UNIVERSITY OF MINNESOTA

University Plan, Performance, and Accountability Report

2001

Office of the Executive Vice President and Provost

University Plan, Performance, and Accountability Report

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KEY FINDINGS AND IMPLICATIONS

A. Academic Excellence

National Rankings

- University of Florida: In 2001, the University of Minnesota ranked among the top three public research universities and among the top 11 of all research universities.
- National Research Council: Overall institutional rank was 9th among public universities and 20th among 274 ranked institutions in 1993. (NRC anticipates publishing its next update in 2003-05.)
- U.S. News: In the fall 2001 *Best Colleges* guide, the University of Minnesota Twin Cities' undergraduate programs were ranked in the second tier (group ranked 53rd to 131st) of all doctoral universities and were ranked 19th among public doctoral universities.

Faculty Awards and Academy Memberships

- In 2001, the University ranked 10th among public universities with 36 national academy members.
- Individual faculty members received 28 awards in 2000 and 31 in 2001, when the University's ranking increased to 6th among public and 14th among all institutions.

Faculty Salary and Compensation

- Over the past four years, the University has invested nearly $66 million through the Compact Process to improve faculty compensation and establish 160 new positions.
- The University increased faculty salaries over the rate of inflation in each of the past four years.
- In 2000-01, the average full professor salary at UMTC was $93,600, placing the University 11th among public institutions in NRC rankings. On the coordinate campuses, UMD ranked 13th among 17 peer institutions in full professor salaries; UMM, 12th among 14 peer institutions; and UMC 4th among six peer institutions.

Faculty Hiring and Retention

- In 1999-2000, the University experienced a net attrition rate of 5.6 in faculty. Attrition has averaged 5.1 percent over the past decade.
- Between 1996 and 2001, the University lost a significant portion of its faculty. Hiring has begun to rebound, with a net increase of 64 faculty in 1999, and 100 in 2000.

Academic Interdisciplinary Initiatives and New Investments in Academic Priorities

- Expanded investments in five initiatives – Digital Technology, Molecular and Cellular Biology, New Media, Design, and Agricultural Research and Outreach – were seeded with a 1998 supplemental legislative appropriation of $18,625,000.
- Over the past four years, combined with internally reallocated resources, externally leveraged funds, and capital investments, these initiatives have leveraged a total of over $315 million.
- Through these investments, 87.5 new faculty positions are being filled, new buildings constructed and others renovated to create state of the art labs, and new research and academic programs are being developed.
- More broadly, the University has made strategic choices to strengthen areas in which it has been highly ranked, such as engineering; to strengthen areas in which its ranking has slipped, such as biological sciences and medical research; and to support at lesser levels the physical sciences, arts, and humanities.
- These targeted investments over the past four years, combining legislative funds, new resources, private giving, and capital funding, total over $1 billion.

New Investments in Priority Areas 1998-2001 Systemwide

NRC Ranking 1993	Academic Interdisciplinary Initiatives and Other Priority Areas	Total New Investments
35	Biological Sciences and Medical Research*	$888,354,068
10	Engineering and Digital Technology	$109,484,175
13	Social and Behavioral Sciences	$55,617,357
30	Physical Sciences	$53,389,276
37	Arts and Humanities	$68,381,360
	Total to Sept. '01	**$1,175,227,235**

*Medical School was ranked 27 by NIH in 2000.

Sponsored Funding

- Between 2000 and 2001, sponsored funding awards from all sources increased from $455 million to $498.4 million, nearly a ten percent increase.
- In 2001, the University was ranked 10th among public research universities and 15th among all research universities based on total research expenditures in FY 1999
- Between 1990 and 1999, total federal obligations to higher education increased an average of three percent per year. Over this period, the University of Minnesota's share of federal obligations increased by an average of five percent per year, from $181,694,000 to $261,406,000.
- Between 1997 and 2001, the average amount of sponsored funding requested by tenured/ tenure-track faculty increased by 101 percent, from $260,000 to $523,000. Average awards increased by 45 percent, from $127,000 to $185,000 per faculty member.

Technology Commercialization: Inventions, Patents, and Licenses

- Among 190 institutions surveyed by the Association of University Technology Managers in 1999, the University ranked 8th in new technology disclosures; disclosures were 227 in 2001.
- Patent applications increased by 14 percent, from 64 in 1997 to 73 in 2001.
- The number of patents issued decreased by 20 percent, from 45 in 1997 to 36 in 2001.
- In 1999, the University ranked 8th in the number of active licenses. In FY 2000, 88 new licenses were received; the total number of active licenses is now 483.
- Royalties and fees collected annually increased by 234 percent over the past five years, from $5 million to $16.8 million in 2001.

Endowment

- Between 1997 and 2000, the combined University endowment nearly doubled, then declined slightly from 2000 to 2001.
- In 2000, with over $1.8 billion, UMTC's combined endowment ranked 4th among public, and 23rd among all research institutions. In 2001, the endowment decreased to $1.6 billion.

Voluntary Giving

- Between 1997 and 2000, private gifts to the University increased by 42.6 percent, from $136 to $194 million.
- The University's rank for 2000 among public institutions in annual giving was 8th, down from its rank of 6th for 1999; its rank among all institutions declined from 18 to 20.
- The number of alumni donors has gradually increased, from 31,599 in 1997 to 34,517 in 2000. (The peak over the past 10 years was 38,368 in 1994.) The number of annual fund donors rose from 18,276 in 1997 to 21,829 in 2000. (The peak was 26,218, also in 1994.)
- Dollars donated by alumni have increased by 575 percent over the past six years, from $12.4 million in 1990 to $54.7 million in 2000, reflecting the success of the University Campaign.

Return on Invested Funds

- For the year ending June 30, 2001, the annualized return for the University of Minnesota Foundation was .43 percent, placing the University in the top quartile among peer institutions.
- Over the period 1997-2001, the UM Foundation rate of return averaged 11.17 percent, placing the University near the median among peers in return on invested funds.

Library Resources

- In 2000, University Libraries led in numbers of loans to other libraries, among the 111 libraries ranked by the Association of Research Libraries.
- University Libraries were ranked 17 in numbers of volumes owned (nearly 5.9 million), 19 in periodical subscriptions (41,618), and 151 in annual expenditures (nearly $30 million).
- These indicators, as well as circulation, reference queries, and periodical subscriptions, have declined over the past six years.

Implications for 2002-2003 Planning and Initiatives

- The University is maintaining momentum in some areas, such as engineering and social sciences, and is rebuilding through targeted investments in others, such as biological sciences and humanities.
- Faculty have been quite successful in obtaining sponsored funding, patents, and licenses. However, the University's peers are also experiencing growth in these areas.
- To compete successfully in sponsored funding, the University must sustain its capacity to recruit and retain top faculty; well trained and highly motivated support staff; high quality graduate students; well-equipped and well maintained laboratories; access to the latest information technologies; and continuing enhancement of its grants management system.

- To address this continuing challenge, the University must address key implications of its efforts to date:
  1) Does the University have the right balance of investment priorities?
  2) Is the University reallocating funds to higher priorities at an appropriate level?
  3) Should the University consider initiating an investment strategy for arts and humanities and physical sciences?
  4) How would the University finance such efforts?

- Additional questions for the future include determining investment priorities for 2002-03, such as computer science, biological and medical sciences, and future areas of opportunity such as nanotechnology, chemistry, natural sciences, aging, cognitive neuroscience, and other fields of research and education.

B. Students: Undergraduate, Graduate, and Professional

1. Undergraduate Students

Over the past four years, the University has made a cumulative investment of $8 million to improve undergraduate education. Improvements include freshmen seminars, undergraduate research, study abroad, writing intensive courses, interdisciplinary minors, renewed convocation, improved orientation and advising, and expanded residential living.

Mean High School Rank

- In 1997, system-wide, the mean high school rank of entering freshmen was 73.9. By 2001, it had increased to 74.4 and is still moving toward the 77th percentile goal.
- In 2001, the Twin Cities campus exceeded this goal, with the mean rank of new freshmen reaching 77.1 percent, the highest ever reached on this campus.

Freshmen in Top 25 Percent of High School Class

- In 1998-99, 60 percent of UMTC freshmen came from the top 25 percent of their high school classes, placing the University 5th among public Big 10 institutions. The Big 10 average was 69 percent.
- System-wide, the proportion of freshmen in the top 25 percent of their high school classes has remained stable at 56 or 57 percent. There has been significant variation among campuses. In 2001, the proportion of UMTC freshmen in the top 25 percent of their high school classes was 63 percent; at UMC, 25 percent; at UMD 43 percent; and at UMM, 63 percent.

Acceptance Rate

- UMTC's freshman acceptance rate in 1998-99 of 77 percent placed it 6th among public Big 10 universities.
- UMTC has become slightly more selective in recent years; its acceptance rate was 79 percent in 1997, and 75.6 percent for the class entering in fall 2001. The University system-wide has also become slightly more selective, moving from an acceptance rate of 81.6 percent in 1997 to 77.5 percent in 2001.

Freshmen of Color

- The goal set in the 1999 Institutional Level Measures was 16 percent students of color.
- With 17.1 percent freshmen of color in 2001, UMTC has exceeded its goal.
- In 2001, with 4.8 percent freshmen of color, UMD was very close to its 5 percent goal.
- UMM set a high goal of 18 percent; its proportion of students of color increased slightly between 2000 and 2001.
- Although a formal goal for UMC was not set, its proportion of freshmen of color has increased from 6.1 percent in 1997 to 6.6 percent in 2001.

Retention Rates

- In first- and second-year retention of students, the Twin Cities campus lags behind its peers, according to a recent Association of American Universities Data Exchange survey. In 1998-99, our first-year retention rate was 83 percent, among the lowest in the Big 10.
- In 2000, U.S. News ranked UMTC 32, among top 50 public institutions, in freshmen retention.
- Since 1992, the Twin Cities campus has shown steady improvement in first-year retention rates, moving from 78.6 percent in 1992 to 83.2 percent in 1999. The first-year retention rate at UMC also shows an upward trend. Rates at UMM and UMD have been fairly level.
- Second-year retention rates have changed little since 1992, remaining near 70 percent.
- Retention rates for students of color are approaching those of white students: 79.2 percent at UMTC, 72.3 percent at UMD, and 59.4 percent at UMM for students entering in fall 1999.

Diversity

- Students of color have proportionately increased over the past five years. In 2001, the proportion of students of color was 16.7 percent, slightly above the system-wide goal.
- 82 percent of students of color come from Minnesota.

Student Satisfaction

- Our goal is to increase satisfaction toward a rating of "6," on a 6-point scale, on all campuses.
- Between 1999 and 2001, undergraduate UMTC student satisfaction declined from 4.72 to 4.45, a change which is likely attributable to semester conversion, problems implementing the PeopleSoft system, and construction that has temporarily closed Coffman Union.
- UMM students continue to have the highest overall levels of satisfaction.
- Students of color show a slightly lower level of satisfaction.

Study Abroad

- Our goal is that 50 percent of graduating seniors will have had a study abroad experience.
- A total of 1,275 students on the Twin Cities campus studied abroad in 2000-01.
- In 1997-98, UMTC was 19th among all U.S. colleges in their study abroad participation rate.

Campus Safety

- Burglary, arson, motor vehicle theft, and forcible sex offenses decreased on campus between 1998 and 2000, while they increased on many college campuses.
- Liquor law violations on the Twin Cities campus increased from 736 in 1999 to 1,310 in 2000. Narcotic law violations increased from 27 in 1999 to 50 in 2000. Violations in these two areas increased nationally as well.
- UMTC is increasing its investment in education and prevention to address these safety issues.

Residential Living

- In 2000-01, 74 percent of UMTC freshmen lived in University housing; the proportion has increased gradually since 1998. This is partly related to major, longer-term trends: a decline in the number identifying themselves as commuters and a decline in the number living at home.
- 81 percent of students still live off campus, comparable to the 85 percent rate at the University of Texas, but much higher than the 63 percent rate at the University of Michigan.

Graduation Rates

- The University of Minnesota under-performs its predicted 6-year graduation rate. UMTC has been among the three Big 10 public institutions with the lowest 4- and 5-year graduation rates.
- Five-year graduation rates for students entering in 1994 were 42.3 percent at UMTC, 43.1 percent for UMD, and 62 percent for UMM. While this represents an upward trend, there is still significant distance to go toward the system goal of a 50 percent 5-year graduation rate.
- The trends are lower for students of color. 30.6 percent students of color, entering in 1994, graduated in five years at UMTC; 26.7 percent at UMD; and 40 percent at UMM.
- This is one of the University's greatest areas of concern and attention. Recent investments in the first-year and undergraduate experience, and recommendations from the new study "Improving Our Graduation Rates," (including such measures as establishing a minimum 13-credit course load), are intended to improve students' graduation rates.

Undergraduate Degrees Conferred

- Since 1996, the number of undergraduate degrees conferred each year has declined slightly on all campuses except Crookston.
- The number of bachelor's degrees the University awards (4,880, or 54 percent of total degrees in 2000) is low, considering its enrollment, compared with peer institutions.

2. Graduate and Professional Students

Over the past four years, over $4 million has been invested through the Compact Process to improve graduate and professional academic programs with increased graduate fellowships, enhanced academic health center programs, and efforts to recruit and retain a larger proportion of graduate students of color.

Graduate Student Selectivity – Applications and Yield.

- Between 1996-97 and 2000-01, applications to the Graduate School decreased by 9 percent, from 13,443 to 12,228. The number of matriculations, however, increased, from 2,231 in FY 1997 to 2,538 in FY 2001.
- The yield rate (number of students matriculating compared with students admitted) decreased slightly, from 55 percent in FY 1997 to 52 percent in FY 2001.

Graduate Student Satisfaction
Overall satisfaction among graduate/professional students has gradually increased, from 4.5 in 1997 to 4.8 in 2001 (on a 6-point scale).

Graduate Student Graduation Rates
- At the masters' level, students complete their degrees in approximately 2.5 years.
- At the doctoral level, most students over the past five years have completed their degree within six years, faster than the national median of 7.3 .

Graduate and Professional Degrees Conferred
- The University of Minnesota Twin Cities was first among its peers in the number of masters degrees it conferred – 2,856 in 2000, a 13 percent increase from 1996. The number declined to 2,341 in 2001.
- For 1999-2000, Minnesota ranked second in numbers of first professional degrees conferred.
- Approximately 70 percent of the degrees in the Academic Health Center were awarded to Minnesota residents.

3. Technology to Enhance Learning
The University has invested over $14 million through the Compact Process in broad teaching and learning improvements. Availability and use of technology-enhanced classes and services have increased dramatically.
- According to the spring 2001 Student Experiences Survey, information technology resources are being used by the large majority of students in their courses. Over 93 percent of respondents had received an email from an instructor about class material.
- Use of WebCT, a classroom management and electronic authoring tool that expedites learning, has grown significantly over the past two years.
  - In fall 2001, 865 courses utilized Web CT and the number of students involved increased to 44,808.
  - Classes using Web CT doubled on the coordinate campuses between spring and fall 2001.

Implications for 2002-2003 Planning and Initiatives
Characteristics of entering freshmen. Over the past five years, the University has moved close to reaching its goals for mean high school rank and targeted readiness of new freshmen. At this point, the University should consider whether goals in these areas should be changed, and what the policy implications of these changes would be.
- Future goals include improving the aptitude, achievement, and preparation of entering students, and the diversity and retention of new students.

Quality of the undergraduate experience. The University intends to continue strengthening the undergraduate experience on all campuses. This strategy will target those policies and activities that will improve student achievement, satisfaction, retention, and graduation rates.
- What policies and strategies should be implemented?
- How and to what level will we sustain and expand the intensive experiences for undergraduates?
- How and in what ways will we continue to bring diverse groups of students together in an academic context?

Student diversity goals. The University has also moved close to reaching its goal for proportion of students of color among new freshmen.
- The University should now consider whether it requires new goals, and the policy implications of possible changes.
- Continued work is needed to improve retention and graduation rates of its students of color.
- Work must continue with schools and the community to improve the graduation rates, preparation for postsecondary education, and the educational outcomes of preK-12 students and training of their teachers.

Academic Health Center. The Legislature has mandated that, in 2001-02, the University develop a plan and report to delineate progress of the Academic Health Center in meeting the goals and outcomes that shall (1) develop new strategies for health care delivery and professional training in the state; (2) develop new strategies to meet the health care workforce needs in the state; (3) base these strategies on analysis of the population's health status and opportunities for its improvement.

Assessing student learning. The University, through its academic units, the undergraduate initiative, student development initiatives, the Center for Teaching and Learning, and many other areas, regularly assesses student experience and academic achievement.
- More work is needed to formulate a conceptual framework and institutional approach to assessing student learning outcomes. A special learning assessment initiative is being launched in 2001-02.

C. Engagement: Access and Outreach

Between 1998 and 2001, the University centrally invested nearly $3 million in research-linked engagement-related activities, in addition to a wide range of college and campus-based activities.

Citizen Satisfaction

- Citizen satisfaction has averaged just over 62 percent when "very" and "somewhat" satisfied responses are combined. The combined satisfaction response reached 70 percent in 2000.
- The "dissatisfied" ratings have remained low – under 10 percent – over the past seven years.

On-Line Library Holdings and Service

- The University has invested over $3 million over the past four years to enhance the libraries' digital resources. Indicators show that use of the resources is high.
- In 2001, there were 300,000 average daily "hits" on the main library Web page, lib.umn.edu.
- In 1995, the libraries had few catalogued electronic journals or full-text electronic resources; by 2001, 9,300 e-journals and 14,549 full-text electronic resources were part of its collections.

Metro-Area Transfer Students

- The total number of metro-area transfers to University of Minnesota campuses increased by 22.19 percent between 1996 and 2000, from 1,104 to 1,349.
- In 2000, 1,233 students from the metropolitan area transferred to UMTC, 90 to UMD, 23 to UMM, and 3 to UMC.

Students Participating in Community Service

- The University's goal is to involve 4,000 undergraduates annually in community service.
- In 2000-01, 3,000 undergraduate students participated in community service or service learning experiences.

Implications for planning and initiatives for 2001-2002

Setting Priorities and Measuring Results. Engagement is the University's newest area of development for institutional and compact-level measures. Important contributions to this development will come from the review of outreach needs and activities in units across the University, and reports issued in 2001 by the Civic Engagement Task Force, the Distributed Learning Task Force, the Nonprofit Management Task Force, and studies conducted by the Associate Vice President for Outreach.

Over the past several years, priority has been given to restructuring and focusing the resources, priorities, and strategies for outreach, including the establishment in 1999 of the Outstanding Community Service Awards and restructuring of Continuing Education and the Extension Service.

In 2001-02, an ad hoc committee of the Board of Regents will address expectations and priorities for outreach activities at the University. In addition, the Provost has established an administrative advisory committee on public engagement and outreach that will review and advise on policies, priorities, resources, models, and accountability for public engagement and outreach activities. These discussions will help delineate future priorities for outreach, funding options, and more robust measures and indicators of success.

Special Areas of Focus for 2001-2002.

- A website is being developed that will describe the outreach mission and examples of the many ways the University connects with the community.
- A public access portal is under development that will enable users to construct a customized personal portal with University information of most interest to them.
- An outreach plan will be requested from colleges as part of their compact.
- Measures to evaluate needs, quality, and impact of University outreach will be improved.

D. Strengthening the University Community: Human Resources

Faculty Compensation

- Between 1999-2001, $65 million – nearly half of the total compact investment – has been allocated to compensation.
- The University's goal since 1997 has been to bring the average faculty salary from the bottom quartile to the mean of the campuses' peer cohorts. On the Twin Cities campus, faculty

salaries for every position lost ground compared with peers.
- Total faculty compensation on all four campuses in 2000-01 was near or above the mean among peer public institutions. This reflects, in part, the increase in health insurance.
- Beginning in 2001-02, the University is significantly modifying its health insurance plans through its new self-designed system, thereby slowing the rate of increased costs and providing more employee choices.

Staff Compensation
- Overall wages for civil service and bargaining unit employees increased an average of 6.5 percent between 1999 and 2000, and 5.0 percent between 2000 and 2001.
- For 1999, University total benefits and time off for a given base pay amount exceeded by nearly $2,000 and 5 percent the benefits in comparable jobs in the local market.

Faculty and Staff Development
- Investment through the Office of Human Resources in staff and faculty development programs has grown by 30 percent over the past three years. Increased investments have resulted in a 35 percent increase between 1999 and 2001 in enrollment in job-related educational programs.
- Excellent teaching is rewarded through the Morse Alumni Teaching Award, the Graduate and Professional Teaching Award, and the Academy of Distinguished Teachers.
- Over the past three years, the number of faculty participating in the Mid-Career Teaching Program has quadrupled, from 10 in its pilot year to 40 in 2001; participation in the Teaching Enrichment Series increased by 10 percent.

Leaves
- The number of faculty and professional development leaves increased over the past five years.
- Single quarter/semester leaves decreased by 11 percent, from 83 in 1997 to 74 in 2001.
- The number of sabbatical leaves increased approximately ten percent over the same period, from 98 in 1997 to 108 in 2001. Through the Compact Process, $725,000, together with college contributions, has been invested to increase the compensation for sabbatical leaves.

Enhancing Leadership and Managerial Effectiveness

The University:
- Established an infrastructure to ensure that staff receive training in new Enterprise systems.
- Implemented a centralized database to monitor and report on internal training of employees.
- Provides mandatory training: for supervisors new to the University and/or to supervision; for senior-level administrators new to their University role; for principal investigators on management of their sponsored grant activities. Training is also provided for new department heads and chairs.
- Established leadership development programs: President's Emerging Leaders Program; Presidential Senior Leadership Initiatives; Women's Leadership Institute and Women's Leadership Award.

Faculty and Staff Multicultural Distinctiveness
- Through the Compact Process, nearly $1,000,000 has been invested over the past four years in programs to support diversity. This includes over $500,000 for sign-language interpreters.
- Over this period, modest increases have occurred in proportions of faculty and staff of color and female faculty and staff.
- In 2000-01, the University-wide proportion of employees of color was 10.4 percent.
- 8.3 percent of the professional and administrative staff were persons of color.
- In 1999, Committee on Institutional Cooperation (CIC) institutions had, on average, 13 percent faculty of color; the University's proportion was 11 percent.
- In 1999 and again in 2000-01, 26 percent of University faculty were women, compared to the CIC average of 23 percent in 1999.

Implications for 2002-03

Diversity. As noted in the June 7, 2001 "Annual Diversity Discussion" with the Board of Regents, in many ways the University of Minnesota has been a leader in fields of equal opportunity and diversity. As we look to the future, important policy issues arise:
- The University should consider the need for a comprehensive strategic plan for equal opportunity and diversity in order to define our direction and benchmark our progress.
- The University should pursue ways to provide professional development opportunities for all employees, particularly supervisory/ management/administrative employees, to assure they have the tools their life experiences may not have provided to work in a multicultural

and multiracial environment successfully, and to be leaders and models of inclusive actions.

Compensation. The University has long been a national and international leader in research, and serves as one of the primary economic engines of the state. The University is under-investing in its support for faculty salaries in comparison to its major competitors, public and private. If this continues, the University is likely to lose its competitive position in critical areas of research and education. It will become increasingly difficult to recruit the quality of faculty needed to keep the University at the forefront of American universities.

- To attract and retain employees in the current job market, the University needs to ensure that its faculty and staff are not losing ground in compensation and opportunities for professional development.
- Its 2002-03 investment priorities include improved competitive compensation for faculty and targeted staff recruitment and retention.
- The University will invest $55,574,267 in FY 2001-02 and an additional $44,940,755 in 2002-03 to provide an inflationary salary adjustment for all employees, establish a minimum level of compensation for full-time employees, and cover extraordinary health insurance costs.

E. Physical Heritage and Integrity

Through the Compact Process, investments of nearly $9,000,000 have been made to strengthen the University's teaching and learning facilities.

Classrooms

- Twin Cities campus has 298 centrally managed, general purpose classrooms, with nearly 23,000 seats, comprising approximately 300,000 square feet.
- Another 225 classrooms and 360 labs and studios are managed by colleges/departments
- The overall quality of Twin Cities classroom custodial service is at 3.5+ on the Association of Physical Plant Administrators (APPA) scale of 1 (best) to 5 (weakest). Our aim is to attain the national standard of APPA 2; this would require an investment of $2 million/year.
- There is $20 million of deferred maintenance and upgrade costs in Twin Cities classrooms.
- 73 percent of central classrooms are not accessible by ADA standards.

Efficiency

Energy Consumption.

- Since 1993, the University's energy consumption has decreased by nearly 20 percent.
- The greatest rate of decrease is projected to occur between 2001 and 2002.

Renewal/New Facility Ratio.

- Since 1997, in every year except 2001, capital budget funds for renovation of existing space have exceeded funds for new construction.
- On average, between 1997 and 2002, investment in new construction has been one third the investment in existing space.
- 963 projects over this period have provided 1.9 million square feet of new space and 1.6 million square feet of renovated space.

Classroom Technology Upgrade Plan

- Under the direction of a new Office of Classroom Management, a seven-year classroom technology upgrade plan has been developed for the Twin Cities campus.
- Through the Compact Process, $2.7 million has been invested between 1999 and 2001 in classroom technology upgrades. It is a priority to upgrade classrooms on all campuses.
- The goal is to establish student connectivity in 60 percent of central classrooms. By FY 2001, approximately 30 had percent reached this status.

Student Satisfaction with Classrooms

- In the 2001 Student Experiences Survey, the evaluation of the quality of Twin Cities classrooms showed a slight increase from 1999, from 3.6 to 3.77 (on a five-point scale).
- Satisfaction with UMC's classrooms was highest, at 4.35; satisfaction was 3.9 at UMD and 3.46 at UMM.

Implications for Planning and Initiatives for 2002-2003

The University is responsible for operating and maintaining more than 350 major buildings, among 1,000 total structures across all campuses. Its inventory includes some of the oldest and most historically significant buildings in the state.

- The University will have continued responsibility to pay utility inflation costs, operate and maintain buildings, renew aging building

systems, and meet the increased costs of debt payments.

There is a growing realization that a classroom is a teaching and learning system. It is technology-intensive and requires planning, management, and recurring funding for life-cycle maintenance, equipment replacement costs, and support staffing.

- The University will need to consider the kind of infrastructure it needs to build today to meet the teaching and learning needs of the future.

F. Institutional Efficiency and Effectiveness

Through the Compact Process, over $15 million has been invested to strengthen support for student services and classroom technology, faculty and staff development, access, and other service and management improvements. An additional $9.3 million has been invested in the academic technology infrastructure.

Domain popularity

- Institution-wide, the University receives approximately 8.12 million hits per day. Over seven million of these are attributed to the Twin Cities campus.
- Students, faculty, and staff use automated, Web-based systems and processes approximately 300,000 times per business day.

Email usage

- The University's central email servers deliver 522,471 messages per day.
- The servers handle approximately 1.1 million mail queries/requests per day.

Technology and Service Improvements

Improvements have been made in the following areas:

- Admissions: 80 percent of all admission applications were handled electronically in 2000-01.
- Paperless Financial Aid Process: Effective April 23, 2001, the University of Minnesota became the first institution in the country to offer a paperless student financial aid application process. This improvement will have an impact on the 30,000 students who use some form of need-based financial aid.
- Web One-Stop Service: The Web One-Stop service includes the course guide, class schedule, section status, web site search, department lookups, and more. In January 2001, usage peaked at 1,639,619 "hits."
- The goal of Financial FormsNirvana (FFN) is to achieve at least 95 percent usage for all documents available in FFN.
    - Approximately one-third of University purchases were done electronically in 2000-01.
    - Through spring 2001, FFN usage had resulted in a 22 percent decrease in the number of documents that were processed centrally, or approximately 66,000 documents.

Instructional Cost Profiles

These ratios help illustrate and measure the University's efficiency. Over the past three years, the most significant trend has been that funds leveraged by state O&M and SS dollars have increased, while O&M revenue per FYE student has decreased or barely held level.

Additional Funds Leveraged for Each O&M/SS Dollar

- 21 percent of the University's instructional costs are funded from non-state O&M appropriation or tuition revenue, including private practice income and income from endowments. The level of support from these other sources is up slightly from 1995, when it was 20 percent.
- Without these other funds (approximately $130 million), tuition would need to be 50 percent higher or the state appropriation significantly larger to fund programs at current levels.

State Support

- Between 1998 and 2001, state support per FYE student increased seven percent, from $10,007 to $10,704.
- State support per tenured/tenure-track faculty for the system increased from $201,841 to $219,225 between 1998 and 2001, a nearly 9 percent increase.

Tuition

- Tuition per tenured/tenure-track faculty has increased by 17.3 percent between 1998-2001, to $94,515 in 2001, nearly twice the rate of state support per tenured/tenure-track faculty over this period.
- Tuition as a percent of instructional expenditures is gradually increasing, from 44.9 percent in 1999 to 51.3 percent in 2001 for the system.

Instructional Expenditures

- Between 1997 and 2000, expenditures per FYE student for instruction increased 12.5 percent.
- In FY 2000, the Twin Cities campus ranked 8th among public research universities, and 3rd in the Big 10 in instructional expenditures per student.
- In FY 1999, for the system as a whole, fully allocated instructional costs per FYE student were $11,806. O&M funds represented 79 percent of this total ($9,332).
- Between 1997 and 2000, direct expenditures for instruction per degree increased 10.3 percent.

