full-time instructional faculty (excluding medical school faculty). Comparisons across institutions and campuses, however, are imperfect because they differ by mission, public vs. private, size, mix of disciplines, etc. Cost-of-living, tax burden, and variations in fringe benefits only add to the imperfection. Also, changes in average salary reflect not only increases for continuing faculty but also are influenced by retirements, promotions, and new hires. Thus, percentage changes will differ from ones stipulated in annual salary plans. These differences will vary from year to year, and can be significant when the cohort sizes are relatively small.

Analysis: In 2003-04, the University lost ground to its peer group due to the impact of the state's budget reduction to the institution (Figure 2-32). Except at the full professor rank, this trend continued in 2004-05, as shown in Tables 2-30 and 2-31. In 2004-05, the University ranked 13th at the full and associate professor levels and 15th at the assistant professor level.

Conclusion: As part of its strategic positioning efforts, the University has added \$12 million to faculty salaries on top of a 3 percent increase to the base, but it will take a sustained effort to increase the University's standing within its peer group.

Figure 2-32. Faculty salary: U of M-Twin Cities vs. selected peer institutions, 2000-2004.



Source: Office of Institutional Research, University of Minnesota.

* Excludes University of Minnesota - Twin Cities

18—Faculty and Staff Salary and Compensation

Action Strategy 2: Recruit, monitor, reward, and retain outstanding faculty and staff.

Action Strategy 3: Enhance and effectively utilize our resources and infrastructure.

Table 2-30. Faculty salary: U of M-Twin Cities and peer group institutions, 2004-2005.

Rank	Peer Group Institutions	Professor	4-Yr % Change	Associate Professor	4-Yr % Change	Assistant Professor	4-Yr % Change
1	University of California - Los Angeles	\$123,328	9.4%	\$78,061 (3)	7.8%	\$65,475 (7)	3.9%
2	University of California - Berkeley	121,781	7.2%	77,713 (4)	6.2%	71,304 (2)	14.2%
3	University of Michigan - Ann Arbor	120,173	14.2%	81,570 (1)	11.3%	67,060 (4)	12.3%
4	University of Virginia	118,073	11.2%	78,079 (2)	9.3%	64,115 (10)	13.3%
5	University of California - San Diego	113,838	9.1%	70,576 (14)	5.3%	62,293 (16)	7.1%
6	University of North Carolina - Chapel Hill	112,718	11.7%	77,219 (5)	8.1%	65,757 (6)	12.5%
7	Pennsylvania State University - Univ. Park	112,580	20.0%	75,417 (7)	18.9%	64,043 (11)	21.6%
8	University of Illinois - Urbana-Champaign	111,820	16.9%	75,058 (8)	13.1%	68,181 (3)	20.1%
9	University of Maryland - College Park	111,037	13.2%	76,296 (6)	10.3%	75,185 (1)	17.0%
10	University of Texas - Austin	109,940	16.9%	70,269 (16)	15.7%	66,885 (5)	16.7%
11	University of Pittsburgh - Pittsburgh	109,814	20.8%	74,026 (9)	16.4%	63,594 (12)	19.7%
12	Ohio State University - Columbus	108,421	17.5%	72,128 (12)	13.0%	64,767 (8)	19.0%
13	University of Minnesota - Twin Cities	105,362	12.5%	70,676 (13)	7.0%	62,525 (15)	12.9%
14	University of California - Davis	103,302	8.3%	68,812 (19)	3.7%	60,689 (17)	7.6%
15	Michigan State University	101,845	19.6%	73,720 (10)	15.3%	59,695 (19)	16.7%
16	Purdue University - West Lafayette	100,658	15.2%	70,576 (15)	16.4%	62,948 (14)	18.8%
17	University of Washington - Seattle	98,102	14.7%	70,205 (17)	12.1%	64,669 (9)	20.6%
18	University of Wisconsin - Madison	97,823	8.2%	73,443 (11)	8.0%	63,569 (13)	6.4%
19	University of Florida	95,954	17.5%	69,092 (18)	13.3%	59,483 (20)	13.8%
20	University of Arizona	95,876	13.0%	67,230 (20)	12.0%	59,754 (18)	14.9%

Source: Office of Institutional Research, University of Minnesota.

Table 2-31. Faculty salary: Peer group and U of M-Twin Cities comparisons, 2000-2004.

	2000-01	2001-02	2002-03	2003-04	2004-05	4-Yr % Change
<u>Professor</u>						
Peer Group Average*	\$95,675	\$99,311	\$102,169	\$105,530	\$108,794	13.7%
Peer Group % Change	-	3.8%	2.9%	3.3%	3.1%	-
University of Minnesota - Twin Cities	93,627	97,613	101,323	102,012	105,362	12.5%
University of Minnesota % Change	-	4.3%	3.8%	0.7%	3.3%	-
<u>Associate Professor</u>						
Peer Group Average*	\$66,233	\$68,162	\$69,695	\$71,510	\$73,657	11.2%
Peer Group % Change	-	2.9%	2.2%	2.6%	3.0%	-
University of Minnesota - Twin Cities	66,055	69,173	70,870	69,879	70,676	7.0%
University of Minnesota % Change	-	4.7%	2.5%	-1.4%	1.1%	-
<u>Assistant Professor</u>						
Peer Group Average*	\$56,587	\$58,825	\$60,560	\$62,511	\$64,709	14.4%
Peer Group % Change	-	4.0%	2.9%	3.2%	3.5%	-
University of Minnesota - Twin Cities	55,399	58,236	61,941	60,585	62,525	12.9%
University of Minnesota % Change	-	5.1%	6.4%	-2.2%	3.2%	-

Source: Office of Institutional Research, University of Minnesota.

* Excludes University of Minnesota - Twin Cities

19—Staff Satisfaction

Action Strategy 5: Promote an effective organizational culture committed to excellence and responsive to change.

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. [Note: The second survey is currently being conducted. Results will be included in the next edition of the accountability report.] Over 6,000 faculty and staff responded to the 2004 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.

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.

3: Coordinate Campus Reports

Within the shared mission and values of the University of Minnesota are the distinctive contributions of the coordinate campuses in Duluth, Morris, Crookston, and Rochester. Each campus aims to pursue excellence while investing in well-differentiated strengths and strategic priorities that create unique added value for the University and the state.

Each campus in the University system has a responsibility—consistent with its history and mission—to move toward making the University one of the top three public research institutions in the world. The coordinate campuses are conducting a thorough evaluation of their mission, priorities, strengths, and future direction as part of this institutional commitment. This evaluation is carefully examining the current status of the campus and its programs, and determining where change is needed to address current trends and anticipate future needs.

Strategic Positioning Charge

Specifically, the coordinate campuses have been charged to:

- Evaluate background data about demographic, programmatic, and fiscal issues facing the campus.

- Address enrollment issues and associated financial considerations.
- Identify ways to partner with the other campuses and with Twin Cities campus colleges and units to leverage complementary strengths and identify efficiencies.
- Establish a financial and academic accountability framework under which the campus will operate.
- Develop operating assumptions that lead to successful implementation of goals.
- Develop measures by which progress toward goals will be assessed.

The coordinate campuses are in the process of developing their strategic plans for further review by the University and their various constituencies.

The sections which follow provide current overviews of the coordinate campuses and their performance on key measures:

- Duluth campus
- Morris campus
- Crookston campus
- Rochester

University of Minnesota Duluth (UMD)

The University of Minnesota Duluth serves northeastern Minnesota, the state, and the nation as a medium-sized, broad-based university dedicated to excellence in all its programs and operations. As a university community in which knowledge is sought as well as taught, its faculty recognizes the importance of scholarship and service, the intrinsic value of research, and the significance of a primary commitment to quality instruction.

Central to the mission of UMD is high-quality teaching nurtured by the research and artistic efforts of its faculty. This undergraduate focus is not at the exclusion of graduate programs, but with the keen expectation that UMD's selected graduate and professional programs generally will mesh with and support its mission and focus on the undergraduate learning experience. Further, UMD acknowledges its Sea Grant designation and obligations to the history of the land grant university. UMD values and provides an inclusive, diverse community, with special emphasis on American Indian education.

The programmatic focus of UMD is on the core liberal arts and sciences, maintaining a strong commitment to professional programs in the sciences and engineering, the arts, business, education, and medicine. Defined future development will include strengthening the core liberal arts and sciences, K-12 professional development in education, and strength-

ened relationships with regional and Iron Range community colleges. Maintenance of a high-quality residential learning environment makes a critical contribution to the strength of the undergraduate learning environment.

Ultimately, UMD's challenge is to provide innovative solutions to the issues challenging the future of northeastern Minnesota, to make a difference in the lives of people in this state and elsewhere, and to contribute meaningfully to the quality of life through improving public policy and finding solutions to those problems that impact people's lives.

Profile

The University of Minnesota Duluth 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 University's 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. 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.

3: Coordinate Campus Reports

<u>Duluth Campus At A Glance</u>		
Founded 1895	Degrees Awarded (FY2005)	
	Undergraduate	1,632
	Master's	192
Leadership Kathryn A. Martin, Chancellor	Fall 2005 Enrollment	
	Undergraduate	8,931
	Graduate	958
	Non-degree	607
	Total	10,496
Colleges/Schools Business and Economics Continuing Education Education and Human Service Professions Fine Arts Liberal Arts Medicine* Pharmacy* Science and Engineering *School of Medicine and College of Pharmacy students are counted as part of Twin Cities campus enrollment.	Faculty (Fall 2005)*	
	Tenured/Tenure Track	316
	Other Faculty	218
	*Does not include Duluth faculty in the University's School of Medicine or College of Pharmacy, which are counted as part of the Twin Cities	
Degrees and Majors Offered Undergraduate degrees in 75 majors. Graduate programs in 19 fields, plus six cooperative programs offered through the Twin Cities campus. Two-year program at the School of Medicine and a four-year College of Pharmacy program.	Alumni (FY 2004)	
	Living Alumni	47,173
Number of Buildings 54 (1,679,000 assignable square feet)	Staff (FY 2005)	
	Civil Service/ Bargaining Unit	783
	Professional and Administrative	203
	Expenditures (FY 2005)	
	\$164,474,144	

Students

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

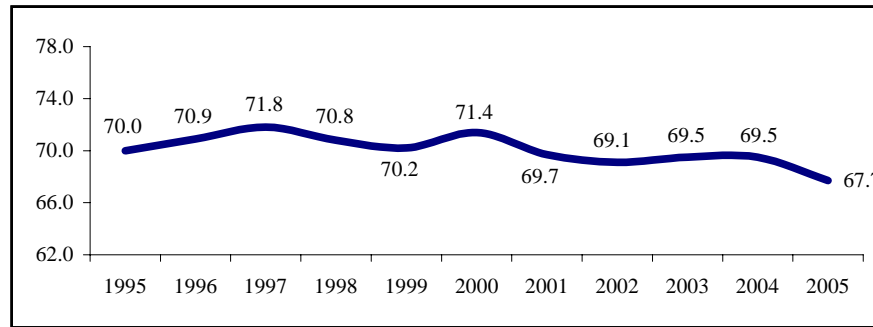
The fact that both of these variables have remained relatively flat over the last decade reflects UMD's efforts to maintain academic preparation standards of entering students while providing access in accordance with its public institution mission.

Figure 3-2 shows that the average ACT score of new, entering freshmen at UMD also has remained relatively flat, increasing from 22.9 in 1996 to 23.1 in 2005.

During the same period, UMD has maintained consistent entrance requirements while gradually increasing freshman (new high school student) enrollment from 1,662 in 1996 to 2,248 in 2005.

3: Coordinate Campus Reports

Figure 3-1. Average high school rank percentile of new, entering freshmen, University of Minnesota – Duluth, 1995 – 2005.



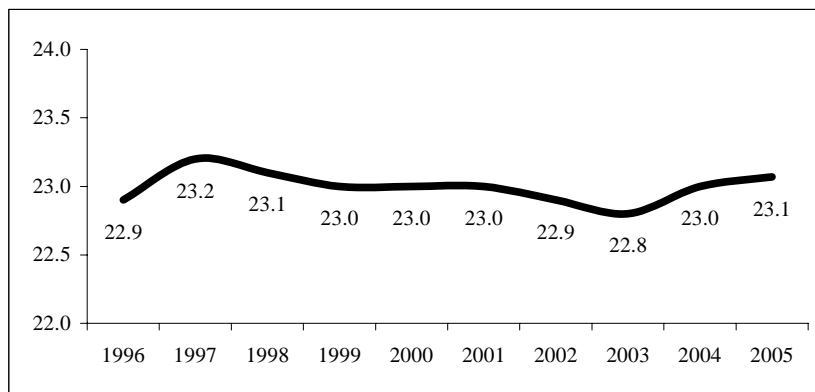
Source: Office of Institutional Research, University of Minnesota.

Table 3-1. High school rank of freshmen, University of Minnesota – Duluth, 1996-2005.

Rank	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
90-99 %	18%	18%	19%	18%	19%	18%	16%	16%	17%	14%
75-89	30	30	29	27	29	25	26	28	26	25
50-74	40	39	39	39	38	40	41	40	40	42
1-49	13	13	14	16	14	16	17	16	17	19

Source: Office of Institutional Research, University of Minnesota

Figure 3-2. Average ACT score of new, entering freshman, University of Minnesota - Duluth, 1996-2005.



Source: Office of Institutional Research, University of Minnesota.

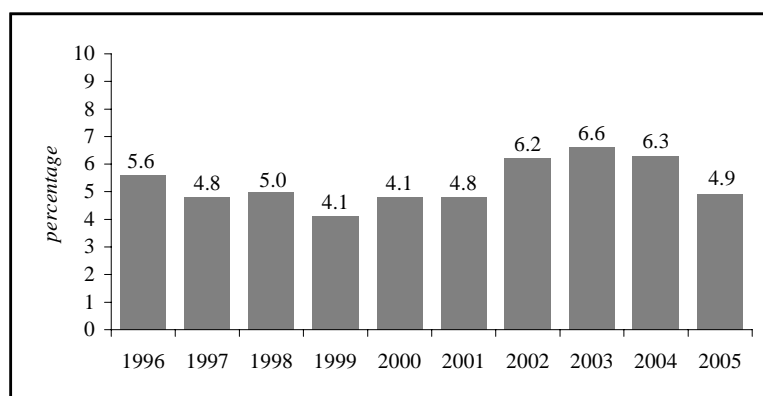
Diversity

UMD has placed a high priority on diversity and creating an environment that is open, accepting, and just. To this end, one key strategy is to increase the diversity of the campus

community. Although 2005 showed a decrease in the percentage of students of color, over the past decade the campus overall has gained in the number of students of color.

3: Coordinate Campus Reports

Figure 3-3. Percentage of entering freshman of color, University of Minnesota - Duluth, fall 1996-2005.



Source: Office of Institutional Research, University of Minnesota

Table 3-2. Proportion of students by racial/ethnic group, University of Minnesota - Duluth, Fall 1996-Fall 2005.

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
African American	0.7%	0.6%	0.9%	0.8%	0.8%	1.0%	1.2%	1.2%	1.3%	1.3%
American Indian	1.1	1	1.1	1.1	0.9	1.1	1	1.1	1.2	1.2
Asian/Pacific Islander	2.4	2.5	2.5	2	1.8	1.9	2.2	2.4	2.5	2.6
Caucasian	91.9	91.5	91.2	89.8	90.6	90.3	90	89	88.2	88.2
Chicano/Hispanic	0.8	0.8	0.9	0.8	0.8	0.9	0.8	0.9	0.9	1.0
International	1.4	1.3	1.4	1.7	1.8	2	2.2	2.3	2.1	1.9
Not Reported	1.6	2.2	2.1	3.8	3.3	2.9	2.6	3.1	3.8	3.8

(Prior to Fall 2004, students in the Duluth School of Medicine were included in Twin Cities enrollment figures.)

Source: Office of Institutional Research, University of Minnesota

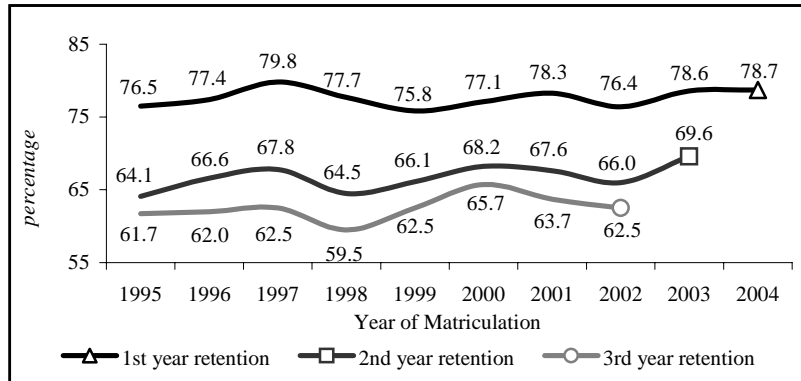
Retention and Graduation Rates

Retention Rates: Figure 3-4 shows first-, second-, and third-year student retention rates that were fairly consistent during the last decade. The first-year retention rate is down slightly from the previous year but second- and third-year rates are higher. All retention rates are higher than they were for students who matriculated in 1995.

Figure 3-5 compares retention of students of color from 1995-2004. First- and second- year retention rates increased substantially over the previous year (7.6 percent and 11.6 percent, respectively), but third-year retention declined by 6.5 percent. However, all students-of-color retention rates are higher than they were for those who matriculated in 1995.

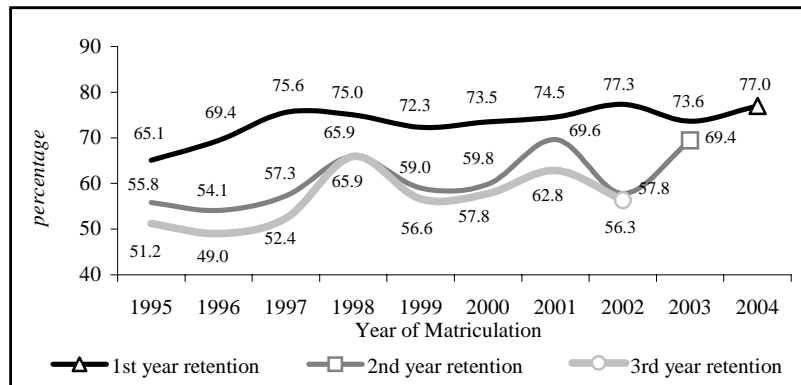
3: Coordinate Campus Reports

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, 1995-2004.



Source: Office of Institutional Research, University of Minnesota

Figure 3-5. University of Minnesota – Duluth first-, second-, and third-year retention rates (percentage) for students of color, 1995 – 2004.



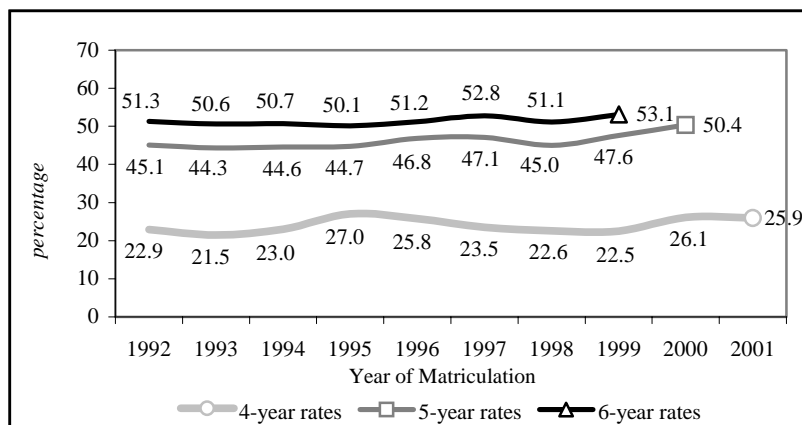
Source: Office of Institutional Research, University of Minnesota.