FYE Students per Tenured/Tenure-Track Faculty

- From 1993 through 1997, the number of undergraduate students per faculty member was 12.4 or less. Since 1997, the number has increased to 14 students per faculty member.
- The number of graduate students per faculty member has remained nearly constant, around 5.5 over this period.

Degrees Awarded per Tenured/Tenure Track Faculty

- Between 1992 and 2001, total degrees awarded per faculty member has fluctuated between 3.6 and 4.0.
- In 1999-2000, UMTC averaged 4.3 degrees awarded per faculty member, ranking 13th, compared with 16 other top public NCR-ranked and CIC universities.

Implications for 2002-2003 planning and initiatives

Questions for future consideration:

- What infrastructure do we need to build today to meet the teaching, learning, and service needs of the future?
- What type of technology support and investments will faculty need to remain competitive?
- What is the "rate of return" (monetary and nonmonetary) on our infrastructure investments and what is an appropriate rate of return to expect?
- What will be the expectations for and nature of the fiscal support for the University as the sources of funding continue to shift away from a "traditional" land-grant, public university model?
- What standards should be established for core areas of performance related to fiscal and human resources?

I. Introduction

A. Purpose and Background

Purpose

The University's 2000-2001 Plan, Performance, and Accountability Report builds on fundamental directions articulated by President Mark Yudof in 1997 and implemented over the past four years.

This report is intended to answer these fundamental questions:

- In what areas do we intend to excel? Provide an integrated framework that will clearly articulate the connections between our goals and our strategic directions from an institutional, campus, and collegiate perspective.
- How do we act strategically to accomplish our goals? Demonstrate the University's accountability for its strategic directions and investments through reallocations, budget reductions, and external funding.
- How did we do? Publicly track and evaluate the University's progress in reaching its stated goals and objectives and identify areas needing additional work, through longitudinal institutional and campus/college level measures.

The University Plan, Performance, and Accountability Report:

- Publicly demonstrates the University's accountability for progress in reaching its stated goals and objectives.
- Links planning, performance evaluation, and resource allocation at the system and campus/college level (e.g., the Compact Planning Process).
- Illustrates and analyzes longitudinal trends in key areas.
- Provides a means for comparison with peer institutions.
- Identifies areas for continued work.
- Identifies next steps, major directions, and policy issues, and proposes adjustments to the University's goals and objectives.

The report includes:

- A six-part framework for the University's goals. This framework is organized around the three core components of the University's mission: Academic Excellence (research and discovery); Students (teaching and learning); and Engagement (access and outreach). They are supported by three additional sections: Human Resources; Physical Heritage and Integrity; and Institutional Efficiency and Effectiveness.
- An overview of the University's strategic and accountability framework.
- The core of the report, which is the discussion of the plans, performance information, and analysis, at the institutional level, for each of these six areas.
  - Discussion of the strategy and initiatives to achieve goals in each area.
  - Presentation and analysis of key results, progress toward meeting performance goals, comparison with peer institutions as appropriate, and data profiles.
- Plan and performance highlights for each campus.

- Appendices that elaborate on the external context and challenges facing the University; criteria for evaluating academic programs; and extensive data profile sets, for the system and each campus.
- Links to additional Web-based data and resources.

How to use this report

This is a new configuration for University reporting, an integration of several previously separate reports on institutional-level measures, compacts, the annual University Academic Plan, and reports on special initiatives. The report is based on, but does not replace, priorities and policies set by the Board of Regents and numerous in-depth reports that are regularly submitted to the Board and administration each year.

Readers will be able to find particular information as follows:

- For broad goals and overall strategic issues, see Part I.
- For system-wide priorities, initiatives, and strategies, see Part II.
- For examples and documentation of key results, and analysis of performance, see Part II.
- For goals, strategies, and performance for the campuses, see Part III.
- For detailed system and campus data profiles, see Appendix C.

The report will be submitted to the Board of Regents in December 2001 and 2002, and thereafter will be submitted biennially. The report will be posted on the Web, after it has been submitted to the Board of Regents.

Background

Critical measures 1994-1999. The University Plan, Performance, and Accountability Report builds on a strategic planning and reporting process that began in 1994, with the Board of Regents' direction to develop critical measures and benchmarks for internally measuring institutional, campus, and unit performance. Twelve original measures were identified, reviewed, and approved by the Board of Regents and expanded to fourteen, in phases, between 1994 and 1996.

The measures were not intended to be used for external ranking purposes. Rather, their origins lay in conversations that the Board of Regents had with the University community and citizens, who responded to the question, what was it that the public wanted to see improved at the University? As a result, a strong emphasis was placed on improving the undergraduate experience (this emphasis is continued into Section II.B. of the current report). Reports based on the original measures were submitted to the Board in 1996 and 1997. Intended as a living document that would be continuously improved, the measures were reviewed and recommendations to update them were presented to the Board in 1999.

Beyond critical measures: integrated reporting 2000-2001. In 2000, the Board requested that the administration review three current, annual institutional reports – the Institutional Measures, the Compact Planning process, 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 reviewed a preliminary conceptual framework for the report, and approved a resolution stating that the report shall:

- Articulate the alignment of academic priorities established within each unit to the overall goals, directions, and investment strategies of the institution as established by the President and the Board of Regents through the capital request, the biennial request, operational and capital budgets, and institutional evaluation and accountability measures.

- Include and expand upon near-term and future challenges, opportunities, and priorities of the institution; statistical profiles of the University at the campus level; selected statistics related to system trends; analysis of University-wide and unit strategies to achieve goals as reflected in the Compact Planning Process; summaries of accomplishments and investments; progress in the Institutional Measures; and a summarization of special institutional studies and reports.

The Board reviewed a conceptual outline for the report in March 2001, and a draft of sample sections in July 2001.

Sources of Data and Methodology

Data sources. Much of the institutional information reported here derives from data sets developed for the Integrated Postsecondary Education Data System (IPEDS) reports that campuses file with the U.S. Department of Education's National Center for Educational Statistics. Some information has been assembled from various national reports on higher education ranking systems. Other data is collected internally: Facilities Management Space database; College and University Financial System (CUFS) reporting database; University of Minnesota Foundation reports; Sponsored Projects Administration reports; Budget and Finance reports; and, various internal surveys, including the 2001 Student Experience survey and the 2001 Survey of Citizen Satisfaction.

Methodology. This report emphasizes external comparisons more than previous reports. These comparisons have certain limitations:

- Timeframe: Wherever possible, the timeframe for longitudinal data in this report is the period 1997-2001. For core University data, the exception is enrollment data, which are updated through fall 2001 (FY 2002). National comparisons and rankings tend to lag University of Minnesota data by one or more years.
- Comparison sets: There is no single, consistent peer group for all of the indicators examined in this report. National comparisons focus on a variety of peer groups defined in different ways depending on the topic; these are identified in the relevant sections. Recognizing inconsistencies and methodological weaknesses of most rankings systems, this report uses rankings developed by the National Research Council (NRC), U.S. News and World Report, and The Center for the Study of the Humanities and Social Sciences (TheCenter) at the University of Florida, as well as comparisons we have developed internally based on Big 10 and other top publics, as defined by NRC data.

- Comparison data: A number of University of Minnesota measures and indicators cannot be used to compare the institution with similar higher education institutions as no consistent, sustainable comparable data are available.
- Similar studies: Few public research institutions have undertaken accountability reporting on this scale and no other institution collects the same range of information that the University of Minnesota is collecting. Most similar are the accountability reports for Ohio State University, which focuses on 72 indicators in seven goal areas [see http://www.rpia.ohio-state.edu/strategic_analysis/strategic_indicators/2001_Strategic_Indicators.htm], and the University of Wisconsin system, which focuses on approximately 60 indicators [see http://www.uwsa.edu/opar/achieve/index.htm].

B. University of Minnesota Goals and Priorities: In What Areas Do We Intend to Excel?

The University's priorities, investments, and strategic directions derive from its core mission and goals as the state's sole public, research, land-grant system. Each component of the Plan, Performance, and Accountability Report is linked to these vision elements which, in turn, link to the institutional-level measures originally developed on the basis of extensive discussions with citizens of Minnesota. Certain important issues—diversity, internationalization, technology—transcend more than one area and relate to many of our primary goals, and are cross-referenced where appropriate in Parts II and III. These goals also reflect analysis of our external context and challenges (see Appendix A).

University Goals	Institutional Level Measures and Performance Indicators
A. Academic Excellence: Faculty and Academic Programs	
Academic Excellence. To provide an undergraduate, graduate, and professional student experience that is consistently characterized by educational excellence, timely completion, and a supportive institutional climate; to generate long-term solutions for the challenges facing the state, nation, and world, through world-class research, scholarship, and artistic activities; and to listen and respond to society, providing broad access to programs and resources and effectively meeting social challenges. **Reputation.** To achieve national and international recognition as one of the top public universities in the nation, and to be nationally and internationally recognized for innovation and excellence in teaching, research, and outreach, continually setting new standards of quality and service. ▪ Maintain and increase the quantity of high-quality research, thereby increasing the overall reputation of the University ▪ Achieve improvements in research productivity, measured in the amount of sponsored funding and technology commercialization, to maintain national ranking relative to other major research universities, thereby improving the University's overall ranking and reputation ▪ Increase the University's ability to withstand changes in public funding by successful fundraising, including increased financial support from alumni and top ranking in voluntary support among peer institutions	**Scholarship, Research, and Artistic Accomplishments** National rankings Faculty awards and academy memberships Faculty compensation Faculty retention Library resources Academic interdisciplinary initiatives Compact investments **Sponsored Funding** Sponsored funding Technology commercialization **Investment and Voluntary Support** Size of endowment Voluntary giving Alumni donors Return on invested funds

B. Students: Undergraduate, Graduate, and Professional	
Undergraduate Education. To provide an undergraduate education on all of our campuses that exceeds the expectation of our students and which is recognizably the highest quality, most hands-on and humane undergraduate education of any comparably sized public research university in America. **Graduate and Professional Education.** To provide graduate and professional education programs that are among the very best in the world and where our graduates are recognized as among the best educated and most innovative scholars and professionals in their disciplines, across disciplines, and chosen professions. ▪ Increase the readiness to succeed and diversity of entering students ▪ Use feedback from students to constantly improve student satisfaction, academic achievement and performance, and the distinctive instructional role of a research faculty ▪ Increase graduation rate of undergraduate students who enter as freshmen, of transfer students, and of graduate and professional students ▪ Strengthen preparation for and success in careers, further education, and civic and community life for University graduates	**Characteristics of Entering Students** New freshmen mean high school rank Percent of freshmen in top 25 percent of high school class Acceptance rates Graduate student selectivity **Student Experience** 1st and 2nd year retention rates Diversity Student satisfaction Participation in study abroad Undergraduate improvement initiative Campus safety Technology to enhance learning **Graduation Rate (Undergraduate and Graduate)** 4-, 5-, and 6-year graduation rates Degrees granted **Post-graduation Experience** Satisfaction of graduates with University preparation

C. Engagement: Access and Outreach	
Access. To make information about programs and services easily accessible for students and the public; to ensure that high-quality academic programs of all types will be readily accessible for qualified students on our campuses and through distributed education; to use technology to make any-time, any-place learning responsive to professional, personal enrichment, and workforce needs of individuals and employers. **Outreach.** To ensure that individuals, organizations, and communities are actively engaged and mutually share with the University in the identification and solution of issues and concerns related to local, state, and world problems; that our students, faculty, and staff are actively engaged in the development of civic responsibility that uses their academic expertise and experience; that we utilize technology to make readily accessible information about the University's multitude of programs and services available for public use; that we listen, value, and respond to the concerns and opinions of the general public. ▪ Increase satisfaction of Minnesota citizens and key constituency groups with the University's performance and contributions to the state ▪ Continue to increase the University's successful interactions with and benefits to its external constituents	**Overall Satisfaction of Minnesota Citizens** Percentage of Minnesota citizens expressing overall satisfaction **Interaction with Society: Partnerships, Services, and Impacts** On-line library holdings Metro-area transfer students Students participating in community service

D. Strengthening the University Community: Human Resources	
Faculty and Staff. To pursue the recruitment and retention of a diverse and nationally preeminent faculty and staff; to target investments to provide them with the latest technology, networks, and infrastructure in which to succeed; to invest in their development and reward them on merit ... **Community and Shared Values.** To fulfill the social obligation for our University community, society, and state that transcends one's immediate self-interest, to cultivate a culture of civic responsibility, civility, and tolerance; to share and act deliberately upon core values of an academic community including community, integrity, pursuit of excellence, and academic freedom; and to foster an environment that is inclusive, supportive, and participatory. **Diversity.** To recognize diversity as a value that transcends our goals; to enhance access to and success of diverse students in higher education; to help develop the human capital present in groups who have traditionally been underrepresented in higher education, and teach individuals to interact effectively with and learn from others who are different and who hold different views and perspectives. **Internationalization.** To understand, promote, and effectively engage an increasingly international society and economy... to help develop the international competitiveness of the state's economy; to ensure that our students and staff are actively engaged in international exchange, research, development, and study; and to provide a welcoming and supportive environment for international visitors and students, fostering their development and ability to provide leadership both to their nation and in international settings. ▪ Increase preparation, satisfaction, and effectiveness of University faculty and staff, and compensate them accordingly ▪ Increase participation of underrepresented groups	**Faculty and Staff Experience** Faculty compensation Civil Service/Bargaining Unit compensation Support for faculty and staff development **Multicultural and International Distinctiveness** Faculty diversity Staff diversity Study abroad

E. Physical Heritage and Integrity	
To promote and demonstrate a sense of integrity including a physical integrity in the campus environment that builds upon and preserves the University's traditions and heritage, where buildings and landscapes are accessible, functional, and beautiful; an aesthetic integrity among our structures, based on shared values and shared deliberations; and a social integrity, reflecting a spirit of community, tolerance, and mutual respect. ▪ Improve the quality, functionality, and safety of the University's physical infrastructure and assets, especially those central to classroom instruction	**Quality and Safety of Facilities** Classrooms meeting quality and utilization standards **Technology upgrades in classrooms** Student satisfaction Energy consumption Renewal/new facility ratio

F. Institutional Efficiency and Effectiveness	
To be a client-focused organization providing services that are tailored to meet clients' needs and expectations; to develop services that are readily accessible, timely, efficient, effective, and of highest quality; to be recognized as an innovator and leading edge user of technology and staff development to achieve service excellence; and to excel in effective institutional resource management. ▪ Use technologies to improve the academic infrastructure and service delivery ▪ Manage resources in ways that result in successful mission-driven activities, efficient operations, and fiscally responsible budget planning	**Access to and Quality of Technology Infrastructure** Internet domain popularity Email usage Satisfaction ratings Technology and service improvements **Instructional Cost Profiles** Funds leveraged for O&M/SS dollars State support per FYE student State support per tenured/tenure track (T/TT) faculty Tuition per T/TT faculty Tuition as percentage of instructional expenditures Expenditures for instruction per FYE student Fully allocated costs per FYE student Expenditure for instruction per degree FYE students per T/TT faculty Degrees per T/TT Faculty

C. Strategy: How Do We Act Strategically to Reach Our Goals?

The University uses several primary strategies to distribute resources that make it possible to create greater efficiency, balance the budget, and create internal investment capital to strengthen academic programs and improve services. This report illustrates the cumulative impact of the University's strategic investments in new funds and reallocated resources.

During the past ten years, the University of Minnesota has demonstrated a substantial commitment to reduce expenses and reallocate resources aligned with institutional priorities. Incrementally over the past four years, the University has identified over $97 million in reduced and internally redistributed funds. A summary of these reductions and reallocations for the past four fiscal years appears in the table below. These strategies will be increasingly critical as the University balances its priorities to achieve excellence against diminishing public funding.

Major Internal Redistribution of Resources FY 1998 - 2001 (incremental $ recurring and nonrecurring)

	FY 01	FY 00	FY 99	FY 98	Category Totals
Base Allocation Reductions	$3,332,078	$9, 975,398	$8, 563,812	$11,194,170	$33,065,458
Incremental Institutional Assessments	$16,629,802	$17,210,199	---	$3,881,072	$37,721,073
Planned Unit Self-Financing Compensation Increases	$13,500,000	---	$3,619,578	---	$17,119,578
Unit Internal Reallocations Interdisciplinary Initiatives	---	---	$9,428,000	---	$9,428,000
TOTAL	$33,461,880	$27,185,59	$21,611, 390	$15,075,242	**$97,334,109**

Source: Office of Budget and Finance

Decentralization of Accountability for Revenue Growth and Allocation of Costs

Incentives for Managed Growth (IMG) is an administrative method of resource management the University employs to provide greater autonomy at the local or unit level. The IMG methodology returns specific revenues (tuition, indirect cost recovery, and certain fees) directly to the unit that generates them, rather than funneling that revenue through a central account and redistributing it in different proportions. This process provides units with greater incentives and freedom to manage their resources actively. Additionally within this system, expenses corresponding to the revenue generation can be assigned to the local units. In this way, units increasingly share responsibility for expending funds wisely as well as for raising revenues.

The primary and most significant example of this cost allocation is in compensation. In recent years, inflationary increases in salary and fringe benefits in the centrally allocated funds have been partially funded by collegiate units with tuition increases, and partially funded by central administration with increases in the state appropriation.

Compact and Budget Process.

The Compact Process is the University's primary means for ensuring alignment of activities, accountability, and improvement of results. Resulting from substantial changes the University made in fall 1997 in its strategic planning management process, the Compact Process is designed to align the mission, goals, directions, and overall investment strategy established by the President and Board of Regents with the academic priorities established within each unit by deans, directors, faculty, and staff. Overall goals and strategic directions are established by the President and the Board of Regents through the capital request, the academic supplemental request, the biennial request, and through various institutional priorities and commitments to accountability. The Compacts emphasize outcome measures linked to the University's institutional-level measures and unit-specific and other measures adopted as part of the Compact data profile:

Increasing system relevance
Institutional Level Objectives and Measures
Academic Initiatives
Compact Goals and Profiles
Increasing unit relevance

Through this process, a cumulative total of over $138 million in recurring and nonrecurring funds have been allocated to the University's priorities. The impact of these investments is reflected in the activities and progress noted in Part II. Compact investments over the past three years are summarized in relationship to institutional goals in the table below:

Cumulative Compact Investments 1998-2001
Relationship to Institutional Goals and Measures*

Academic Excellence: Faculty and Reputation	**Total Investment**
Initiatives	$19,715,000
Outstanding Units	$1,830,550
Students: Undergraduate, Graduate, and Professional	
Undergraduate Initiative	$8,194,073
Graduate and Professional Education	$4,059,069
Engagement: Access and Outreach	
Technology (Access)**	$9,501,524
Outreach	$2,966,653
Strengthening the University Community: Human Resources	
Diversity	$ 713,090
Compensation	$65,998,284
International	$ 175,000
Physical Heritage and Integrity	
Facilities	$9,857,820
Institutional Efficiency and Effectiveness	
Technology Infrastructure	$5,508,850
TOTAL COMPACT INVESTMENTS	**$138,034,769**
*Investments in one area have multiplier effects that cross categories, e.g., faculty positions funded through the Undergraduate Initiative also contribute to strengthening outstanding units. **These investments cross the Student, HR, and Engagement categories; total technology investment = $15,010,374.	

Source: Office of Budget and Finance

Reallocations in Support of Institutional Priorities

Impact of leveraging internal resources. The University during the Yudof administration has undertaken major targeted reallocations in support of academic interdisciplinary initiatives and facilities with major benefit to the University and the state. These have been guided by the Compact Process (see below).

- **Leveraging University and state investments.** Annually, unrestricted state dollars make up 36 percent of the University's total nonsponsored revenues. Though just over one-third of the total, these revenues provide the primary flexible operating dollars for the system, and core support for all other revenues. The University's operations rely on an increasing proportion of non-state revenues; efforts are made continually in all units to leverage the state's investment with both externally and internally generated revenue.

- **Leveraging new funds for academic initiatives**. The strategic investments initiated with the 1998 supplemental appropriation, combined with legislative appropriations for new programs, faculty, and capital investment, and internally reallocated resources and externally leveraged funds represent an extraordinary cumulative investment of over $325 million, one of the largest integrated investment programs in University history and one that rivals any initiative undertaken by any university in the nation. These state and internal investments have leveraged over $66 million in increased revenues, through new grant awards and private gifts. Additionally, several million dollars of new capital investment was financed by the University and through private donations.

- **Reallocations for priority areas**. Over the course of the 2002-03 biennium the University will reallocate $30 million to priority areas, including compensation for its faculty and staff and programmatic areas such as undergraduate education, medical school core funding, facilities, libraries, and technology. In addition it will fund improvements in these areas with new non-state resources.

- **Leveraging funding for instructional costs**. On average, across colleges and campuses, 21 percent (approximately $130 million) of the University's instructional costs are funded from sources other than the state O&M appropriation and tuition revenue. These other funds include such sources as private practice income and income from endowments. The level of support from these other funds is up slightly from 1995, when it was 20 percent. Without these other funds, either tuition would need to be 50 percent higher than it is or the state appropriation would need to be significantly larger than it is in order to fund instructional programs at current levels.

- **Criteria for new initiatives and programs**. In making resource allocation decisions, the University uses six criteria to assess the significance of academic programs and initiatives, and areas in which to reallocate. These criteria are described in detail in Appendix B. In outline, they include:

  Centrality – potential contribution of the program to the University of Minnesota's mission, and relation to current faculty and student strengths.

  Comparative advantage – uniqueness of the program making it particularly appropriate to the University.

  Demand – level and direction of change in external need and interest for the program; relationship to workforce needs and economic trends.

  Quality – extent to which the program reflects research, teaching, or service quality reflected in peer national ratings, outside funding, etc.

  Efficiency and effectiveness – projected cost of program balanced with potential for a more economical or more efficient way to accomplish the same ends.

Potential for growth and leveraging resources – evaluation of priorities, potential to attract new external funding and expand the application of existing resources and contributions by the University.

Reallocating faculty positions. The University's core resource is its faculty, who determine and teach the University's curriculum, design its research programs, secure funding for them, and carry out its outreach mission. One of the primary means for shaping the intellectual future of the University is the reallocation of faculty positions and effort. Through the Compact Process and internal planning, resources are continuously targeted to address changing priorities. And, the majority of central investments through the Compact Process require the targeting and matching of resources at the unit level.

- **Strategic faculty replacements.** On average one half of the faculty turn over every ten years through resignation, retirement, or death. Over the past four years, this movement has averaged 176 positions each year that have become open. The replacement of these faculty is key to the University's continuing competitiveness; it maintains is leading position by recruiting faculty whose research and teaching reflect the newest and best intellectual direction in their respective disciplines and professions. While the total number of faculty at the University was 8 percent smaller in 2000 than in 1992, the number of regular faculty has been increased in areas of growth and priority. For example, positions have increased in Twin Cities departments of chemical engineering and materials science, computer science, mechanical engineering, biochemistry, and wood and paper science. At Duluth, departments increasing in size include computer science, electrical and computer engineering, and chemistry. The Morris campus has increased the size of its science and mathematics departments.

Targeted reductions. Over the past decade, strategic planning as well as presidential initiatives have resulted in major savings through the reduction of academic and administrative units. Equally important have been a number of significant reductions and targeted administrative reorganizations undertaken at the direction of President Yudof and his administration. Among these actions are:

- **Closing units.** The University has made very significant changes in the operation and support of facilities. For example, during the past decade, the University closed the Waseca Campus and sold a $300 million hospital, reducing its financial liabilities.

- **Eliminating obsolete or unsafe space.** While constructing new facilities on each campus over the past decade, the University has also taken down more than 1.4 million square feet of space, reallocating operating costs from obsolete space to new space.

- **Eliminating and consolidating administrative units**. The University has reduced administrative budgets by approximately $33.1 million over the past four years. These savings were reallocated to academic investments and improved support for students, technology, faculty, and staff.

Self-financing improvements and redesigned business processes. The University self-financed (i.e., without additional state dollars) its new student, HR, and grants management information systems and the semester conversion project mandated by the state (with no dollars), at a cost of

more than $80 million in cash as well as the redirected or reallocated effort of University employees. These initiatives have begun to improve efficiency and effectiveness, and are expected to generate additional benefits in the years to come. (See Section II.F., below.)

- **Streamlining key business processes: The Enterprise Systems Project.** Over the past five years, the University has self-funded its migration from outmoded management systems that were inadequate to meet current business demands, non-Y2K compliant, no longer supported by external vendors, very costly to maintain, and that provided inadequate levels of services to the University community. Our new systems support Web-based services providing, in many instances, one-stop self help access to key business transactions such as registration, admissions, housing applications, financial aid, procurement, and spending authorizations. The University is now beginning to reap the benefits of these investments, with the successful implementation, in spring 2001, of its paperless financial aid system, and of the paperless Financial FormsNirvana and Electronic Grants Management Systems.

- **Capital improvements**. The University has also self-financed construction of Mariucci Arena, the renovation of Williams Arena, and the associated construction of the Women's Sports Pavilion. Many other major projects are supported through a combination of internal funds, self assessed student fees, and private contributions. Examples include: the construction of new residence halls, the renovation of Coffman Union, several parking ramps, and the Law School addition. In the Academic Health Center, we have self-financed the remodeling of Jackson Hall and over half of the new Molecular and Cellular Biology building. Moreover, a significant percentage of funds allocated through the Institutional Revenue Sharing (see below) have gone to support debt service and new building operations.

- **Taxing units to support all-University services and investments: Institutional Revenue Sharing (IRS).** An extension of Incentives for Managed Growth, the IRS plan was introduced in FY00. It recognizes that certain costs at the institutional level result in benefits throughout the institution and that the costs of supporting these central initiatives and new academic investments, beyond resources from state appropriations and tuition revenues, needed to be shared by all units. The University assesses its units annually for the IRS plan and to help support the Enterprise Systems.

D. Measuring Results

The University uses a three-level framework to measure its progress: the Institutional Measures, the Compact Profiles and unit-specific measures, and tracking and assessment of progress in particular academic initiatives. Together, these sets of measures enable the University to assess the alignment and impact of priorities and investments with University goals.

Institutional Level Measures and Performance Indicators

Based on extensive discussions with citizens of Minnesota, the Board of Regents, on January 14, 1994, approved a resolution calling for the development of "critical [institutional-level] measures" for assessing institutional, campus, and unit performance in realizing goals in the areas of research; graduate and professional education; undergraduate education; access and outreach; user-

friendliness; and diversity. Since then the University has reported extensively on these measures, which are a key element in the development of this annual performance report.

The original intent was to develop measures that would be flexible rather than "carved in stone." Refinements to date have been proposed to: 1) include process and qualitative measures; 2) articulate connections among the measures; 3) include information about best practices contribution to desired outcomes; 4) incorporate important strategic issues for the 21st century, such as international context; 5) reflect new initiatives, like the interdisciplinary initiatives; 6) adjust to areas for which data are not available.

Principles for selecting and refining the measures were to:

- Be consistent with institutional values, with symbolic meaning in communicating priorities.
- Be relevant to the mission, vision, and strategic directions outlined in University 2000 and be useful in evaluating the University's relative success in moving forward in the desired directions.
- Emphasize outcomes reflecting real effects/outcomes/products, in addition to the associated input or process measures that are needed to understand how outcomes can be changed.
- Be meaningful at the institutional, campus, and college levels whenever feasible, to show differential contributions to addressing the University's strategic directions.
- Reflect common perceptions of University activities about the most critical areas for the University of Minnesota to maintain and improve its performance.
- Address controllable factors (directly or indirectly controllable by the University), rather than forces totally beyond institutional control.

This report is based on this original framework, elaborated through an expanded list of specific performance indicators that have been identified for each broad measure. The 1999 Institutional Level Measures are listed above with University goals (pp. 4-7). Specific performance indicators tracked in this report are listed below.