Graduation Rates: Figure 3-6 shows that while the four-year graduation rate for all students declined slightly from the previous year, five- and six-year rates improved. Over the past decade all rates have improved. All three graduation rates for students of color, however, declined from the previous year, as shown in Figure 3-7, although they have improved from the beginning of the decade.

UMD has established four-, five-, and six-year graduation rate goals for 2012 of 30 percent, 53 percent, and 58 percent, respectively. However, the Provost has announced that this summer the University will set forth new retention and graduation rate targets that support the University's strategic positioning goals.

3: Coordinate Campus Reports

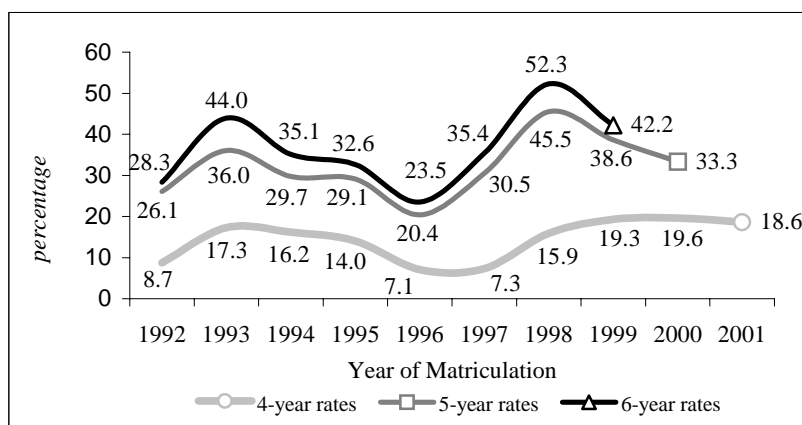
Figure 3-6. 4-, 5-, and 6-year graduation rates, University of Minnesota – Duluth, 1992-2001.



Source: Office of Institutional Research, 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, 1992-01.



Source: Office of Institutional Research, 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 1997 to measure results.

Recent results reflect a number of UMD priorities. The campus's attempt to diversify its community and provide support for students of

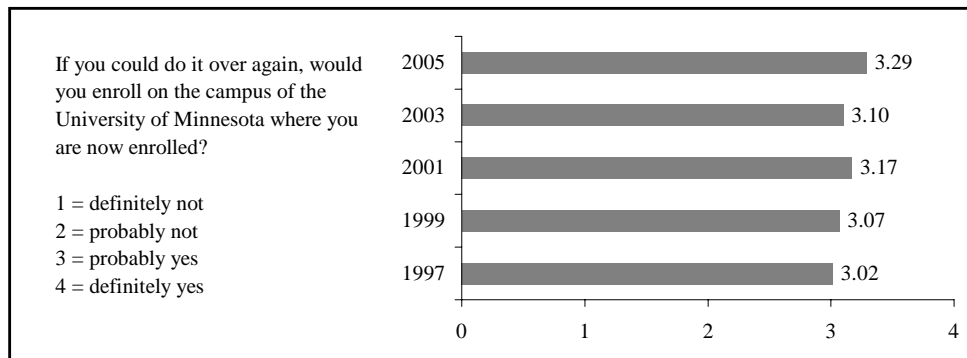
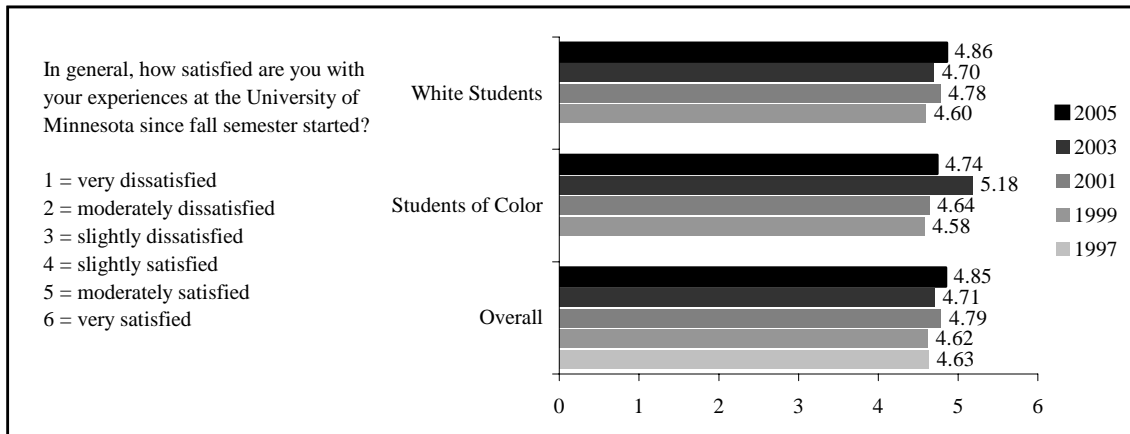
color has been met with an increase of general satisfaction from students of color. The campus also has made substantial improvements in its physical environment with the addition of new buildings and upgraded classrooms. These improvements have been followed by increases in satisfaction with the physical environment. Decreased satisfaction in the cost of attendance remains a concern.

3: Coordinate Campus Reports

Figure 3-8 summarizes undergraduate student responses in the 10 survey areas.

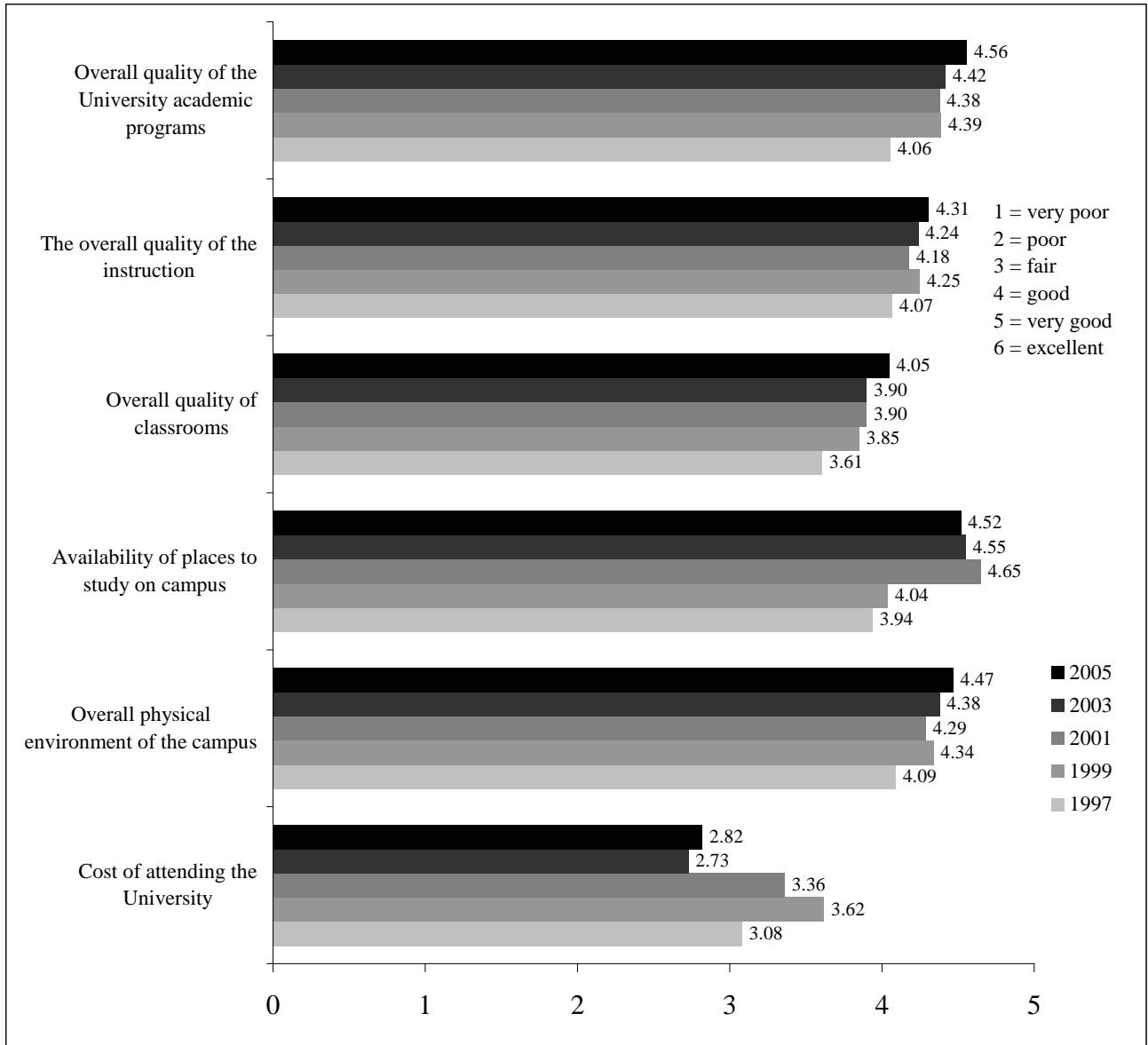
Figure 3-9 shows findings from the graduate student survey.

Figure 3-8. Undergraduate student experiences survey results, University of Minnesota – Duluth, 1997-2005.



3: Coordinate Campus Reports

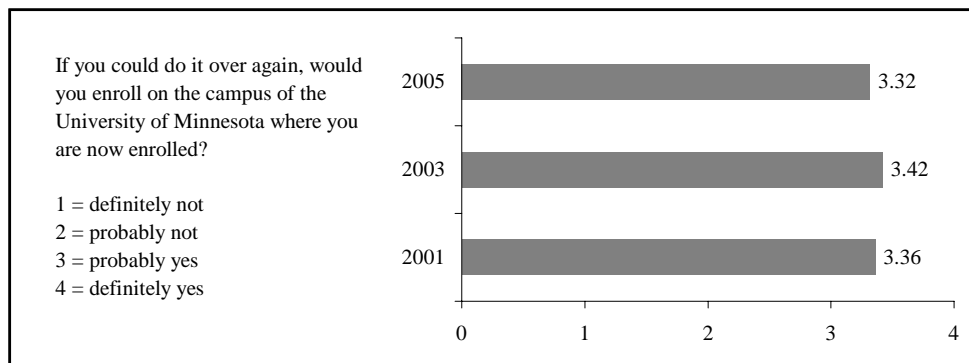
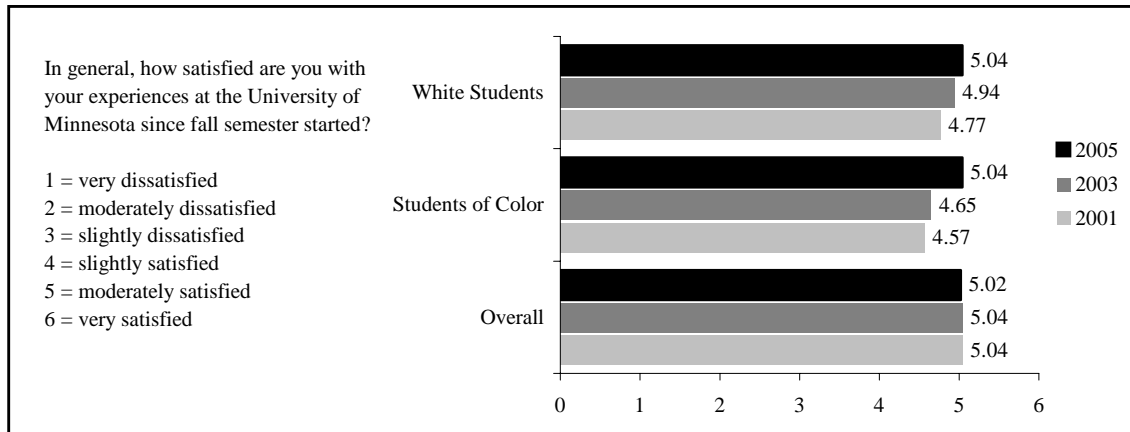
Figure 3-8 (continued). UMD undergraduate student experiences survey.



Source: Office of Institutional Research, University of Minnesota.

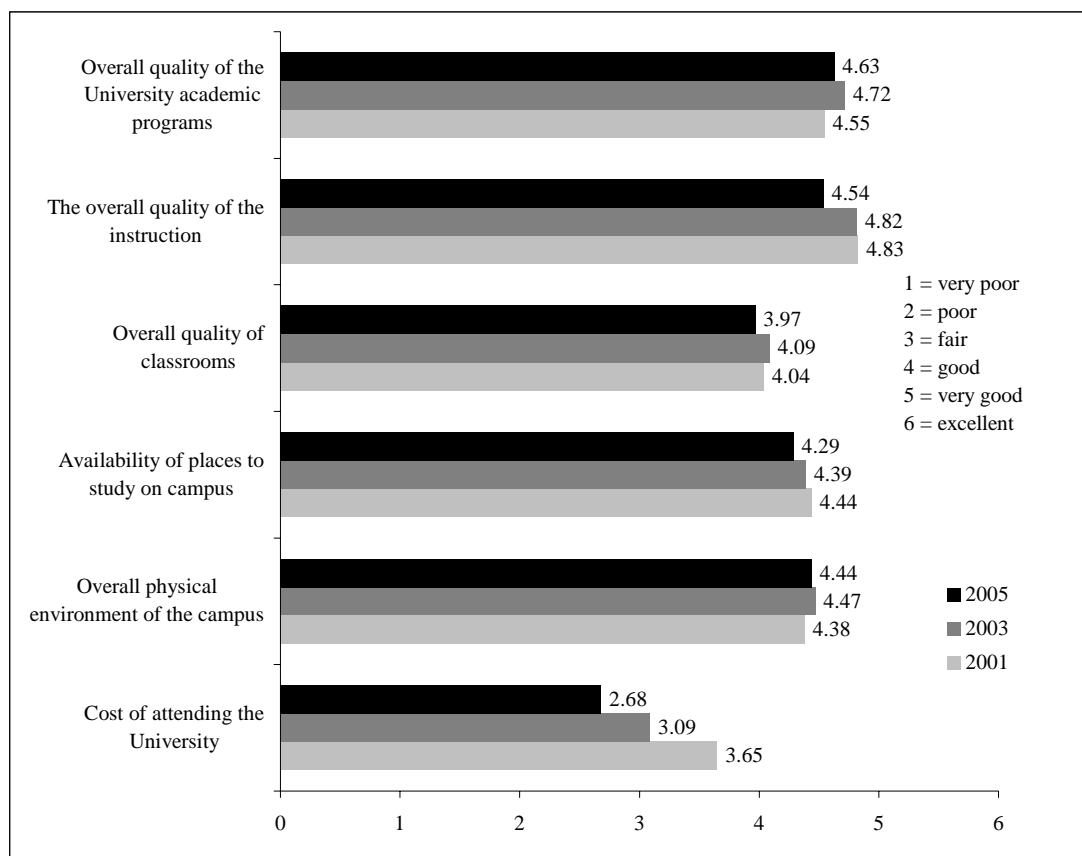
3: Coordinate Campus Reports

Figure 3-9. Graduate student experiences survey results, University of Minnesota – Duluth, 2001-2005.



3: Coordinate Campus Reports

Figure 3-9 continued. Graduate student experiences survey results, University of Minnesota – Duluth, 2001-2005.



Source: Office of Institutional Research, University of Minnesota.

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 3-3 – 3-6.

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:

3: Coordinate Campus Reports

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

Peer Group Comparisons

Table 3-3. Average faculty salary for UMD and peer group institutions, 1999-00 – 2004-05.

Average Salary†						
Category	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
Full Professor						
Peer Group Average*	\$75,600	\$78,900	\$82,200	\$85,400	\$86,800	\$90,800
% Change		+ 4.4%	+ 4.2%	+ 3.9%	+1.6%	+4.6%
UM – Duluth	\$72,800	not available	\$78,800	\$81,500	\$79,900	\$80,900
% Change				+ 3.4%	-2.0	+1.3%
Associate Professor						
Peer Group Average*	\$57,600	\$60,000	\$62,000	\$64,200	\$65,100	\$67,700
% Change		+ 4.2%	+ 3.3%	+ 3.5%	+1.4%	+4.0%
UM – Duluth	\$59,400	not available	\$63,600	\$65,900	\$65,500	\$66,900
% Change				+ 3.6%	-0.6%	+2.1%
Assistant Professor						
Peer Group Average*	\$47,800	\$49,600	\$51,600	\$53,100	\$54,300	\$56,600
% Change		+ 3.8%	+ 4.0%	+ 2.9%	+2.3%	+4.2%
UM – Duluth	\$47,500	not available	\$49,700	\$52,000	\$50,400	\$51,100
% Change				+ 4.6%	-3.1%	+1.4%

Source: Office of Institutional Research, 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.

3: Coordinate Campus Reports

Table 3-4. Average faculty compensation for UMD and peer group institutions, 1999-00 – 2004-05.

Average Compensation†						
Category	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
Full Professor						
Peer Group Average*	\$93,800	\$97,400	\$101,300	\$105,300	\$107,400	\$113,100
% Change		+ 3.8%	+ 4.0%	+ 3.9%	+2.0%	+5.3%
UM – Duluth	\$94,500	not available	\$104,300	\$107,800	\$106,100	\$108,600
% Change				+ 3.4%	-1.9%	+2.4%
Associate Professor						
Peer Group Average*	\$72,900	\$75,500	\$77,900	\$81,000	\$82,400	\$91,600
% Change		+ 3.6%	+ 3.2%	+ 4.0%	+1.7%	+11.2%
UM – Duluth	\$78,200	not available	\$85,900	\$89,000	\$88,700	\$86,500
% Change				+ 3.6%	-0.3%	-2.5%
Assistant Professor						
Peer Group Average*	\$60,900	\$62,800	\$65,400	\$67,700	\$69,000	\$73,200
% Change		+ 3.1%	+ 4.1%	+ 3.5%	+1.9%	6.1%
UM – Duluth	\$63,900	not available	\$69,200	\$72,200	\$70,400	\$72,400
% Change				+ 4.3%	-2.5%	2.8%

Source: Office of Institutional Research, 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 3-5. Full professor average salary and compensation for University of Minnesota – Duluth and peer group, 2004-2005.

Average Salary†			2004-05	Average Compensation†		
Rank	Peer Group Institution	Salary		Rank	Peer Group Institution	Comp
1	Villanova U	\$106,100		1	Villanova U	\$133,100
2	U Nevada-Reno	102,800		2	U New Hampshire	121,600
3	U Nevada-Las Vegas	98,900		3	U Central Florida	120,400
4	U New Hampshire	95,400		4	U Massachusetts-Dartmouth	120,100
5	U Central Florida	94,700		5	Marquette U	119,900
6	U Massachusetts-Dartmouth	94,200		6	U Nevada-Las Vegas	118,600
7	Marquette U	94,100		7	U Nevada-Reno	116,300
8	U Colorado-Denver	89,700		8	Oakland U	110,600
9	U North Carolina-Charlotte	89,000		9	Cleveland St U	109,900
10	Cleveland St U	88,500		10	Wright St U-Main	109,000
11	Wright St U-Main	87,800		11	U Wisconsin-Milwaukee	108,700
12	Old Dominion U	85,500		12	U Minnesota-Duluth	108,600
13	Florida Atlantic U	85,100		13	U North Carolina-Charlotte	107,800
14	U Wisconsin-Milwaukee	84,400		14	Old Dominion U	106,600
15	Oakland U	82,800		15	Florida Atlantic U	106,600
16	U Minnesota-Duluth	80,900		16	U Colorado-Denver	104,700
17	U Maine-Orono	74,200		17	U Maine-Orono	95,800

Source: Office of Institutional Research, University of Minnesota.