Academic Excellence

Overall institutional ranking
Institutional comparisons with peers – NRC; US News; U Florida: top-ranked programs – # ; rank; programs
National academy members
Faculty awards

Sponsored funding
Trendline expenditures – system; campuses
% change in total U Federal R&D funding vs. % change in total funds available
Total proposals/awards/expenditures from external funding per T/TT faculty

Faculty compensation position compared with peers

Faculty productivity (see Efficiency and Effectiveness)

Faculty retention

Technology commercialization
Invention disclosures
Patent applications
Patents issued
Licenses
– new licenses
– start-ups licensed
– total active licenses
– gross royalties and fees

Library resources

Development and fundraising
Voluntary support
Return on invested funds
Size of endowment
Alumni giving

Academic Initiatives and Investments

Students

Selectivity – undergraduates
Mean h.s. school rank of entering freshmen
% in top 25 percent – comparison
Acceptance rate

Diversity
% entering freshmen of color
Total # students of color

1st and 2nd year retention
All students
Students of color

Student satisfaction
All students
Students of color
– advising, registration, financial aid

4-, 5-, 6-year graduation rates
All students
Students of color

Student technology
#, % classes using instructional technology

Internationalization
Participation of undergrads in study abroad

Alcohol, drug, crime data

Graduate/professional
Applications – yield
Students of color
Time to graduation

Degrees granted

Impact of undergraduateinitiatives/ investments
Seminars, study abroad, residential living, community service, minors, convocation

Postgraduation experience

Engagement: Access and Outreach

Citizen satisfaction
% Minnesota citizens expressing overall satisfaction

Outreach/access
on-line library holdings
metro-area transfer students
Students participating in community service (see Student section)

Strengthening the University Community: Human Resources

Faculty compensation

Civil Service/Bargaining Unit compensation position compared with local market (sample)

Faculty diversity – persons of color; women
Staff diversity – persons of color; women

Support for faculty/staff development for job performance
– leaves
– training investment
– teaching development

Physical Heritage and Integrity

Classrooms
% classrooms meeting quality/utilization standards
% classrooms meeting minimum standards
# high-tech classrooms
Student satisfaction with new/renovated classrooms

Efficiency
Renewal/new facility ratio
Energy consumption

Institutional Efficiency and Effectiveness

Service improvements
Domain popularity (.umn)
Email usage – volume of transactions
Student satisfaction

Efficiency/productivity – instructional cost profiles (system and campuses)
Funds leveraged for O&M/SS dollars
State support per FYE student
State support per tenured/tenure track (T/TT) faculty
Tuition per T/TT faculty
Tuition as % of instructional expenditures
Expenditures for instruction per FYE student
Fully allocated costs per FYE student
Expenditure for instruction per degree
FYE students per T/TT faculty (teaching loads)
Degrees per T/TT Faculty

Compact Data Sets

This Plan, Performance, and Accountability Report utilizes additional information related to the Compact Process. Additional measures are used in the Compact Profiles for each campus, and for the institution as a whole, for the following elements. These data sets are systematically tracked and updated at a detailed level each year. They include subsets of the broader measures; longitudinal data from 1998 through 2001 are available, by campus and for the entire institution. Throughout this report, these data are cited and analyzed where appropriate; full data series for each campus, and the system, are included in Appendix C. All compacts are accessible on the Web at http://www.evpp.umn.edu, as are these, and additional data sets can be found at http://www.irr.umn.edu/plandata/.

Compact-Level Measures

- Head-Count Enrollment
- Full-Year Equivalent (FYE) Enrollment
- Undergraduate, Graduate Students Proportions by Underrepresented Group
- Degrees Granted
- Retention and Graduation Rates
- Faculty and Staff Counts
- Faculty Diversity (ethnicity, gender)
- State Support per Tenured/Tenure-Track Faculty
- State Support per FYE Student
- FYE Students per Tenured/Tenure-Track Faculty
- Degrees Awarded per Tenured/Tenure-Track Faculty
- Assignable Square Footage
- Sponsored Expenditures
- Sponsored Research Proposals
- Voluntary Support
- State Support as Leverage for Other Revenues
- Grants and Contracts

Unit- and initiative-specific, complementary measures. Through the Compact Process, each college and campus is encouraged to identify additional unit-level measures specifically relevant to them, intended to assess quality and impact efficiency, and levels of service to core constituencies. In addition, the University tracks and measures the progress of individual system-wide initiatives.

II.A. Academic Excellence

Academic Excellence

The University of Minnesota aspires to provide an undergraduate, graduate, and professional student experience that is consistently characterized by educational excellence, timely completion, and a supportive institutional climate; to generate long-term solutions for the challenges facing the state, nation, and world, through world-class research, scholarship, and artistic activities; and to listen and respond to society, providing broad access to programs and resources, and effectively meeting social challenges.

Reputation

The University of Minnesota intends to achieve national and international recognition as one of the top public universities in the United States, for innovation and excellence in teaching, research, and outreach, continually setting new standards of quality and service.

To achieve these goals, the University invests in its strongest programs and in new and existing areas of strategic importance, and seeks resources for its programs through sponsored funding and voluntary support. Each unit, through its compact, defines the specific areas in which it will invest to improve and focus the quality of its academic programs.

Three broad strategies focus the University's measures of progress in these areas:

1) maintaining and increasing the quantity of high quality research and overall ranking;
2) achieving improvements in research productivity; and
3) increasing the University's ability to withstand changes in public funding through successful fundraising.

Maintain and increase the quantity of high-quality research, thereby increasing the overall reputation of the University.

Indicators: Rankings, Faculty Awards and Academy Memberships, Faculty Compensation, Faculty Retention, Library Resources, Academic Initiatives, Compact Investments

Rankings

A variety of systems provide rankings of the University of Minnesota among its peers, as an institution, and for some of its programs. (Most national systems use the Twin Cities campus only.) Among these, the University of Florida, U.S. News and World Report, and the National Research Council (NRC) are the best known or most reliable. (A summary of various rankings is provided in Table 2.)[i]

University of Minnesota Rankings Summary

UMTC among top 3 public, and top 11 of all research universities	University of Florida (2001)
UMTC 19th among public doctoral universities; 2nd tier of all doctoral institutions	U.S. News (2001)
UMTC 9th among public doctoral institutions; 20th among all doctoral institutions	National Research Council (1993)
UMC 3rd among top 3 comprehensive public midwestern colleges	U.S. News (2001)
UMD 8th among top 12 public midwestern masters' universities	U.S. News (2001)
UMM 5th among top 5 national public liberal arts colleges	U.S. News (2001)

University of Minnesota Ranking 2000 and 2001
University of Florida Study[ii]

2000 (for 1999)			
Overall ranking	in top 6-10 publics, in top 6-11 of all		
FY 1999	$ or #	Rank among all	Rank among publics
Total Research Expenditures	$ 345,910,000	13	9
Federal Research	$ 204,741,000	14	7
Endowment Assets	$1,509,769,000	23	4
Annual Giving	$ 161,966,000	18	6
National Academy Members	36	23	10
Faculty Awards	28	19	9
Doctorates Granted	729	5	4
Postdoc Appointees	432	15	8
Median SAT	1165	213	43

2001 (for 2000)				
Overall ranking	in top 3 publics; in top 6-10 of all			
FY 2000	$ or #	Rank among all	Rank among publics	Change 2000-2001
Total Research Expenditures	$ 358,247,000	15	10	-
Federal Research	$ 207,761,000	16	7	0
Endowment Assets	$1,809,305,000	23	4	0
Annual Giving	$ 193,950,000	20	8	-
*National Academy Members	36	23	10	0
**Faculty Awards	31	14	6	+
Doctorates Granted	604	7	7	-
Postdoc Appointees	518	16	8	0
Median SAT	1185	182	37	+

Source: TheCenter, The Top American Research Universities, 2001; http://thecenter.ufl.edu

**National academy memberships are tracked for the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine.*

***Faculty awards reported for 2000 in the University of Florida 2001 study included: 14 NIH R35/R37 grants; 9 Fulbrights; 5 NSF Career Awards; 1 NEH fellowship; 1 Guggenheim fellowship; 1 USDA award.*

Comparing 2000 and 2001 UMTC Ranking:

- University of Florida rankings are based on previous fiscal year's data.
- 8 of 9 UMTC measures were in top 10 of all public universities.
- In 2000-2001, UMTC increased or had a steady ranking for 6 measures.
- In 2000-2001, UMTC decreased its ranking on 3 measures.
- Only two other public universities, the University of California-Berkeley and the University of Michigan, achieved similar results in 2001. (2001 University of Florida top 11 universities, Top 5: Cornell, Harvard, MIT, Stanford, University of Pennsylvania; Top 6-11: Columbia,

Duke, Johns Hopkins, University of California-Berkeley, University of Michigan, University of Minnesota-Twin Cities.)

- The single variable in which UMTC is not in the top 25, when ranked with other public universities, is median SAT of freshmen. Although still far from the top 25, the University improved its ranking from 43 (public) and 213 (all) in 2000, to 37 (public) and 182 (all) in 2001.

National Research Council[iii]

NRC Institutional Ranking.

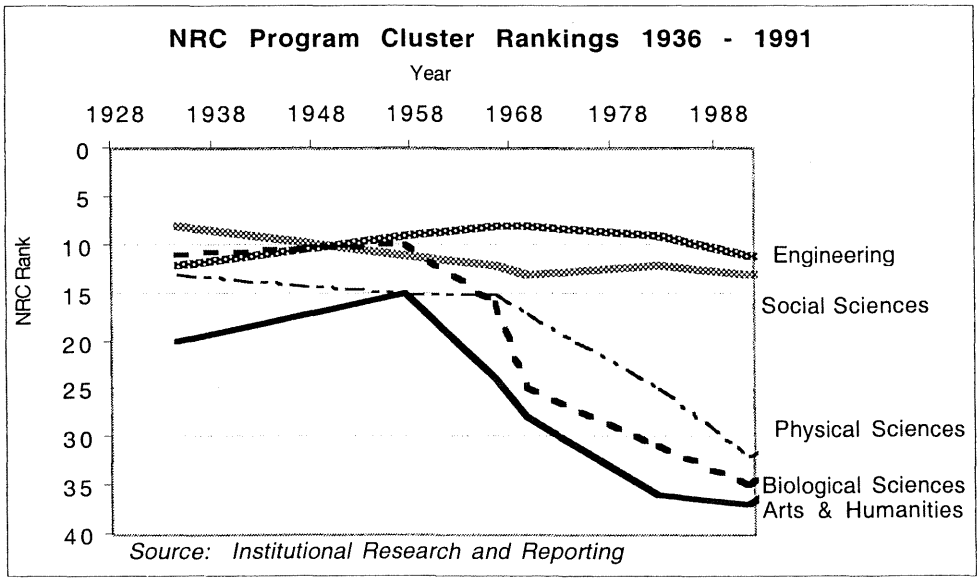
- Overall institutional rank was 9th among public universities and 20th among 274 ranked institutions in 1993. (NRC anticipates publishing its next update in 2003-2005.)
- According to the 1993 rankings, top-ranked public institutions and their rankings were:[iv]

1 UC Berkeley	15 UC San Diego
4 University of Michigan	16 University of Washington
8 UC Los Angeles	19 University of Illinois Urbana
12 University of Wisconsin	20 University of Minnesota Twin Cities
14 University of Texas	23 University of North Carolina

- NRC discourages creating general institutional rankings from combinations of individual program ranks; this is, however, a sufficiently common practice that the rankings are worth noting here.

NRC 1993 Program Cluster Ranking and Rating.

- The NRC ranking and rating was applied to 39 University of Minnesota programs in Arts and Humanities; Biological Sciences; Engineering; Physical Sciences; Social and Behavioral Sciences.



Source: Institutional Research and Reporting

- Many programs are not ranked: Architecture; Agriculture, Food, and Environmental Science; Dentistry; Education; Human Ecology; Law; Management; Medicine; Nursing; Pharmacy; Public Affairs and Policy. These rankings do not, therefore, capture completely the strength of public, land-grant universities.
- Changes in rankings between 1969 and 1993 show significant variations among program clusters. Between 1969 and 1993,
  - Engineering remained around 10th.
  - Social sciences remained between 10th and 15th.
  - Physical and mathematical sciences declined from around 15th to around 30th.
  - Biological sciences declined from near 15th to around 35th.
  - Arts and humanities declined from near 15th to 37th.
- No top five public institution had fewer than four of five study field categories within the top ten; UMTC had just one (Engineering).
- Strongest ("Distinguished") UM programs by 1993 NRC rank included the following. (See Table 1 for full list.)

Chemical Engineering	1	Economics	10
Geography	3	German	11
Psychology	7	Aerospace Engineering	12
Mechanical Engineering	8		

U.S. News

U.S. News and World Report publishes its *Best Colleges* guide each fall. Institutions are grouped by highest degrees offered, but this ranking looks at undergraduate programs only. In fall 2001, the University of Minnesota Twin Cities' undergraduate programs

- Were ranked in the second tier (groups ranked 53rd to 131st) of all doctoral universities.
- Were ranked 19th among all public doctoral universities.
- Slightly increased its ranking in several variables.

U.S. News Ranking: UMTC, 2000 and 2001

Variable	2000 Ranking	2001 Ranking
Reputation	3.8 (5.0 highest)	3.8
Freshmen retention rate	84%	83%
Predicted graduation rate	55%	55%
Actual graduation rate	51% (1999)	50% (2000)
Overperformance/underperformance	-4	-5
% classes under 20	51%	53%
% classes with 50 or more	17%	16%
% full time faculty	96%	96%
SAT/ACT (25th – 75th percentile)	22-27	22-28
Freshmen in top 10% of h.s. class	29%	30%
Acceptance rate	73%	75%
Alumni giving	9%	9%

Source: U.S. News, America's Best Colleges, 2000 and 2001; http://www.usnews.com/usnews/edu/rankings

- U.S. News' rankings focus on student-related criteria, unlike the NRC and University of Florida reports.

- Despite the difference in methodology, there is considerable overlap among the University of Florida and U.S. News top five ranked universities. Greater differences exist between the ranking systems for those institutions ranked in the top 6 to 25.
- The mid-range rank of the UMTC is parallel to the single University of Florida measure related to undergraduate students, average SAT, for which UMTC ranked 43rd among publics and 213th among all research institutions in 2000, and 37th (public) and 182nd (all) in 2001.

Ranking Systems Compared

	University of Florida Top Research Universities 2001	U.S. News Best Colleges 2001	
		All Doctoral	Public Doctoral
Cornell	top 5	14	
Harvard	top 5	2	
MIT	top 5	5	
Stanford	top 5	5	
University of Pennsylvania	top 5	5	
Columbia	top 6-11		
Duke	top 6-11	8	
Johns Hopkins	top 6-11	16	
University of California-Berkeley	top 6-11	20	1
University of Michigan	top 6-11	25	3
University of Minnesota Twin Cities	top 6-11	2nd tier	19
University of Virginia		24	2

Source: Office of the Executive Vice President and Provost

Academic Health Center Rankings

Rankings of schools and programs in the Academic Health Center parallel the varied rankings of other University of Minnesota programs. In some cases, programs are in the top tier; in many they are in the middle tier. In others, noted below, rankings have increased significantly over the past few years.

- Pharmacy and the medical schools' primary care programs are highly ranked by U.S. News.
- U.S. News ranked the Medical School 35th overall this year. Among Big 10 medical schools, Michigan was ranked 9th, Northwestern 20th, Iowa 29th, and Wisconsin 30th.
- The University has one of the largest student enrollments and highest student acceptance rates among its peers.
- The Gourman Report ranked AHC schools more favorably – many in the top 25 to 30 percent of all schools; many of the higher ranked schools are private.
- Comparative research data and NIH award rankings place the University comparatively high – 19th nationally in terms of NIH awards.
- The School of Public Health is one of the top public health schools in the country.
- The Medical School's ranking has remained relatively stable for the last three years after a significant decline from 14th in 1980 to 27th in 2000. The drop reflects the loss of tenured faculty members (84 since 1995 alone).

Academic Health Center
National Rankings, Most Recent Studies

AHC School/Program	NIH (2000)	NRC (1993)	U.S. News (2001)	Gourman Report (1995, 1997)
Dentistry	12			11
Medical School – Twin Cities	27			15
Overall MD Program			35	
Family Medicine			9	
Primary Care (MD)			11 (23 in '99)	
Occupational Therapy			23	
Physical Therapy			28 (2000)	
Neurosciences		34		
Pharmacology		21		
Medical School – Duluth	35			
Primary Care (2-year)			8 (20 in '99)	
Rural Medicine Specialty			6	
Nursing	34		27 (32 in '99)	13
Public Health Nursing			7 (2000)	
Midwifery Specialty			19 (1999)	
Pharmacy	22		5 (1999)	7
Public Health	3		7 (2000)	
Veterinary Medicine	10		11	8

Source: Academic Health Center

Faculty Awards and Academy Memberships

University of Minnesota Ranking, Faculty Awards and Academy Memberships (University of Florida Study)

	2000			2001		
	#	Rank among publics (1999 data)	Rank among all	#	Rank among publics (2000 data)	Rank among all
National Academy Members	36	10	23	36	10	23
Faculty Awards	28	9	19	31	6	14

Source: TheCenter, America's Top Research Universities, 2001

- Between 2000 and 2001, the UMTC ranking was unchanged in numbers of national academy members (36), placing the University tenth among public universities. (See Table 3). There is a significant gap, however, between this position and the next highest public institution, the University of Texas, which has 52 national academy members.
- In rankings, the University is not level with its peers in numbers of members of prestigious national academies. This difference may reflect a greater persistence among UMTC peer institutions in nominating faculty to these prestigious appointments. It may also represent the willingness and capacity of institutions to make senior level faculty appointments (e.g., Texas actively recruited National Academy of Engineering members).
- The University has performed somewhat more strongly in numbers of awards individual faculty members received, with 28 in 2000 and 31 in 2001, when its ranking increased to 6th among

public and 14th among all institutions. These awards reflect the increasing competitiveness of University faculty.

Faculty Salary and Compensation

Through the Compact Process, the University has invested nearly $66 million over the past four years to increase faculty salaries.

Ranking and Trends.

- Comparisons based on American Association of University Professors (AAUP) annual surveys cover full-time instructional faculty, and exclude medical school faculty.
- In 2000-01, the average full professor salary at the University of Minnesota Twin Cities was $93,600, placing the University 11th among peer, public, NRC-ranked universities.
- Differences among institutions within regions are comparatively small – in California, salaries are higher, as is general cost of living; in the Midwest, average salaries vary by less than $500.
- When total compensation is compared (salary and fringe benefits: social security, retirement contribution, medical insurance, dental insurance, group life insurance, disability, unemployment, workers' compensation, and tuition for faculty dependents), the University of Minnesota Twin Cities' ranking was 7.

Full Professor Salary and Compensation Compared

NRC Ranking	Institution	Average Full Professor Salary, 2000-01	Average Full Professor Compensation, 2000-01
1	UC-Berkeley	$113,600	$144,100
8	UC-Los Angeles	$112,700	$143,100
4	Michigan	$105,200	$128,300
15	UC-San Diego	$104,300	$132,800
3	Cornell	$103,000	$130,500
30	UC-Santa Barbara	$102,200	$130,100
23	North Carolina	$100,900	$117,900
19	Illinois	$ 95,600	$111,700
14	Texas	$ 94,100	$111,400
26	Penn State	$ 93,800	$112,200
20	Minnesota	$ 93,600	$120,000
13	Wisconsin	$ 90,400	$111,600
27	Purdue	$ 87,400	$111,300
16	Washington	$ 85,500	$104,200

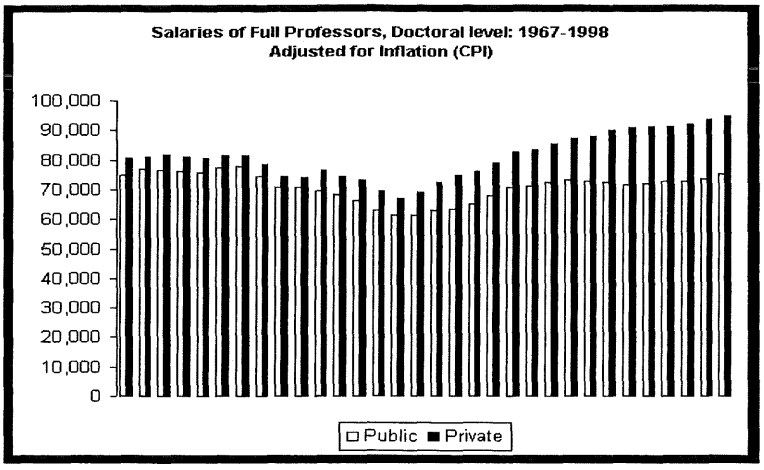
Source: Office of Institutional Research and Reporting

- In 2000-01, the Twin Cities ranked 11th among public universities and 26th among all top-ranked public and private institutions in faculty salaries for full professors; 24th for associate professors; and 27th for assistant professors. From the previous year, every rank lost some ground in both rank position and deviation from the mean, compared with all 30 public and private institutions, as well as with just the 14 public institutions. The loss was greatest at the assistant professor level.
- Duluth's full professor salaries ranked 13th among peer institutions; associate professors – 5th; assistant professors – 8th (2000 figures). These changes represent significant improvements.
- In 2001, Morris' full professor salaries ranked 8th among peer institutions; associate professors – 6th; assistant professors – 13th. While this represents some loss in ground, compensation for UMM faculty remains above the mean for all three ranks.

- Crookston's full professor salaries ranked 5th; associate professors – 4th; assistant professors – 3rd. Although this represents a modest loss of ground, compensation remains above the mean for all three ranks. Given the small size of the UMC faculty, slight changes due to retirements and other factors can distort these statistics.
- See Table 4 for more detail.

Trends.

- The 35-year gap between public and private university faculty salaries is increasing.



- In the broader context, all public universities are losing ground to private institutions. Since 1967, the gap between full professor salaries at public and private institutions has increased from $5,000 to at least $20,000.
- The University of Minnesota has increased total faculty salaries over the rate of inflation each year for the past four years. (See Table 4.) However, only modest progress has been achieved in increased rankings in salaries compared with other research universities, as our peers have been increasing salaries as well.
- When total compensation is examined, the University was near or above the mean increase in 2000-01 compared with peer institutions.

Mean Compensation Increase, University of Minnesota and Peers, 2000-2001

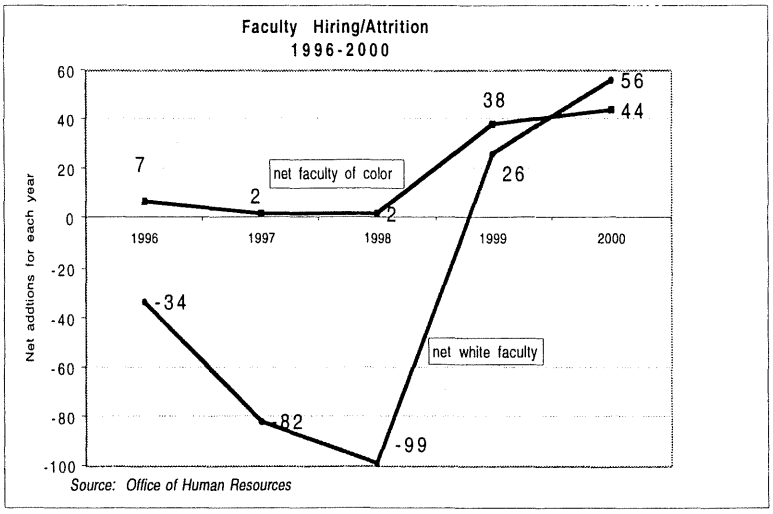
	Full Prof	Assoc Prof	Assist Prof
Top 30	4.6%	4.9%	5.5%
Twin Cities	5.4%	4.6%	4.8%
UMD Peer Group	3.9%	3.7%	3.2%
UMD	6.8%	4.6%	6.6%
UMM Peer Group	4.2%	4.4%	5.4%
UMM	0.7%	5.0%	2.3%
UMC Peer Group	5.9%	2.9%	4.0%
UMC	4.9%	-7.1%	2.1%

Source: Office of Institutional Research and Reporting

Faculty Hiring and Retention

Trends.

- In 1999-2000, the University experienced a net faculty attrition rate of 5.6 percent; the rate has averaged 5.1 percent over the period 1990-2000.
- Between 1996 and 2000, the University lost a significant portion of faculty; new hires did not compensate for these losses, many of which were in the Medical School. At the lowest point, in 1998, the University lost a net of 97 faculty. In 1999 and 2000, successful hiring began to rebound, with net faculty increases of 64 in 1999 and 100 in 2000.
- Over the same period, a small but growing number of faculty of color were successfully hired, beyond the number leaving each year. In 1999 and 2000, the net number of new faculty of color was 38 and 44 (see Section II.D for more detail on faculty and staff diversity).



Faculty Attrition
1999-2000 and 1990-2000

	1999-2000	1990-2000 Average
Men	6.3%	5.2%
Women	5.2%	4.9%
Faculty of Color	5.4%	5.3%
Total average	**5.6%**	**5.1%**

Source: Office of Human Resources

Library Resources

- The University Libraries make an important contribution in support of research, teaching and learning, and outreach.
- The University Libraries lead the rankings provided by the Association of Research Libraries in numbers of loans to other libraries, reflecting the University's commitment to leveraging resources across the state.
- University Libraries are ranked 17th among 111 ranked libraries in numbers of volumes owned (5,856,705 in 2000); this position has been steady since 1996. In 2000, the Libraries ranked 19th in periodical subscriptions (41,618), down from 11th in 1996, and 15th in annual expenditures (nearly $30 million), down from 11th in 1996.
- Other indicators have declined over the past six years – total circulation, reference queries, periodical subscriptions. This reflects national trends.
- The University Libraries' rankings in key service areas are improving, even where absolute numbers have declined. This national decline is driven by escalating costs of periodical subscriptions.

University Libraries
Trends and Rankings 1996-2000

Trends

	Volumes Owned	Periodical Subscriptions	Loans to Other Libraries	Annual Expenditures	Total Circulation	Reference Queries	Instruction Sessions	Session Attendees
1996	5,376,090	47,867	246,800	$ 26,696,016	1,020,273	262,756	668	13,450
1997	5,490,668	48,105	235,602	$ 27,009,302	863,425	270,919	851	14,545
1998	5,613,171	46,989	237,424	$ 28,489,796	876,162	248,848	858	15,069
1999	5,747,805	45,696	232,976	$ 29,715,493	819,156	214,081	861	15,138
2000	5,856,705	41,618	233,783	$ 29,993,696	715,080	225,727	878	15,655
Rank								
1996	17	11	1	11	23	24	56	28
1997	17	11	1	13	28	22	39	25
1998	17	13	1	14	24	21	41	29
1999	17	13	1	14	30	26	41	29
2000	17	19	1	15	33	18	35	29

Comparison Ratios

	Volumes Owned/Ph.D. Fields Taught	Reference Queries/Total FTE Students	Total Circulation/Total FTE Students
1996	53,760	11	44
1997	57,194	11	36
1998	60,356	9	31
1999	48,300	8	32
2000	45,051	8	25
Rank			
1996	52	40	32
1997	49	34	44
1998	43	49	50
1999	81	38	51
2000	87	38	64

Source: University Libraries; Association of Research Libraries

Investments.

Over the period 1998-2001, the University has made substantial investments in the University Libraries, particularly to strengthen digital collections and use of information technology. These include:

- $3.2 million for digital libraries, through the Compact Process and the academic interdisciplinary initiatives, to hire seven new digital librarians, to expand digital holdings, and to expand access to on-line databases
- $500,000 for Law Library and Clinics
- Capital investments of $44.8 million for the Twin Cities' Andersen Library, and $25.8 million for the Duluth Library.

Academic Interdisciplinary Initiatives and New Investments in Academic Priorities

The strategic investments initiated by President Yudof with Board of Regents approval expanded investments in five areas: Digital Technology, Molecular and Cellular Biology, New Media, Design, and Agricultural Research and Outreach. These initiatives were seeded with a 1998 supplemental legislative appropriation of $18,625,000; combined with internally reallocated resources, externally leveraged funds, and capital investments, they now represent an extraordinary investment of over $317 million to date, including new and renovated buildings.

These investments are intended to accomplish key goals: strengthening and expanding University programs in high-priority areas where its research was or should be ranked at the highest level; developing research programs that bear the prospect of strengthening the state's economy; and, leveraging additional external funding.

A major consequence of the investments outlined above has been the ability to strengthen academic departments. With 75 percent of the positions filled by fall 2001, by the end of 2002-03, a total of 87.5 positions will be added to the cadre of faculty in the five key areas. These investments have made an impact on the composition of the University's faculty, on its success in obtaining external funding, in new research, and in new academic programs.

Academic Interdisciplinary Initiative Investments, 1998-2001

	New Positions	1998 State Appropriation	Reallocated Funds	Externally Leveraged Funds	Total Academic Investment	Related Capital Investments
Digital Technology	20	$4,500,000	$1,333,000	$15,062,000	$20,145,000	$53,600,000
Molecular and Cellular Biology	41	$7,375,000	$6,000,000	$23,479,974	$36,854,974	$106,372,000
Design	2.5	$1,150,000	$186,000	$3,010,000	$3,596,600	$28,882,000
New Media	8	$1,700,000	$567,000	$18,300,000	$20,567,000	$18,000,000
Agricultural Research/ Outreach	8	$2,250,000	$360,000	$5,330,000	$7,940,000	$14,977,000
UMC (Agriculture)	2	$600,000	$300,000	$244,000	$1,144,000	
UMD (Biology, Design, Ag)	6	$1,000,000	$682,000	$669,000	$2,351,000	
UMM (Agriculture)		$50,000		$595,000	$645,000	
Total	**87.5**	**$18,625,000**	**$9,428,000**	**$66,690,574**	**$94,743,574**	**$221,831,000**

Source: Office of the Executive Vice President and Provost

Academic Interdisciplinary Initiatives – Impact Summary

Digital Technology – 20 positions	▪ New faculty have received grants totaling $4 million since March 2001. ▪ The Institute of Technology Dean is setting up a $1 million endowment for a new Digital Technology Center Chair. ▪ We-Chung Hsu, an expert on computer architecture and compiler technologies, received a $300,000 grant from NSF. ▪ George Karypis, an expert on data mining, received a $1.8 million grant from NIH to work on gene expressions in lung rejection, and $94,000 from NASA to use data mining to examine the global carbon cycle and climate change. ▪ ADC made a $7 million gift to endow 5 new faculty positions in the Digital Technology Center, and 8 graduate fellowships. ▪ Linda and Ted Johnson contributed $750,000 to support a new digital design consortium (half of a $1.5 million gift shared with the Design Institute).
Molecular and Cellular Biology – 41 positions	▪ New assistant professor Dr. Claudia Schmidt-Dannert received a $700,000 grant to establish a high-throughput screening and cell characterization facility, using robotics and laser scanners to trace genetic mutations in organisms. ▪ UMD Professor Mary Oursler received a $324,000 grant from the U.S. Army to work on factors regulating tumor growth progression in metastatic cancer. ▪ 3M made a $6 million gift to support graduate fellowships. ▪ General Mills made a $1 million gift to establish the General Mills Chair in Genomics for Healthful Foods to research ways to apply plant genomics to development of healthy food products.
Design – 2.5 positions	▪ Work began in October 2001 on "Midtown Crossings," a public/private partnership to address redevelopment of Minneapolis' Greenway Corridor over the next 30 years. ▪ External funds leveraged include a $1 million gift from Target, to support an international Design Fair and K-12 Design Camp, and $750,000 from Linda and Ted Johnson to develop a new generation of design tools.
New Media – 8 positions	▪ The McCormick Tribune Foundation made a $1.3 million grant to support *New Directions for News*. ▪ The School of Journalism and Mass Communication has received over $16 million in Capital Campaign pledges, generated from excitement about the New Media Initiative.
Agriculture – 8 positions	▪ Minnesota Soybean Growers Association made a grant of $1.5 million for research and extension. ▪ Minnesota Wheat Growers Association made a grant of $300,000 for research and outreach. ▪ The USDA made a grant of $1.8 million for research on wheat scab. ▪ UMM Center for Small Towns received an additional $187,000 grant from Blandin Foundation to support community-planning projects, and a $217,000 Learn and Serve grant from the Corporation for National Service. ▪ UMC received $120,000 in private grants for a nature-related recreation project.
Related Investments	
Joint degree programs and new minors	▪ Law, Health, and Life Sciences; MA in Health Journalism; Educational Communication and Info Technologies (UMC); interdisciplinary minors – information technology, design, communication arts (UMD), bioinformatics, biotechnology.
Biological Sciences reorganization	▪ Two new University-wide departments and a consolidated program in neurosciences; physical proximity of undergraduate and graduate biology. A major success is the Consortium Program in Law, Health and Life Sciences.
Neurodevelopment and Behavior	▪ Major new program among psychology, pediatrics and the Center for Nuclear Magnetic Resonance.

The original interdisciplinary initiatives were also selected, in part, to strengthen program areas at the University that had, as the NRC 1993 study revealed, slipped in national rankings. The table, below, illustrates central investments of new resources over the past four years, mapped generally to NRC program cluster rankings, across broad, inclusive categories of disciplines. (The definition of research program areas and disciplinary clusters are likely to change in the next NRC study, anticipated for 2003-2005.) These investments of new resources include legislative funding and compact investments for the interdisciplinary initiatives and the medical endowment, together with capital investments and private funding for these broad cluster areas.

This summary is intended to show the scale of new funding and the directions in which the University has made strategic choices: to emphasize engineering and biological sciences, and to support, but at a considerably lesser level, social and behavioral sciences, physical sciences, and arts and humanities. A substantial portion of the funding for these priorities was determined by administrative and regental preferences and by legislative concerns; however, sponsored and private funds are more strongly influenced by the research interests and expertise of faculty and the philanthropic interests of donors. It took significant effort by many people to achieve the results depicted in the table. In future years, the University should see the impact of these investments in increased research discoveries, technology transfer, and rankings.

New investments in these broad areas total over $1 billion. Taking strategic investments beyond the interdisciplinary initiatives to include the legislative medical endowment, compact and capital investments, together with private giving, the University has made its largest investment – over $888 million – in biological sciences and medical research. This is comparable to the recent University of Michigan investment of $800 million in biology.

In making these investments, the University has set priorities and made choices that preferred some areas over others. However, this has not been an all-or-nothing process. It is important to note that many other significant investments and faculty accomplishments not included here have been made at the college level and through the compacts, to support other significant areas of research that may, in the future, become targets for new initiatives and investments. (Investments in undergraduate education have also been substantial and very important; see Section II.B.)

New Systemwide Investments in Priority Areas
1998-2001

NRC Rank 1993	Category	Legislative Investments[1]	Internal Investments[2]	Related Capital Investments[3]	Total Legislative and University Investments	Private Giving	Total New Investments
35	Biological Sciences /	$7,375,000	$13,750,000	$187,395,000	$732,420,000	$155,934,068	$888,354,068
(27*)	Medical Research						
	Medical Ed. Endowment	523,900,000					
10	Engineering / Computer Science	4,500,000	3,440,770	65,530,000	73,470,770	36,014,405	109,485,175
13	Social / Behavioral Sciences	3,250,000	2,177,800	22,049,000	27,476,800	28,140,557	55,617,357
30	Physical Sciences/Math		3,397,530	28,507,000	31,904,530	21,484,746	53,389,276
37	Arts and Humanities		1,704,476	44,510,000	46,214,476	22,166,884	68,381,360
	Total to Sept. '01	**$ 539,025,000**	**$ 24,470,576**	**$ 347,991,000**	**$911,486,576**	**$ 263,740,659**	**$1,175,227,235**

Source: Office of Budget and Finance

[1] Legislative appropriations for cellular-molecular biology, digital technology, new media, and design interdisciplinary initiatives, and medical endowment.

[2] Includes central compact and related college investments.

[3] Includes funding for buildings and renovations for: Genomics, Molecular-Cellular Biology, Plant Growth, UMM and UMD Science, Walter Library, Amundson Hall, Mechanical Engineering, Ford, Murphy, Soudan Lab, Twin Cities Art Building, UMD Music.

**Medical School was ranked 27 by NIH in 2000.*

Compact Investments.

The strategic framework for compact investments includes the following principles:

Insure excellence of top-ranked departments

- Invest in best departments
- Invest to strengthen interdisciplinary initiatives
- Recruit and retain top faculty
- Strengthen academic infrastructure, particularly libraries and technology

Invest in research and curriculum development in key fields

- Build the arts and humanities
- Build on reorganization of biological sciences
- Strengthen medical education
- Support agriculture and natural resources
- Strengthen computer science and engineering

Compact Investment Summary 1999-2001: Priorities and Examples of Impact

Strengthening Academic Programs

Priorities	Outcomes
Competitive compensation $52.7 million cumulative investment	▪ Have increased total faculty salaries over the rate of inflation each year for the past four years. Only modest progress in increased ranking vs. top 30 research universities. ▪ 159 new faculty positions

$3,469,000 cumulative program investment	
Examples:	
Computer Science	System-wide initiative to add 16 new computer science positions across all four campuses; 13 more will be added FY 02-03
Arts and Humanities	Added faculty positions in theater, music, film study, Asian languages, German, American Indian studies, and established the Humanities Institute
Social Sciences and Psychology	Added faculty positions in economics, political science, psychology, geography, statistics
Agriculture	Set-up resources for new faculty

Compact-level Measures: Investments in New Faculty and Outstanding Units.

- Between 1999 and 2001, $3,469,000 has been invested in outstanding units across all campuses, to create and fill faculty positions.
- Additional investments have been made, between 1999 and 2001, in 28 new faculty positions to support teaching of freshman seminars. These investments also serve to strengthen top-ranked departments.
- For instance, in CLA, to maintain and strengthen the six departments that rank among the top 15 nationally, new faculty hires (46 of 170 new faculty hired since fall 1997) have concentrated in Economics (12), Geography (3), German (4), Political Science (12), Psychology (13), and Statistics (2). Three of these positions (in Economics, Psychology, and Political Science) came from the freshman seminar investments.

Strengthening Graduate and Professional Programs

Priorities	Outcomes
$18 million cumulative compact investments	
Examples:	
Resources for Medical School clinical departments and faculty	Will hire about 55 new basic and clinical scientists faculty over next four years; housed in new Molecular & Cellular Biology building, Transitional Research Facility, and other AHC facilities.
Increased enrollments in nursing and pharmacy	Graduate 30 more baccalaureate nurses per year from the Rochester site, and 50 more pharmacists per year from the Duluth campus.
Clinical investigation center in Veterinary Medicine	This program is associated with the Research Service Organization and supports clinical trials of veterinary therapeutics.
Major investments in stem cell research, genomics, bioinformatics, clinical programs, and technology transfer	$12-15 million invested from AHC and Fairview sources over the last three years; currently evaluating return on investment; over 40 peer reviewed publications; many new NIH grants to date.
Community partnerships	New partnerships in neurology with HCMC; radiology with VA and HCMC; emergency medicine with Regions and HCMC; Community-University Partnership in Education and Service (CUPES); interdisciplinary sites; rural dentistry; community pharmacy.
Support for Law Library and Law Clinics	Core support for growing costs in libraries and experiential programs in law.
Additional and future investments	
21st Century Graduate Fellowship Fund	Dedicates $50 million of license royalty stream to graduate fellowship endowment, available for match in the Capital Campaign, stimulating $19 million in gifts for graduate fellowships.
Translational research building	House state-of-the-art research in neurobehavior, infectious diseases, gene therapies, new cancer therapies, motor disorders, and new approaches to diabetes and organ transplants; provide space for 33 new clinician scientists who perform translational research.

Achieve improvements in research productivity, measured in the amount of sponsored funding and technology commercialization, to maintain national ranking relative to other major research universities, thereby improving the University's overall ranking and reputation.

Indicators: Sponsored Funding, Technology Commercialization

Sponsored funding, technology commercialization, and voluntary support will be increasingly important to the University to balance decreases in public support. As the indicators, below, illustrate, the University has a strong track record on which to build. (For additional detail, see the "Annual Report on the Status of Research Programs at the University of Minnesota," submitted by the Vice President for Research to the Board of Regents, November 9, 2001.)

Sponsored Funding

Ranking.

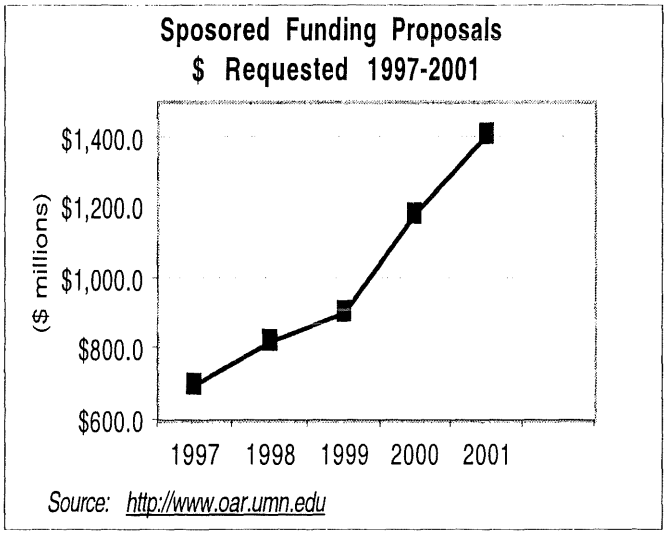
- In 2001, the University was ranked 10th among public research universities and 15th among all research universities based on total research expenditures in FY 1999 (the most recent year for national comparisons). Total research expenditures include both sponsored and institutional expenditures on organizational research.
- Its ranking was slightly lower than in 2000 (based on FY 1998), when it was 9th among public institutions, and 13th among all institutions in federal research expenditures (see Table 5).
- The University's position in federal research was somewhat higher – ranked 7th – in both 2000 (based on FY 1999) and 2001 (based on FY 2000), compared with public institutions. Its rank among all research institutions was, however, close to its rank for all expenditures (14 in 2000, and 16 in 2001).
- Between 1990 and 1999, total federal obligations to higher education increased an average of 3 percent per year, from $15.205 billion to $18.058 billion.
- Over the same period, the University of Minnesota's share of federal obligations increased by an average of 5 percent per year (more than the average available increase), from $181,694,000 to $261,406,000; it ranked 16th in federal obligations in 1999 (see Table 7).

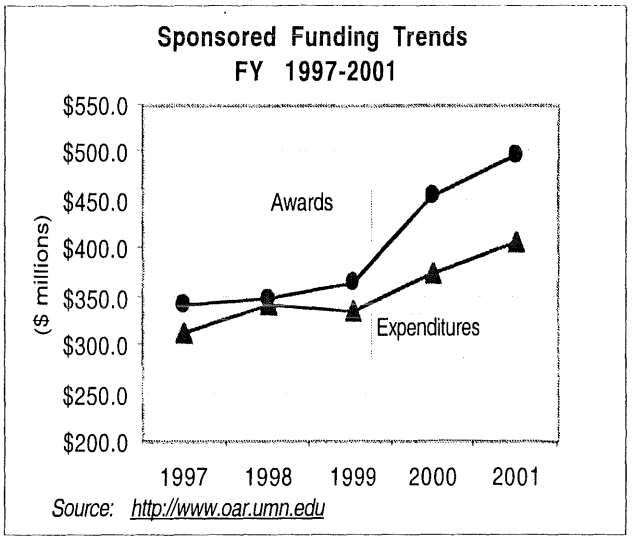
University of Minnesota Ranking, Research Expenditures (University of Florida Study) 2000 and 2001

	(FY 1999 data)	2000 rank among publics	Rank among all	(FY 2000 data)	2001 rank among publics	Rank among all
Total Research	$ 345,910,000	9	13	$ 358,247,000	10	15
Federal Research	$ 204,741,000	7	14	$ 207,761,000	7	16

Source: TheCenter, America's Top Research Universities, 2000 and 2001

Trends.





- Between 2000 and 2001, sponsored funding awards from all sources increased from $455 million to $498.4 million, nearly a ten-percent increase.
- The amount requested in proposals increased by 19 percent in 2001; this was on top of a 30 percent increase in 2000, reflecting faculty and academic staff initiative and strengthening the prospect that the trend in increased awards and expenditures will continue in 2002 and beyond.
- Average percentage change between 1997 and 2001 was a 19 percent increase in requested dollars; 10 percent increase in dollars awarded; and seven percent increase in annual expenditures.
- See Table 6 for five-year trends by college and campus.

Sponsored Funding Trends FY 1997-2001
($1,000s)

	1997	1998	1999	2000	2001
Proposals submitted #	3929	4061	4072	4340	4668
Proposals submitted $	$ 698.1	$ 824.5	$ 904.4	$1,180.1	$1,406.7
Awards #	2862	2953	3148	3212	3180
Awards $	$ 343.3	$ 350.1	$ 364.9	$ 455.1	$ 498.4
Expenditures $	$ 312.3	$ 343.5	$ 335.5	$ 376.5	$ 410.5
% change $ requested		18%	10%	30%	19%
% change $ awards		2%	4%	25%	10%
% change $ expenditures		10.0%	-2.3%	12.2%	9.0%

Source: http://www.oar.umn.edu

Sponsored Funding Awards
All Sources for Research, Training, and Public Service
(in $ thousands)

	1997	1998	1999	2000	2001
Institutional	312,288	350,057	364,949	455,199	498,400
Twin Cities	300,184	338,723	355,805	441,296	486,375
Duluth	11,296	10,7484	8,221	12,561	11,376
Morris	258	198	120	678	126
Crookston	550	488	803	664	523

Source: http://www.oar.umn.edu

Research Productivity.

- Research productivity of faculty is also increasing. Between 1997 and 2001, the average amount of sponsored funding requested by tenured/tenure-track faculty increased by 101 percent, from $260,000 to $523,000. This reflects in part the increase in large-scale, multi-disciplinary funding proposals.
- Average award amounts also increased, by 45 percent, from $127,000 to $185,000 per faculty member.
- Expenditures, which track use of funds that may be used over multi-year project timelines, increased more steadily, by 11 percent, from $95,000 to $106,000 on average per faculty member.
- Significant sponsored research is carried out by academic staff. However, for the purpose of cross-institutional comparisons, these data are calculated on the basis of tenured/tenure-track faculty (see section II.F.).

Sponsored Funding per Tenured/Tenure-Track Faculty

	1997	1998	1999	2000	2001	Change over 5 years
Grant & Contract Proposals: $s	$259,629	$325,876	$352,455	$428,654	$523,131	101%
Grant & Contract Proposals: #	1.46	1.61	1.59	1.56	1.72	18%
Grant & Contract Awards: $s	$127,684	$138,582	$142,206	$172,620	$185,348	45%
Grant & Contract Awards: #	1.06	1.17	1.23	1.15	1.18	11%
Expenditures: $	$95,276	$111,684	$107,468	$117,041	$105,541	11%

Source: Office of Institutional Research and Reporting

Technology Commercialization: Inventions, Patents, and Licenses

The University's goal is to continue to expand its technology transfer activities and to increase its effectiveness in moving University technologies to companies for commercialization to benefit the public. Between FY 1997 and FY 2001 most important measures of technology transfer increased significantly.

Ranking.

- In achieving these results, the University has maintained its position among the top 20 universities receiving patents.
- It ranked 8th in invention disclosures, up from 11th in 1997.
- It ranked 14th, down from 12th in 1997, in patents received in FY 1999.

Technology Commercialization
University of Minnesota Ranking

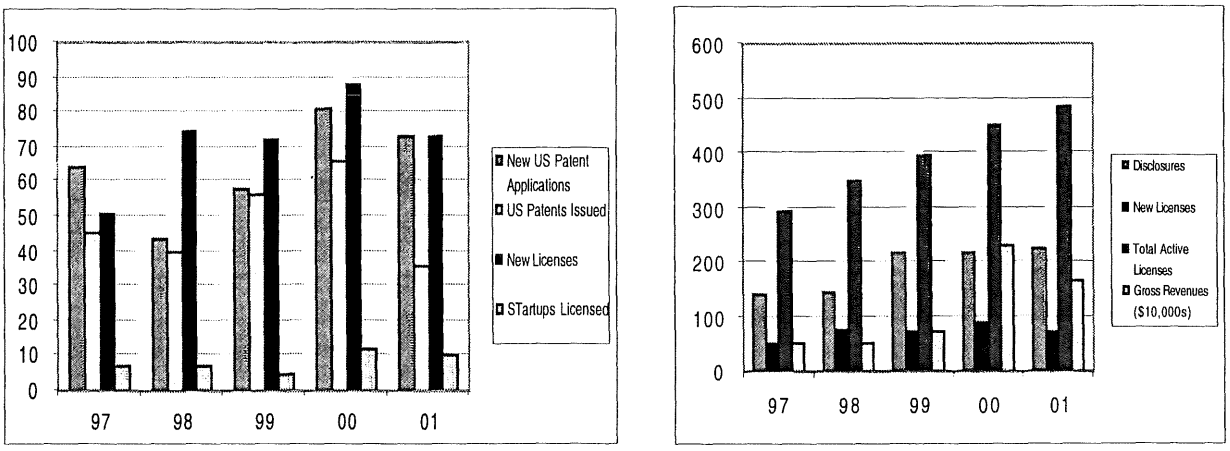
	1997	1999
Industry Sponsored Research	6	18*
Licenses and Options Executed	5	13
Active Licenses	8	8
License Income	14	22
Invention Disclosures	11	8
Patent Applications Filed	14	25
Patent Applications Issued	12	14

Source: Office of Patents and Technology Marketing; Association of University Technology Managers

**Source: National Science Foundation*

Trends.

Technology Commercialization Trends
1997-2001



Source: Office of Patents and Technology Marketing

- New technology disclosures increased by 60 percent, from 142 to 227.
- Patent applications submitted annually increased by 14 percent, from 64 to 73.
- Number of patents issued decreased by 20 percent, from 45 to 36.
- New licenses increased 43 percent, from 51 to 73 (88 were received in FY 2000).
- Licensed start-ups also increased by 43 percent, from 7 to 10 (12 were established in 2000).

- Total number of active licenses is now 483, a 64 percent increase over the 295 active in FY 1997.
- Gross revenues have increased substantially: royalties and fees collected annually increased by 234 percent over the past 5 years, from $5 million to $16.8 million in 2001, due both to the success of the license of technology behind the drug Ziagen, and the sale of the University's interest in Net Perceptions. (The recent peak for this period came in FY 2000, with $23.1 million in gross revenue.) (See Table 8 for details.)

University of Minnesota Technology Commercialization Summary Trends

	FY 97	FY 01	% Change FY97-FY01
Disclosures	142	227	60%
New US Patent Applications	64	73	14%
US Patents Issued	45	36	-20%
Licenses			
New	51	73	43%
Start-ups licensed	7	10	43%
Total active licenses	295	483	64%
Gross Revenues (in $ millions)	$5.0	$16.8	234%
Patent Cost Reimbursement	$0.7	$1.1	57%

Source: Office of Patents & Technology Marketing. Generated 8/9/01.

These numbers reflect dramatic growth in technology transfer activity for technology commercialization. Although the greatest increase is in gross revenues, the increase in the number of new licenses and the number of active licenses is most significant to the University's mission in technology transfer – to seek commercialization of University technologies to public benefit. Technology commercialization also plays an increasingly important role in the context of the University's sponsored funding, and the necessity of increasing the proportion of overall funding from non-state sources.

This growth reflects as well the University's success at leveraging its academic investments and sponsored funding in areas of interest to business. The examples cited above illustrate the potential in biotechnology and genomics research conducted by faculty in the Medical School. The Biomedical Innovation and Commercialization Initiative, seeded with a $10 million investment from the state, is designed to help mobilize this potential. It will serve as an incubator providing seed money for emerging biomedical technologies that may be spun off into for-profit ventures.

The University anticipates moving up in the national rankings compiled by the Association of University Technology Managers (AUTM) over the next fiscal years. Additionally, the University has launched new initiatives over the last four years to maintain its technology transfer activity. Strategies include: expanding the number of staff dedicated to technology transfer; launching a web portal to provide easy access to the University's research capabilities and licensable technologies; and, establishing the Technology Transfer Advisory Committee.

Increase the University's ability to withstand changes in public funding by successful fundraising, including increased financial support from alumni and top ranking in voluntary support among peer institutions.

Indicators: Size of Endowment, Voluntary Giving, Alumni Donors, Return on Invested Funds

Ranking.

Size of Endowment

- In 2000, with over $1.8 billion, the University of Minnesota Twin Cities' combined endowment ranked 4th among public, and 23rd among all research institutions, according to the 2001 University of Florida rankings. In the Council for the Advancement of Education's annual survey of Voluntary Support of Higher Education (VSE), which looks at a slightly different group of schools, the University ranked 5th in 2000.

Between 1999 and 2000, the University maintained its rank, although the size of the endowment grew nearly 20 percent. This reflects the growing size of endowments at most peer institutions.

National Ranking in Total Voluntary Support

- The University's 2001 rank (for 2000) among public institutions in annual giving was 8th, down slightly from its rank of 6th in 2000 (for 1999), according to University of Florida rankings (7th and 9th in the VSE survey for the corresponding years).
- Its rank among all institutions also declined slightly, from 18th to 20th, according to the University of Florida's recent rankings study, or 21st according to the VSE survey (See Table 9).
- Here, too, total funds received increased by nearly 20 percent, while the ranking decreased, as peer institutions shared success in fund raising.
- If the single largest gift (in the $30 - $70 million range) to each of the top 21 schools is taken out, the University would rank 16th among all institutions, and 5th among public institutions. Minnesota, Northwestern, and Harvard were the only institutions whose largest individual gift during FY 2000 was less than $20 million.

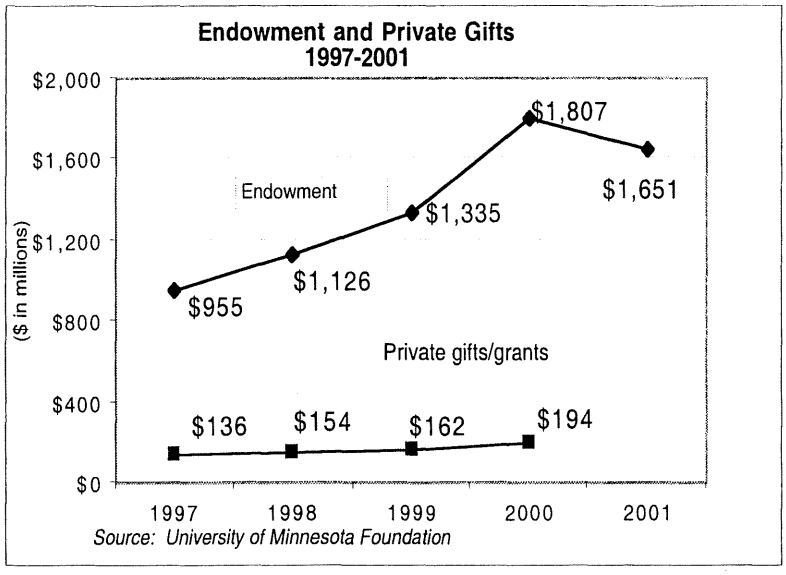
The 2001 U.S. News *Best Colleges* ranking reported that 9 percent of University of Minnesota Twin Cities alumni made voluntary gifts to the University.

University of Minnesota Ranking, Fund Raising and Endowment
(University of Florida Study)
2000 and 2001

	2000 (for 1999)	Rank among publics	Rank among all	2001 (for 2000)	Rank among publics	Rank among all
Endowment Assets	$1,509,769,000	4	23	$1,809,305,000	4	23
Annual Giving	$ 161,966,000	6	18	$ 193,950,000	8	20

Source: TheCenter, America's Top Research Universities, 2001

Trends.



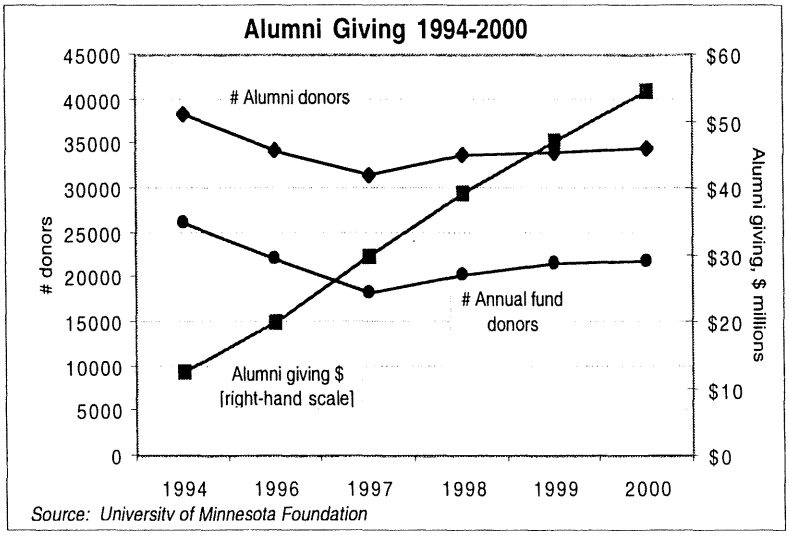
Endowment

- Between 1997 and 2000, the combined University endowment (including the Minnesota Medical Foundation, University of Minnesota, and University of Minnesota Foundation) nearly doubled.
- Between 2000 and 2001, the size of the endowment declined from $1.807 billion to $1.651 billion.

Voluntary Giving

Between 1997 and 2000, private gifts and grants made to the University increased by 42.6 percent, from $136 million to $194 million.

Alumni Giving



- The number of alumni donors has gradually increased, from 31,599 in 1997 to 34,517 in 2000. This follows a substantial decrease, from 38,368 in 1994, the peak over the past 10 years.
- The trend among annual fund donors follows a similar path, peaking at 26,218 in 1994, declining to 18,276 in 1997, and then gradually increasing, to 21,829 in 2000.
- Dollars donated by alumni have increased by 575 percent over the past ten years, from $8.1 million in 1990 to $54.7 million in 2000, reflecting the success of the University Campaign.

Return on Invested Funds

- For the year ending June 30, 2001, the annualized return for the University of Minnesota Foundation was .43 percent. This rate of return would place the University in the top quartile among peer institutions, based on preliminary results. (See Table 10.)
- Over the period 1997-2001, the UM Foundation rate of return averaged 11.17 percent, placing the University near the median among peers in return on invested funds.

Implications for 2002-2003 Planning and Initiatives

The University has long been a national and international leader in research, and serves as one of the primary economic engines of the state in terms of moving research from theory and laboratories to applied policy and industry. Investments in targeted areas: the Academic Health Center, the five interdisciplinary initiatives, social and physical sciences, arts and humanities, are intended to support the University's competitive position and reputation. Its investment strategies reflect priorities of multiple stakeholders, including the legislature, private donors, and federal agencies that fund research.

The indicators cited here illustrate that the University is maintaining momentum in some areas, such as engineering and social sciences, and is rebuilding in the biological sciences and medical research. They demonstrate the University's very large effort to reverse the trend in biology and medical research, substantial effort in computer science/engineering and social sciences, and more modest efforts in physical sciences, arts and humanities. In these areas (and across many other fields) the University's faculty have been quite successful in obtaining sponsored funding, patents, and licenses. Federal funding secured by University faculty and staff has grown slightly more, proportionately, than the total pool of federal funds available.

However, the University's peers are also experiencing growth in most of these areas. To compete successfully with the nation's top universities in sponsored funding, the University must sustain its capacity to recruit and retain top faculty, well trained and highly motivated support staff, and high quality graduate students; well-equipped and well maintained laboratories; access to the latest information technologies; and continuing enhancement of the University's grants management system.

The University will continue its successful investment strategies. It will depend even more on continued success in meeting performance objectives in voluntary support, to balance decreases in state support. However, when viewing investment results, it is important to note that the results are a snapshot at a particular point in time for a particular time period. The returns may include an anomaly and may not be indicative of either past or future long-term performance.