†This year, for the first time, Duluth Medical School faculty salary and compensation were not included in the Duluth campus survey.

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Associate Professors

Table 3-6. Associate professor average salary and compensation for University of Minnesota – Duluth and peer group, 2004-2005.

Average Salary†			2004-05	Average Compensation†		
Rank	Peer Group Institution	Salary		Rank	Peer Group Institution	Comp
1	U Nevada-Reno	\$75,600		1	Villanova U	\$98,700
2	Villanova U	75,400		2	U New Hampshire	94,700
3	U Nevada-Las Vegas	73,400		3	U Massachusetts-Dartmouth	93,900
4	U Massachusetts-Dartmouth	73,000		4	U Minnesota-Duluth	91,600
5	U New Hampshire	71,600		5	Marquette U	91,600
6	Marquette U	69,700		6	U Nevada-Las Vegas	89,900
7	U Minnesota-Duluth	66,900		7	Oakland U	89,300
8	U Colorado-Denver	66,800		8	U Nevada-Reno	85,800
9	U Central Florida	66,100		9	U Wisconsin-Milwaukee	85,700
10	U North Carolina-Charlotte	65,700		9	U Central Florida	84,400
11	Cleveland St U	65,600		11	Wright St U-Main	83,700
12	Wright St U-Main	65,600		12	Cleveland St U	83,500
13	U Wisconsin-Milwaukee	64,900		13	U Maine-Orono	82,700
14	Oakland U	64,500		13	U Colorado-Denver	81,700
15	U Maine-Orono	63,000		15	U North Carolina-Charlotte	80,900
16	Florida Atlantic U	61,600		16	Florida Atlantic U	79,000
17	Old Dominion U	61,200		17	Old Dominion U	78,100

Source: Office of Institutional Research, 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 3-7. Assistant professor average salary and compensation for University of Minnesota – Duluth and peer group, 2004-2005.

Average Salary†			2004-05	Average Compensation†		
Rank	Peer Group Institution	Salary		Rank	Peer Group Institution	Comp
1	Marquette University	\$58,700		1	Oakland U	\$89,500
2	Villanova University	58,600		2	U Massachusetts-Dartmouth	78,900
3	University of Colorado – Denver	56,600		3	Villanova U	77,900
3	University of Wisconsin – Milwaukee	56,600		4	U New Hampshire	77,400
5	University of New Hampshire	56,100		5	U Wisconsin-Milwaukee	75,800
6	Oakland University	55,200		6	Marquette U	75,600
7	University of Massachusetts – Dartmouth	55,100		7	U Nevada-Las Vegas	75,500
7	University of Nevada – Las Vegas	55,100		8	U Colorado-Denver	73,300
9	University of Nevada – Reno	54,700		9	U Minnesota-Duluth	72,400
10	University of Central Florida	53,900		10	Florida Atlantic U	71,400
11	University of North Carolina – Charlotte	53,800		11	U North Carolina-Charlotte	70,800
12	Florida Atlantic University	53,200		12	Old Dominion U	70,600
13	Old Dominion University	52,300		13	U Central Florida	69,800
14	Wright State University – Dayton	51,900		14	Wright St U-Main	69,500
15	University of Minnesota – Duluth	51,100		15	Cleveland St U	66,600
16	University of Maine – Orono	48,500		16	U Nevada-Reno	66,400
17	Cleveland State University	48,200		17	U Maine-Orono	63,100

Source: Office of Institutional Research, 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

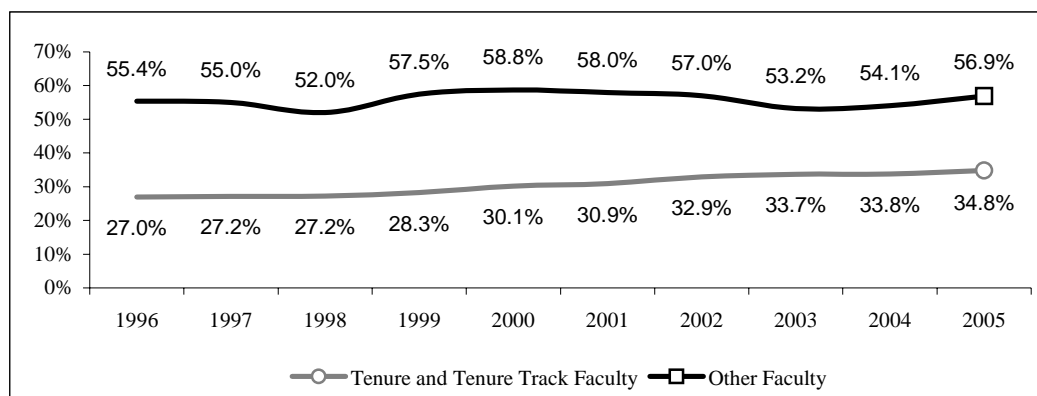
Figure 3-10 shows the percentage of female tenured/tenure track faculty and other faculty for the period 1996-2005. Nearly 44 percent of UMD's faculty are female, the highest percentage of any University of Minnesota campus.

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 more than doubled (24 to 58) since 1996.

Figure 3-12 shows the ethnic and racial diversity of the UMD faculty. UMD has a higher percentage of American Indian faculty (2.2 percent) than any other University of Minnesota campus.

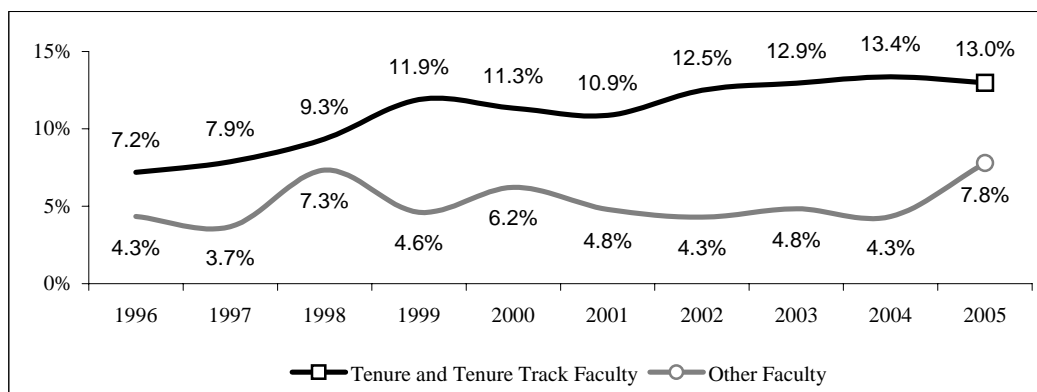
Note: Individuals in executive and administrative positions may also be tenured faculty. For Figures 3-10 – 3-12, each person was counted only once, according to his/her primary appointment.

Figure 3-10. Percentage of female faculty at University of Minnesota – Duluth, 1996-2005.



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

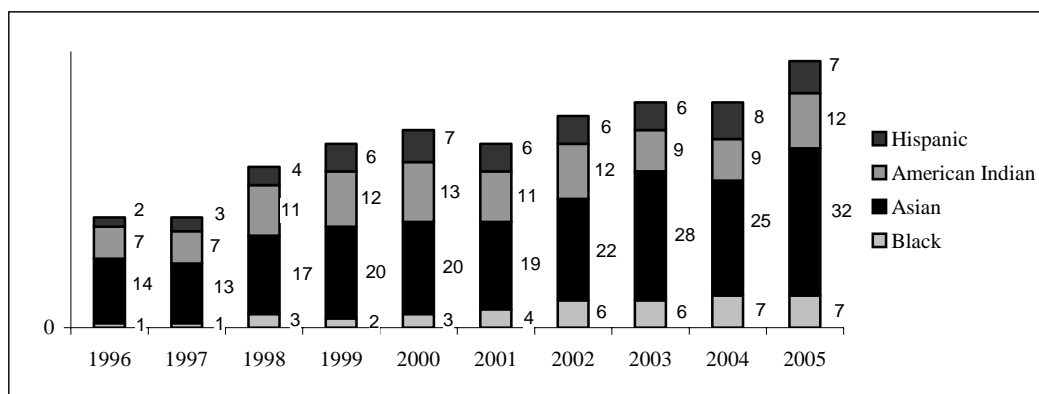
Figure 3-11. Percentage of faculty of color at University of Minnesota – Duluth, 1996-2005.



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

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Figure 3-12. Number of faculty of color at University of Minnesota – Duluth, 1996-2005.



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

Staff Diversity

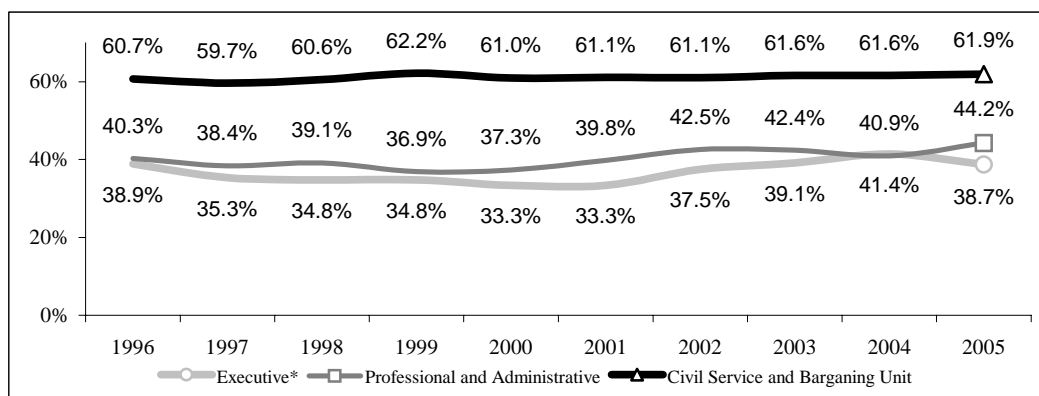
In 2005, the University of Minnesota Duluth had 986 staff in the Executive, Professional and Administrative (P&A), and Civil Service/Bargaining Unit (CS/BU) classifications. Of these, 58.1 percent were female, approximately the same percentage as in 1996.

Figures 3-13 and 3-14 show the percentage of female staff and staff of color, respectively,

during the period 1996-2005 for each of the three staff classifications.

Between 1996 and 2005, the number of staff of color at UMD decreased from 45 (4.7 percent) to 41 (4.2 percent). In 2005, 2 percent of UMD's staff members were American Indian, the highest percentage of any University of Minnesota campus.

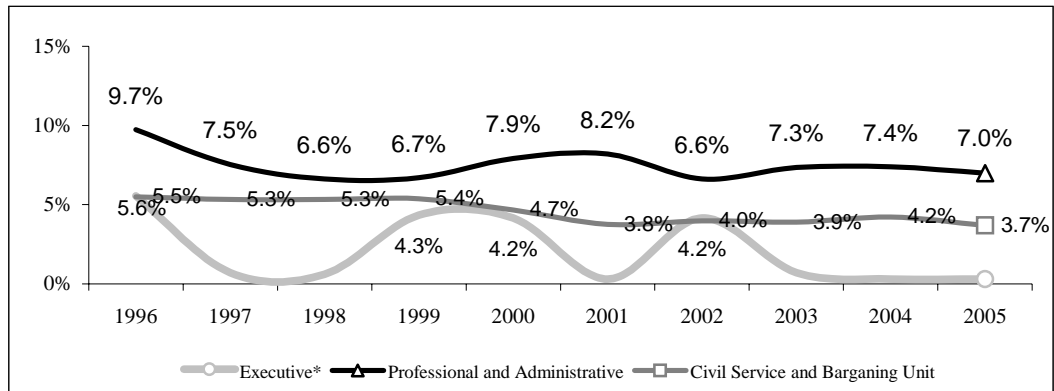
Figure 3-13. Percentage of female staff employees, University of Minnesota – Duluth, 1996-2005.



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

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Figure 3-14. Percentage of staff of color, University of Minnesota – Duluth, 1996-2005.



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

University of Minnesota Morris (UMM)

The mission of the University of Minnesota Morris is to provide an undergraduate liberal education of uncompromising rigor to students from around the region, the nation and the world. This tightly focused mission as a public honors college has been at the core of the Morris campus since it opened its doors in 1960.

It is UMM's vision to be the best public liberal arts college in America. UMM values students who exhibit high academic potential and high motivation, and who are hard working and self-starters; faculty who excel as undergraduate teachers and successfully pursue a serious scholarly agenda, with measurable results; and staff who understand their important role in the educational process and do their work with prideful excellence.

UMM's culture is characterized by an unwavering commitment to the liberal arts and to undergraduate learning and teaching, significant diversity (especially recognizing Native American heritage), the thoughtful integration of the curricular, co-curricular and extracurricular aspects of the student experience, and service to the community. The UMM experience requires a faculty dedicated to excellent classroom teaching and significant scholarship, and a curriculum traditional in its basic shape, but innovative in many of its particulars.

As a public liberal arts college, UMM is committed to offering access to students from all economic, social, and cultural backgrounds. UMM is deeply connected to its region and its people. UMM's population of students, faculty and staff must reflect the diversity of the public in its region, state and nation. UMM will maintain and enhance its national status even as it strengthens its deep regional links.

Campus Profile

The University of Minnesota – Morris is an academically rigorous, public undergraduate liberal arts campus of the University of Minnesota. The Morris campus has repeatedly received national recognition for its distinctive liberal arts mission and strong academic quality in various commercial rankings.

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.

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Morris Campus At A Glance

Founded

1960

Faculty Size (FY 2005)

Tenured/Tenure Track	111
Other Faculty	20

Leadership

Samuel Schuman, Chancellor

Undergraduate Degrees Awarded (FY 2005)

348

Divisions

Education
Humanities
Interdisciplinary Studies
Science and Mathematics
Social Sciences

Living Alumni (FY 2004)

17,397 (graduates and non-grads)

Staff (FY 2005)

Civil Service/ Bargaining Unit	200
Professional and Administrative	99

Degrees Offered

Bachelor of Arts

Number of Buildings

28 (561,000 assignable square feet)

Academic Programs Offered

30 majors; 7 pre-professional programs

Expenditures (FY 2005)

\$36,084,884

Fall 2005 Enrollment

Undergraduate	1,533
Non-degree	<u>607</u>
Total	1,684

Students

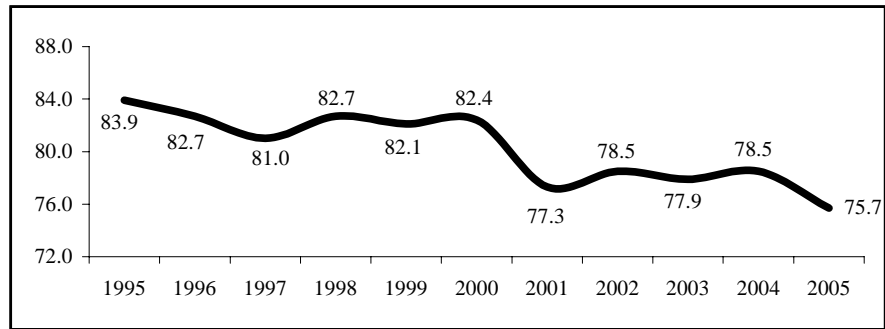
UMM's entering students are among the top in the state, judging by standard quantitative measures such as ACT scores and high school class rank. Their retention to graduation rate is the highest of any University of Minnesota campus. The college's commitment to diversity – recognizing its location in a rural, small town in a region of racial, ethnic, and religious

homogeneity – is reflected in a student body that is nearly 19 percent students of color.

Figures 3-15 – 3-17 and Tables 3-8 and 3-9 provide detailed information on the demographics of UMM students over the past decade. Over the past 10 years, at least 60 percent of each freshman class at Morris has come from the top quarter of their high school class.

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Figure 3-15. Average high school rank percentile of new, entering freshmen, University of Minnesota – Morris, 1995-2005.



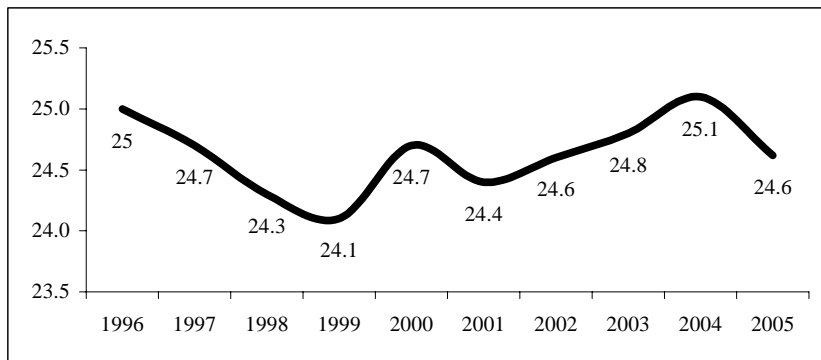
Source: Office of Institutional Research, University of Minnesota.

Table 3-8. High school rank of freshmen, University of Minnesota – Morris, 1996-2005.

Rank	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
90-99 %	44%	39%	44%	43%	41%	32%	33%	32%	35%	32%
75-89	33	33	30	31	33	31	33	32	31	28
50-74	19	24	23	22	22	28	26	28	25	28
1-49	5	4	3	3	3	9	8	8	8	12

Source: Office of Institutional Research, University of Minnesota.

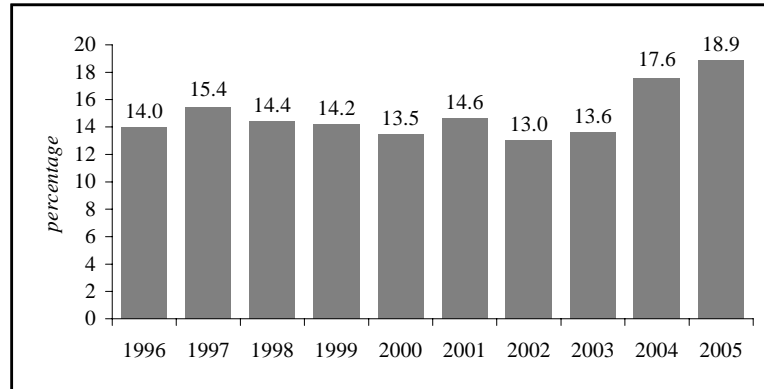
Figure 3-16. Average ACT score of new, entering freshman, University of Minnesota - Morris, 1996-2005



Source: Office of Institutional Research, University of Minnesota

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Figure 3-17. Percentage of entering freshman of color, University of Minnesota - Morris, 1996-2005.



Source: Office of Institutional Research, University of Minnesota

Table 3-9. Proportion of students by racial/ethnic group, University of Minnesota - Morris, Fall 1996-Fall 2005.

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
African American	4.2%	5.6%	5.5%	5.2%	5.6%	4.9%	3.5%	2.8%	2.2%	1.9%
American Indian	5	5.5	6.5	6.8	6	6.6	6.7	7.2	7.8	8.8
Asian/Pacific Islander	3.1	2.4	2.7	2.5	2.6	2.8	2.8	3.1	3.1	2.7
Caucasian	84.4	83.3	82.8	83	81.6	81.9	82.4	80.4	79.3	78.0
Chicano/Hispanic	1.9	1.6	1.1	1.2	1.4	1.4	1.6	1.5	1.5	1.4
International	0.9	1.3	0.4	0.8	0.3	0.8	1.1	1.1	1.2	1.1
Not Reported	0.5	0.4	0.9	0.5	2.5	1.6	1.9	3.9	4.8	6.1

Source: Office of Institutional Research, University of Minnesota

Retention and Graduation Rates

Figures 3-18 and 3-19 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 down 1 percent from last year but up 6 percentage points from two years ago. Retention rates for students of color continue to lag those of all students.