The University's gains will also be influenced by any future shifts in federal appropriations for sponsored activities, an increasingly competitive environment, as well as by its underinvestment in its support for faculty salaries in comparison with its major competitors, public and private. If this underinvestment in salaries continues, the University is likely to lose its competitive position; it will become increasingly difficult to recruit the quality of faculty needed to keep the University at the forefront of U.S. public research institutions.

To address these continuing challenges, the University must address key implications of its efforts to date:

1) Does the University have the right balance of investment priorities?
2) Is the University reallocating funds to higher priorities at an appropriate level?
3) Should the University consider initiating an investment strategy for arts and humanities and physical sciences?
4) How would the University finance such efforts?

Additional questions for the future include determining investment priorities for 2002-03, such as computer science, biological science, and medical sciences, and future areas of opportunity such as nanotechnology, chemistry, natural sciences, aging, cognitive neuroscience, and other fields of research and education.

Endnotes

[i] Several national ranking systems offer a range of positions for the University of Minnesota. There is no single system that includes all components of the University, which continues to be one of the nation's largest and most comprehensive higher education institutions. The various systems are not complementary, since they focus on very different kinds of data. Where comparison data are available, they are commonly collected at the campus level. College-level data are rarely compared nationally because of widely varying collegiate structures; for similar reasons, department-level comparisons do not exist, except in cases of single-department colleges such as law schools. And, no uniform system exists for ranking all professional schools and programs.

[ii]The University of Florida's The Center for the Studies of the Humanities and Social Sciences has published its *Top American Research Universities* in 2000 and 2001. The study examines 600 research institutions, selected on the basis of size of external research funding, and ranks them on nine indicators, selected to reflect the success in what The Center regards as the core function of universities: garnering resources to support research. Indicators (listed on page 2) are compared, but not weighted, as they are in other national studies.

[iii] Rankings are published every ten years by the NRC, a service of the National Academy of Arts and Sciences; most recently in 1993. NRC ranking is the "usual" measure to define the "top five public universities." The focus is on research-doctoral programs; the 1993 study examined 3,600 doctoral programs in 41 fields of study in 274 universities. Methodology includes both objective criteria – faculty achievements (research support, publications), characteristics of graduates, program size – and subjective criteria (survey of 10,000+ faculty) including faculty reputation for scholarly quality and effectiveness in doctoral education.

[iv] Top 30 1993 NRC-ranked institutions were:

UC Berkeley	1	U Washington	16
Stanford	2	Cal Tech	17
Cornell	3	Johns Hopkins	18
Michigan	4	UIUC	19
Harvard	5	U Minnesota - Twin Cities	20
Princeton	6	Northwestern	21
Chicago	7	Duke	22
UCLA	8	UC North Carolina	23
U of Pennsylvania	9	NYU	24
MIT	10	Brown	25
Yale	11	Penn State	26
U Wisconsin-Madison	12	Purdue	27
Columbia	13	SUNY Stony Brook	28
U Texas-Austin	14	Carnegie Mellon	29
UC San Diego	15	UC Santa Barbara	30

Table 1
National Research Council National Rank (Faculty Quality) and Program Rating – University of Minnesota Doctoral Programs

Program	1993 Faculty Ranking	1993 Program Rating
Chemical Engineering	1	4.86
Geography	3	4.22
Psychology	7	4.46
Mechanical Engineering	8	4.09
Economics	10	4.22
German	11	3.68
Aerospace Engineering	12	3.4
Political Science	13	3.95
Statistics	13	3.91
Civil Engineering	13	3.76
Mathematics	14	4.08
Ecology Evolution and Behavior	15	3.88
Materials Science	17	3.64
Biomedical Engineering	17.5	3.49
Electrical Engineering	18	3.73
Chemistry	21	3.89
Pharmacology	21	3.76
History	21.5	3.66
Physics	22.5	3.76
Sociology	24	3.29
Astrophysics and Astronomy	24	2.89
Classics	24	2.43
French	26.5	2.88
Spanish	27.5	3.06
Comparative Literature	28	2.53
Art History	30	2.47
Music	30.5	3.16
Geology	31	3.35
Philosophy	32	3.01
Cell and Development Biology (Medicine)	34	3.54
Neuroscience	34	3.43
English	36	3.24
Cell and Development Biology	37	3.49
Biochemistry and Molecular Biology	39	3.46
Molecular and General Genetics	39	3.23
Biostatistics	45	2.52
Computer Science	47	2.67
Anthropology	50	2.49
Physiology	72.5	3.00

Table 2
University of Minnesota in National Rankings

Program	NRC (1993)	U.S. News			Gourman (1997)
		Earlier rank	2000 rank	2001 rank	
Engineering			23	20	12
Aerospace Engineering	12				12
Bioengineering/Biomedical	17.5			21	17
Chemical Engineering	1		3	3	1
Civil Engineering	13		16	17	13
Computer Engineering			19		
Electric/Electronic/Communication	18		21	21	18
Materials Engineering	17			21	17
Mechanical Engineering	8		9	10	8
Chemistry	21	20 (1999)			23
Inorganic Chemistry					1
Physical Chemistry					1
Polymer Chemistry		8 (1999)			
Computer Science	47				
Geology	31	21 (1999)			
Hydrogeology		7 (1999)			
Geosciences					26
Mathematics	14	17 (1999)			17
Applied Mathematics		4 (1999)			
Physics	22.5	24 (1999)			24
Astrophysics & Astronomy	24				20
Medicine					15
Audiology			8		3
Biochemistry & Molecular Biology	39				
Biostatistics	45				
Cell Biology	34				33
Clinical Medicine					
Clinical Nursing, Adult/Med-Surg			10		
Clinical Nursing, Comm/Publ Hlth			7		
Clinical Psychology			2	5	4
Dentistry					11
Family Medicine (UMTC)				9	
Family Medicine (UMD)				13	
Microbiology					22
Molecular & General Genetics	39				
Neurosciences	34				34
Nursing			27		13
Occupational Therapy			13	23	
Pharmacology	21				22
Pharmacy					7
Physical Therapy			28		
Physiology	72.5				
Primary Care (UMTC)				11	
Primary Care (UMD)				8	
Public Health			7		7
Research				35	
Rural Medicine (UMD)				6	
Rural Medicine (UMTC)				19	
Social Work			19		10
Speech-Lang Pathology (UMTC)			14		3
Speech-Lang Pathology (UMD)			95		

	NRC	U.S. News			Gourman
Program	(1993)	Earlier rank	2000 rank	2001 rank	(1997)
Veterinary Medicine			11		8
Public Affairs			18	12	
City Management & Urban Policy				20	
Health Policy & Management			10	7	
Nonprofit Management			11	3	
Public Management Admin			24	13	12
Public Policy Analysis			12	13	
Social Policy				11	
Law				19	19
International Law				14	
Management				30	
Business & Management PhD					30
Executive MBA					28
General Management				29	
Health Services Administration			4		
Industrial/Labor Relations					6
M.I.S.				6	
Marketing				25	
Part-time MBA				12	
Production/Operations Mgmt				21	
UG Business Degree				14	
Education			14	20	
Administration/Supervision				12	
Counseling/Personnel Services			3	2	
Curriculum/Instruction			13	18	
Education Policy				14	
Educational Psychology			6	6	
Elementary Education			11	11	
Higher Education Administration			15	11	
Secondary Education			13	11	
Special Education			5	8	
Vocational/Technical			5	3	
Agricultural Sciences					9
Agricultural Economics					4
Agricultural Engineering					6
Agronomy/Soil Sciences					5
Botany					16
Entomology					5
Food Sciences and Nutrition (UG)					10 (1996)
Horticulture					8
Plant Pathology					7
Cell & Developmental Biology	37				
Ecology, Evolution & Behavior	15				
Nutrition					15
Natural Resources					
Fish and Game					
Forestry					6
Natural Resource Management					
Architecture		13 (1997)			28
Landscape Architecture					16

	NRC	U.S. News			Gourman
Program	(1993)	Earlier rank	2000 rank	2001 rank	(1997)
Anthropology	50				
Art History	30				25
Classics	24				24
Comparative Literature	28				27
Creative Writing		62 (1997)			
Drama/Theatre		23 (1997)			6
Economics	10		10	11	10
Industrial Organization			13		
International Economics			15		
Macroeconomics			5	6	
Microeconomics			11	12	
English	36			34	35
Gender & Literature			16	14	
Literary Criticism & Theory				19	
Medieval Literature			13		
Fine Arts		55 (1997)			
French	26.5				26
Geography	3				1
German	11				18
History	21.5		19	19	25
European History			19	14	
Modern U.S. History				18	
Women's History			11	7	
Institute of Child Development				3	4
Developmental Psychology			1	1	7
Journalism					4
Music	30.5	30 (1997)			32
Philosophy	32				31
Political Science	13		15	15	14
American Politics			11	9	
Political Theory			7	7	
Psychology	7		9	11	5
Cognitive Psychology					5
Experimental Psychology			18		2
Industrial/Organizational Psych			2	2	2
Personality					4
Sensation & Perception					5
Social Psychology			11		9
Sociology	24		19	22	20
Historical Sociology			13	6	
Spanish	27.5				26
Statistics	13				10

Table 3

Top 23 Institutions in National Academy Membership (2000)

	Number of Members	National Rank	Rank among Peers (Public/Private)
Harvard University	247	1	1
Stanford University	239	2	2
Massachusetts Institute of Technology	236	3	3
University of California - Berkeley	190	4	1
Yale University	101	5	4
California Institute of Technology	93	6	5
University of California - San Diego	91	7	2
University of Pennsylvania	87	8	6
Cornell University	82	9	7
Columbia University	75	10	8
Princeton University	73	11	9
University of Washington - Seattle	71	12	3
University of Wisconsin - Madison	68	13	4
Johns Hopkins University	65	14	10
University of California - San Francisco	64	15	5
University of California - Los Angeles	61	16	6
University of Chicago	60	17	11
University of Michigan - Ann Arbor	60	17	7
University of Illinois - Urbana-Champaign	53	19	8
University of Texas - Austin	52	20	9
Rockefeller University	43	21	12
Duke University	40	22	13
University of Minnesota - Twin Cities	36	23	10

Source: TheCenter, Top American Research Universities, 2001

Table 4 Faculty Salaries and Compensation Compared

(Twin Cities, Sorted by FY01 Salaries of Full Professors)

	NRC Rank	2000-2001 Full Prof	2000-2001 Assoc Prof	2000-2001 Asst Prof	1999-2000 Full Prof	1999-2000 Assoc Prof	1999-2000 Asst Prof	1998-1999 Full Prof	1998-1999 Assoc Prof	1998-1999 Asst Prof	1997-1998 Full Prof	1997-1998 Assoc Prof	1997-1998 Asst Prof	1996-1997 Full Prof	1996-1997 Assoc Prof	1996-1997 Asst Prof
Harvard University	5	135.2	79.2	71.6	128.9	71.6	66.5	122.1	69.6	63.8	116.8	64.3	60.9	112.2	60.6	56.9
Stanford University	2	126.7	88.1	69.1	121.1	81.2	65.8	117.0	79.8	63.6	111.0	75.3	60.1	106.4	68.6	58.9
Princeton University	6	125.7	80.2	62.6	120.0	71.9	56.0	114.9	68.8	54.3	110.3	65.4	51.0	106.0	62.3	49.2
University of Chicago	7	124.8	79.5	67.1	118.5	75.7	68.5	112.0	72.3	65.5	106.0	68.0	61.4	101.6	63.6	58.5
Yale University	11	124.1	69.4	58.0	119.0	67.3	54.7	113.1	64.4	52.2	108.4	60.5	49.7	104.7	57.6	48.4
California Inst. of Tech.	17	122.2	85.9	73.4	118.4	81.0	69.9	114.6	79.7	66.1	110.2	77.9	63.5	106.9	75.7	61.3
New York University	24	120.8	76.0	66.7	116.1	75.0	63.6	110.0	71.7	61.0	106.4	68.4	57.2	102.5	65.4	56.5
University of Pennsylvania	9	120.3	83.5	73.1	114.8	80.5	67.0	108.4	72.6	65.1	104.6	69.7	62.0	100.0	66.2	59.4
Columbia University	13	120.2	76.0	60.0	113.4	72.2	57.0	109.2	69.5	55.0	103.6	65.2	52.5	101.2	63.6	51.1
Massachusetts Inst. of Tech.	10	117.0	78.7	72.1	111.7	75.1	66.3	107.0	73.4	63.0	104.2	70.3	61.0	100.1	68.8	55.6
Northwestern University	21	116.2	78.5	65.8	111.2	73.4	62.4	106.6	70.8	59.8	101.4	67.4	58.5	96.1	65.2	56.2
Duke University	22	113.6	75.7	62.5	108.0	72.6	59.0	105.9	69.1	57.0	100.9	65.8	54.3	95.8	63.3	52.1
Univ.of Calif.-Berkeley	1	113.6	73.2	62.5	108.7	69.6	60.1	103.6	68.3	57.0	92.7	61.1	52.0	87.0	57.8	49.6
Univ.of Calif.-Los Angeles	8	112.7	72.4	63.0	106.1	67.4	58.3	101.4	65.4	54.7	92.6	60.7	52.0	86.1	56.9	49.2
Univ.of Michigan-Ann Arbor	4	105.2	73.3	59.7	100.9	71.8	57.7	96.7	68.2	54.5	91.9	65.9	53.0	88.0	63.4	50.9
Carnegie-Mellon University	29	105.0	73.5	68.1	99.7	69.7	63.2	97.0	66.7	59.6	93.9	66.1	56.2	91.1	62.1	54.3
Univ.of Calif.-San Diego	15	104.3	67.0	58.2	99.7	65.0	55.6	96.6	64.1	53.7	88.3	59.4	49.1	83.6	55.3	47.8
Cornell U-Endowed Colleges	3	103.0	75.8	66.4	97.9	72.3	61.4	93.5	67.3	59.0	89.9	64.2	56.2	85.6	62.1	50.8
Univ.of Calif.-Santa Barbara	30	102.2	65.8	55.6	96.7	63.4	53.2	94.2	61.7	51.0	86.2	56.2	47.2	80.2	53.6	45.4
Univ. of N.C. at Chapel Hill	23	100.9	71.4	58.5	93.8	67.4	55.2	88.7	65.2	51.2	86.0	61.8	49.2	82.2	59.0	48.4
Brown University	25	96.6	64.8	55.5	91.8	61.7	53.0	89.0	59.7	50.9	85.9	58.2	49.7	83.1	56.3	47.9
Univ. of Illinois-Urbana	19	95.6	66.3	56.8	91.6	63.4	54.1	86.8	60.6	52.3	83.6	58.4	51.2	78.8	54.8	48.9
Univ. of Texas at Austin	14	94.1	60.8	57.3	89.4	58.2	54.2	84.4	54.6	50.6	82.4	53.7	49.7	79.6	51.6	47.6
SUNY at Stony Brook	28	93.8	67.3	55.6	88.0	62.8	49.8	84.0	60.2	48.1	80.9	58.0	43.7	80.1	56.1	42.7
Penn State Univ.-Main Campus	26	93.8	63.4	52.7	89.9	60.4	50.2	86.1	58.0	47.4	83.1	56.0	45.8	80.2	54.9	44.3
Univ. Minnesota-Twin Cities	20	93.6	66.1	55.4	89.5	63.9	53.6	85.6	61.7	51.3	81.0	57.5	48.6	74.8	52.6	45.9
Johns Hopkins (NA, est @ 4%)	18	93.6	68.6	57.0	90.0	66.0	54.8	87.0	62.9	53.6	91.1	61.2	51.3	88.3	59.4	49.4
Univ. Wisconsin-Madison	12	90.4	68.0	59.8	84.5	64.8	55.4	77.6	58.7	52.1	73.9	55.5	50.6	71.1	53.5	47.7
Purdue Univ.-Main Campus	27	87.4	60.6	53.0	86.9	60.1	51.4	84.6	57.7	48.8	80.8	55.2	46.8	78.5	53.6	45.4
University of Washington	16	85.5	62.6	53.6	80.6	58.4	51.4	75.6	55.1	48.1	73.0	52.9	47.6	70.5	49.9	45.2
Top 30: Mean w/o MN		108.4	72.6	61.9	103.4	69.0	58.5	98.9	66.1	55.8	94.5	62.9	53.2	90.6	60.0	51.0
Top 30: Dev from Mean #		-14.8	-6.6	-6.5	-13.8	-5.1	-4.9	-13.3	-4.4	-4.5	-13.5	-5.4	-4.6	-15.8	-7.4	-5.1
Top 30: Dev from Mean %		-13.6%	-9.0%	-10.5%	-13.4%	-7.3%	-8.3%	-13.4%	-6.6%	-8.1%	-14.3%	-8.5%	-8.7%	-17.4%	-12.4%	-10.0%
Top 30: Rank		26th	24th	27th	25th	22nd	24th	25th	22nd	22nd	26th	24th	25th	28th	28th	25th
Top Public 14: Mean w/o MN		98.4	67.1	57.4	93.6	64.1	54.3	89.3	61.4	51.5	84.3	58.1	49.1	80.5	55.4	47.2
Top Public 14: Dev from Mean #		(4.8)	(1.0)	(2.0)	(4.1)	(0.2)	(0.7)	(3.7)	0.3	(0.2)	(3.3)	(0.6)	(0.5)	(5.7)	(2.8)	(1.3)
Top Public 14: Dev from Mean %		-4.9%	-1.6%	-3.5%	-4.4%	-0.2%	-1.3%	-4.1%	0.5%	-0.4%	-3.9%	-1.0%	-1.0%	-7.0%	-5.1%	-2.7%
Top Public 14: Rank		11th	9th	11th	9th	7th	9th	9th	7th	7th	10th	8th	9th	12th	12th	9th
MN Increase over Prior Year		4.6%	3.4%	3.3%	4.6%	3.6%	4.5%	5.7%	7.3%	5.6%	8.3%	9.3%	5.9%	2.5%	2.1%	0.9%
Top 30: Mean Increase over Prior Year		4.9%	5.3%	5.8%	4.5%	4.4%	4.8%	4.7%	5.1%	4.9%	4.3%	4.7%	4.3%	3.6%	2.4%	3.5%

(Sorted by FY01 Compensation of Full Professors)

	NRC Rank	2000-2001 Full Prof	2000-2001 Assoc Prof	2000-2001 Asst Prof	1999-2000 Full Prof	1999-2000 Assoc Prof	1999-2000 Asst Prof	1998-1999 Full Prof	1998-1999 Assoc Prof	1998-1999 Asst Prof	1997-1998 Full Prof	1997-1998 Assoc Prof	1997-1998 Asst Prof	1996-1997 Full Prof	1996-1997 Assoc Prof	1996-1997 Asst Prof
University of Pennsylvania	9	159.5	112.0	98.6	151.9	107.8	90.3	135.9	92.3	83.1	130.6	88.3	79.0	126.3	85.0	76.6
New York University	24	159.3	100.8	88.5	153.1	99.5	84.5	144.1	95.0	81.0	139.8	90.2	75.9	135.5	86.6	74.9
Harvard University	5	157.8	94.0	84.3	156.8	87.6	80.7	148.4	85.0	77.4	141.9	78.5	73.9	136.8	74.7	69.6
Princeton University	6	152.4	99.5	77.8	145.0	89.1	69.3	139.5	85.2	67.4	134.1	80.9	63.0	127.6	76.2	60.4
Stanford University	2	150.9	107.8	86.1	144.2	99.6	81.9	139.1	97.6	79.1	131.7	91.8	74.5	126.5	84.6	73.1
University of Chicago	7	148.2	99.0	84.9	140.8	94.4	86.1	133.9	90.3	82.5	127.1	85.7	77.6	123.9	79.5	73.6
Yale University	11	148.2	85.4	70.5	142.4	82.3	66.1	135.1	79.0	64.0	130.1	74.2	61.2	125.8	70.8	59.5
Massachusetts Inst. of Tech.	10	144.8	99.3	91.1	138.6	95.4	84.7	132.4	92.2	80.0	129.3	88.9	77.8	124.3	86.8	71.3
Univ.of Calif.-Berkeley	1	144.1	94.4	80.6	136.8	90.5	78.8	130.8	87.7	73.2	117.5	78.6	66.9	109.8	75.4	65.3
Univ.of Calif.-Los Angeles	8	143.1	93.4	81.4	133.4	87.5	76.3	128.2	84.1	70.4	117.5	78.2	67.0	108.7	74.1	64.7
Columbia University	13	141.8	95.3	78.3	139.7	90.3	72.1	131.8	89.6	73.4	125.7	80.6	65.7	124.1	76.5	61.5
Duke University	22	140.4	94.8	75.8	133.8	90.6	71.7	130.9	86.6	69.2	124.7	82.5	65.9	118.1	79.0	63.1
Northwestern University	21	140.0	96.5	79.5	134.0	90.2	75.5	128.4	87.0	72.3	122.2	82.9	70.8	115.8	80.2	68.0
California Inst. of Tech.	17	138.7	101.8	89.8	140.8	102.1	93.2	142.1	99.9	81.6	136.6	97.3	78.4	132.6	94.6	75.8
Univ.of Calif.-San Diego	15	132.8	86.6	75.1	125.7	84.4	72.8	122.3	82.3	69.0	112.2	76.5	63.1	105.6	72.1	62.9
Carnegie-Mellon University	29	131.0	93.5	86.6	123.2	88.4	79.7	115.5	81.6	72.2	111.6	80.4	68.3	107.3	73.9	64.2
Cornell U-Endowed Colleges	3	130.5	99.3	88.1	125.2	95.1	81.1	119.8	88.1	77.7	114.8	84.0	73.7	107.2	79.0	65.1
Univ.of Calif.-Santa Barbara	30	130.1	84.9	71.7	122.0	82.2	69.5	119.3	79.2	65.4	109.6	72.3	60.8	101.4	69.6	59.5
Univ.of Michigan-Ann Arbor	4	128.3	92.4	76.5	122.8	90.2	73.7	116.9	85.2	69.2	111.1	82.2	67.2	107.3	79.7	65.2
Univ. Minnesota-Twin Cities	20	120.1	87.0	74.3	113.9	83.2	70.9	108.0	80.1	67.7	102.2	74.8	64.0	94.4	68.3	60.3
Brown University	25	119.1	81.0	69.5	112.5	76.1	65.3	110.3	74.3	63.4	106.6	73.3	63.2	104.0	71.1	60.6
SUNY at Stony Brook	28	118.7	85.6	69.9	111.4	80.1	62.3	105.7	76.5	60.2	101.9	73.8	54.9	101.6	72.1	54.4
Univ. of N.C. at Chapel Hill	23	117.9	84.9	69.8	109.1	79.6	65.3	104.7	78.0	61.4	101.6	74.0	59.2	97.5	71.0	58.4
Johns Hopkins (NA, est @ 4%)	18	115.2	84.9	71.0	110.8	81.6	68.3	108.0	78.8	67.6	110.1	75.0	63.4	107.8	73.5	61.6
Penn State Univ.-Main Campus	26	112.2	78.2	65.0	108.6	75.1	62.5	103.9	72.0	58.9	100.4	69.6	56.8	96.9	68.2	55.1
Univ. of Illinois-Urbana	19	111.7	79.3	68.6	105.8	74.9	64.6	99.6	71.0	62.1	95.4	67.7	59.9	90.0	63.6	57.1
Univ. Wisconsin-Madison	12	111.6	85.9	76.3	104.0	82.1	71.3	96.5	75.5	67.7	92.0	70.4	64.6	88.0	67.6	60.7
Univ. of Texas at Austin	14	111.4	74.1	69.0	105.9	71.1	65.5	100.0	66.7	61.5	97.5	65.6	60.5	94.7	63.2	58.5
Purdue Univ.-Main Campus	27	111.3	78.4	68.1	110.6	77.7	65.7	107.7	74.5	62.5	102.7	71.3	59.9	99.3	69.4	58.5
University of Washington	16	104.2	77.5	65.6	97.5	71.6	61.8	91.9	65.1	57.5	89.5	65.7	58.6	86.4	62.2	56.0
Top 30: Mean w/o MN		132.9	91.1	77.9	127.1	86.8	73.8	121.5	82.8	70.0	116.1	78.6	66.6	111.4	75.2	64.0
Top 30: Dev from Mean #		-12.8	-4.0	-3.6	-13.2	-3.6	-3.0	-13.5	-2.7	-2.3	-13.9	-3.8	-2.6	-17.0	-6.9	-3.7
Top 30: Dev from Mean %		-9.7%	-4.4%	-4.6%	-10.4%	-4.1%	-4.0%	-11.1%	-3.2%	-3.3%	-11.9%	-4.9%	-3.9%	-15.3%	-9.2%	-5.7%
Top 30: Rank		20th	17th	19th	20th	18th	18th	22nd	18th	17th	23rd	19th	17th	27th	25th	21st
Top Public 14: Mean w/o MN		121.3	84.3	72.1	114.9	80.5	68.5	109.8	76.8	64.5	103.8	72.8	61.5	99.0	69.9	59.7
Top Public 14: Dev from Mean #		-1.2	2.7	2.1	-1.0	2.7	2.4	-1.8	3.3	3.2	-1.6	2.0	2.5	-4.6	-1.6	0.6
Top Public 14: Dev from Mean %		-1.0%	3.3%	3.0%	-0.8%	3.3%	3.5%	-1.6%	4.4%	4.9%	-1.5%	2.8%	4.1%	-4.7%	-2.2%	1.0%
Top Public 14: Rank		6th	4th	6th	6th	5th	6th	6th	5th	5th	7th	5th	5th	11th	9th	6th
MN Increase over Prior Year		5.4%	4.6%	4.8%	5.5%	3.9%	4.7%	5.7%	7.1%	5.8%	8.3%	9.5%	6.1%	2.6%	2.4%	1.2%
Top 30: Mean Increase over Prior Year		4.6%	4.9%	5.5%	4.7%	4.9%	5.4%	4.7%	5.3%	5.1%	4.2%	4.6%	4.1%	3.3%	1.4%	2.5%

Table 4a. Faculty Salaries and Compensation Compared, Crookston and Morris

Crookston Faculty Salaries and Compensation

Salaries

	2000-01 Full Prof	2000-01 Assoc Prof	2000-01 Asst Prof	1999-00 Full Prof	1999-00 Assoc Prof	1999-00 Asst Prof	1998-99 Full Prof	1998-99 Assoc Prof	1998-99 Asst Prof	1997-98 Full Prof	1997-98 Assoc Prof	1997-98 Asst Prof
Univ. Wisconsin-Stout	62.7	50.9	44.7	59.6	48.4	43.5	57.2	46.2	41.3	55.2	43.9	40.0
Ferris State University	61.9	54.0	46.6	57.2	51.8	45.3	59.0	50.9	44.9	57.9	49.6	45.0
Pittsburg State University	60.6	51.5	42.1	57.6	49.4	39.8	53.3	44.7	36.4	53.5	44.9	36.6
SUNY Coll. Tech. at Alfred	57.9	46.3	40.4	54.2	46.1	38.1	54.0	44.2	35.5	52.2	42.5	32.5
Univ. Minnesota-Crookston	56.8	46.6	44.2	54.9	51.8	44.3	54.3	51.0	43.2	51.1	47.9	41.2
University Southern Colorado	55.8	46.6	42.4	54.0	46.0	40.3	52.9	46.1	39.4	52.4	45.6	38.9
Mean w/o MN	59.8	49.8	43.3	56.5	48.4	41.4	55.3	46.4	39.5	54.2	45.3	38.6
Dev from Mean #	-3.0	-3.2	1.0	-1.6	3.5	2.9	-1.0	4.6	3.7	-3.1	2.6	2.6
Dev from Mean %	-5.2%	-6.9%	2.2%	-2.9%	6.7%	6.5%	-1.8%	9.0%	8.6%	-6.1%	5.4%	6.3%
Rank of 6	5th	4th	3rd	5th	3rd	3rd	4th	2nd	3rd	7th	3rd	3rd
UMC Increase over Prior Year	3.4%	-10.0%	-0.1%	1.2%	1.6%	2.5%	6.3%	6.5%	4.9%	---	---	---
Peer Group Increase over Prior Year	5.8%	3.1%	4.5%	2.2%	4.2%	4.8%	1.9%	2.5%	2.3%	---	---	---

Compensation

	2000-01 Full Prof	2000-01 Assoc Prof	2000-01 Asst Prof	1999-00 Full Prof	1999-00 Assoc Prof	1999-00 Asst Prof	1998-99 Full Prof	1998-99 Assoc Prof	1998-99 Asst Prof	1997-98 Full Prof	1997-98 Assoc Prof	1997-98 Asst Prof
Ferris State University	83.3	73.8	64.7	76.0	70.7	64.2	76.1	67.9	62.0	74.6	66.4	61.7
Univ. Wisconsin-Stout	80.0	66.0	58.9	75.9	62.6	56.8	73.4	60.2	54.5	70.3	56.9	52.1
Univ. Minnesota-Crookston	76.5	64.2	61.3	72.9	69.2	60.1	71.2	67.2	57.8	67.1	63.2	55.1
SUNY Coll. Tech. at Alfred	74.4	59.9	51.4	69.5	59.6	48.4	68.9	57.0	45.6	66.6	55.0	41.4
Pittsburg State University	74.4	63.6	52.6	71.8	62.2	50.1	64.6	54.0	43.8	66.9	56.6	46.3
University Southern Colorado	66.4	55.5	50.5	64.4	54.8	48.0	63.0	54.9	46.9	62.4	54.3	46.3
Mean w/o MN	75.7	63.8	55.6	71.5	62.0	53.5	69.2	58.8	50.6	68.2	57.8	49.6
Dev from Mean #	0.8	0.5	5.7	1.4	7.2	6.6	2.0	8.4	7.2	-1.1	5.4	5.5
Dev from Mean %	1.0%	0.7%	9.3%	1.9%	10.4%	10.9%	2.8%	12.5%	12.5%	-1.6%	8.5%	10.1%
Rank of 6	3rd	3rd	2nd	4th	3rd	3rd	4th	3rd	3rd	4th	3rd	3rd
UMC Increase over Prior Year	4.9%	-7.1%	2.1%	2.4%	2.9%	3.9%	6.1%	6.3%	4.9%	---	---	---
Peer Group Increase over Prior Year	5.9%	2.9%	4.0%	3.3%	5.4%	5.8%	1.5%	1.7%	2.0%	---	---	---

Morris Salaries and Compensation

Salaries

	2000-01 Full Prof	2000-01 Assoc Prof	2000-01 Asst Prof	1999-00 Full Prof	1999-00 Assoc Prof	1999-00 Asst Prof	1998-99 Full Prof	1998-99 Assoc Prof	1998-99 Asst Prof	1997-98 Full Prof	1997-98 Assoc Prof	1997-98 Asst Prof
Macalester College	82.9	62.1	48.3	80.1	60.3	45.2	77.3	59.5	45.9	77.0	57.9	45.0
Carleton College	82.2	60.9	50.6	79.6	59.5	47.7	77.4	58.3	46.2	73.1	55.8	44.6
Ramapo College of New Jersey	81.1	64.2	50.3	77.6	62.0	49.6	76.7	61.5	47.2	73.9	59.6	45.7
St. Mary's Coll.of Maryland	74.7	55.4	41.9	72.4	55.5	41.1	70.0	54.7	40.3	68.0	53.7	39.2
Hamline University	70.0	51.7	38.9	64.7	47.5	34.7	60.8	45.7	32.9	61.2	42.5	32.8
Mary Washington College	68.4	53.2	41.3	64.0	50.7	41.2	62.1	49.2	40.0	57.1	45.7	37.0
Univ. of N.C. at Asheville	67.3	51.6	40.9	65.2	49.9	38.8	64.2	49.4	37.2	61.9	48.8	36.5
Univ. Minnesota-Morris	66.7	53.3	38.7	67.2	51.4	38.7	64.9	49.4	37.8	62.5	47.0	38.6
St. Olaf College	65.5	53.5	42.4	62.7	51.9	40.3	60.0	49.1	39.5	57.6	46.6	37.3
Gustavus Adolphus College	64.3	52.4	43.7	61.1	49.9	42.3	60.2	48.5	40.9	56.6	46.6	38.9
St. John's University	62.2	48.9	40.7	60.9	47.6	38.7	58.8	46.5	37.0	58.1	45.1	37.9
Concordia College-Moorhead	60.8	50.9	41.0	60.6	49.6	40.5	59.1	44.3	39.0	57.4	43.0	37.9
College of Saint Benedict	57.9	49.9	42.0	55.9	48.3	40.0	54.7	48.1	39.6	53.1	46.7	38.4
Univ.of Maine at Farmington	52.8	44.1	34.8	50.7	41.4	33.8	51.9	42.4	34.3	50.0	39.3	32.3
Mean w/o MN	68.5	53.8	42.8	65.8	51.9	41.1	64.1	50.6	40.0	61.9	48.6	38.7
Dev from Mean #	-1.7	-0.4	-4.1	1.4	-0.5	-2.4	0.8	-1.2	-2.2	0.6	-1.6	-0.1
Dev from Mean %	-2.6%	-0.8%	-10.6%	2.1%	-0.9%	-6.1%	1.2%	-2.3%	-5.8%	0.9%	-3.3%	-0.3%
Rank of 14	8th	6th	13th	5th	6th	12th	5th	5th	10th	5th	6th	6th
UMM Increase over Prior Year	-0.7%	3.7%	0.1%	3.6%	4.1%	2.4%	3.8%	5.1%	-2.1%	---	---	---
Peer Group Increase over Prior Year	4.1%	3.6%	4.3%	2.7%	2.6%	2.7%	3.5%	4.1%	3.3%	---	---	---

Compensation

	2000-01 Full Prof	2000-01 Assoc Prof	2000-01 Asst Prof	1999-00 Full Prof	1999-00 Assoc Prof	1999-00 Asst Prof	1998-99 Full Prof	1998-99 Assoc Prof	1998-99 Asst Prof	1997-98 Full Prof	1997-98 Assoc Prof	1997-98 Asst Prof
Carleton College	107.0	80.9	67.3	103.1	78.8	63.3	99.4	76.1	60.6	91.0	70.2	56.4
Macalester College	102.8	78.2	59.2	99.8	73.9	55.1	95.3	73.5	55.8	94.3	71.2	55.2
Ramapo College of New Jersey	101.6	80.4	63.0	98.3	78.6	62.8	92.8	75.2	58.7	88.9	71.8	55.0
St. Mary's Coll.of Maryland	92.0	68.7	52.7	89.7	69.3	51.8	86.8	68.2	50.2	84.4	67.2	48.9
Univ. Minnesota-Morris	89.3	73.1	55.5	88.7	69.6	54.3	84.6	65.9	51.9	81.1	62.5	52.3
Hamline University	86.7	64.6	49.2	79.3	57.7	40.7	76.0	56.1	40.2	72.4	51.4	41.6
Mary Washington College	86.3	67.9	53.5	78.8	63.0	52.0	76.5	61.2	50.5	69.9	56.6	46.4
Univ. of N.C. at Asheville	80.5	62.2	49.9	77.5	59.9	46.9	77.1	59.8	45.4	74.5	59.2	44.6
Gustavus Adolphus College	80.3	64.6	53.6	76.5	60.9	52.2	74.6	58.5	49.5	69.4	56.5	47.7
St. Olaf College	79.8	65.6	52.4	76.2	62.9	49.4	72.5	59.5	47.9	70.0	56.8	45.7
St. John's University	79.8	62.1	50.1	80.5	61.1	45.6	76.1	59.3	44.8	74.4	57.1	46.9
College of Saint Benedict	76.3	65.5	52.0	72.2	63.5	49.9	66.8	58.4	48.1	64.9	56.7	46.7
Concordia College-Moorhead	73.7	61.7	49.7	72.7	59.0	48.2	69.9	52.6	46.6	67.9	51.1	45.2
Univ.of Maine at Farmington	67.3	56.9	45.1	64.6	54.0	43.9	65.4	53.7	44.1	63.2	50.1	41.9
Mean w/o MN	85.7	67.7	53.7	82.2	64.8	50.9	79.2	62.5	49.4	75.8	59.7	47.9
Dev from Mean #	3.6	5.4	1.8	6.5	4.8	3.3	5.4	3.4	2.5	5.3	2.8	4.4
Dev from Mean %	4.0%	7.4%	3.3%	7.3%	6.9%	6.2%	6.4%	5.2%	4.8%	6.6%	4.5%	8.5%
Rank of 14	5th	4th	4th	5th	4th	4th	5th	5th	4th	5th	5th	4th
UMM Increase over Prior Year	0.7%	5.0%	2.3%	4.9%	5.6%	4.6%	4.3%	5.4%	-0.8%	---	---	---
Peer Group Increase over Prior Year	4.2%	4.4%	5.4%	3.9%	3.8%	3.0%	4.5%	4.7%	3.2%	---	---	---

Table 5

Science and Engineering Research and Development Expenditures
Top 15 Universities

Federal Fiscal Year 1999

INSTITUTION	Dollars in Millions
Johns Hopkins University*	875
University of Michigan	509
University of Washington	483
University of California, Los Angeles	478
University of Wisconsin, Madison	463
University of California, San Diego	462
University of California, Berkeley	452
Stanford University	427
Massachusetts Institute of Technology	420
University of California, San Francisco	417
Texas A&M University	402
Cornell University	396
University of Pennsylvania	386
Pennsylvania State University	379
University of Minnesota	371

* Includes $436 million for Applied Physics Laboratory

Source: http://www.oar.umn.edu

Table 6
University of Minnesota Expenditures of Sponsored Programs
FY 1997-2001
By College/Campus
($1,000s)

COLLEGE	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001	% Change 2000-2001	Average % Change 1997-2001
Medical School	104312	108892	110107	111235	121387	9%	4%
Dentistry, School of	4743	5096	4891	4532	4676	3%	0%
Pharmacy, College of	3392	3457	3754	4000	3477	-13%	1%
Nursing, School of	2547	2476	2486	2309	3219	39%	7%
Public Health, School of	35665	37339	34922	42796	57934	35%	14%
Veterinary Medicine, College of	5106	5029	5440	6423	7664	19%	11%
Other Academic Health Center	3181	3822	4646	12138	14735	21%	56%
UMD-School of Medicine	2675	2743	2754	3028	3304	9%	6%
Total Academic Health Center	161621	168854	169000	186462	216397	16%	8%
Institute of Technology	65428	83967	69146	90016	83371	-7%	8%
Ag, Food, Environmental Science	13671	14552	14734	13688	16819	23%	6%
Architecture & Landscape Arch.	452	838	1323	802	1232	54%	39%
Biological Sciences, College of	10992	12451	13546	12935	13181	2%	5%
Education & Human Development	11810	12512	14633	16810	19230	14%	13%
Human Ecology, College of	3460	3664	4216	4522	5224	16%	11%
Liberal Arts, College of	8747	9286	9049	9744	10421	7%	5%
Libraries, University	N/A	N/A	N/A	326	455	40%	N/A
Natural Resources, College of	3334	4553	4889	6068	7522	24%	23%
Management, Carlson School of	1581	1602	1864	1948	2118	9%	8%
HHH Inst of Public Affairs	3960	3336	2540	3452	4407	28%	6%
Law School	220	275	182	427	89	-79%	12%
General College	1564	1564	1698	2089	1778	-15%	4%
Ag Exp Sta/MN Ext Service	2695	5859	5846	5559	6254	13%	31%
University College	531	627	448	376	450	20%	-2%
Other TC Provost	5226	51	614	N/A	N/A	N/A	N/A
Total Twin Cities Provost	133671	155137	144728	168762	172552	2%	7%
VP for Research	5877	6044	6608	6587	7251	10%	5%
UM-Duluth	8622	8635	10228	10224	11209	10%	7%
UM-Morris	258	179	271	460	335	-27%	16%
UM-Crookston	550	604	773	655	589	-10%	3%
Other Units*	1689	4087	3920	3383	2155	-36%	22%
GRAND TOTAL	***312288***	***343540***	***335528***	***376531***	***410487***	***9%***	***7%***

* Other units includes Office of the President, University VP Offices, Academic Affairs, Student Support Services, and miscellaneous others.

SOURCE: Annual Financial Records, Sponsored Projects Administration, University of Minnesota

Table 7

Federal Obligations to Higher Education and University of Minnesota 1990-1999 (Federal Fiscal Year) ($ millions)

	Total Federal Obligation to Higher Education	% change total	UM Federal Obligations	% change UM	UM Rank
1990	$15,204.6		181,694		12
1991	$17,414.7	15%	210,856	16%	9
1992	$19,047.5	9%	227,999	8%	8
1993	$12,401.6	-35%	194,575	-15%	13
1994	$13,739.3	11%	204,971	5%	14
1995	$14,346.0	4%	230,720	13%	9
1996	$14,338.0	0%	220,684	-4%	13
1997	$15,081.0	5%	249,650	13%	8
1998	$16,032.0	6%	225,997	-9%	16
1999	$18,057.9	13%	261,406	16%	16
Average change 1990-1999		3%		5%	

Source: Office of Oversight, Analysis, and Reporting

Table 8

UNIVERSITY OF MINNESOTA TECHNOLOGY TRANSFER DATA \a

	FY 97	FY 98	FY 99	FY 00	FY 01	% Change FY97-FY01
Disclosures \b	142	144	219	218	227	60%
New US Patent Applications \c	64	44	58	81	73	14%
US Patents Issued \d	45	40	56	66	36	-20%
Licenses \e						
New	51	75	72	88	73	43%
Start-ups licensed	7	7	5	12	10	43%
Total active licenses	295	347	394	449	483	64%
Gross Revenues \f \g	$5.0	$5.3	$7.3	$23.1	$16.8	234%
Patent Cost Reimbursement \h	$0.7	$0.9	$1.1	$1.3	$1.1	59%

Source: Office of Patents & Technology Marketing. Generated 8/9/01. Dollar amounts represented in millions.

These numbers reflect dramatic growth in technology transfer activity for technology commercialization. Although the greatest increase is in gross revenues, the increase in the number of new and number of active licenses is most significant to the University's mission in technology transfer – to seek commercialization of University technologies for public benefit.

\a *These numbers are current as of the date indicated. They may differ from previously reported or future reported numbers due to database updates or differences in the criteria.*

\b *Number of new inventions and technologies disclosed to the University's technology transfer office.*

\c *Includes first filed U.S. patent applications only, not continuations or divisions. Includes plant patents and PVP certificates.*

\d *Includes new and reissued patents assigned solely or jointly to the University, not patents assigned to third parties.*

\e *Agreements that transfer technology rights to companies; including options but not including end user licenses for software.*

\f *Includes all financial returns from licensing, except for licensee reimbursements of the University's patent costs.*

\g *Revenue increase in FY00 and FY01 is principally from Carbovir license (both years) and from Net Perceptions stock (FY00).*

\h *Payments by licensees to directly reimburse the University for its out-of-pocket patent costs.*

Table 9

Voluntary Support Rankings
2000

1.	Stanford	$580
2.	Harvard	$485
3.	Duke	$408
4.	Yale	$358
5.	Cornell	$309
6.	Johns Hopkins	$304
7.	Columbia	$292
8.	U-Pennsylvania	$288
9.	U Madison	$280
10.	UCLA	$254
11.	USC	$253
12.	MIT	$238
13.	NYU	$237
14.	U-Michigan	$231
15.	U Washington	$226
16.	UCSF	$218
17.	Northwestern	$203
18.	U Texas	$202
19.	Indiana	$201
20.	U Virginia	$195
21.	U Minnesota	$194

Source: University of Minnesota Foundation, Council for Advancement of Education

Table 10

University of Minnesota Foundation
Investment Pool Returns
National Patterns

	1-year (2000-2001)		3-year (1998-2001)		5-year (1996-2001)	
Mean	-2.68		8.25		12.41	
Median	-3.51		7.18		11.72	
N	133		126		121	
Percentile						
	National	UM	National	UM	National	UM
5th	6.01		18.65		18.38	
25th	-0.06	0.43	9.79		13.73	
75th	-5.79		5.31	8.89	10.47	11.17
95th	-9.00		3.41		8.12	

Source: University of Minnesota Foundation; Cambridge Associates

II. B. Students: Undergraduate, Graduate, and Professional

Undergraduate Education

The University of Minnesota aspires to provide an undergraduate education on all of our campuses that exceeds the expectation of our students and which is recognizably the highest quality, most hands-on and humane undergraduate education of any comparably sized public research university in America. Over the past decade, the University of Minnesota has made a deliberate commitment to serve our students better; improving undergraduate education is one of the University's highest priorities. Our strengths are being used to create a unique undergraduate education that better prepares students to take their place in work and society.

The strategy to accomplish this includes cumulative central investments totaling over $310 million. These include compact investments over the past four years of $8 million in: improving the first-year experience; intensive learning opportunities; expanded opportunities for international experience and research; fostering connections between curricular and co-curricular activities; innovative uses of technology; and creating a better environment for learning, including strengthened academic advisement and student support services. $25 million has been invested in the new Web-based student registration and course information system; over $274 million in new classrooms, labs, and student housing; and an additional $2.4 million of centrally funded financial aid. Additionally, funds have been reallocated to support these investments. Moreover, curriculum and teaching are important components of the academic interdisciplinary initiatives and other efforts to strengthen our departments; investments in new faculty positions result directly in new courses for students.

Graduate and Professional Education

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

To improve the graduate and professional student experience, cumulative, central investments of $4 million have been made over the past four years in graduate fellowships, in special career-oriented educational opportunities, and in recruiting and retaining a larger proportion of graduate students of color. Special attention is being focused on enhancing academic health center graduate/professional programs, to increase enrollments, improve students' experiences and, ultimately, to develop new strategies to meet the health care workforce needs in the state.

Four broad strategies focus the University's measures of progress toward these goals:

1) increasing the readiness to succeed and diversity of entering students;
2) using feedback from students to constantly improve student satisfaction, academic achievement, and performance, and to enhance the distinctive instructional role of a research faculty;
3) increasing the graduation rate of undergraduate and graduate/professional students; and,

4) strengthening preparation for and success in careers, further education, and civic and community life.

In this section, undergraduate and graduate education are discussed separately, following these four general areas of focus as illustrated by specific indicators of progress for each. A third section focuses on technology to enhance learning, related to other technology investments presented in sections II.E. and F.

1. Undergraduate Education

Improving the Undergraduate Experience

Improving undergraduate education is one of the University's highest priorities. Between 1998 and 2001, over $310 million has been invested to improve undergraduate education. These investments have supported new positions on all campuses for freshmen seminars, enhanced student services in admissions, financial aid, and disability services, and supported paperless financial aid and increases in scholarships. (See the table, below, for a summary of recent progress.)

Our strengths are being used to create a unique undergraduate education that enhances students' academic success, retention, and graduation, and that also better prepares students to take their place in work and society. It may take four to six years to assess the impact of these initiatives which, ultimately, should be seen in improved retention, graduation, and student satisfaction rates. As the data, below, indicate, trends suggest that signs of this impact are already becoming visible through the institutional-level measures (selectivity, retention, student satisfaction, diversity) as well as indicators related specifically to elements of the undergraduate improvement initiative (residential living, advising, student involvement with service learning, and more).

Framework for Undergraduate Improvement
Initiatives, Impact, and Goals

Academic Initiatives	Impact on Students	Goal
Freshman Seminars 35 new faculty positions 20 seminars in 1998-99 125+ seminars in 2000-01	1999 – 400 students (8%) 2001 – 1,875 students (38%) 2002 – 1,900 (35%)	All freshmen
Undergraduate Research 1,500+ faculty since inception	400 TC students in '01	1,000 students per year
Study Abroad	1999 – 700 students 2000 – 1,020 students (UMTC) 2001 – 1,275 students (UMTC)	50% of graduating students
Writing Intensive Courses	Required for all students	Students complete 4 writing-intensive courses during their college careers
Interdisciplinary Minors 1999-2001 – nearly 20, including: Leadership, Information Technology, Design, New Media, Business, Violence Prevention, Youth Studies, Disability Studies, Applied Ethics (UMC), Information Design (UMD), Information Technology (UMC)	2001 – 300+ students	Add minors in high-demand fields to allow students to expand career opportunities

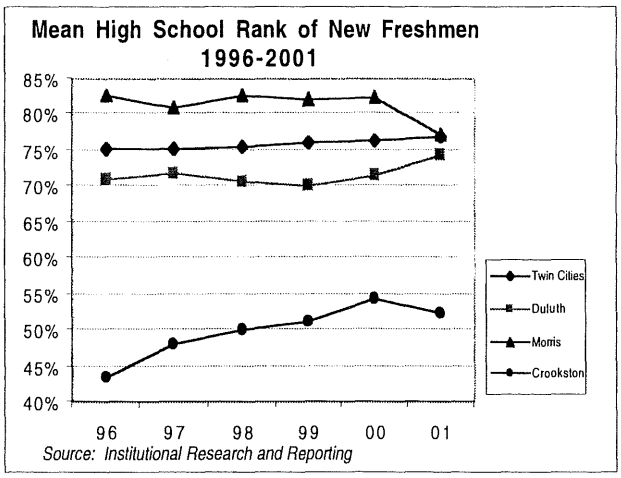
Student Development and Support	Impact on Students	Goal
SEAM (Student Excellence in Academics and Multiculturalism)	1999 – 250 students in 8 learning communities 2000 – 250 students in 11 learning communities 2001 – 275-300 students in 12 learning communities	Enhance academic success for students of color
Service Learning/Community Service	3,000 students/year	4,000 students/year Facilitate intensive learning experience for students
Convocation 120+ faculty participate each year	'98, '99, '00, '01 4,000 students participated each year	Continue annually – all freshmen
Advising and Student Support Services	Restructured in CLA; use of technology	Enhance advising for all students
Freshmen Orientation	5,469 students attended in fall 2001	Enhance first-year experience for all freshmen
Residential Living/Learning Communities Also include new first-year experience halls. New houses in 2001: Anthropology, Explorations in CLA, Exploration in Engineering and Science, ROTC, Service Learning, and Women's Studies	6,800 total capacity in 2001-02 (20% increase over 2000-01) 5,428 total students in residence halls, 2001-02 1,000 students in 21 living-learning communities in 01-02	23 houses planned for fall 2002

Characteristics of Entering Students: Increase the readiness to succeed and diversity of entering students.

Indicators: New freshmen mean high school rank and percent in top 25 percent of class; acceptance rates

Characteristics of Entering Students

Trends.



Mean High School Rank.

- In 1997, system-wide, the mean high school rank of the entering freshman class was 73.9. By 2001, it had increased to 74.4, down very slightly from the previous year, and still moving toward the 77th percentile goal set in the 1999 Institutional Level Measures.
- In 2001, the Twin Cities campus exceeded this goal slightly, with the mean rank of new freshmen reaching 77.1 percent, the highest ever reached on this campus. The mean has increased steadily over the past decade, from a mean of just over 70 in 1990.
- The lower mean for UMM's fall 2001 class reflects a new methodology for collecting this information.

Mean High School Rank of Entering Students

Fiscal Year	1996	1997	1998	1999	2000	2001
Twin Cities	75.2%	75.3%	75.5%	76.2%	76.3%	77.1%
Duluth	70.9%	71.8%	70.8%	70.2%	71.4%	74.4%
Morris	82.7%	81.0%	82.7%	82.1%	82.4%	77.3%
Crookston	43.3%	48.0%	50.0%	51.3%	54.4%	52.3%
University Total	73.5%	73.9%	74.1%	74.1%	74.6%	74.4%

Source: Institutional Research and Reporting

Ranking.

Freshmen in Top 25 Percent of High School Class

- In 1998-99, 60 percent of all UMTC (including General College) freshmen came from the top 25 percent of their high school classes, placing the University fifth among public Big 10 institutions. The Big 10 average was 69 percent:

Percent of New Freshmen from Top 25 Percent of High School Class
1998-99

Big 10 Publics	
University of Iowa	50%
Indiana University	53%
Michigan State University	54%
Ohio State University	56%
Purdue University	57%
UMTC	60%
University of Illinois Urbana-Champaign	85%
Pennsylvania State University	90%
University of Michigan	90%
University of Wisconsin	93%
Other Top 30 Publics	
Cornell University	95%
SUNY-Stony Brook	63%
UC-Berkeley	100%
UC-Los Angeles	100%
UC-San Diego	100%
UC Santa Barbara	100%
University of North Carolina-Chapel Hill	93%
University of Texas-Austin	80%
University of Washington	72%
Top 30 Privates (average)	97%

Source: Institutional Research and Reporting

Trends.

- System-wide, the proportion of freshmen in the top 25 percent of their high school classes has remained stable, at 56 or 57 percent each year. There has been significant variation among campuses. (See Table 1.)
- In 1998-99, 75.1 percent of new Twin Cities freshmen came from the top quartile of their high school class (excluding General College, which has a different mission).
- Between 1990 and 2001, the proportion of Twin Cities freshmen in the top 25 percent of their high school classes increased from 54 percent to 63 percent.
- At Crookston, the proportion in the top 25 percent increased from 17 percent to 25 percent.
- The proportion of students in the top 25 percent of their high school classes decreased between 1990 and 2001 at Duluth (53 percent to 43 percent), and Morris (91 percent to 63 percent).

Acceptance Rate

Ranking.

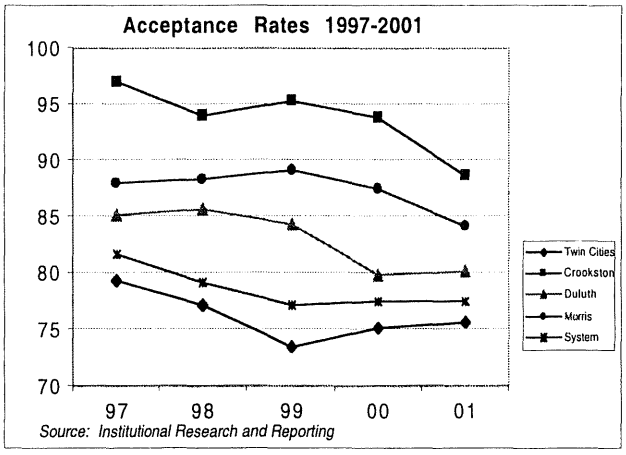
- Acceptance rates are one measure of an institution's selectivity; the lower the proportion of students accepted, the higher the school's selectivity.
- UMTC's freshman acceptance rate in 1998-99 of 77 percent placed it sixth among public Big 10 universities.
- All Big 10 publics, with the exception of the University of Michigan and Penn State's main campus, had overall acceptance rates of 70 percent or higher; within this measure these institutions are less selective than other top 30 public and private universities.

Overall Freshman Acceptance Rate
1998-99

Purdue University	87%
Indiana University	84%
University of Iowa	84%
Ohio State University	79%
UMTC	77%
Michigan State University	77%
University of Wisconsin	73%
University of Illinois Urbana-Champaign	71%
University of Michigan	59%
Pennsylvania State University	47%
Other Top 30 Publics	
Cornell University	34%
SUNY-Stony Brook	54%
UC-Berkeley	28%
UC-Los Angeles	33%
UC-San Diego	48%
UC Santa Barbara	61%
University of North Carolina-Chapel Hill	35%
University of Texas-Austin	71%
University of Washington	66%
Top 30 Privates (average)	**26%**

Source: Institutional Research and Reporting

Trends.



- UMTC has become slightly more selective in recent years; its acceptance rate was 79 percent in 1997, and 75.6 percent for the class entering in fall 2001.
- The University system-wide has also become slightly more selective, moving from a system-wide acceptance rate of 81.6 percent in 1997, to 77.5 percent in 2001.

Acceptance Rates 1997-2001

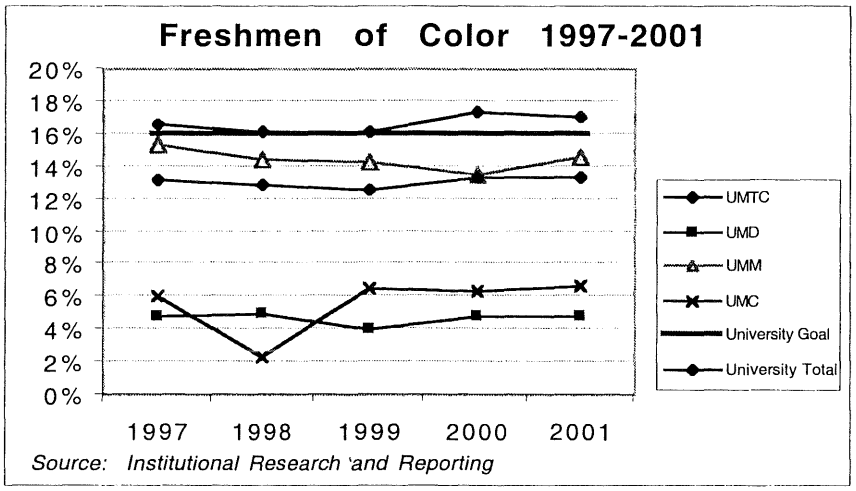
	97	98	99	00	01
Twin Cities	79.4	77.2	73.5	75.1	75.6
Crookston	97.0	94.0	95.3	93.9	88.6
Duluth	85.2	85.6	84.4	79.9	80.2
Morris	88.0	88.3	89.2	87.5	84.1
System	81.6	79.2	77.2	77.5	77.5

Source: Institutional Research and Reporting

Freshmen of Color

Trends.

- The goal set in the 1999 Institutional Level Measures was 16 percent students of color; with 17.1 percent freshmen of color in 2001, UMTC has exceeded its goal.
- In 2001, with 4.8 percent freshmen of color, UMD was very close to its 5 percent goal.
- UMM set a high goal of 18 percent; its proportion of students of color increased the number slightly between 2000 and 2001.
- Although a formal goal for UMC was not set in 1999, its proportion of freshmen of color has increased from 6.1 percent in 1997 to 6.6 percent in 2001.
- These results are noteworthy in comparison with the 7.7 percent proportion of Minnesota ACT test takers who were students of color.