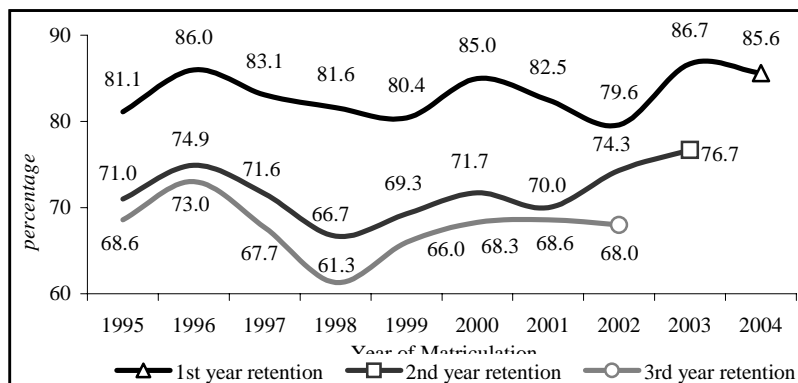
Figures 3-20 and 3-21 provide information on graduation rates over the same period. Four-, five-, and six-year graduation rates at UMM have traditionally been high on a national scale

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. Six-year graduation rates for students of color are down 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. However, the Provost has announced that this summer the University will set forth new retention and graduation rate targets that support the University's strategic positioning goals.

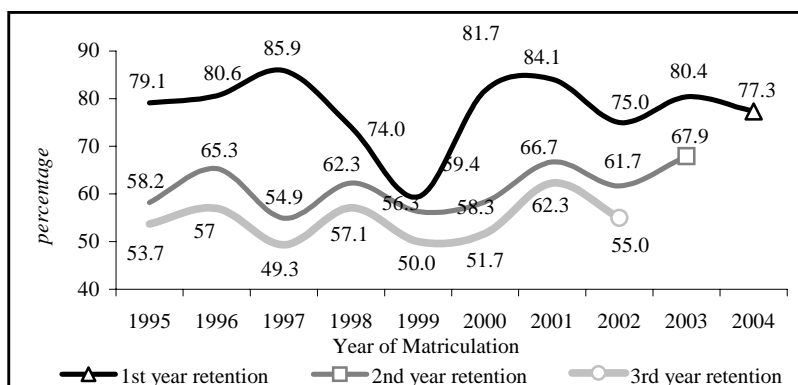
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Figure 3-18. First-, second-, and third-year retention rates (percentage) for first-time, full-time new entering students, by year of matriculation, University of Minnesota – Morris, 1995-2004.



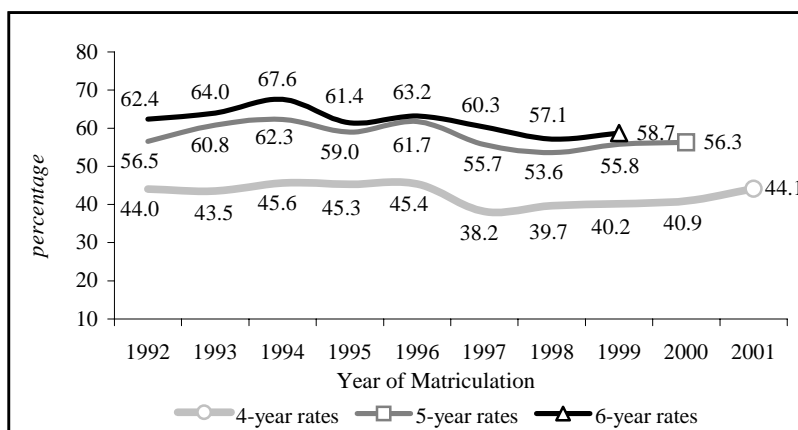
Source: Office of Institutional Research, University of Minnesota

Figure 3-19. University of Minnesota – Morris first-, second-, and third-year retention rates (percentage) for students of color, 1995 – 2004.



Source: Office of Institutional Research, University of Minnesota

Figure 3-20. 4-, 5-, and 6-year graduation rates, University of Minnesota – Morris, 1992-2001.



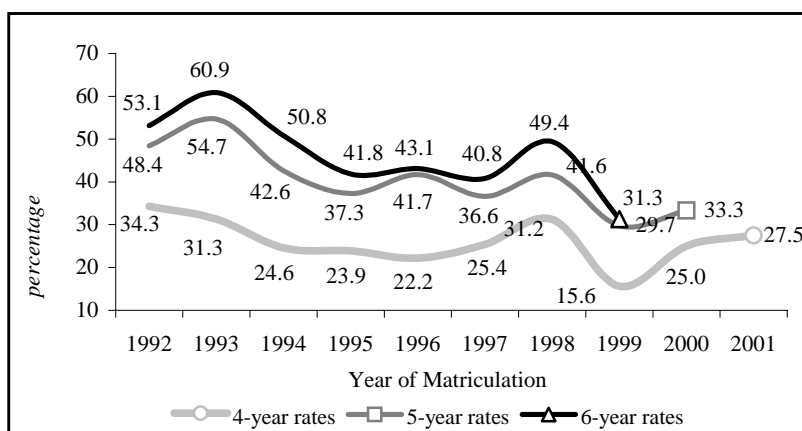
Source: Office of Institutional Research, University of Minnesota

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);

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it includes only students who matriculated at and graduated from the same campus; these rates are somewhat lower than those shown above.

Figure 3-21. 4-, 5-, and 6-year student of color graduation rates, University of Minnesota – Morris, 1992-2001.



Source: Office of Institutional Research, University of Minnesota

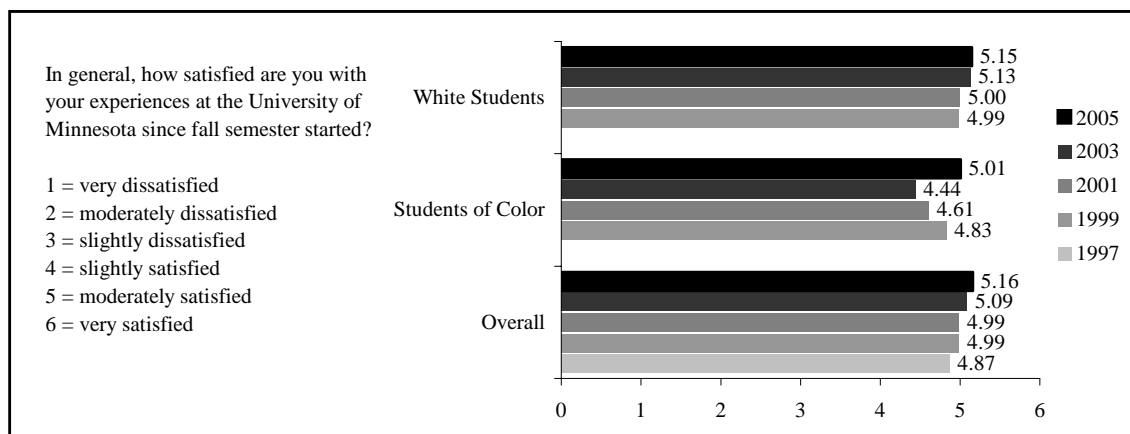
Student Satisfaction

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.

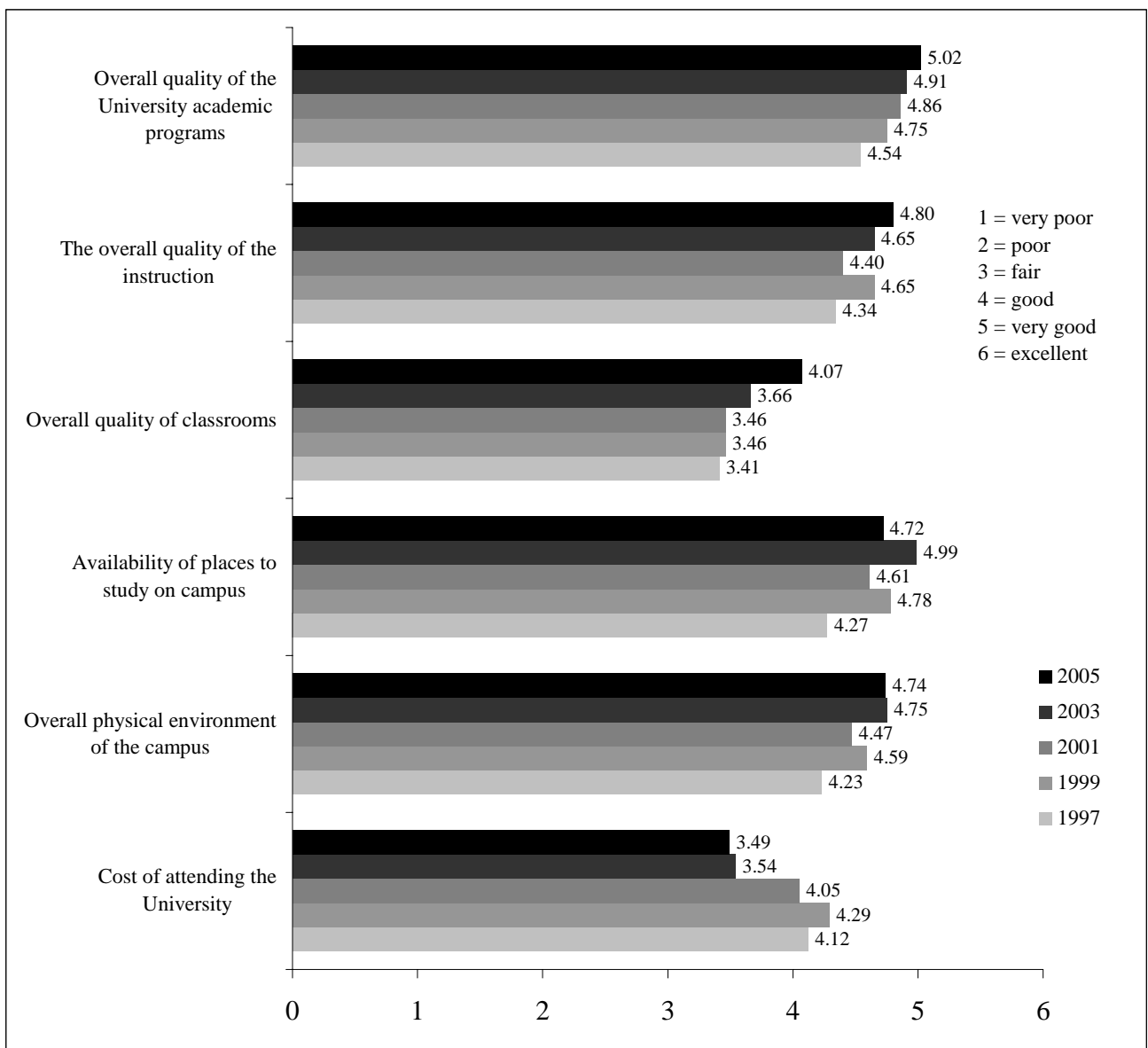
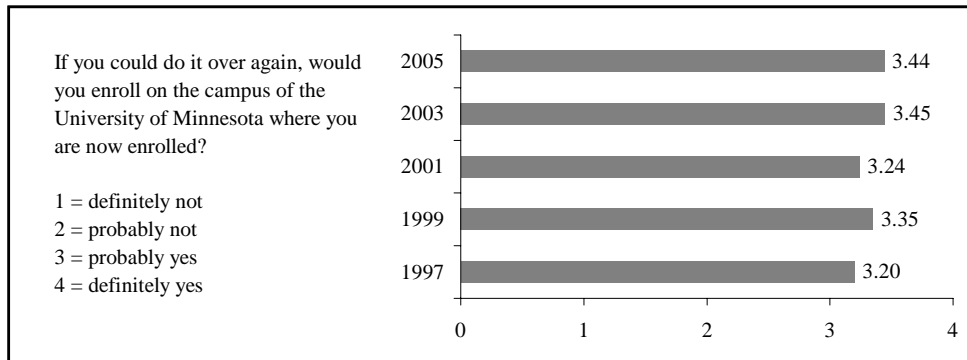
Figure 3-22 summarizes the responses in 10 key areas at the University of Minnesota – Morris campus.

Figure 3-22. Undergraduate student experiences survey results, University of Minnesota – Morris, 1997-2005.



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Figure 3-22 (continued). Morris campus undergraduate student experiences survey results.



Source: Office of Institutional Research, University of Minnesota.

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 3-10 and 3-11 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 \$400 below the peer group average; for full professors it fell to \$1,700 less than the peer group. Only associate professors' average compensation continues to be higher than that of the peer group.

Tables 3-12 – 3-14 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 2003-04 to 2004-05:

- At the full professor level, the University of Minnesota – Morris climbed from 9th place to 8th place in average salary among its peers and dropped from 5th place to 6th for average compensation.
- At the associate professor level, the Morris campus climbed from 10th to 8th place in average salary among its peers and remained in 4th place for average compensation.
- At the assistant professor level, the Morris campus climbed from 12th to 8th in average salary among its peers and remained in 4th place for average compensation.

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Peer Group Comparisons

Table 3-10. Average faculty salary for University of Minnesota – Morris and peer group institutions, 1999-00 – 2004-05.

Average Salary

Category	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	Five-Year Change
Full Professor							
Peer Group Average* % Change	\$65,800	\$68,500 + 4.1%	\$71,800 + 4.8%	\$73,600 + 2.5%	\$74,900 + 1.9%	\$76,500 + 2.1%	+ \$9,100 + 13.8%
UM – Morris % Change	\$67,200	\$66,700 - 0.7%	\$68,900 + 3.3%	\$70,900 + 2.9%	\$70,000 - 1.2%	\$70,100 + 1.4%	+ \$2,900 + 4.3%
Associate Professor							
Peer Group Average* % Change	\$51,900	\$53,800 + 3.7%	\$55,300 + 2.8%	\$57,000 + 3.0%	\$57,700 + 1.3%	\$59,300 + 2.8%	+ \$7,400 + 14.3%
UM – Morris % Change	\$51,400	\$53,300 + 3.7%	\$53,900 + 1.1%	\$55,200 + 2.5%	\$53,900 - 2.3%	\$54,900 + 1.9%	+ \$3,500 + 6.8%
Assistant Professor							
Peer Group Average* % Change	\$41,100	\$42,800 + 4.1%	\$44,300 + 3.5%	\$45,700 + 3.1%	\$46,800 + 2.5%	\$49,000 + 4.7%	+ \$5,700 + 19.2%
UM – Morris % Change	\$38,700	\$38,700 --	\$39,700 + 2.6%	\$41,000 + 3.1%	\$41,500 + 1.2%	\$42,600 + 2.7%	+ \$3,900 + 10.1%

Source: Office of Institutional Research, University of Minnesota.

*Average excluding University of Minnesota – Morris

Table 3-11. Average faculty compensation for University of Minnesota – Morris and peer group institutions, 1999-00 – 2004-05.

Average Compensation

Category	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	Five-Year Change
Full Professor							
Peer Group Average* % Change	\$82,200	\$85,700 + 4.3%	\$90,200 + 5.3%	\$92,500 + 2.6%	\$95,200 + 2.9%	\$97,700 + 3.0%	+ \$15,500 + 18.9%
UM – Morris % Change	\$88,700	\$89,300 + 0.7%	\$93,100 + 4.3%	\$96,000 + 3.1%	\$94,900 - 1.1%	\$96,000 + 1.2%	+ \$7,300 + 8.2%
Associate Professor							
Peer Group Average* % Change	\$64,800	\$67,700 + 4.5%	\$70,100 + 3.5%	\$72,600 + 3.5%	\$74,100 + 2.1%	\$76,000 + 2.9%	+ \$11,200 + 17.3%
UM – Morris % Change	\$69,600	\$73,100 + 5.0%	\$75,000 + 2.6%	\$77,100 + 2.8%	\$75,500 - 2.1%	\$77,500 + 2.9%	+ \$7,900 + 11.4%
Assistant Professor							
Peer Group Average* % Change	\$50,900	\$53,700 + 5.5%	\$56,100 + 4.5%	\$58,300 + 4.0%	\$60,300 + 3.5%	\$62,900 + 5.1%	+ \$12,000 + 23.6%
UM – Morris % Change	\$54,300	\$55,500 + 2.2%	\$57,900 + 4.3%	\$59,900 + 3.4%	\$60,400 + 0.8%	\$62,500 + 3.9%	+ \$8,200 + 15.1%

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

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*Average excluding University of Minnesota – Morris

Full Professors

Table 3-12. Full professor average salary and compensation for University of Minnesota – Morris and peer group, 2004-2005.

Average Salary			2004-05	Average Compensation		
Rank	Peer Group Institution	Salary		Rank	Peer Group Institution	Comp
1	Carleton College	\$97,500		1	Carleton College	\$127,900
2	Macalester College	96,000		2	Macalester College	122,200
3	Ramapo College of New Jersey	93,000		3	Ramapo College of New Jersey	120,100
4	St. Mary's College of Maryland	79,900		4	St. Mary's College of Maryland	98,600
5	Saint John's University	74,800		5	Saint John's University	96,700
6	University of North Carolina-Asheville	74,500		6	University of Minnesota-Morris	96,000
7	St. Olaf College	74,000		7	St. Olaf College	95,100
8	University of Minnesota-Morris	70,100		8	University of North Carolina-Asheville	90,900
9	College of Saint Benedict	70,000		9	College of Saint Benedict	90,700
10	Gustavus Adolphus College	69,900		10	Gustavus Adolphus College	88,600
11	Concordia College-Moorhead	65,100		11	Hamline University	84,800
12	Hamline University	64,800		12	Concordia College-Moorhead	79,000
13	University of Maine-Farmington	58,300		13	University of Maine-Farmington	77,400

Source: Office of Institutional Research, University of Minnesota.

Associate Professors

Table 3-13. Associate professor average salary and compensation for University of Minnesota – Morris and peer group, 2004-2005.

Average Salary			2004-05	Average Compensation		
Rank	Peer Group Institution	Salary		Rank	Peer Group Institution	Comp
1	Ramapo College of New Jersey	\$73,000		1	Ramapo College of New Jersey	\$94,200
2	Macalester College	72,500		2	Macalester College	93,100
3	Carleton College	69,500		3	Carleton College	92,400
4	St. Olaf College	59,300		4	University of Minnesota-Morris	77,500
5	College of Saint Benedict	59,000		5	St. Olaf College	77,200
6	St. Mary's College of Maryland	58,700		6	St. Mary's College of Maryland	74,000
7	Saint John's University	56,700		7	College of Saint Benedict	73,600
8	Gustavus Adolphus College	55,800		8	Saint John's University	73,400
9	University of Minnesota-Morris	54,900		9	Gustavus Adolphus College	71,100
10	University of North Carolina-Asheville	54,700		10	University of North Carolina-Asheville	67,800
11	Concordia College-Moorhead	53,700		11	Hamline University	67,400
12	Hamline University	52,600		12	Concordia College-Moorhead	65,300
13	University of Maine-Farmington	46,600		13	University of Maine-Farmington	62,600

Source: Office of Institutional Research, University of Minnesota.

Assistant Professors

Table 3-14. Assistant professor average salary and compensation for University of Minnesota – Morris and peer group, 2004-2005.

Average Salary			2004-05	Average Compensation		
Rank	Peer Group Institution	Salary		Rank	Peer Group Institution	Comp
1	Carleton College	\$61,500		1	Carleton College	\$82,700
2	Macalester College	56,600		2	Macalester College	71,300
3	Ramapo College of New Jersey	54,700		3	Ramapo College of New Jersey	70,600
4	Gustavus Adolphus College	49,100		4	Gustavus Adolphus College	62,600
5	St. Mary's College of Maryland	48,500		5	University of Minnesota-Morris	62,500
6	University of North Carolina-Asheville	48,200		6	St. Mary's College of Maryland	62,000
7	Saint John's University	47,600		6	College of Saint Benedict	61,300
8	College of Saint Benedict	47,500		8	Saint John's University	60,700
9	Concordia College-Moorhead	46,100		9	University of North Carolina-Asheville	60,300
10	St. Olaf College	45,700		10	St. Olaf College	59,100
11	Hamline University	43,300		11	Hamline University	55,800
12	University of Minnesota-Morris	42,600		12	Concordia College-Moorhead	55,700
13	University of Maine-Farmington	39,300		13	University of Maine-Farmington	52,800

Source: Office of Institutional Research, University of Minnesota.

Faculty and Staff Diversity

Figure 3-23 shows the percentage of female tenured/tenure track faculty and other faculty for the period 1996-2005. Between 1996 and 2005, the total faculty at UMM increased by 14; 13 of these were female faculty positions.

Figure 3-24 shows the percentage of tenured/tenure track faculty of color and other faculty of color for the same period.

Figure 3-25 shows the ethnic and racial diversity of the UMM faculty.

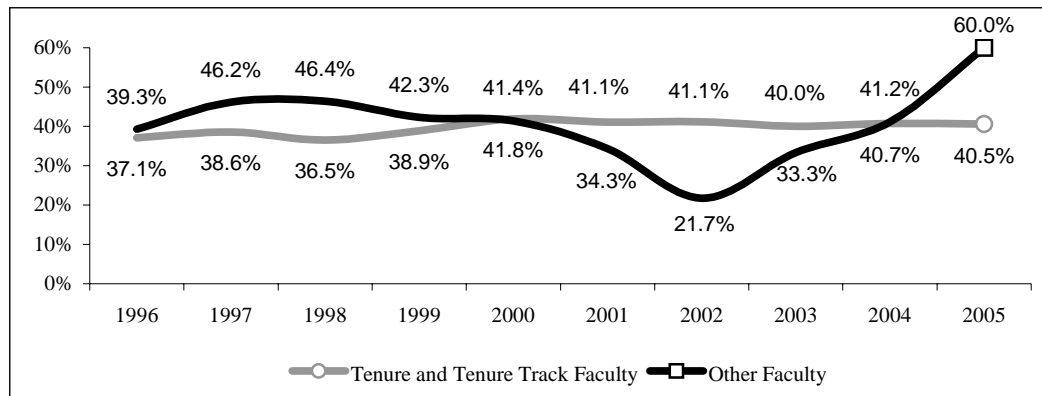
Figures 3-26 and 3-27 show the percentage of female staff and staff of color, respectively, during the period 1996-2005 for each of the three staff classifications.

In 2005, the University of Minnesota – Morris had 299 staff in the Executive, Professional and Administrative (P&A), and Civil Service/Bargaining Unit (CS/BU) classifications. Of these, 60 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 about the same in 2005 as in 1996, although the percentage dropped slightly. In 2005, 2 percent of UMM's staff members were Hispanic, the highest percentage of any University of Minnesota campus.

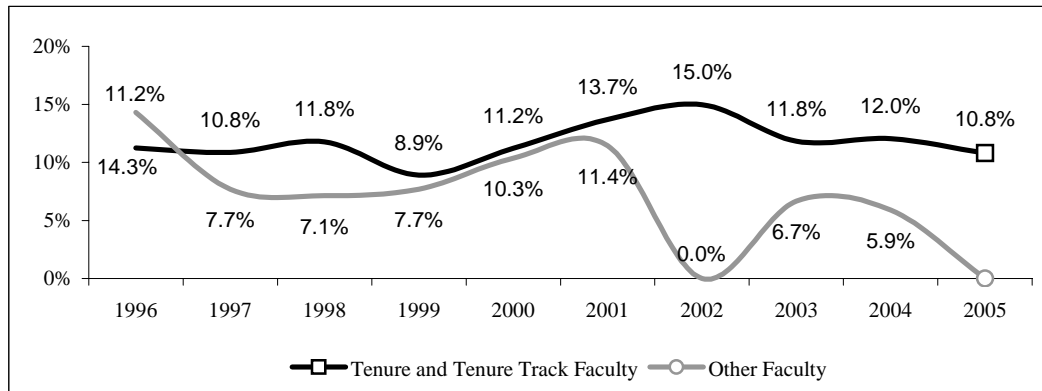
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Figure 3-23. Female faculty at University of Minnesota – Morris, 1996-2005.



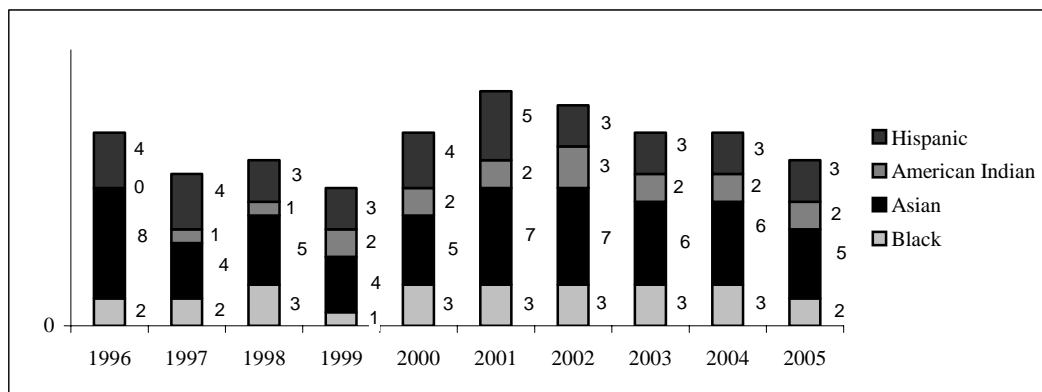
Source: Office of Equal Opportunity and Affirmative Action, University of Minnesota.

Figure 3-24. Faculty of color at University of Minnesota – Morris, 1996-2005.



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

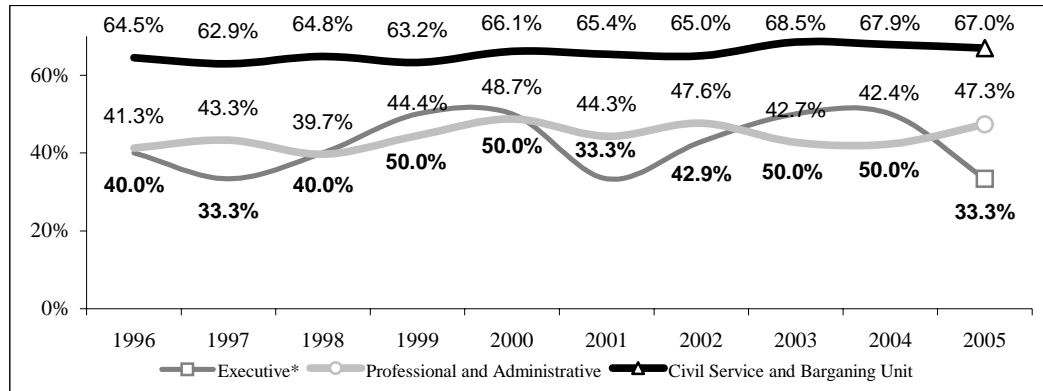
Figure 3-25. Faculty diversity at University of Minnesota – Morris, 1996-2005.



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

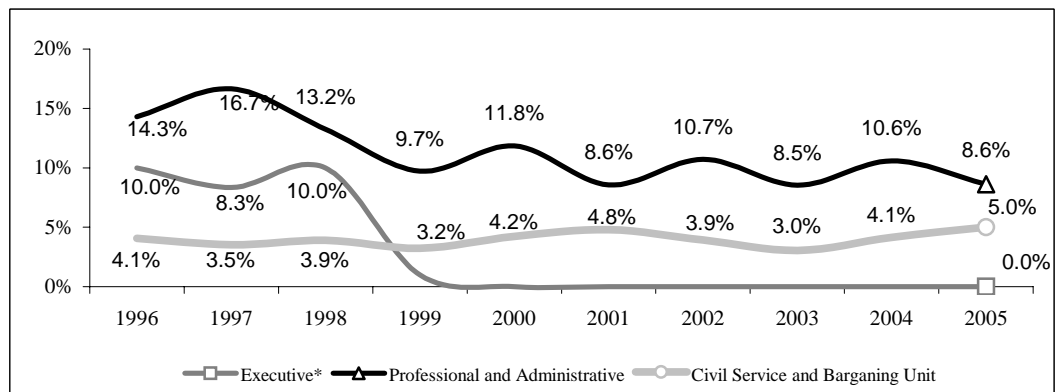
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Figure 3-26. Percentage of female staff employees, University of Minnesota – Morris, 1996-2005.



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

Figure 3-27. Percentage of staff of color, University of Minnesota – Morris, 1996-2005.



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

University of Minnesota Crookston (UMC)

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

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

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 graduates for 21st century careers.

As the only four-year polytechnic in Minnesota, UMC's technology-rich educational environment and 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.

NOTE: As part of its strategic planning process, UMC, in collaboration with the University's Office of Institutional Research, is identifying a new group of peer institutions on which to benchmark its performance. This peer group will be referenced in the next edition of the University's accountability report.

Students

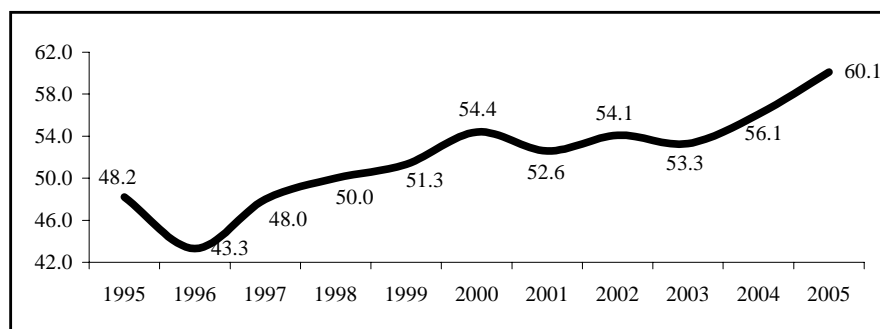
The college has made significant progress as a baccalaureate institution in the past decade. The average high school class rank of 60.1 percent in 2005 (the highest ever) and average ACT composite score of 21.3 are indications of a stronger academic profile among students. Progress in improving the diversity of the student population is also noteworthy. In fall 2005, 8.6 percent of new freshmen are students of color, up over 1 percent over last year.

Figures 3-28 – 3-30 and Tables 3-14 and 3-15 provide detailed information on UMC student demographics over the past decade.

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<u>Crookston Campus At A Glance</u>	
Founded 1905	Undergraduate Degrees Awarded (FY 2005) 224
Leadership Charles Casey, Chancellor	Faculty Size (FY 2005) Tenured/Tenure Track 45 Other Faculty 9
Degrees Offered Bachelor of Applied Health Bachelor of Science Bachelor of Manufacturing Management Associate in Applied Science Associate in Science	Alumni (FY 2004) Living Alumni 7,066
Programs Offered 22 four-year degrees 6 two-year degrees	Staff (FY 2005) Civil Service/ Bargaining Unit 114 Professional and Administrative 72
Fall 2005 Enrollment Undergraduate 1,053 Non-degree <u>1,081</u> Total 2,134	Number of Buildings 32 (358,000 assignable square feet) Expenditures (FY 2005) \$20,914,887

Figure 3-28. Average high school rank percentile of new, entering freshmen, University of Minnesota – Crookston, 1995-2005.



Source: Office of Institutional Research, University of Minnesota.

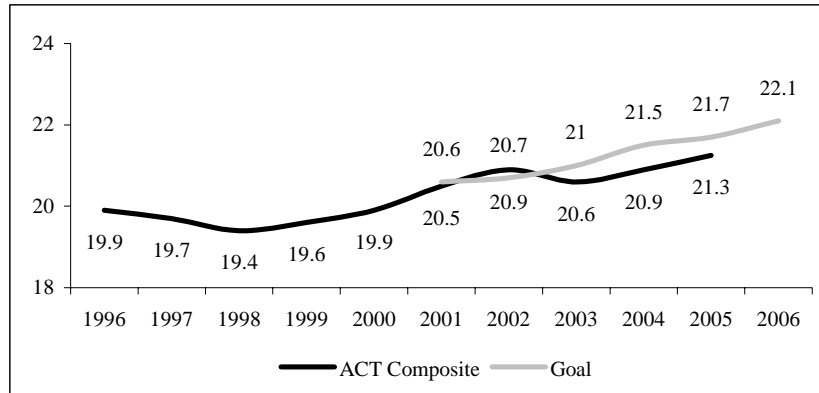
Table 3-14. High school rank of freshmen, University of Minnesota – Crookston, 1996-2005.

Rank	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
90-99 %	2%	4%	7%	7%	10%	7%	5%	6%	9%	14%
75-89	8	16	14	13	16	18	18	16	21	18
50-74	28	26	30	33	29	29	32	35	29	35
1-49	61	54	50	47	45	46	45	43	41	33

Source: Office of Institutional Research, University of Minnesota

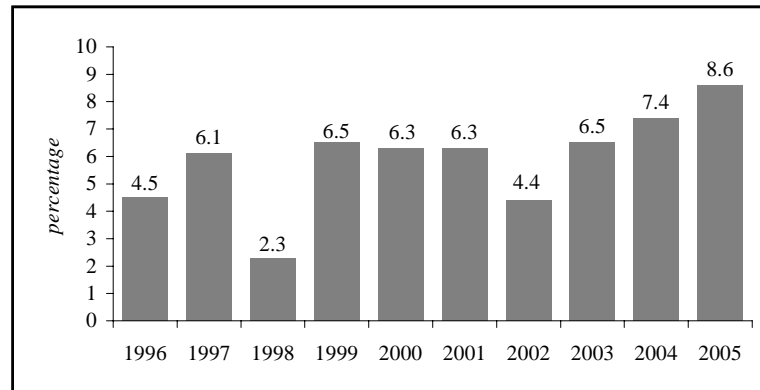
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Figure 3-29. Average ACT score of new, entering freshman, University of Minnesota - Crookston, 1996-2005.



Source: Office of Institutional Research, University of Minnesota

Figure 3-30. Percentage of entering freshman of color, University of Minnesota - Crookston, 1995-2005.



Source: Office of Institutional Research, University of Minnesota

Table 3-15. Proportion of students by racial/ethnic group, University of Minnesota - Crookston, Fall 1996-Fall 2005.

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
African American	0.8%	0.6%	0.8%	1.2%	1.4%	1.2%	1.1%	1.2%	1.4%	2.2%
American Indian	1.7	1.8	1.3	1.2	0.8	0.7	0.7	0.8	1.1	1.1
Asian/Pacific Islander	0.7	0.6	0.7	0.8	0.9	1.3	1.1	1.5	1.2	1.4
Caucasian	94.1	89.8	93.2	91.4	77.4	75.8	72.5	75.1	79	82.1
Chicano/Hispanic	1.1	0.8	1.2	1.3	0.9	0.8	0.7	1.1	1.4	1.1
International	1.3	1.1	1.3	1.2	1.3	1.3	1.5	1.6	1.7	1.4
Not Reported	0.2	5.3	1.4	3	17.3	18.9	22.4	18.8	14.2	10.6

Source: Office of Institutional Research, University of Minnesota

Retention and Graduation Rates

Figures 3-31 and 3-32 show UMC's retention rates over the past decade. First-year retention rates increased nearly 4 percentage points from the previous year, but second- and third-year

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rates fell slightly. 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.

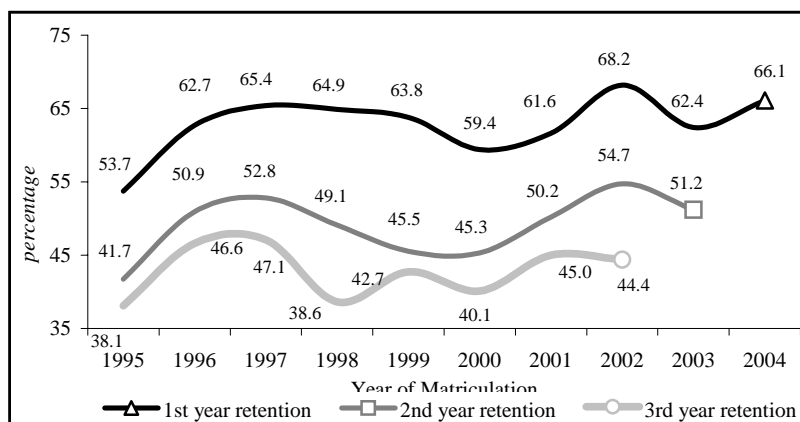
Figure 3-33 shows the graduation rate trends for the Crookston campus over the same period. Four- and five-year graduation rates held steady over the previous year while six-year rates fell slightly.

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.

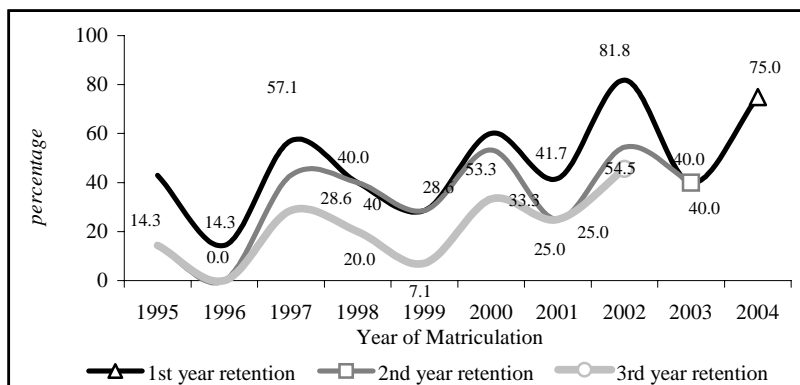
UMC has established four-, five-, and six-year graduation rate goals for 2012 of 36 percent, 45 percent, and 49 percent, respectively. However, the Provost has announced that this summer the University will set forth new retention and graduation rate targets that support the University's strategic positioning goals.

Figure 3-31. First-, second-, and third-year retention rates (percentage) for first-time, full-time new entering students, by year of matriculation, University of Minnesota – Crookston, 1995-2004.



Source: Office of Institutional Research, University of Minnesota

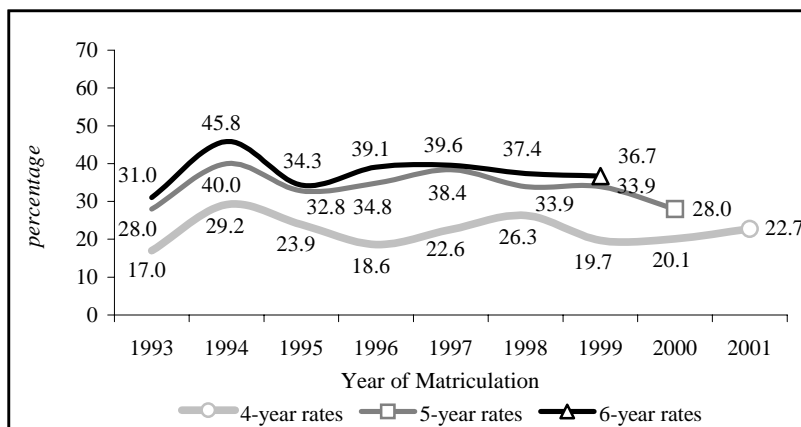
Figure 3-32. University of Minnesota – Crookston first-, second-, and third-year retention rates (percentage) for students of color, 1995 – 2004.



Source: Office of Institutional Research, University of Minnesota

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Figure 3-33. 4-, 5-, and 6-year graduation rates, University of Minnesota – Crookston, 1993-2001.