Source: Institutional Research and Reporting

Percentage of Entering Freshmen of Color

	1997	1998	1999	2000	2001	1999 Goal
Twin Cities	16.6%	16.1%	16.2%	17.4%	17.1%	16.5%
Duluth	4.8%	5.0%	4.1%	4.8%	4.8%	5%
Morris	15.4%	14.4%	14.2%	13.5%	14.6%	18%
Crookston	6.1%	2.3%	6.5%	6.3%	6.6%	TBD
University Total	13.2%	12.9%	12.6%	13.3%	13.4%	16%

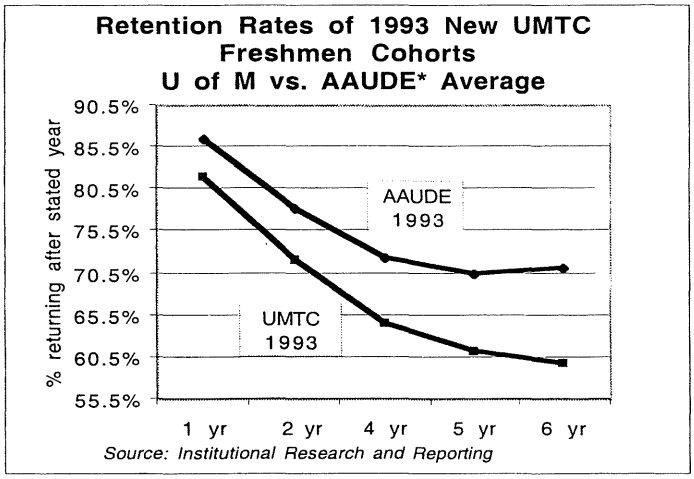
Source: Institutional Research and Reporting

Student Experience: Use feedback from students to constantly improve student satisfaction, academic achievement and performance, and the distinctive instructional role of a research faculty.

Indicators: 1st and 2nd year retention rates; student satisfaction; diversity; advising; participation in study abroad

Retention Rates

Ranking.



**Association of American Universities Data Exchange*

Top Public Research Universities 1st Year Retention Rates FY 2000

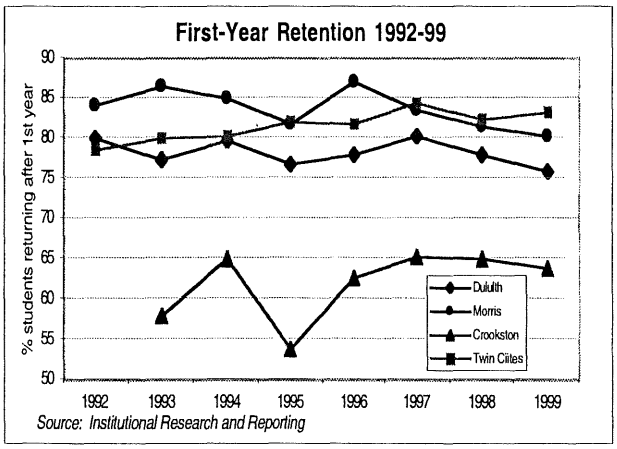
UCLA	96%
UC – Berkeley	95%
University of Michigan	95%
University of North Carolina	94%
UC San Diego	94%
Pennsylvania State University	93%
University of Illinois Champaign-Urbana	92%
University of Wisconsin	92%
University of Washington	90%
UC Santa Barbara	89%
University of Texas	89%
Indiana University	88%
Michigan State University	88%
Purdue University	87%
UMTC	83%
University of Iowa	83%
Ohio State University	82%

Source: U.S. News "Best American Colleges," September 2001

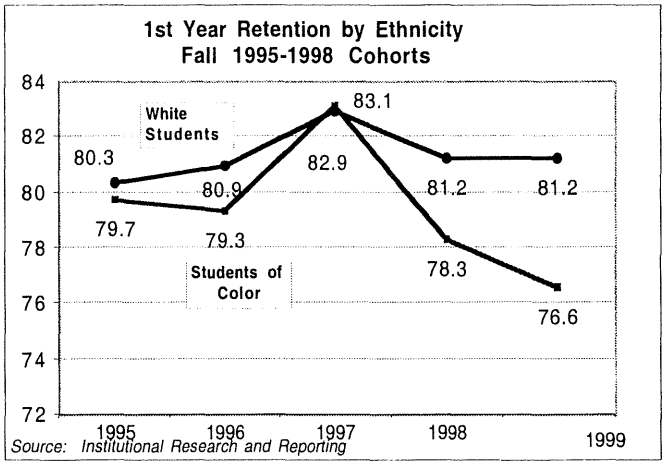
- In first- and second-year retention of students, the Twin Cities campus lags somewhat behind its peers, according to a recent AAUDE survey.
- For the most recent comparative data available (1998-99), our first-year retention rate was 83 percent, among the lowest in the Big Ten. Illinois, Michigan, Penn State, and Wisconsin all had first-year retention rates over 90 percent.
- The UMTC ranking in this area is also reflected in recent U.S. News "Best American Colleges" rankings. In 2000, UMTC ranked 32, among top 50 public institutions, in freshmen retention.
- First-year retention at other top-ranked public and private universities averaged above 90 percent.

Trends.

- Since 1992, the Twin Cities campus has shown steady improvement in first-year retention rates, moving from 78.6 percent in 1992 to 83.2 percent in 1999, the latest year for which data is available.
- The first-year retention rate at Crookston also shows a generally upward trend, although numbers will take some time to stabilize for new programs.
- The first-year retention rates at Morris and Duluth are fairly level, with sufficient year-to-year variation that it is difficult to identify a trend.
- The recent report, "Improving our Graduation Rates" (Office of the Executive Vice President and Provost, August 2001) provides considerable detail on these trends and their multiple causes, and proposes specific strategies to improve in this area (see Graduation section, below).

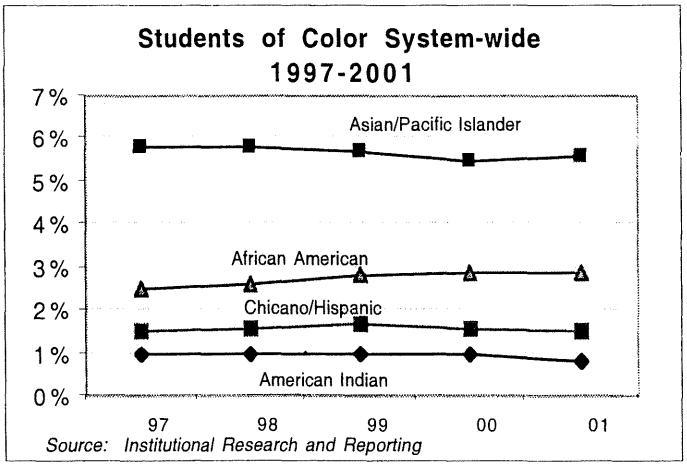


- Second-year retention rates have changed little over the past eight years (see Table 3), remaining near 70 percent for the system.
- Retention rates for students of color show a different pattern. Generally, over the past eight years, first- and second-year retention rates have increased by a greater proportion than those of white students, so that these rates are approaching that of white students (see graph, below, and Table 3).
- The retention rate for students of color entering in fall 1999 was 79.2 percent in the Twin Cities, 72.3 percent in Duluth, and 59.4 percent in Morris.



Student Experience – Diversity

Trends.

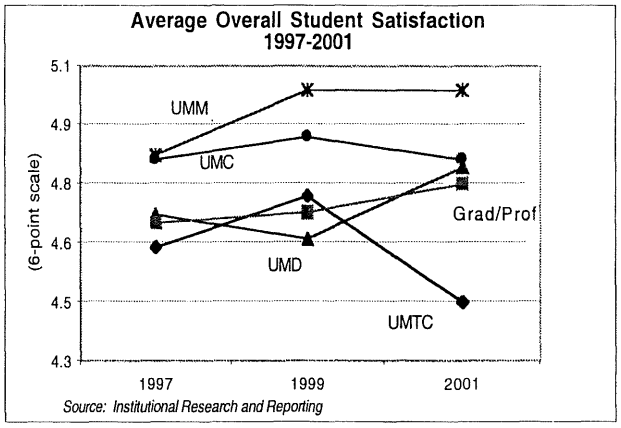


- Students of color have proportionately increased over the past five years.
- System-wide, in 1997, 81.2 percent of students were Caucasian. In 2001, this proportion had decreased to 77 percent, and the proportion of students of color increased to 16.7 percent, slightly above the system-wide diversity goal. These gains have been the result of gradual, modest changes. (See Table 2 for details.) Over this period:
  - The biggest shift was in the proportion "not reported," 6.3 percent in 2001.
  - The proportion of American Indian students declined by 0.2 percent.
  - The proportion of Asian/Pacific Island students declined by 0.2 percent.
  - The proportion of African-American students increased by 0.4 percent.
  - The proportion of Chicano/Hispanic students remained level.
  - The proportion of international students increased by 0.4 percent.

- Efforts to recruit a diverse student body, and to help them succeed as students, are underway on every campus and in every college. Examples include work in admissions to recruit students of color; SEAM (Student Excellence in Academics and Multiculturalism), a freshman seminar program; Learning Resource Centers – African American, American Indian, Asian/Pacific Islander, Chicano/Latino; Disability Services; Diversity Institute; Gay, Lesbian, Bisexual, Transgender Programs Office; and, the President's Distinguished Faculty Mentoring Program.

Student Satisfaction

Trends.



- Student satisfaction remains relatively high on all campuses, with some changes from 1999. Our goal is to increase satisfaction toward a rating of "6" on all campuses.
- Between 1999 and 2001, undergraduate UMTC student satisfaction has declined from 4.72 to 4.45, the only statistically significant change reflected in the 2001 Student Experience survey. This change reflects the shift upward in students who are slightly dissatisfied and slightly satisfied, compared with those who rated their experience moderately and very satisfying.
- This change is likely attributable to three issues: 1) semester conversion, 2) internal problems in implementing the PeopleSoft student system, and 3) construction that has temporarily closed Coffman Union.
- UMTC student satisfaction has increased in many specific areas, such as academic programs.
- UMM students continue to have the highest overall levels of satisfaction.
- Satisfaction among UMD students has increased; at UMC it remains at 4.8, its 1997 level.
- Overall satisfaction among graduate/professional students has gradually increased.
- For detail see "The 2001 Student Experiences Survey Report" (Office of Institutional Research and Reporting, November 2001; http://www.evpp.umn.edu/evpp/critmeas/stuexp/.

Overall Student Satisfaction

Fiscal Year	1997	1999	2001
	(6-point scale)		
Twin Cities	4.59	4.72	4.45
Duluth	4.67	4.61	4.79
Morris	4.82	4.99	4.99
Crookston	4.81	4.87	4.81
Grad/Prof	4.65	4.68	4.75

Students of Color.

Overall satisfaction among students of color with the University's academic programs follows the general trend by campus and student group, although at a slightly lower level of satisfaction.

Satisfaction with Academic Programs, by Race 2001

Overall level of satisfaction	Other Students	Students of Color
Ugrd Crookston	4.85	4.27
Ugrd Duluth	4.78	4.64
Ugrd Morris	5.00	4.61
Ugrd Twin Cities	4.48	4.19
Grd/Pfrl Duluth	5.01	4.81
Grd/Pfrl Twin Cities	4.77	4.57

Source: Institutional Research and Reporting

Advising. As the 2001 Student Experiences Survey revealed, students continue to rate advising comparatively low among University services.

- Advising satisfaction ratings remain somewhat lower than overall ratings for academic programs. Significant differences exist among campuses in undergraduate satisfaction with advising; these patterns have not changed significantly since 1999.
- Advising is rated highest at Morris and Crookston, and lowest on the Twin Cities campus. The majority of advising is conducted by University faculty members, except on the Twin Cities campus, where only 28 percent of students reported having a faculty advisor (see Table 4).
- A new initiative in 2001-02 will focus on pre-health science advising.
- Of prospective first-year students who contacted the University over the past three years, 31,200 out of 198,000 expressed interest in health sciences as a career (nearly as many as those interested in IT, and more than those interested in management).
- For 2001-02, approximately 500 first-year students have indicated that they are seeking careers in the health sciences.

Satisfaction with Advising 2001

	UMC	UMD	UMM	UMTC
		(6 point scale)		
Overall Satisfaction with Advising	4.08	4.02	4.24	3.85

Source: Institutional Research and Reporting

Financial Aid.

- The implementation of PeopleSoft created serious issues with financial aid and billing. With the successful implementation of paperless financial aid in spring 2001, these problems have been eliminated. Students report satisfaction with the new system.

Study Abroad

Our goal is that 50 percent of graduating seniors will have had a study abroad experience.

- In 1997-98 (the most recent year of comparisons), UMTC was 19th among all U.S. colleges in their study abroad participation rate. Fifteen of the top 19 of these schools are public institutions. (Institute of International Education's "Open Doors" report at http://www.opendoorsweb.org/
- The average increase nationally has been 45 percent in student participation in study abroad; it was 61 percent for UMTC between 1997-98 and 2000-01.

Study Abroad 1997-98

Institution	# Students in Study Abroad Program 1997-98
Michigan State	1454
University of Texas-Austin	1330
University of Pennsylvania	1314
University of Arizona	1115
University of Wisconsin-Madison	1037
Miami University – Oxford	1034
University of Illinois Urbana-Champaign	919
University of North Carolina – Chapel Hill	909
Indiana University – Bloomington	889
Ohio State University – Columbus	880
Pennsylvania State University	876
Boston University	862
University of Colorado at Boulder	861
University of Northern Iowa	843
Texas A&M	831
University of Michigan – Ann Arbor	822
Georgetown University	817
University of Florida	800
University of Minnesota – Twin Cities	800

Source: http://www.opendoorsweb.org/

Trends.

- In 1999-00, 1,020 students on the Twin Cities campus participated in study abroad programs; this increased to a total of 1,275 U of M undergraduates who studied abroad in 2000-01.
- Our strategy is to thoroughly integrate international topics and study abroad programs into the undergraduate experience. Through a $900,000 Bush Foundation grant, matched by internal University funds, faculty and advisors will work to internationalize the curriculum, expand scholarships in support of international education, and incorporate study abroad into students' academic plans and into the recruitment strategy for freshmen, transfer students, and students from underrepresented groups.
- Other strategies include increasing undergraduate scholarships for study abroad, and development of new study abroad short courses for the intersessions.
- A new international fellowship program awarded fellowships for 2001-02 to 33 graduate and professional students, who will study and participate in internships in a total of 31 countries.

Campus Safety

- In 2000, the Twin Cities campus was relatively crime free. In many areas, crime has decreased, including areas in which, nationally, campus crime has increased.
- Burglary, arson, motor vehicle theft, and forcible sex offenses decreased on campus between 1998 and 2000, while the incidence of these crimes increased on many college campuses.
- Over the past three years, there were increases in only two areas related to liquor and narcotic law violations, areas in which there were increases nationally, as well.
- Liquor law violations on the Twin Cities campus increased from 736 in 1999 to 1,310 in 2000.
- Narcotic law violations increased from 27 in 2000 to 50 in 2000.
- The Twin Cities campus is increasing its investment in education and prevention programs to address these safety issues.
- The University has also heightened security measures in response to the September 11, 2001 attacks in New York and Washington D.C.: providing a "Security Updates" Web page (http://www1.umn.edu/urelate/security/), information sessions, and links to additional resources.
- For more detail, see Table 5.

Indicators Related to Undergraduate Improvement Initiative

Student Role in Engagement. Students on all campuses have opportunities to participate in service learning and community service projects, which link the classroom to the community, and provide active, experiential learning.

- In 2000-01, 3,000 students participated in service learning/community service programs on the Twin Cities campus. Our goal is to increase that number to 4,000 each year.
- 500 student tutors work in metropolitan schools to improve literacy through the America Reads program.
- School of Dentistry faculty and students, using mobile clinics, provide dental care to uninsured patients in several rural and urban communities across the state.
- AHC student volunteers provide health education talks and clinical services to the homeless in the metropolitan area.

- On the Morris campus, students are involved in helping surrounding communities with planning projects, through the Center for Small Towns.
- In Duluth, students work with members of the senior community through the University for Seniors program, which provides academic programs and facilities to a significant group of retirees.

Student Development and Campus Life. We continue to make great strides in integrating the academic and student services provided on the Twin Cities campus. This is important in assuring that students receive the best possible service and have an exciting, challenging, and meaningful undergraduate experience.

- First-Year Experience is designed to enhance the undergraduate experience by providing a holistic approach to the college experience via collaboration between academic and co-curricular activities.
- After nearly 30 years without convocation, it was reestablished in 1998. In 2001, over 4,000 first-year students attended convocation with 120 faculty members.
- The Office for Student Development, the College of Education and Human Development, and the Humphrey Institute have established the undergraduate Leadership Minor, a 16-credit interdisciplinary, experiential, and multicultural program designed to help students explore and experience different frameworks of leadership. It enrolls close to 300 students across nearly every college.

Residential Living. In fall 2001, UMTC had a total capacity of 6,801 for student housing, an increase of 8.3 percent over the 1999-2000 capacity of 6,282: 5,428 in residence halls, 549 in apartments, and 824 in cooperatives. In addition, 421 students were assigned to expanded housing locations.

- In fall 2001, 75 percent of freshmen lived in University housing; the proportion has increased gradually since 1998.
- This is partly related to major, longer-term trends: from 1981 to 2001, the number of students identifying themselves as commuters has declined from 58 percent to 42 percent.
- 81 percent of all students still live off campus, comparable to the 85 percent rate at the University of Texas, but much higher than the 63 percent rate at the University of Michigan.
- The number of students living at home has also declined, from 43 percent in 1971 to 14 percent in 2001.
- Residential housing is a positive predictor of student retention, graduation rates, and satisfaction.

Freshmen in University Housing

	# freshmen	# in University residences	% in University residences
1998	5166	3718	72%
1999	5195	3797	73%
2000	4957	3720	75%
2001	5357	4041	75%

Source: Office of Housing and Residential Life

Graduation Rate: Increase graduation rate of undergraduate students who enter as freshmen, of transfer students, and of graduate and professional students.

Indicators: 4-, 5-, and 6-year graduation rates for undergraduates, and undergraduates of color

Ranking.

The University of Minnesota under-performs its predicted 6-year graduation rate. Compared to peer institutions, UMTC has been among the three Big 10 public institutions with the lowest 4- and 5-year graduation rates.

4- and 5-Year Graduation Rates
1998-1999

Big 10 Publics	**4-yr**	**5-yr**
University of Michigan	62%	81%
Pennsylvania State University	60%	78%
University of Illinois Urbana-Champaign	49%	72%
Indiana University	41%	62%
University of Wisconsin	35%	67%
University of Iowa	33%	59%
Purdue University	28%	59%
Michigan State University	24%	57%
UMTC	24%	42%
Ohio State University	19%	49%
Other Top 30 Publics		
Cornell University	81%	89%
University of North Carolina-Chapel Hill	62%	78%
UC-Berkeley	48%	77%
UC-San Diego	45%	74%
UC-Santa Barbara	41%	65%
UC-Los Angeles	38%	78%
University of Washington	37%	63%
SUNY-Stony Brook	32%	52%
University of Texas-Austin	30%	59%
Top 30 Privates (average)	78%	87%

Source: Institutional Research and Reporting

Trends.

The University is achieving steady improvements in graduation rates.

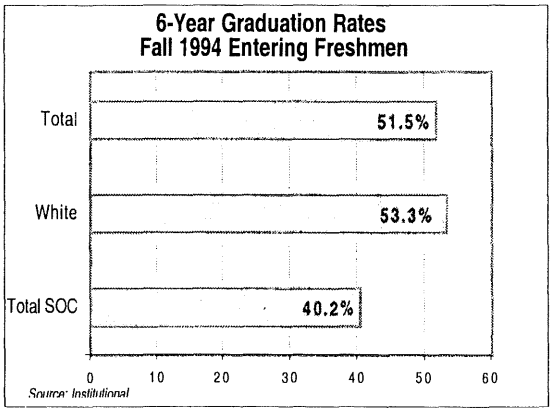
- There has been an upward trend in graduation rates from a 5-year rate of 38.1 percent for Twin Cities students entering in 1991, to a 42.3 percent rate for UMTC students entering in 1994, 43.1 percent for Duluth students, and 62 percent for Morris students. There is still some distance to go toward the system goal of a 50 percent 5-year graduation rate. (See Table 6 for detail.)

Graduation Rates for Class Entering 1994

Time to Degree	4 yrs	5 yrs	6 yrs
Twin Cities	18.3%	43.0%	49.6%
Duluth	23.0%	44.6%	49.6%
Morris	45.6%	62.3%	67.6%

Source: Institutional Research and Reporting

- This is a major area of concern, attention, and current action.
- Recent investments in the first-year and undergraduate experience and a new study on "Improving Our Graduation Rates" lay out steps to improve in this area.
- In fall 2001, President Yudof endorsed the concept of establishing a minimum course load (13 credits), with exceptions only in cases of special hardship.
- Broader-scale plans will include: communicating clear and explicit institutional expectations about academic progress (reaching out to students who live at home, and to those concerned about financing their education); making an institutional commitment to help students stay on track (full-year registration for freshmen, email reminders about academic progress, mid-term grade reports); removing institutional barriers and providing incentives for success (pay more attention to retention in the junior and senior years, find better ways to identify students who may be at risk, continue to increase grant-based student aid to help reduce students' dependence on work).
- The trends are somewhat lower for students of color. 30.6 percent students of color, entering in 1994, graduated in five years on the Twin Cities campus; 26.7 percent in Duluth; and 40 percent in Morris.
- For the freshmen class matriculating in fall 1994, six-year graduation rates vary considerably between students of different ethnic backgrounds. The average rate of 50.3 percent includes the 58.1 percent rate for international students and the 52.1 percent rate for white students. By contrast, 6-year graduation rates among students of color of any ethnic group were not higher than 43.8 percent (Asian/Pacific Islanders). African-American students had the lowest rate, of 30 percent.



- This is an important area of improvement that is being addressed through the inter-related strategies and initiatives noted earlier in the section on Diversity.

Undergraduate Degrees Conferred

Ranking.

- The number of bachelor's degrees awarded by the University of Minnesota is low, considering its enrollment.

Degrees Conferred—Peer Comparison 1999-2000

	Associate	Bachelors	Bachelors as % of Total Degrees	Total Degrees Conferred
Florida	419	7,654	66%	11,551
Texas	---	7,826	68%	11,542
Penn St	70	8,981	84%	10,747
Ohio St	325	6,746	63%	10,680
Michigan	---	5,603	58%	9,642
Mich St	---	6,897	72%	9,549
Illinois	---	6,370	67%	9,526
UCLA	---	6,220	66%	9,493
Washington	---	6,148	68%	9,083
Minnesota	0	4,880	54%	9,006
UC-Berkeley	---	6,169	69%	8,901
Wisconsin	---	5,550	65%	8,533
Purdue	858	5,470	66%	8,258
Indiana	72	5,203	68%	7,598
Maryland	---	4,971	70%	7,066
N Carolina	---	3,387	55%	6,123
Iowa	---	3,857	64%	6,018
Virginia	---	3,132	59%	5,298
UCSB	---	4,519	86%	5,228
Iowa St	---	4,039	79%	5,134
UCSD	---	3,530	81%	4,362
SUNY-SB	---	2,270	58%	3,915

Source: Institutional Research and Reporting

Trends.

- Since 1996, the total number of degrees conferred by the University has remained essentially level at slightly over 10,000; there was a 2 percent increase between 1996 and 2001.
- This trend is noteworthy because it continued through the early years of implementation of semester conversion.
- The number of undergraduate degrees declined on all campuses except Crookston over this period, where degrees conferred increased by 59 percent.

Degrees Conferred 1996-2001

	1996	1997	1998	1999	2000	2001	% change 1996-2001
TC – total	8876	8747	8857	9019	9090	8451	-5%
TC – UG	4897	4890	4978	5132	4922	4804	-2%
UMD – total	1395	1170	1301	1480	1408	1370	-2%
UMD – UG	1203	1005	1147	1293	1218	1164	-3%
UMM – total	362	450	384	347	340	315	-13%
UMC – total	122	137	191	216	153	194	59%
System – total	10755	10504	10733	11062	10991	10330	-4%

Source: Institutional Research and Reporting

Post-graduation Experience: Strengthen preparation for and success in careers, further education, and civic and community life for University graduates.

Indicator: Satisfaction of graduates with University preparation

The University most recently surveyed 1996 graduates in 1998 to assess the impact of the University on their careers and education. The report, "The 1998 Graduate Outcomes Survey" (Office of Institutional Research and Reporting, March 1999), reported the following general trends:

1998 Graduate Outcomes Survey – Selected Results

	1998	1988
All campuses: very or moderately satisfied with University experience	82.5%	76.9%
UMTC graduates' satisfaction	78.7%	68.9%
Teaching: excellent or very good	54.3%	41.1%
Advising: excellent or very good	29.3%	
Most important issues:		
Hold down cost of tuition	48.7%	
Keep high quality faculty	54.0%	
Improve students' preparation for employment	47.5%	

Source: Institutional Research and Reporting

Collection of updated information is pending for a future year; it should include surveys of recent graduates, first job placements, and starting salaries.

2. Graduate and Professional Education

Characteristics of Entering Students: Increase the readiness to succeed and diversity of entering students.

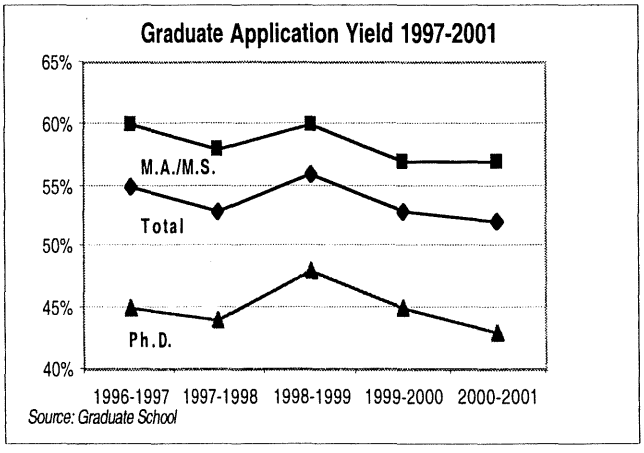
Indicator: Graduate student selectivity

Graduate Student Selectivity

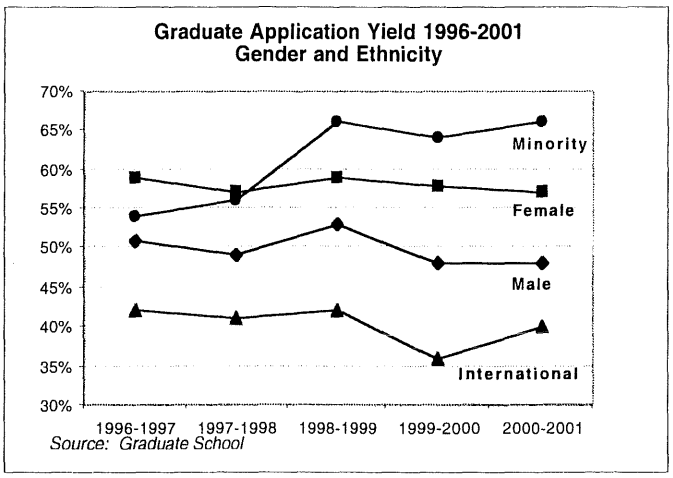
Trends.

Applications and Yield.

- Between 1996-97 and 2000-01, total applications to the Graduate School decreased by 9 percent, from 13,443 to 12,228 (summer/fall 2001). The net number of matriculations, however, increased, from 2,231 in FY 1997 to 2,538 in FY 2001. (See Table 7.) The yield rate (number of students matriculating compared with students admitted) has decreased slightly, from 55 percent in FY 1997 to 52 percent in FY 2001. The yield rate for students matriculating fall and summer 2001 is 43 percent.
- These data are provided as a baseline; national comparisons and trends – which generally parallel the decreases seen at the University of Minnesota -- will be tracked in the future.



- The yield rate for graduate students of color increased from 54 percent in 1997 to 66 percent in 2001, reflecting commitment of academic units and the Graduate School to recruit students of color.
- The yield rate for international students has averaged around 40 percent over the past five years.
- The rate for female students has averaged around 59 percent between 1997 and 2001; for male students it has been comparatively stable, averaging around 50 percent over this period.



Improving the Graduate/Professional Experience

The University aspires to provide graduate and professional education programs that are among the very best in the world, and for our graduates to be recognized as among the best educated and most innovative scholars and professionals in their disciplines, across disciplines, and chosen professions. Between 1998 and 2001, over $4 million has been invested through the Compact Process to improve graduate and professional academic programs.

Investments are being made in graduate fellowships, in recruiting and retaining a larger proportion of graduate students of color, in expanding opportunities for interdisciplinary research and training, and in enhancing academic health center programs. The Academic Health Center is cited as an example of an integrated strategy across a number of units to achieve these and related goals.

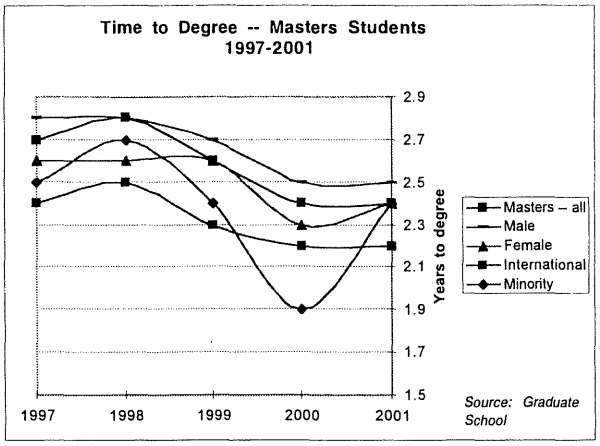
Examples of progress.