Source: Office of Institutional Research, University of Minnesota

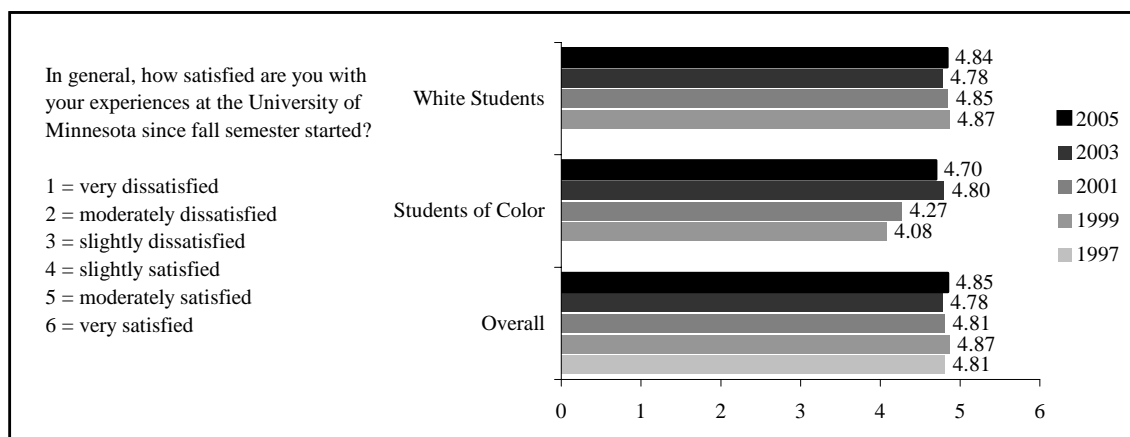
Note: Rates include students who transferred from one University campus to another and graduated (e.g., a student who matriculated at Crookston and graduated from Duluth is counted as a Crookston graduate). The University also reports graduation rates to a national database (IPEDS); it includes only 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.

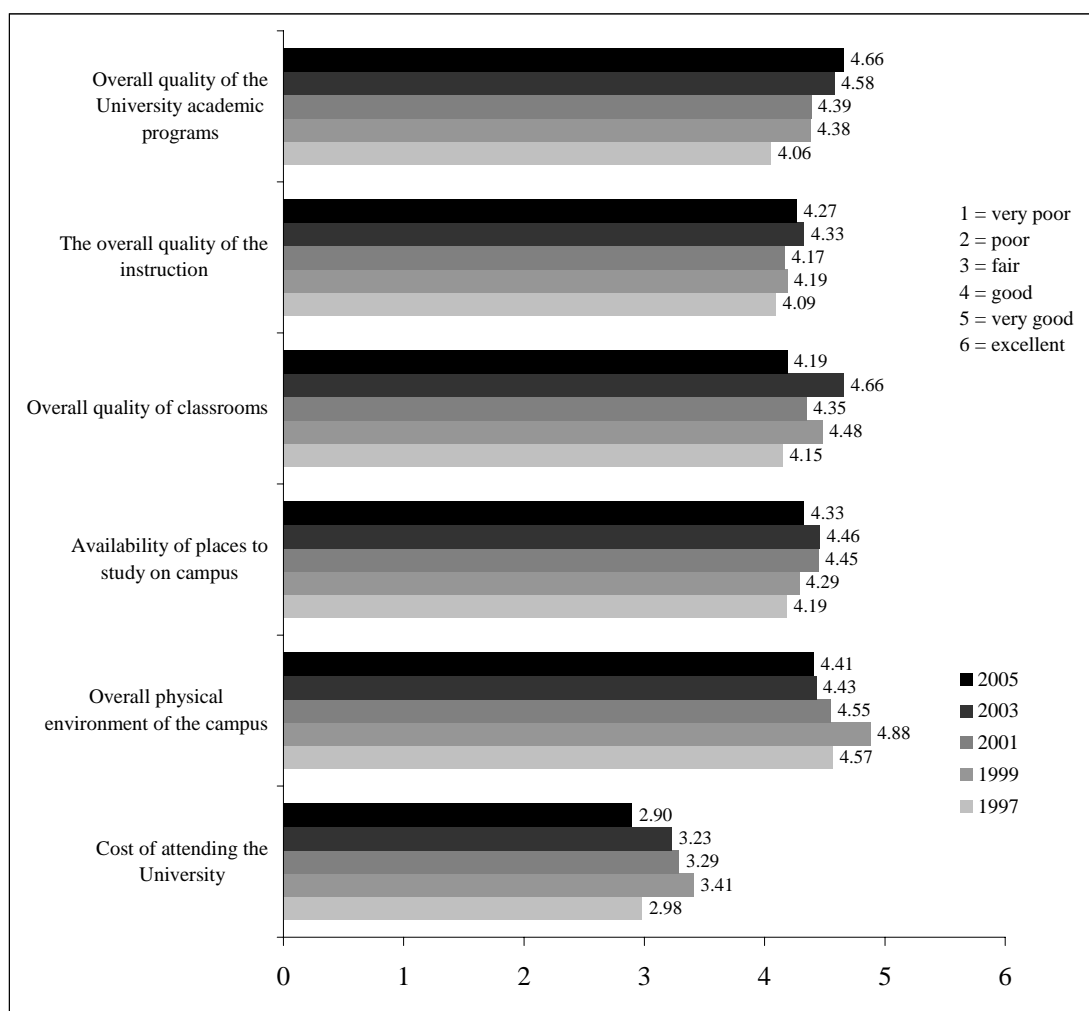
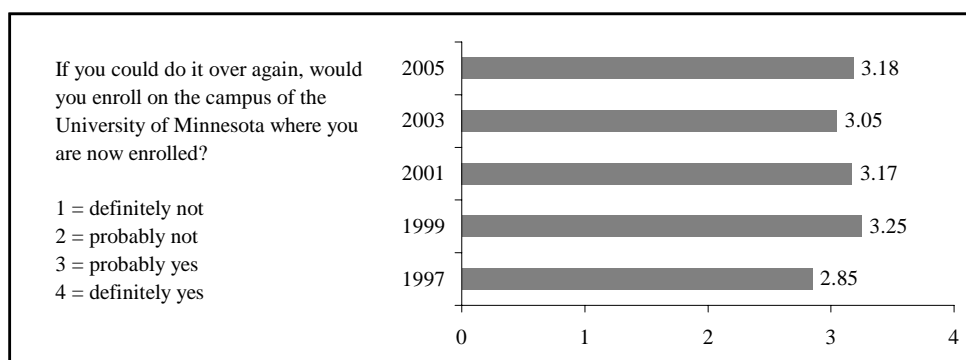
Figure 3-34 summarizes the responses in 10 key areas at UMC. In general, the ratings reflect a high degree of satisfaction by students with their educational experience. A general upward trend is observable with the exception of “cost” and “physical environment.”

Figure 3-34. Undergraduate student experiences survey results, University of Minnesota – Crookston, 1997-2005.



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Figure 3-34 (continued). Crookston campus undergraduate student experiences survey results.



Source: Office of Institutional Research, University of Minnesota.

Faculty Salary and Compensation

Comparisons based on American Association of University Professors (AAUP) annual sur-

veys cover full-time instructional faculty and exclude medical school faculty. The Crooks-

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ton 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 3-17 – 3-21, 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 3-17. 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, University of Minnesota.

*Average excluding University of Minnesota – Crookston

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Table 3-18. 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, University of Minnesota.

*Average excluding University of Minnesota – Crookston

Full Professors

Table 3-19. 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, University of Minnesota.

3: Coordinate Campus Reports

Associate Professors

Table 3-20. 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, University of Minnesota.

Assistant Professors

Table 3-21. 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, 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 3-35 shows the percentage of female tenured/tenure track faculty and other faculty for the period 1996-2005.

Figure 3-36 shows the percentage of tenured/tenure track faculty of color and other faculty of color for the same period. Figure 5-10

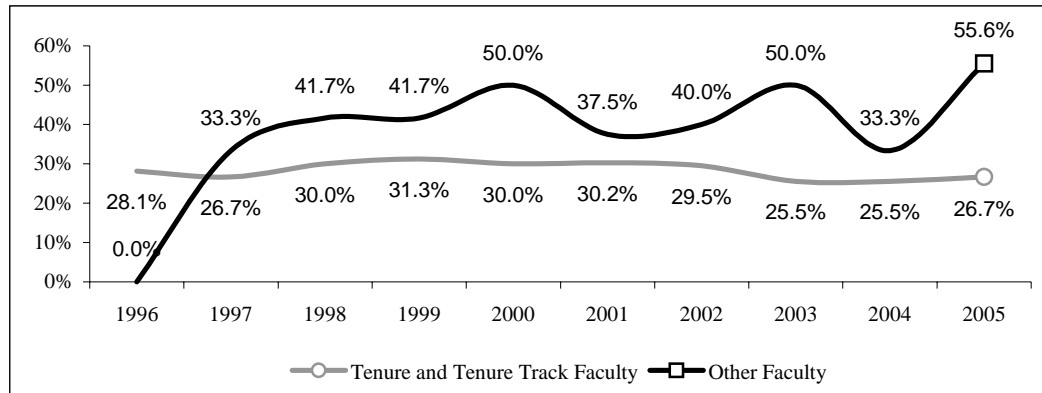
shows the ethnic and racial diversity of the UMC faculty.

Figures 3-37 and 3-38 show the percentage of female staff and staff of color, respectively, during the period 1996-2005 for each of the three staff classifications.

Note: The Crookston campus has only 54 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.

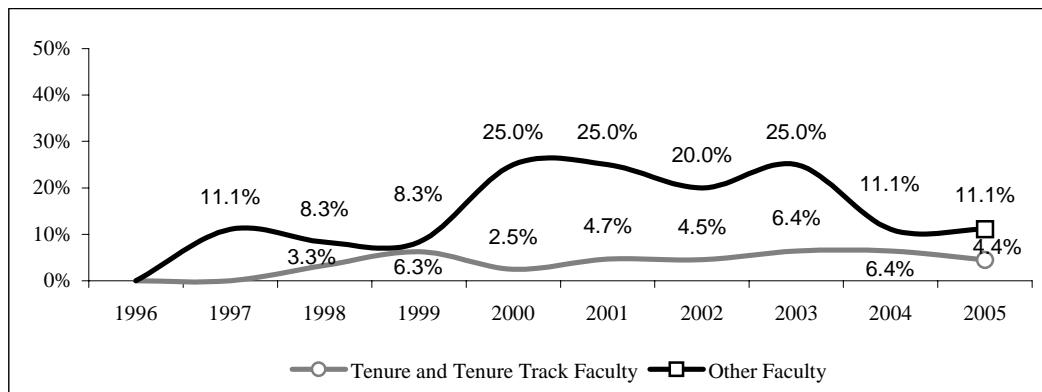
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Figure 3-35. Female faculty at University of Minnesota – Crookston, 1996-2005.



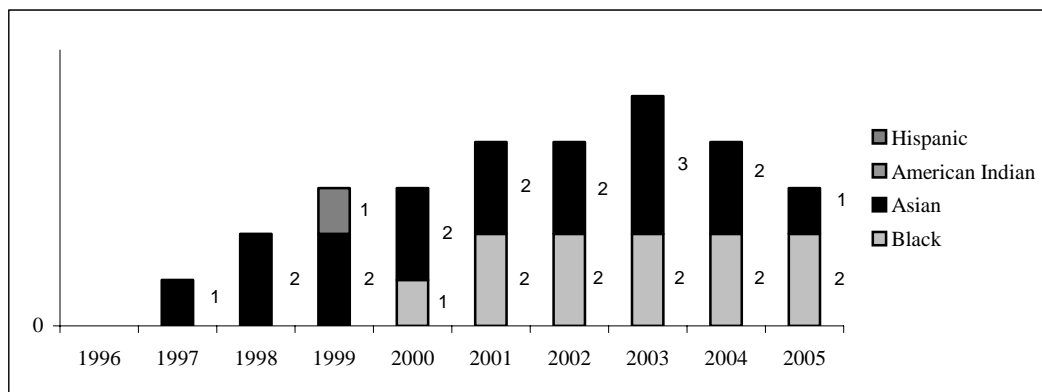
Source: Office of Equal Opportunity and Affirmative Action, University of Minnesota.

Figure 3-36. Faculty of color at University of Minnesota – Crookston, 1996-2005.



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

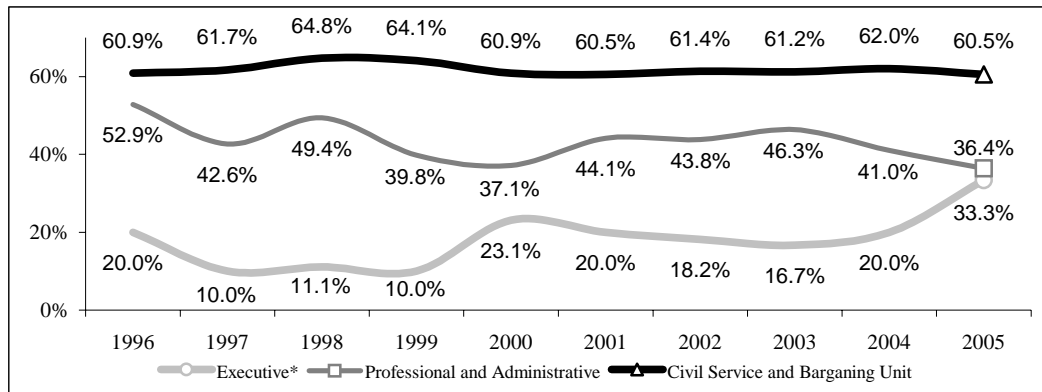
Figure 3-37. Faculty diversity at University of Minnesota – Crookston, 1996-2005.



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

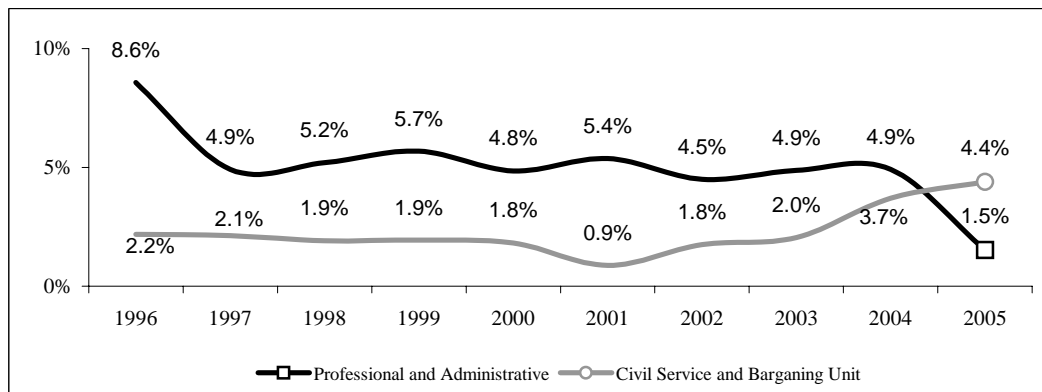
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Figure 3-38. Percentage of female staff employees, University of Minnesota – Crookston, 1996-2005.



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

Figure 3-39. Percentage of staff of color, University of Minnesota – Crookston, 1996-2005.



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

University of Minnesota Rochester (UMR)

The University of Minnesota Rochester, through relationships with other universities and colleges, meets the higher education needs of southeastern Minnesota by providing and promoting academic programs, research, and outreach. In collaboration with the Minnesota State Colleges and Universities (MnSCU) system, UMR provides leadership for baccalaureate and graduate programs that reflect the University of Minnesota's tradition of excellence. UMR will be a distinctive University branch known for programming in health sciences and technology.

As its mission, UMR provides a strong higher education foundation in health professions, technology, business, education, and social services; responds to the educational, economic, research, and cultural needs of southeastern Minnesota; and is establishing itself as the regional higher education institution of choice for students pursuing career preparation in selected health science and technology professions.

As a provision of the 2002 revised agreement between the University of Minnesota and MnSCU, UMR is responsible for providing academic leadership for all future upper-division and post-baccalaureate graduate and professional degree programs in Rochester. New baccalaureate and graduate programs for the public higher education institutions are to be developed and operated by UMR or through contract with UMR. UMR has built a well-defined scope of educational offerings at the baccalaureate and graduate levels, in response to the educational needs of southeastern Minnesota. Emphasis will continue to be given to development of programming in areas that relate directly to the region's economic

vitality—health sciences and technology—including partnerships with the Mayo Clinic and IBM, and other area businesses and organizations.

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.

Initiatives to strengthen student services this past year included: 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 and tie in with the look of the UMTC web pages; 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. Linkages have been made to provide convenient contact with University student disability services and the study abroad office. UMR and Boynton Health Service staff are exploring local options for UMR students' access to health services.

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

3: Coordinate Campus Reports

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. UMTC 2005 survey results were not able to break out responses from UMR students. UMR staff are currently working with UMTC staff to enable Rochester student results to be extracted from future student surveys that are conducted by the Twin Cities.

UMR will continue to improve the student and customer experience. In an effort to further enhance service to prospective students, a

UMR recruiter has been hired for the first time. Space is being used as a student self-service area, which incorporates computer equipment donated by IBM. Services will include dedicated access to online University of Minnesota resources.

UMR personnel continue to focus 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.

Table 3-22 summarizes the 2004 survey responses in three key areas at the UMR campus – overall student experience, customer service, and institutional environment.

Table 3-22. Student experiences survey results, University of Minnesota, Rochester campus, 2004.

<u>Overall Student Experience</u>	<u>Customer Service</u>	<u>3: The office hours for administration and student services are satisfactory:</u>
1: In general, how satisfied are you with your experiences at UMR?	1: The advisors were helpful in guiding you to meet your academic goals:	Strongly agree: 7.52%
Very satisfied: 24.06%	Strongly agree: 19.55%	Agree: 51.88%
Satisfied: 68.42%	Agree: 52.63%	Neutral: 25.56%
Dissatisfied: 5.26%	Neutral: 9.77%	Disagree: 12.03%
Very dissatisfied: 2.26%	Disagree: 13.53%	Strongly disagree: 3.01%
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?	2: The University of Minnesota, Rochester staff are helpful when I contact by phone or visit the offices:	<u>Institutional Environment</u>
Definitely would: 41.67%	Strongly agree: 15.04%	1: There are sufficient, available places to study on campus:
Probably would: 40.91%	Agree: 35.34%	Yes: 34.59%
Might not: 15.15%	Neutral: 39.85%	Neutral: 57.89%
Definitely not: 2.27%	Disagree: 6.77%	No: 7.52%
3: In your experience, how would you rate the quality of your academic program?	Strongly disagree: 3.01%	
Very good: 36.36%		
Good: 59.85%		
Poor: 3.03%		
Very poor: 0.76%		

Source: Office of Institutional Research, 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 20 percent. Credit hour production increased 90 percent from the 2000-01 academic year to 2004-05.

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, UMR 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 designated a regular off-campus meeting place for students to socialize, provided a special finals week room with refreshments and a quiet study area, and created student service projects in the community.

Tables 3-23 and 3-24 indicate positive trends in enrollment and a growing level of student participation and community satisfaction.

Table 3-23. Fall semester credit course enrollment at the University of Minnesota – Rochester, 2001-2005.

Credit Courses	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Headcount	346	339	384	392	416
Credits Generated	1,276	1,543	1,763	2,321	2,661

Source: Office of the Provost, University of Minnesota – Rochester.

Table 3-24. Fall/spring semester credit course enrollments at the University of Minnesota – Rochester, 2000-01--2004-05.

Credit Courses	Fall 2000 & Spring 2001	Fall 2001 & Spring 2002	Fall 2002 & Spring 2003	Fall 2003 & Spring 2004	Fall 2004 & Spring 2005
Total Credits Generated	2,507	2,515	3,109	3,712	4,769

Source: Office of the Provost, University of Minnesota – Rochester

4: Minnesota Legislative Reporting Requirements

The Minnesota Legislature requires the University of Minnesota to provide the following information to fulfill its accountability responsibilities:

- Allocation of state appropriations
- State funds used to leverage other funding and amount of support
- Tuition rates and fees
- Academic priorities and funding
- First-generation student participation
- Progress on improving retention and graduation rates
- Progress on increasing research funding
- Academic Health Center strategies for statewide health care delivery and professional workforce training.

The Minnesota statutes encompassing these requirements are shown at the beginning of the report. The most recent information available in fulfilling these reporting requirements is shown below.

Allocation of State Appropriations

The State of Minnesota appropriated \$615,568,000 to the University of Minnesota in FY 2005-06:

- O & M (Operations and Maintenance) appropriation of \$527,824,000;
- State Special appropriation of \$63,367,000; and
- Health Care Access and Cigarette Tax appropriation of \$24,377,000.

Table 4-1 shows the University's allocation of these funds within the institution.

4: Minnesota Legislative Reporting Requirements

Table 4-1. Internal allocation of state appropriations to the University of Minnesota, FY 2005-06.

Unit	O & M Appropriation	State Special Appropriation	Health Care Access and Cigarette Tax
Twin Cities Campus			
Academic Health Center (AHC)			
College of Pharmacy	\$2,536,389		1,444,000
College of Veterinary Medicine	8,954,013	3,445,516	360,000
Medical School	26,179,238	1,033,922	16,829,838
School of Dentistry	8,165,317		144,000
School of Nursing	2,255,799		444,000
School of Public Health	4,160,634	372,564	
Duluth School of Medicine	4,274,888		225,000
AHC – Shared	21,787,863	1,693,011	4,477,162
Health Sciences – Office of Senior Vice President	3,637,256		
Carlson School of Management	3,913,429	774,681	
College of Agricultural, Food, and Environmental Sciences	9,600,816	22,607,925	
College of Architecture and Landscape Architecture	1,891,592		
College of Biological Sciences	8,193,682	438,037	
College of Continuing Education	3,219,786		
College of Education and Human Development	5,404,613		
College of Human Ecology	2,054,535	1,968,910	
College of Liberal Arts	17,590,777		
College of Natural Resources	2,633,981	3,642,461	
General College	1,378,561		
Humphrey Institute of Public Affairs	1,458,507	110,155	
Institute of Technology	39,118,670	1,387,000	
Law School	2,302,412		
Athletics	5,676,799		
Crookston Campus	7,719,466		
Duluth Campus	31,484,157	3,242,389	
Morris Campus	12,464,695	280,363	
Rochester Campus	1,005,996		450,000
University-wide Academic, Research, and Outreach			
Agricultural Experiment Station	1,468,337	2,882,332	
Graduate School	10,448,657	845,377	
Minnesota Extension Service	6,449,509	17,638,000	
University Libraries	9,281,973		
Office of Sr. VP for System Administration	12,064,363	903,573	
Office of Sr. VP for Academic Affairs and Provost	28,784,886	100,784	
Office of Vice President for Research	5,131,525		
Service and Support Units			
Audits	1,358,007		
Auxiliary Services	785,784		
Board of Regents	621,898		
Student Affairs	2,795,693		
Capital Planning and Project Management	1,263,617		
Controller's Organization	5,887,640		
Facilities Management	78,790,107		
General Counsel	3,001,811		
Human Resources	7,549,431		
Information Technology	35,706,706		
Office of Budget and Finance	2,792,021		
President's Office	4,011,735		
Public Safety	6,945,329		
University Health and Safety	3,542,795		
University Relations	6,439,800		
University Services – Office of Vice President	2,975,943		
Unallocated by unit at time of Budget Approval	<u>50,662,564</u>		
Total:	\$527,824,000	\$63,367,000	\$24,377,000

Source: Office of Budget and Finance, University of Minnesota.

Leveraging Other Resources

In FY 2004-05 the State of Minnesota provided operational support of \$573,392,000 and capital support of \$50,936,000 for a total appropriation of \$624,328,000.

The University of Minnesota generated additional revenues from other sources of

\$1,827,611,000. Thus, for every dollar of State support, the University brought in \$3.42 of other revenues.

Table 4-2 identifies FY 2004-05 total revenues for the University of Minnesota by source.

Table 4-2. Sources of revenue, University of Minnesota, FY 2004-05.

Revenue Source	Amount
State of Minnesota appropriations	\$624,328,000
Other revenues	
Student tuition and fees (net)	\$463,417,000
Grants and contracts	592,567,000
Auxiliary enterprises (net)	244,889,000
Educational sales & service activities	132,401,000
Federal appropriations	14,294,000
Non-operating grants and gifts	205,935,000
Net investment gain	148,847,000
Capital and endowment gifts and grants	19,653,000
Other operating revenues	<u>5,608,000</u>
Total other revenues	\$1,827,611,000
Total revenues	\$2,451,939,000

Source: Office of Budget and Finance, University of Minnesota

Tuition Rates 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.

Undergraduate Student Tuition and Fees:

Tables 4-3 and 4-4 show the 2005-06 undergraduate resident and non-resident tuition and required fees at the University of Minnesota – Twin Cities and its peer institutions and the

percentage increases measured over one year, five years, and 10 years.

Twin Cities campus undergraduate resident tuition ranked 5th within the peer group for 2005-06. Its 7.4 percent increase over the previous year ranked 11th; its 76.8 percent increase over the past five years ranked 6th; and its 111.4 percent increase over the past 10 years ranked 8th within this group.

In terms of undergraduate non-resident tuition, the Twin Cities campus ranked 11th within the peer group for 2005-06. Its 3.0 percent increase over the previous year ranked 18th; its 50.4 percent increase over the past five years ranked 14th; and its 82.9 percent increase over the past 10 years ranked 15th within this group.

4: Minnesota Legislative Reporting Requirements

Table 4-3. 2005-06 undergraduate resident tuition and required fees, University of Minnesota –Twin Cities and peer group institutions.

Rank	Peer Group Institutions	2005-06	1-Yr % Change	5-Yr % Change	10-Yr % Change
1	Pennsylvania State University - Univ. Park	\$11,508	6.0%	64.0%	118.9%
2	University of Pittsburgh - Pittsburgh	11,436	5.6%	63.3%	102.8%
3	University of Michigan - Ann Arbor	9,798	12.3%	41.5%	67.7%
4	University of Illinois - Urbana-Champaign	8,634	8.7%	72.9%	118.1%
5	University of Minnesota - Twin Cities	8,622	7.4%	76.8%	111.4%
6	Michigan State University	8,108	10.3%	49.3%	70.8%
7	Ohio State University - Columbus	8,082	7.2%	84.4%	146.9%
8	University of Maryland - College Park	7,821	5.5%	52.3%	106.1%
9	University of California - Davis	7,457	7.5%	83.1%	78.7%
10	University of Virginia	7,370	8.5%	69.8%	59.7%
11	University of Texas - Austin	6,972	21.6%	95.0%	215.8%
12	University of California - San Diego	6,685	7.4%	73.7%	59.2%
13	University of California - Berkeley	6,512	9.3%	79.4%	49.5%
14	University of California - Los Angeles	6,504	7.9%	75.7%	67.0%
15	Purdue University - West Lafayette	6,458	6.0%	66.8%	111.3%
16	University of Wisconsin - Madison	6,284	7.1%	65.8%	118.1%
17	University of Washington - Seattle	5,610	6.1%	49.2%	85.8%
18	University of North Carolina - Chapel Hill	4,613	3.6%	66.7%	173.6%
19	University of Arizona	4,498	9.8%	91.6%	138.7%
20	University of Florida	3,094	4.7%	37.1%	81.5%

Source: Office of Institutional Research, University of Minnesota.

4: Minnesota Legislative Reporting Requirements

Table 4-4. 2005-06 undergraduate non-resident tuition and required fees, University of Minnesota –Twin Cities and peer group institutions.

Rank	Peer Group Institutions	2005-06	1-Yr % Change	5-Yr % Change	10-Yr % Change
1	University of Michigan - Ann Arbor	\$28,570	6.0%	35.8%	61.7%
2	University of California - Davis	25,277	5.8%	72.1%	112.9%
3	University of California - San Diego	24,505	5.7%	69.4%	106.0%
4	University of California - Berkeley	24,332	6.2%	70.8%	101.9%
5	University of California - Los Angeles	24,324	5.8%	70.0%	109.8%
6	University of Virginia	24,290	6.1%	38.1%	73.4%
7	University of Illinois - Urbana-Champaign	22,720	8.9%	82.6%	148.8%
8	Pennsylvania State University - Univ. Park	21,744	4.6%	49.3%	92.3%
9	University of Pittsburgh - Pittsburgh	20,784	2.9%	41.5%	77.3%
10	University of Wisconsin - Madison	20,284	2.1%	43.0%	110.5%
11	University of Minnesota - Twin Cities	20,252	3.0%	50.4%	82.9%
12	University of Maryland - College Park	20,145	7.7%	59.0%	106.9%
13	University of Washington - Seattle	19,907	11.1%	59.9%	133.6%
14	Purdue University - West Lafayette	19,824	6.0%	53.6%	95.7%
15	Michigan State University	19,808	9.1%	51.7%	71.2%
16	Ohio State University - Columbus	19,305	6.5%	51.6%	96.7%
17	University of North Carolina - Chapel Hill	18,411	4.9%	54.3%	87.8%
18	University of Florida	17,222	8.8%	79.5%	160.7%
19	University of Texas - Austin	16,310	13.0%	62.7%	104.7%
20	University of Arizona	13,682	4.6%	39.6%	72.9%

Source: Office of Institutional Research, University of Minnesota

Graduate and First-Professional Student Tuition and Fees

Graduate Students: Tables 4-5 and 4-6 show the 2005-06 resident and non-resident tuition and required fees for graduate students at the University of Minnesota and its peer institutions and the percentage increases measured over one year, five years, and 10 years.

University of Minnesota graduate student resident tuition (Table 4-5) ranked 6th within the peer group for 2005-06. Its 1.4 percent increase over the previous year ranked 20th; its 66.6 percent increase over the past five years

ranked 11th; and its 101.6 percent increase over the past 10 years ranked 11th within this group.

In terms of graduate student non-resident tuition (Table 4-6), the University ranked 18th within the peer group for 2005-06. Its 4.2 percent increase over the previous year ranked 13th; its 58.7 percent increase over the past five years ranked 6th; and its 76.3 percent increase over the past 10 years ranked 13th within this group.

4: Minnesota Legislative Reporting Requirements

Table 4-5. 2005-06 graduate resident tuition and required fees, University of Minnesota –Twin Cities and peer group institutions.

Rank	Peer Group Institutions	2005-06	1-Yr % Change	5-Yr % Change	10-Yr % Change
1	University of Michigan - Ann Arbor	\$14,271	5.0%	31.9%	57.6%
2	University of Pittsburgh - Pittsburgh	13,774	5.7%	49.2%	84.8%
3	Pennsylvania State University - Univ. Park	13,002	10.2%	70.6%	121.4%
4	University of Maryland - College Park	10,349	5.8%	40.6%	74.4%
5	University of Virginia	9,800	6.5%	95.1%	112.4%
6	University of Minnesota - Twin Cities	9,655	1.4%	66.6%	101.6%
7	University of California - Davis	8,960	6.6%	95.2%	102.8%
8	University of Illinois - Urbana-Champaign	8,878	6.8%	58.1%	102.8%
9	Michigan State University	8,855	9.2%	40.8%	63.3%
10	Ohio State University - Columbus	8,832	7.1%	46.0%	87.6%
11	University of Wisconsin - Madison	8,738	5.0%	48.4%	111.3%
12	University of California - San Diego	8,612	9.5%	76.4%	79.4%
13	University of California - Berkeley	8,440	13.2%	97.7%	92.0%
14	University of Washington - Seattle	8,257	16.3%	43.7%	74.0%
15	University of California - Los Angeles	8,110	8.4%	80.1%	85.8%
16	Purdue University - West Lafayette	6,458	6.0%	66.8%	111.3%
17	University of Texas - Austin	6,381	4.9%	63.0%	148.7%
18	University of Florida	6,234	13.7%	71.3%	138.9%
19	University of North Carolina - Chapel Hill	5,014	7.8%	75.0%	199.0%
20	University of Arizona	4,952	13.9%	110.9%	162.8%

Source: Office of Institutional Research, University of Minnesota

4: Minnesota Legislative Reporting Requirements

Table 4-6. 2005-06 graduate non-resident tuition and required fees, University of Minnesota –Twin Cities and peer group institutions.

Rank	Peer Group Institutions	2005-06	1-Yr % Change	5-Yr % Change	10-Yr % Change
1	University of Michigan - Ann Arbor	\$28,689	5.0%	31.9%	57.5%
2	University of Pittsburgh - Pittsburgh	25,592	2.9%	38.3%	73.0%
3	University of Wisconsin - Madison	24,008	1.8%	29.1%	90.9%
4	University of California - Davis	23,921	2.5%	59.2%	97.4%
5	University of California - San Diego	23,573	3.4%	55.8%	88.6%
6	Pennsylvania State University - Univ. Park	23,488	7.0%	53.7%	95.4%
7	University of California - Berkeley	23,401	4.5%	59.2%	93.5%
8	University of California - Los Angeles	23,071	2.9%	54.5%	91.2%
9	University of Illinois - Urbana-Champaign	21,718	6.9%	65.5%	108.2%
10	Ohio State University - Columbus	21,429	6.4%	37.0%	75.3%
11	University of Florida	21,359	0.0%	67.8%	146.0%
12	University of Maryland - College Park	20,597	16.4%	87.1%	118.8%
13	University of Virginia	20,400	1.0%	17.2%	45.7%
14	Purdue University - West Lafayette	19,824	6.0%	53.6%	95.7%
15	University of Washington - Seattle	19,307	11.6%	35.2%	62.4%
16	University of North Carolina - Chapel Hill	19,012	6.2%	58.0%	94.1%
17	Michigan State University	17,387	8.8%	43.6%	66.8%
18	University of Minnesota - Twin Cities	17,330	4.2%	58.7%	76.3%
19	University of Texas - Austin	14,271	7.8%	57.3%	98.9%
20	University of Arizona	13,932	4.5%	42.1%	76.1%

Source: Office of Institutional Research, University of Minnesota

Business Students: Among the 19 out of 20 peer group institutions with M.B.A. programs, as shown in Tables 4-7 and 4-8, the University ranked 7th for tuition and fees for resident students and 8th for non-resident students. Its 7.6 percent increase for resident students (Table 4-7) over the previous year ranked 9th; its 64.8 percent increase over the past five years ranked 13th; and its 151.8 percent increase

over the past 10 years ranked 15th within this group.

In terms of non-resident tuition (Table 4-8), its 7.6 percent increase over the previous year ranked 5th; its 77.4 percent increase over the past five years ranked 3rd; and its 144.0 percent increase over the past 10 years ranked 11th within this group.

4: Minnesota Legislative Reporting Requirements

Table 4-7. 2005-06 first-professional business (M.B.A.) students resident tuition and required fees, University of Minnesota –Twin Cities and peer group institutions.

Rank	Peer Group Institutions	2005-06	1-Yr % Change	5-Yr % Change	10-Yr % Change
1	University of Michigan - Ann Arbor	\$33,989	7.3%	43.5%	118.9%
2	University of Virginia	\$32,300	7.0%	68.2%	221.2%
3	University of California - Los Angeles	\$26,039	10.7%	123.2%	207.9%
4	University of California - Berkeley	\$24,325	13.1%	132.6%	189.8%
5	University of Maryland - College Park	\$24,161	16.3%	116.6%	283.6%
6	University of California - Davis	\$23,131	7.8%	114.6%	174.7%
7	University of Minnesota - Twin Cities	\$22,782	7.6%	64.8%	151.8%
8	University of North Carolina - Chapel Hill	\$18,926	6.8%	106.7%	594.0%
9	University of Pittsburgh - Pittsburgh	\$18,124	5.8%	49.5%	85.3%
10	University of Illinois - Urbana-Champaign	\$18,118	5.2%	45.9%	114.2%
11	Ohio State University - Columbus	\$17,856	14.8%	97.3%	279.3%
12	Michigan State University	\$17,065	5.3%	62.5%	122.2%
13	Pennsylvania State University - Univ. Park	\$15,840	6.0%	81.5%	169.8%
14	University of Washington - Seattle	\$15,287	21.2%	160.9%	222.2%
15	University of Arizona	\$14,452	4.4%	96.7%	667.1%
16	Purdue University - West Lafayette	\$14,174	6.0%	59.8%	249.5%
17	University of Texas - Austin	\$10,849	55.1%	177.1%	322.8%
18	University of Wisconsin - Madison	\$10,194	4.3%	43.0%	104.0%
19	University of Florida	\$6,234	13.7%	71.3%	138.9%

Source: Office of Institutional Research, University of Minnesota

Table 4-8. 2005-06 first-professional business (M.B.A.) students non-resident tuition and required fees, University of Minnesota –Twin Cities and peer group institutions.

Rank	Peer Group Institutions	2004-05	1-Yr % Change	5-Yr % Change	10-Yr % Change
1	University of Michigan - Ann Arbor	\$38,989	6.3%	35.9%	85.9%
2	University of Virginia	\$37,300	6.0%	54.1%	109.1%
3	University of California - Berkeley	\$35,856	6.2%	73.2%	154.6%
4	University of California - Los Angeles	\$35,576	5.2%	62.4%	150.8%
5	University of California - Davis	\$35,376	5.0%	68.3%	151.8%
6	University of North Carolina - Chapel Hill	\$35,300	6.5%	67.3%	248.3%
7	University of Maryland - College Park	\$33,521	11.2%	106.9%	254.6%
8	University of Minnesota - Twin Cities	\$31,802	7.6%	77.4%	144.0%
9	Ohio State University - Columbus	\$30,453	11.0%	63.4%	161.6%
10	University of Pittsburgh - Pittsburgh	\$28,094	2.9%	38.3%	80.7%
11	Purdue University - West Lafayette	\$28,076	6.0%	56.0%	152.3%
12	Pennsylvania State University - Univ. Park	\$26,564	5.2%	62.1%	133.1%
13	University of Wisconsin - Madison	\$25,632	1.7%	28.4%	105.0%
14	University of Washington - Seattle	\$25,224	17.2%	73.0%	120.6%
15	University of Illinois - Urbana-Champaign	\$25,218	2.0%	25.2%	100.1%
16	University of Texas - Austin	\$24,689	26.0%	91.2%	300.1%
17	University of Arizona	\$24,431	7.0%	54.6%	228.6%
18	Michigan State University	\$23,865	5.1%	61.3%	64.8%
19	University of Florida	\$21,359	0.0%	67.8%	146.0%

Source: Office of Institutional Research, University of Minnesota

4: Minnesota Legislative Reporting Requirements

Law Students: Among the 18 out of 20 peer group institutions with law programs, as shown in Tables 4-9 and 4-10, the University ranked 8th for tuition and fees for resident students and 10th for non-resident students. Its 7.4 percent increase for resident students (Table 4-9) over the previous year ranked 14th; its 79.6 percent increase over the past five years

ranked 8th; and its 123.9 percent increase over the past 10 years ranked 13th within this group.

In terms of non-resident tuition (Table 4-10), its 4.7 percent increase over the previous year ranked 12th; its 66.7 percent increase over the past five years ranked 6th; and its 101.9 percent increase over the past 10 years ranked 10th within this group.

Table 4-9. 2005-06 law (J.D.) resident tuition and required fees, University of Minnesota –Twin Cities and peer group institutions.

Rank	Peer Group Institutions	2005-06	1-Yr % Change	5-Yr % Change	10-Yr % Change
1	University of Michigan - Ann Arbor	\$32,919	12.1%	57.1%	108.0%
2	University of Virginia	\$28,300	8.4%	79.1%	175.0%
3	Pennsylvania State University - Univ. Park	\$26,680	4.0%	53.0%	NA
4	University of California - Los Angeles	\$24,581	11.1%	121.3%	179.9%
5	University of California - Berkeley	\$24,341	13.1%	124.0%	176.6%
6	University of California - Davis	\$23,524	10.8%	110.4%	167.4%
7	University of Pittsburgh - Pittsburgh	\$20,182	5.8%	49.7%	85.5%
8	University of Minnesota - Twin Cities	\$18,422	7.4%	79.6%	123.9%
9	University of Maryland - College Park	\$17,701	8.9%	62.3%	110.3%
10	University of Illinois - Urbana-Champaign	\$17,488	9.8%	69.8%	193.5%
11	Ohio State University - Columbus	\$15,907	10.4%	58.9%	171.3%
12	University of Texas - Austin	\$15,507	23.8%	130.8%	209.0%
13	University of Washington - Seattle	\$14,807	9.6%	138.2%	212.1%
14	University of Arizona	\$13,202	4.8%	159.0%	239.9%
15	University of North Carolina - Chapel Hill	\$11,981	7.8%	138.1%	434.2%
16	University of Wisconsin - Madison	\$11,658	8.6%	56.8%	123.7%
17	University of Florida	\$9,000	17.2%	77.0%	147.3%

Source: Office of Institutional Research, University of Minnesota

4: Minnesota Legislative Reporting Requirements

Table 4-10. 2005-06 law (J.D.) non-resident tuition and required fees, University of Minnesota –Twin Cities and peer group institutions.

Rank	Peer Group Institutions	2005-06	1-Yr % Change	5-Yr % Change	10-Yr % Change
1	University of California - Berkeley	\$36,586	8.3%	73.3%	121.7%
2	University of Michigan - Ann Arbor	\$35,919	4.5%	33.3%	63.0%
3	University of California - Davis	\$35,769	6.9%	67.0%	116.8%
4	University of California - Los Angeles	\$35,545	7.2%	66.5%	115.7%
5	University of Virginia	\$33,300	7.1%	40.6%	78.1%
6	Ohio State University - Columbus	\$29,509	8.3%	44.9%	111.1%
7	University of Maryland - College Park	\$28,980	5.3%	36.2%	76.1%
8	University of Wisconsin - Madison	\$28,870	7.1%	44.1%	114.0%
9	University of Pittsburgh - Pittsburgh	\$28,790	2.9%	38.3%	73.1%
10	University of Minnesota - Twin Cities	\$28,516	4.7%	66.7%	101.9%
11	University of Illinois - Urbana-Champaign	\$28,392	0.5%	31.3%	88.1%
12	University of Florida	\$28,364	0.0%	67.6%	145.7%
13	University of Texas - Austin	\$27,863	17.4%	83.6%	152.4%
14	Pennsylvania State University - Univ. Park	\$26,680	4.0%	53.0%	NA
15	University of North Carolina - Chapel Hill	\$24,199	5.0%	41.3%	95.2%
16	University of Arizona	\$22,182	2.8%	76.7%	123.8%
17	University of Washington - Seattle	\$21,737	9.7%	41.8%	82.8%

Source: Office of Institutional Research, University of Minnesota

4: Minnesota Legislative Reporting Requirements

Medical Students: Among the 11 out of 15 peer group institutions with medical programs, as shown in Tables 4-11 and 4-12, the University ranked 12th for tuition and fees for resident students and 13th for non-resident students. Its 2.8 percent increase for resident students (Table 4-11) over the previous year ranked 13th its 45.5 percent increase over the past five years

ranked 10th; and its 67.5 percent increase over the past 10 years ranked 12th.

In terms of non-resident tuition (Table 4-12), its 0.2 percent increase over the previous year ranked 11th; its 17.4 percent increase over the past five years ranked 12th; and its 74.3 percent increase over the past 10 years ranked 7th.

Table 4-11. 2005-06 Medical (M.D.) resident tuition and required fees, U of M-Twin Cities and peer group institutions.

Rank	Peer Group Institutions	2005-06	1-Yr % Change	5-Yr % Change	10-Yr % Change
1	University of Pittsburgh - Pittsburgh	\$32,798	4.9%	43.2%	76.5%
2	Pennsylvania State University - Univ. Park	\$29,740	5.1%	45.1%	89.1%
3	University of Virginia	\$28,700	10.1%	109.7%	205.1%
4	Michigan State University	\$23,830	8.8%	41.3%	64.3%
5	Ohio State University - Columbus	\$23,406	6.4%	69.0%	148.8%
6	University of California - Davis	\$22,820	1.6%	110.9%	174.4%
7	University of Michigan - Ann Arbor	\$22,433	5.0%	19.6%	38.3%
8	University of California - San Diego	\$22,008	18.1%	130.8%	189.3%
9	University of Wisconsin - Madison	\$21,818	0.2%	17.5%	67.3%
10	University of California - Los Angeles	\$21,506	11.2%	117.2%	182.0%
11	University of Florida	\$20,036	14.3%	74.1%	145.1%
12	University of Minnesota - Twin Cities	\$19,093	2.8%	45.5%	67.5%
13	University of Arizona	\$14,463	12.6%	55.8%	108.4%
14	University of Washington - Seattle	\$14,459	8.6%	51.7%	86.5%
15	University of North Carolina - Chapel Hill	\$10,740	21.0%	160.5%	300.0%

Source: Office of Institutional Research, University of Minnesota

Table 4-12. 2005-06 Medical (M.D.) non-resident tuition and required fees, U of M-Twin Cities and peer group institutions.

Rank	Peer Group Institutions	2005-06	1-Yr % Change	5-Yr % Change	10-Yr % Change
1	Michigan State University	\$51,730	8.4%	43.9%	67.4%
2	University of Florida	\$48,425	0.0%	56.4%	128.7%
3	Pennsylvania State University - Univ. Park	\$41,130	5.0%	44.3%	81.7%
4	University of Virginia	\$38,700	5.6%	46.8%	81.0%
5	University of Pittsburgh - Pittsburgh	\$37,536	1.0%	22.0%	51.9%
6	Ohio State University - Columbus	\$36,237	-24.6%	0.9%	35.7%
7	University of California - Davis	\$35,065	4.9%	71.5%	125.7%
8	University of Michigan - Ann Arbor	\$34,785	6.0%	20.7%	37.4%
9	University of North Carolina - Chapel Hill	\$34,406	0.5%	37.5%	62.3%
10	University of Washington - Seattle	\$34,297	8.8%	42.4%	74.2%
11	University of California - San Diego	\$34,253	5.7%	66.5%	114.9%
12	University of California - Los Angeles	\$33,751	5.4%	65.7%	117.7%
13	University of Wisconsin - Madison	\$32,942	0.2%	17.4%	74.3%
14	University of Minnesota - Twin Cities	\$23,690	2.2%	-1.1%	6.4%
15	University of Arizona	\$0	0.0%	0.0%	0.0%

Source: Office of Institutional Research, University of Minnesota

4: Minnesota Legislative Reporting Requirements

Pharmacy Students: Among the 11 out of 20 peer group institutions with pharmacy programs, as shown in Tables 4-13 and 4-14, the University ranked 3rd for tuition and fees for resident students and 4th for non-resident students. Its 7.4 percent increase for resident students (Table 4-13) over the previous year ranked 6th; its 67.4 percent increase over the

past five years ranked 8th; and its 104.5 percent increase over the past 10 years ranked 9th.

In terms of non-resident tuition (Table 4-14), its 4.2 percent increase over the previous year ranked 8th; its 62.3 percent increase over the past five years ranked 3rd; and its 81.9 percent increase over the past 10 years ranked 9th.

Table 4-13. 2005-06 pharmacy (Pharm.D.) resident tuition and required fees, University of Minnesota – Twin Cities and peer group institutions.

Rank	Peer Group Institutions	2005-06	1-Yr % Change	5-Yr % Change	10-Yr % Change
1	University of Pittsburgh - Pittsburgh	\$16,994	5.8%	49.5%	102.9%
2	University of Michigan - Ann Arbor	\$15,987	6.6%	22.8%	48.9%
3	University of Minnesota - Twin Cities	\$15,856	7.4%	67.4%	104.5%
4	Ohio State University - Columbus	\$12,165	12.5%	70.5%	123.5%
5	University of Arizona	\$11,952	35.1%	210.6%	253.2%
6	Purdue University - West Lafayette	\$11,834	6.0%	51.7%	89.8%
7	University of North Carolina - Chapel Hill	\$11,283	19.8%	173.8%	321.6%
8	University of Wisconsin - Madison	\$11,276	3.8%	40.0%	172.6%
9	University of Washington - Seattle	\$11,177	9.4%	94.6%	135.6%
10	University of Florida	\$9,569	16.3%	75.3%	144.4%
11	University of Texas - Austin	\$8,998	6.2%	89.0%	190.8%

Source: Office of Institutional Research, University of Minnesota

Table 4-14. 2005-06 pharmacy (Pharm.D.) non-resident tuition and required fees, University of Minnesota – Twin Cities and peer group institutions.

Rank	Peer Group Institutions	2005-06	1-Yr % Change	5-Yr % Change	10-Yr % Change
1	University of Florida	\$32,038	0.0%	67.8%	146.0%
2	University of Michigan - Ann Arbor	\$29,533	5.0%	31.9%	56.9%
3	University of Minnesota - Twin Cities	\$27,244	4.2%	62.3%	81.9%
4	University of North Carolina - Chapel Hill	\$27,218	6.5%	56.7%	128.3%
5	University of Texas - Austin	\$26,282	8.4%	48.8%	132.9%
6	Purdue University - West Lafayette	\$25,630	6.0%	51.4%	92.6%
7	Ohio State University - Columbus	\$25,566	9.0%	47.4%	90.2%
8	University of Wisconsin - Madison	\$23,526	1.8%	29.3%	87.1%
9	University of Pittsburgh - Pittsburgh	\$21,692	2.9%	38.2%	89.6%
10	University of Washington - Seattle	\$21,627	9.7%	48.3%	81.9%
11	University of Arizona	\$20,931	17.4%	85.2%	122.4%

Source: Office of Institutional Research University of Minnesota

4: Minnesota Legislative Reporting Requirements

Veterinary Medicine: Among the eight out of 20 peer group institutions with veterinary medicine programs, as shown in Tables 4-15 and 4-16, the University ranked 2nd for tuition and fees for resident students and 4th for non-resident students. Its 7.4 percent increase for resident students (Table 4-15) over the previous year ranked 6th; its 70.9 percent increase over the past five years ranked 3rd; and its 116.6 percent increase over the past 10 years ranked 5th within this group.

In terms of non-resident tuition (Table 4-16), its 3.9 percent increase over the previous year ranked 6th; its 62.5 percent increase over the past five years ranked 1st; and its 156.4 percent increase over the past 10 years also ranked 1st within this group.

4: Minnesota Legislative Reporting Requirements

Table 4-15. 2005-06 veterinary medicine (D.V.M.) resident tuition and required fees, University of Minnesota –Twin Cities and peer group institutions.

Rank	Peer Group Institutions	2005-06	1-Yr % Change	5-Yr % Change	10-Yr % Change
1	University of California - Davis	\$21,701	7.8%	101.7%	193.3%
2	University of Minnesota - Twin Cities	\$18,416	7.4%	70.9%	116.6%
3	Ohio State University - Columbus	\$17,955	9.4%	62.1%	132.0%
4	Michigan State University	\$16,065	8.5%	40.2%	63.0%
5	University of Illinois - Urbana-Champaign	\$15,958	7.4%	58.5%	117.8%
6	University of Wisconsin - Madison	\$15,936	0.3%	17.7%	66.9%
7	University of Florida	\$15,297	16.8%	77.2%	148.7%
8	Purdue University - West Lafayette	\$13,352	6.0%	49.9%	74.2%

Source: Office of Institutional Research, University of Minnesota

Table 4-16. 2005-06 Veterinary Medicine (D.V.M.) non-resident tuition and required fees, U of M-Twin Cities and peer group institutions.

Rank	Peer Group Institutions	2005-06	1-Yr % Change	5-Yr % Change	10-Yr % Change
1	Ohio State University - Columbus	\$44,691	7.3%	42.1%	88.6%
2	University of Illinois - Urbana-Champaign	\$36,422	3.1%	46.6%	89.3%
3	University of Florida	\$35,661	0.0%	56.1%	127.9%
4	University of Minnesota - Twin Cities	\$34,206	3.9%	62.5%	156.4%
5	University of California - Davis	\$33,946	4.9%	61.6%	124.8%
6	Michigan State University	\$33,665	8.6%	42.3%	65.6%
7	Purdue University - West Lafayette	\$32,188	6.0%	49.9%	74.7%
8	University of Wisconsin - Madison	\$29,370	22.8%	43.9%	112.9%

Source: Office of Institutional Research, University of Minnesota

Academic Priorities and Funding

The University's academic priorities are highlighted in Section 1 of this report.¹

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 American 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 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.

Retention and Graduation Rates

Detailed information on the University's progress on improving first-year, second-year, and third-year retention rates and four-year, five-year, and six-year graduation rates is provided on the following pages:

- Twin Cities campus: pages 17-69
- Crookston campus: pages 111-121
- Duluth campus: pages 82-97
- Morris campus: pages 98-110

¹ More detailed information on these priorities and their funding are available at www.umn.edu/systemwide/strategic_positioning and <http://academic.umn.edu/planning/compacts.html>.

Research Funding

Detailed information on the University's progress in increasing research funding is provided on pages 22-32 of Section 2 of this report.

Academic Health Center

The University's Academic Health Center (AHC) is home to six schools and colleges on the Twin Cities campus—Dentistry, Medicine, Nursing, Pharmacy, Public Health and Veterinary Medicine. The Medical School and College of Pharmacy have programs on the Duluth campus as well, while Nursing offers a program in Rochester.

In addition, the Academic Health Center offers allied health programs in dental hygiene, physical therapy, occupational therapy, medical technology, health information science, and mortuary science.

Interdisciplinary centers and institutes include spirituality and healing, bioethics, cancer, infectious disease research and policy, animal health and food safety, drug design, and biomedical genomics.

The Academic Health Center plays a key role in preparing nearly 70 percent of Minnesota's future generation of health professionals. This role includes a commitment to build strong partnerships with communities that encourage a comprehensive and collaborative approach to preparing future health professionals.

Strategic Goals: Since 2000, the Academic Health Center has pursued a strategic effort to meet its Board of Regents-approved vision incorporating the following:

- create and prepare the new health professionals for Minnesota;

4: Minnesota Legislative Reporting Requirements

- 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.

Area Health Education Centers: Through the Minnesota Area Health Education Center (Minnesota AHEC), a successful federal program established in 2002, the University is developing a statewide network of community and academic partners committed to meeting the specific health professional workforce needs of greater Minnesota.

Currently, there are three regional AHECs in Minnesota: the Northeast Minnesota AHEC, located in Hibbing, serves 10 counties; the Southern Minnesota AHEC, located in Willmar, serves 26 counties in the southwestern corner of the state; and Fergus Falls, which will be the host community for the Central Minnesota AHEC, serving 13 counties and bordering North and South Dakota.

Minnesota AHEC works with other University partners—including the University of Minnesota Extension Service—to serve greater Minnesota. It accomplishes its work by focusing on three types of programs:

- K-12 programs to promote interest in health careers;
- placing Academic Health Center students in rural communities for experiential education; and,
- providing continuing education for rural and small town providers.

One partnership example is the Hibbing Community Dental Clinic, a partnership of the University's School of Dentistry, the City of Hibbing, and Hibbing Community College. Seeded with medical endowment dollars, over the past four years 280 dental students (70 per year) have provided 5,250 patient visits per year, totaling 21,000 for uninsured, underserved and public program patients in the area. The Northeast Minnesota AHEC assists the program by supporting a housing lease for dental students in Hibbing and providing a housing coordinator. The success of this model has led to planning for a similar program with Rice Memorial Hospital in Willmar.

Transforming Health Professional Education: Academic Health Center schools are working to transform health professions education, and thereby health outcomes, through innovative approaches and delivery systems. One focus area is inter-professional education to promote a team approach to care, patient safety, and health systems quality. A pilot course in 2005 enrolled more than 300 students from public health, medicine, nursing, and pharmacy to introduce students to patient-centered care delivered by a team of health professionals.

CLARION, a student-initiated national case competition, engaged more than 120 students, health care leaders, and others in analyzing the cause of particular health system problems. The competition received the Institute for Safe Medication Practices (ISMP) 2005 national award. In 2006, the University's CLARION

4: Minnesota Legislative Reporting Requirements

program will host 12 schools from around the country.

State endowment funds helped seed the Inter-professional Education and Resource Center, or clinical skills lab, designed to allow student health professionals to practice their professions using sophisticated human patient simulators. This trend in using technology and simulation to enhance professional skills prior to working with patients is a significant boon to safety and skill for future health professionals. The University is making additional investments in expanding critical simulation space for the Academic Health Center's 6,000 students.

In response to increasing needs for certain allied health professionals, the University is leading development of the Center for Allied Health Programs. The Center seeks to increase the numbers of allied health professionals through a coordinated and financially sustainable model that can partner with the Minnesota State Colleges and Universities.

Working with private health systems and others, the University will first focus on programs

in medical technology and occupational therapy on the Twin Cities and Rochester campuses. Future programs in areas such as bioinformatics, health informatics, and x-ray technician training will be added.

Current strategic efforts within the health sciences are in line with the University's strategic positioning effort begun in 2005. It is clear that the University's success at becoming a top three public research university depends in large part on the Academic Health Center's ability to position its schools and programs for success within the health professions.

Minnesota communities and families expect the Academic Health Center to continue to prepare the next generation of health professionals who can improve health and care.

In addition, the Academic Health Center's impact on the economic health of the state is critical. To be successful will require continued investment in facilities and top faculty scientists who will discover and deliver on that promise.

4: Minnesota Legislative Reporting Requirements

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 Center for Education Statistics	http://nces.ed.gov/ipeds
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

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

www.umn.edu/regents

Controller's Office

<http://process.umn.edu/cont>

Council on Public Engagement

www.umn.edu/civic

Minnesota Medical Foundation

www.mmf.umn.edu

Office of Budget and Finance

www.budget.umn.edu

Office of Senior Vice President and Provost

www.evpp.umn.edu

Office of Institutional Research

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

Office of Vice President for Research

www.research.umn.edu

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

Appendix B:

Board of Regents

Honorable Anthony R. Baraga, Chair

Congressional District 8
Elected by the Legislature in 1999
Term expires: 2005

Honorable Patricia Simmons

Congressional District 1
Elected by the Legislature in 2003
Term expires: 2009

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 Steven Hunter

At Large
Elected by the Legislature in 2005
Term expires: 2011

Honorable David Larson

Congressional District 3
Elected by the Legislature in 2005
Term expires: 2011

Honorable Cynthia L. Leshner

At Large
Appointed by the Governor in 2006
Term expires: 2007

Honorable David R. Metzen

Congressional District 4
Elected by the Legislature in 1997, 2003
Term expires: 2009

Honorable Lakeesha K. Ransom

At Large
Appointed by the Governor in 2001
Elected by the Legislature in 2003
Term expires: 2007

Ann D. Cieslak

Executive Director and Corporate Secretary
600 McNamara Alumni Center
200 Oak Street S.E.
University of Minnesota
Minneapolis, MN 55455-2020