- New, joint Ph.D./M.D. degree program in Law, Health, and the Life Sciences.
- New Graduate and Professional Teaching Awards.
- Investment in the Graduate School's Educational Opportunity Fellowship program, to recruit outstanding scholars from underrepresented backgrounds.

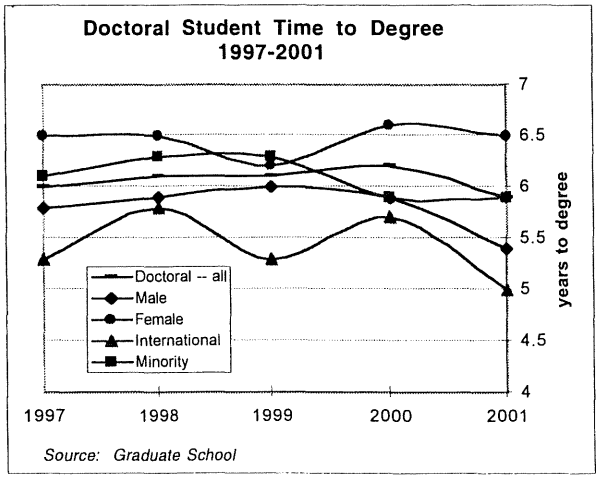
Graduation Rate: Increase graduation rate of graduate and professional students.
Indicators: Graduate student graduation rates; degrees granted

Graduate Student Graduation Rates

Trends.



- At the masters' level, students complete their degrees in approximately 2.5 years.
- The overall rate has gone down very slightly (2.8 to 2.4 years) between 1999 and 2001.
- International and minority students have tended to complete their degrees slightly more quickly.
- See Table 8 for more detail.
- According to the 1999 National Science Foundation survey of doctorate recipients, the median time to degree (registered time in a degree program) was 7.3 years.
- The University's doctoral students are completing their degrees faster than the national median.



- At the doctoral level, most graduate students over the past five years have completed their degree within approximately six years. The median time to degree has been least for international and male students, and somewhat longer for female students and minority students, although the differences are slight. These patterns have remained fairly stable over this period.
- Nationally, registered time to degree is shortest in engineering (6.6 years), a field where male and international students predominate, and longest in humanities (8.9 years), where female students are in the majority.

Graduate Degrees Conferred 1996-2001

Ranking.

- The University of Minnesota Twin Cities awards more master's degrees than any other campus in its peer group.
- 1999-2000, Minnesota also ranked second in awarding first professional degrees.

Trends.

- The most significant increases were in the number of masters degrees conferred on the Twin Cities campus, which increased 13 percent from 1996 to 2000.

	1996	1997	1998	1999	2000	2001	% change 1996-2000
TC – Total UG/Grad/ Professional	8876	8747	8857	9019	9090	8451	-5%
TC – MA	2530	2458	2441	2556	2856	2341	-7%
TC – Doct/Prof	1449	1399	11438	1331	1312	1306	-10%
UMD – total	1395	1170	1301	1480	1408	1370	-2%
UMD – MA	192	165	154	187	190	206	7%
System – Total UG/Grad/Professional	10755	10504	10733	11062	10991	10330	-4%

Source: Institutional Research and Reporting

- The University is first among its peers in the number of masters degrees it confers.
- Approximately 70 percent of the degrees in the Academic Health Center were awarded to Minnesota residents. This reflects is commitment to serve working professionals in the community, and provides an important form of knowledge transfer across many professions important to Minnesota's economy and quality of life.

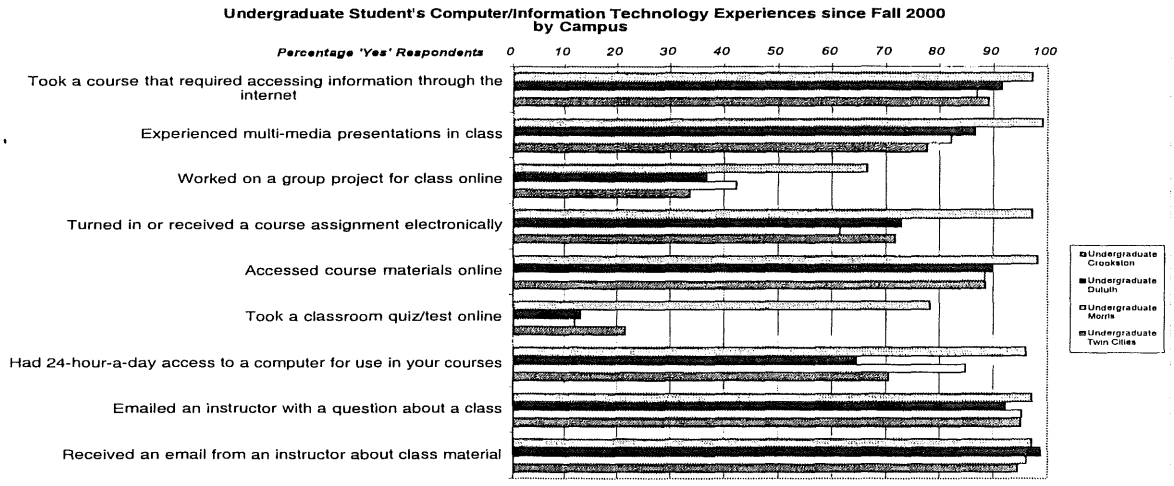
Graduate and Professional Degrees Conferred—Peer Comparison
1999-2000

	Masters	Doctors	First-Prof	Total
Florida	2,138	516	824	11,551
Texas	2,545	659	512	11,542
Penn St	1,183	513	---	10,747
Ohio St	2,310	620	679	10,680
Michigan	2,783	629	627	9,642
Mich St	1,893	444	315	9,549
Illinois	2,281	597	278	9,526
UCLA	2,054	606	613	9,493
Washington	2,021	486	428	9,083
Minnesota	2,814	604	708	9,006
UC-Berkeley	1,636	756	340	8,901
Wisconsin	1,744	729	510	8,533
Purdue	1,286	468	176	8,258
Indiana	1,655	409	259	7,598
Maryland	1,634	461	---	7,066
N Carolina	1,723	425	588	6,123
Iowa	1,294	317	550	6,018
Virginia	1,307	343	516	5,298
UCSB	477	232	---	5,228
Iowa St	758	238	99	5,134
UCSD	408	294	130	4,362
SUNY-SB	1,263	244	138	3,915

Source: Institutional Research and Reporting

3. Technology to Enhance Learning

- The University has invested in broad teaching and learning improvements, such as technology enhanced learning, technology support for classrooms, and computer-based library resources like Research QuickStudy, and QuickStart.
- Availability and use of technology-enhanced classes and services have increased dramatically.



Source: Institutional Research and Reporting

- The spring 2001 Student Experiences survey revealed the highly significant expansion of student use of computer and information technology, reflecting the positive impact of the University's considerable investments.
  - Information technology resources are being used by the large majority of undergraduate and graduate students in their courses, in turning in assignments, and in communicating with faculty.
  - On every campus, over 93 percent of students responding to the survey had received an email from an instructor about class material.

- Use of WebCT, a classroom management and electronic authoring tool that expedites learning, has grown significantly over the past 2 years. WebCT supports creation of electronic classroom materials, and management of classroom activities.
  - On the Twin Cities campus, in spring 2001; there were 1,002 courses using WebCT (more than double the number from one year earlier), in which 41,716 students participated.
  - In fall 2001, 865 Twin Cities courses utilized WebCT; the total number of students involved increased to 44,808.
  - Classes using WebCT have doubled on the coordinate campuses between spring and fall semesters 2001.

Use of WebCT

Semester	Courses: T.C. Campus	Courses: Other Campuses	% of Courses	# of Students
Fall 99	134	---	2.7%	5,050
Spring 00	310	---	6.2%	10,726
Fall 00	727	17	14.9%	29,170
Spring 01	1,002	42	20.9%	41,716
Fall 01	865	97	18.2%	44,808

Source: Digital Media Center

- A recent multi-college survey by the Digital Media Center of student evaluation of learning technologies showed that 79.3 percent of students responding had taken at least one class using a WebCT site. Of these students, 66.6 percent reported finding WebCT sites useful or very useful in their coursework.
- Through the Digital Media Center, 480 faculty have consulted on development of WebCT courses.
- 100 Technology Enhanced Learning grants have gone to faculty for innovative course designs.

See Sections II.E. and II.F. for additional information about technology investments to support learning.

Implications for 2002-2003 Planning and Initiatives

Investments to strengthen programs and student services. The University, as described above, has made real progress in establishing and implementing a strategy to improve its educational programs and student success. It has invested a total of over $310 million between 1998 and 2001 to strengthen its programs, services, and outcomes for students.

To further strengthen these programs and sustain the gains students are making in retention, graduation, and satisfaction rates, the University will make targeted investments with its FY 2002-03 appropriation totaling $10,225,825 in FY 02, and $3,527,900 in FY 03. These investments will support:

- Enhancing the quality of the student educational experience, including hiring additional faculty for expansion of the freshman seminars and writing intensive courses; undergraduate research; residential learning; interdisciplinary minors; advising; libraries collection development; and support for students with disabilities.
- Academic technology enhancements, increasing resources for as many as 1,500 additional Internet-enhanced courses; technology upgrades for classrooms; support for digital technology use by faculty in teaching and research.
- Student support and service enhancements, including streamlining and enhancing the financial aid process; providing additional support for financial aid; continued investments to improve the student enterprise systems.

Characteristics of entering freshmen. Over the past five years, the University has gradually moved close to reaching its earlier goals for mean high school rank and targeted readiness of new freshmen. At this point, the University should consider whether its goals in these areas should be changed, and what the policy implications of these changes would be. Goals for the future include improving the aptitude, achievement, and preparation of entering students, and the diversity and retention of new students.

Quality of the undergraduate experience. The University intends to continue strengthening the undergraduate experience on all campuses. This strategy will target those policies and activities that will improve student achievement, satisfaction, retention, and graduation rates. How and to

what level will we sustain and expand the intensive experiences for undergraduates? How and in what ways will we continue to bring diverse groups of students together in an academic context?

Student diversity goals. The University has also moved close to reaching its earlier goal for proportion of students of color among new freshmen, and should now consider whether it requires new goals, and the policy implications of possible changes. (Given demographic trends and competition among peer institutions, it is not clear that a higher goal would be useful or feasible. As noted in the 1997 Performance Report, the number of students of color graduating from public high schools in Minnesota has been lower than projected when the University's goals were set; the number of "college-bound" students of color has also been lower than expected.) The University needs to do improve the retention and graduation rates of its students of color, to more closely match the rates for the entire student body. It must also continue to work with schools and communities to help improve preK-12 educational outcomes of students, and to improve training of preK-12 teachers.

Academic Health Center. The Legislature has mandated that, in 2001-02, the University develop a plan and report to delineate progress of the Academic Health Center in meeting the goals and outcomes, in cooperation with the Department of Health, that 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 the state; (2) develop new strategies to meet the health care workforce needs in the state; (3) base these strategies on analysis of the population's health status and opportunities for its improvement.

Assessing student learning. The University, through its academic units, the undergraduate initiative, student development initiatives, the Center for Teaching and Learning, and many other areas, regularly assesses student experience and academic achievement. More work is needed to formulate a conceptual framework and institutional approach to assessing student learning outcomes. A national trend, this is an important component of institutional accreditation review, and will strengthen the University's ability to evaluate and report on the impact of its investment in students.

Table 1
High School Rank of Freshmen

		1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
Twin Cities	Top 10%	27%	27%	26%	26%	28%	26%	28%	27%	28%	29%	30%	29%
	75-89	26%	29%	30%	29%	31%	30%	32%	32%	32%	31%	32%	34%
	50-74	27%	28%	28%	28%	30%	32%	29%	29%	28%	30%	28%	28%
	Below 50	19%	16%	16%	17%	12%	13%	11%	12%	12%	10%	11%	9%
	Top 25%	54%	56%	56%	55%	58%	55%	60%	60%	60%	60%	62%	63%
Duluth	Top 10%	21%	19%	19%	17%	19%	16%	18%	18%	19%	18%	19%	18%
	75-89	31%	31%	29%	30%	28%	29%	30%	30%	29%	27%	29%	25%
	50-74	37%	38%	39%	39%	38%	40%	40%	39%	39%	39%	38%	40%
	Below 50	11%	12%	13%	14%	15%	15%	13%	13%	14%	16%	14%	16%
	Top 25%	53%	50%	48%	47%	47%	45%	47%	48%	47%	46%	48%	43%
Morris	Top 10%	62%	62%	57%	53%	54%	45%	44%	39%	44%	43%	41%	32%
	75-89	29%	27%	30%	30%	28%	34%	33%	33%	30%	31%	33%	31%
	50-74	8%	11%	13%	14%	16%	18%	19%	24%	23%	22%	22%	28%
	Below 50	0%	1%	1%	2%	2%	3%	5%	4%	3%	3%	3%	9%
	Top 25%	91%	88%	86%	84%	82%	79%	77%	72%	74%	74%	74%	63%
Crookston	Top 10%	6%	3%	4%	3%	4%	4%	2%	4%	7%	7%	10%	7%
	75-89	10%	13%	8%	13%	12%	13%	8%	16%	14%	13%	16%	18%
	50-74	29%	26%	32%	23%	24%	31%	28%	26%	30%	33%	29%	29%
	Below 50	54%	58%	56%	62%	60%	52%	61%	54%	50%	47%	45%	46%
	Top 25%	17%	16%	12%	15%	16%	18%	11%	20%	21%	21%	26%	25%

Source: Institutional Research and Reporting

Table 2
PROPORTION OF STUDENTS BY ETHNICITY 1997-2001

Fiscal Year	1997	1998	1999	2000	2001
SYSTEM					
American Indian	1.0%	1.0%	1.0%	1.0%	0.8%
Asian/Pacific Islander	5.8%	5.8%	5.7%	5.5%	5.6%
African American	2.5%	2.6%	2.8%	2.9%	2.9%
Chicano/Hispanic	1.5%	1.6%	1.7%	1.6%	1.5%
International	5.5%	5.5%	5.6%	5.5%	5.9%
Caucasian	81.3%	80.6%	80.6%	77.9%	77.0%
Not Reported	2.3%	2.8%	2.7%	5.6%	6.3%
DULUTH					
American Indian	1.10%	1.00%	1.10%	1.10%	0.90%
Asian/Pacific Islander	2.40%	2.50%	2.50%	2.00%	1.80%
African American	0.70%	0.60%	0.90%	0.80%	0.80%
Chicano/Hispanic	0.80%	0.80%	0.90%	0.80%	0.80%
International	1.40%	1.30%	1.40%	1.70%	1.80%
Caucasian	91.90%	91.50%	91.20%	89.80%	90.60%
Not Reported	1.60%	2.20%	2.10%	3.80%	3.30%
TWIN CITIES					
American Indian	0.7%	0.8%	0.7%	0.7%	0.6%
Asian/Pacific Islander	6.9%	6.9%	6.8%	6.5%	6.6%
African American	2.8%	3.0%	3.1%	3.3%	3.3%
Chicano/Hispanic	1.7%	1.8%	1.9%	1.8%	1.7%
International	6.8%	6.8%	6.8%	6.5%	7.1%
Caucasian	78.4%	77.9%	77.7%	74.9%	74.3%
Not Reported	2.7%	2.8%	3.0%	6.3%	6.4%
CROOKSTON					
American Indian	1.7%	1.8%	1.3%	1.2%	0.8%
Asian/Pacific Islander	0.7%	0.6%	0.7%	0.8%	0.9%
African American	0.8%	0.6%	0.8%	1.2%	1.4%
Chicano/Hispanic	1.1%	0.8%	1.2%	1.3%	0.9%
International	1.3%	1.1%	1.3%	1.2%	1.3%
Caucasian	94.1%	89.8%	93.2%	91.4%	77.4%
Not Reported	0.2%	5.3%	1.4%	3.0%	17.3%
MORRIS					
American Indian	5.0%	5.5%	6.5%	6.8%	5.9%
Asian/Pacific Islander	3.1%	2.4%	2.7%	2.5%	2.6%
African American	4.2%	5.6%	5.5%	5.2%	5.6%
Chicano/Hispanic	1.9%	1.6%	1.1%	1.2%	1.4%
International	0.9%	1.3%	0.4%	0.8%	0.3%
Caucasian	84.4%	83.3%	82.8%	83.0%	81.5%
Not Reported	0.5%	0.4%	0.9%	0.5%	2.7%

Source: Institutional Research and Reporting

Table 3
Retention

TOTAL STUDENTS

ENTRY TERM		1st Year Retention Deg %	Enrl %	Not Enrl %	Total Count	2nd Year Retention Deg %	Enrl %	Not Enrl %	Total Count
Fall 1992	UMNDL	0.0%	79.9%	20.1%	1265	0.0%	67.6%	32.4%	1265
	UMNMO	0.0%	84.1%	15.9%	577	0.7%	71.8%	27.6%	577
	UMNTC	0.0%	78.6%	21.4%	3082	0.0%	67.1%	32.9%	3082
	Total	0.0%	79.6%	20.4%	4924	0.1%	67.8%	32.1%	4924
Fall 1993	UMNCR	0.0%	58.0%	42.0%	100	0.0%	46.0%	54.0%	100
	UMNDL	0.0%	77.5%	22.5%	1430	0.1%	65.7%	34.2%	1430
	UMNMO	0.0%	86.4%	13.6%	595	0.3%	73.6%	26.1%	595
	UMNTC	0.0%	79.9%	20.1%	3432	0.0%	69.9%	30.1%	3432
	Total	0.0%	79.6%	20.4%	5557	0.1%	68.8%	31.1%	5557
Fall 1994	UMNCR	0.0%	65.0%	35.0%	120	0.8%	53.3%	45.8%	120
	UMNDL	0.0%	79.8%	20.2%	1358	0.1%	67.6%	32.3%	1358
	UMNMO	0.0%	84.9%	15.1%	531	0.0%	74.8%	25.2%	531
	UMNTC	0.0%	80.3%	19.7%	3406	0.0%	69.9%	30.1%	3406
	Total	0.0%	80.3%	19.7%	5415	0.0%	69.5%	30.5%	5415
Fall 1995	UMNCR	0.0%	53.7%	46.3%	134	0.7%	41.0%	58.2%	134
	UMNDL	0.0%	76.9%	23.1%	1462	0.1%	64.3%	35.6%	1462
	UMNMO	0.0%	81.9%	18.1%	503	0.0%	73.4%	26.6%	503
	UMNTC	0.0%	82.0%	18.0%	4128	0.0%	71.0%	28.9%	4128
	Total	0.0%	80.2%	19.8%	6227	0.1%	69.0%	30.9%	6227
Fall 1996	UMNCR	0.0%	62.7%	37.3%	161	0.6%	50.3%	49.1%	161
	UMNDL	0.0%	77.9%	22.1%	1736	0.1%	67.2%	32.7%	1736
	UMNMO	0.0%	87.0%	13.0%	522	0.0%	75.9%	24.1%	522
	UMNTC	0.0%	81.9%	18.1%	4057	0.0%	73.6%	26.3%	4057
	Total	0.0%	80.7%	19.3%	6476	0.1%	71.5%	28.4%	6476
Fall 1997	UMNCR	0.0%	65.4%	34.6%	159	0.0%	52.8%	47.2%	159
	UMNDL	0.0%	80.3%	19.7%	1679	0.1%	67.7%	32.2%	1679
	UMNMO	0.0%	83.5%	16.5%	461	0.2%	71.4%	28.4%	461
	UMNTC	0.0%	84.5%	15.5%	4371	0.1%	72.9%	27.0%	4371
	Total	0.0%	82.9%	17.1%	6670	0.1%	71.0%	28.9%	6670
Fall 1998	UMNCR	0.0%	64.9%	35.1%	171	0.0%	49.1%	50.9%	171
	UMNDL	0.0%	77.8%	22.2%	1746	0.1%	64.4%	35.5%	1746
	UMNMO	0.2%	81.4%	18.4%	522	0.8%	65.9%	33.3%	522
	UMNTC	0.0%	82.4%	17.6%	4992	0.3%	70.6%	29.1%	4992
	Total	0.0%	80.8%	19.2%	7431	0.3%	68.3%	31.4%	7431
Fall 1999	UMNCR	0.0%	63.8%	36.2%	218	0.0%	0.0%	0.0%	218
	UMNDL	0.0%	75.8%	24.2%	2000	0.0%	0.0%	0.0%	2000
	UMNMO	0.0%	80.4%	19.6%	453	0.0%	0.0%	0.0%	453
	UMNTC	0.0%	83.2%	16.8%	5025	0.0%	0.0%	0.0%	5025
	Total	0.0%	80.6%	19.4%	7696	0.0%	0.0%	0.0%	7696

NON STUDENTS OF COLOR		1st Year Retention				2nd Year Retention			
ENTRY		Deg	Enrl	Not Enrl	Total	Deg	Enrl	Not Enrl	Total
TERM		%	%	%	Count	%	%	%	Count
Fall 1992	UMNDL		80.4%	19.6%	1219	0.0%	68.2%	31.8%	1219
	UMNMO		85.2%	14.8%	513	0.4%	73.5%	26.1%	513
	UMNTC		79.2%	20.8%	2541	0.0%	68.2%	31.8%	2541
	Total		80.3%	19.7%	4273	0.0%	68.8%	31.1%	4273
Fall 1993	UMNCR		58.0%	42.0%	100	0.0%	46.0%	54.0%	100
	UMNDL		77.9%	22.1%	1355	0.0%	66.1%	33.9%	1355
	UMNMO		86.6%	13.4%	531	0.4%	73.1%	26.6%	531
	UMNTC		80.3%	19.7%	2801	0.0%	70.7%	29.3%	2801
	Total		79.8%	20.2%	4787	0.0%	69.1%	30.9%	4787
Fall 1994	UMNCR		66.1%	33.9%	118	0.8%	54.2%	44.9%	118
	UMNDL		80.1%	19.9%	1284	0.1%	67.9%	32.0%	1284
	UMNMO		86.0%	14.0%	470	0.0%	75.7%	24.3%	470
	UMNTC		81.2%	18.8%	2807	0.0%	70.9%	29.1%	2807
	Total		81.0%	19.0%	4679	0.0%	70.2%	29.8%	4679
Fall 1995	UMNCR		54.3%	45.7%	127	0.8%	42.5%	56.7%	127
	UMNDL		77.7%	22.3%	1376	0.1%	64.8%	35.0%	1376
	UMNMO		82.1%	17.9%	436	0.0%	75.2%	24.8%	436
	UMNTC		82.1%	17.9%	3424	0.1%	71.4%	28.5%	3424
	Total		80.3%	19.7%	5363	0.1%	69.4%	30.5%	5363
Fall 1996	UMNCR		64.9%	35.1%	154	0.6%	52.6%	46.8%	154
	UMNDL		78.3%	21.7%	1638	0.1%	67.9%	32.0%	1638
	UMNMO		87.8%	12.2%	450	0.0%	77.6%	22.4%	450
	UMNTC		82.0%	18.0%	3419	0.1%	74.3%	25.6%	3419
	Total		80.9%	19.1%	5661	0.1%	72.2%	27.8%	5661
Fall 1997	UMNCR		65.8%	34.2%	152	0.0%	53.3%	46.7%	152
	UMNDL		80.5%	19.5%	1597	0.1%	68.2%	31.7%	1597
	UMNMO		83.1%	16.9%	390	0.3%	74.4%	25.4%	390
	UMNTC		84.7%	15.3%	3650	0.1%	73.4%	26.4%	3650
	Total		82.9%	17.1%	5789	0.1%	71.5%	28.4%	5789
Fall 1998	UMNCR		65.7%	34.3%	166	0.0%	49.4%	50.6%	166
	UMNDL		77.9%	22.1%	1658	0.1%	64.4%	35.6%	1658
	UMNMO	0.2%	82.7%	17.1%	445	0.7%	66.7%	32.6%	445
	UMNTC		83.0%	17.0%	4194	0.4%	72.0%	27.7%	4194
	Total	0.0%	81.2%	18.8%	6463	0.3%	69.1%	30.6%	6463
Fall 1999	UMNCR		66.2%	33.8%	204	0.0%	0.0%	0.0%	204
	UMNDL		76.0%	24.0%	1917	0.0%	0.0%	0.0%	1917
	UMNMO		83.8%	16.2%	389	0.0%	0.0%	0.0%	389
	UMNTC		84.0%	16.0%	4209	0.0%	0.0%	0.0%	4209
	Total		81.2%	18.8%	6719	0.0%	0.0%	0.0%	6719

STUDENTS OF COLOR		1st Year Retention			2nd Year Retention			
ENTRY		Deg Enrl	Not Enrl	Total	Deg	Enrl	Not Enrl	Total
TERM		%	%	% Count	%	%	%	Count
Fall 1992	UMNDL	67.4%	32.6%	46	0.0%	52.2%	47.8%	46
	UMNMO	75.0%	25.0%	64	3.1%	57.8%	39.1%	64
	UMNTC	75.6%	24.4%	541	0.0%	62.1%	37.9%	541
	Total	75.0%	25.0%	651	0.3%	61.0%	38.7%	651
Fall 1993	UMNCR							
	UMNDL	70.7%	29.3%	75	1.3%	60.0%	38.7%	75
	UMNMO	84.4%	15.6%	64	0.0%	78.1%	21.9%	64
	UMNTC	78.0%	22.0%	631	0.0%	66.7%	33.3%	631
	Total	77.8%	22.2%	770	0.1%	67.0%	32.9%	770
Fall 1994	UMNCR	0.0%	100.0%	2	0.0%	0.0%	100.0%	2
	UMNDL	75.7%	24.3%	74	0.0%	62.2%	37.8%	74
	UMNMO	77.0%	23.0%	61	0.0%	67.2%	32.8%	61
	UMNTC	76.3%	23.7%	599	0.0%	65.3%	34.7%	599
	Total	76.1%	23.9%	736	0.0%	64.9%	35.1%	736
Fall 1995	UMNCR	42.9%	57.1%	7	0.0%	14.3%	85.7%	7
	UMNDL	65.1%	34.9%	86	0.0%	55.8%	44.2%	86
	UMNMO	80.6%	19.4%	67	0.0%	61.2%	38.8%	67
	UMNTC	81.8%	18.2%	704	0.0%	69.0%	31.0%	704
	Total	79.7%	20.3%	864	0.0%	66.7%	33.3%	864
Fall 1996	UMNCR	14.3%	85.7%	7	0.0%	0.0%	100.0%	7
	UMNDL	71.4%	28.6%	98	0.0%	55.1%	44.9%	98
	UMNMO	81.9%	18.1%	72	0.0%	65.3%	34.7%	72
	UMNTC	80.9%	19.1%	638	0.0%	69.7%	30.3%	638
	Total	79.3%	20.7%	815	0.0%	67.0%	33.0%	815
Fall 1997	UMNCR	57.1%	42.9%	7	0.0%	42.9%	57.1%	7
	UMNDL	75.6%	24.4%	82	0.0%	58.5%	41.5%	82
	UMNMO	85.9%	14.1%	71	0.0%	54.9%	45.1%	71
	UMNTC	83.9%	16.1%	721	0.1%	70.0%	29.8%	721
	Total	83.1%	16.9%	881	0.1%	67.5%	32.3%	881
Fall 1998	UMNCR	40.0%	60.0%	5	0.0%	40.0%	60.0%	5
	UMNDL	75.0%	25.0%	88	0.0%	65.9%	34.1%	88
	UMNMO	74.0%	26.0%	77	1.3%	61.0%	37.7%	77
	UMNTC	79.3%	20.7%	798	0.3%	63.3%	36.5%	798
	Total	78.3%	21.7%	968	0.3%	63.2%	36.5%	968
Fall 1999	UMNCR	28.6%	71.4%	14	0.0%	0.0%	0.0%	14
	UMNDL	72.3%	27.7%	83	0.0%	0.0%	0.0%	83
	UMNMO	59.4%	40.6%	64	0.0%	0.0%	0.0%	64
	UMNTC	79.2%	20.8%	816	0.0%	0.0%	0.0%	816
	Total	76.6%	23.4%	977	0.0%	0.0%	0.0%	977

Source: Institutional Research and Reporting

Table 4

Advising Patterns 1999 and 2001 by Campus

Primary academic advisor	Undergraduate Crookston 1999	Undergraduate Crookston 2001	Undergraduate Duluth 1999	Undergraduate Duluth 2001	Undergraduate Morris 1999	Undergraduate Morris 2001	Undergraduate Twin Cities 1999	Undergraduate Twin Cities 2001	Graduate/Prfl Twin Cities 1999	Graduate/Prfl Twin Cities 2001	Grad/Prfl Duluth 2001
	% of respondents										
University faculty member	90.4	72.3	79.1	64.2	93.5	91.0	28.6	27.9	88.3	83.4	94.7
Professional staff member in campus or college advising office	5.8	21.8	13.4	27.6	3.7	8.3	48.8	48.3	8.3	12.3	5.3
Staff advisor in special advising office	1.9	2	1.1	1.7	2.8	0	8.3	10.2	0.8	2.5	0
Student peer advisor in department or office	1.9	4	6.5	6.5	0	0.7	12.6	13.6	2.6	1.8	0

Source: Institutional Research and Reporting

Table 5
Campus Crime

	University of Minnesota			National Trend
	1998	1999	2000	1997-1999
On-campus				
Forcible Sex Offenses	56	45	18	Increased
Burglary	49	45	36	Increased 2.0% between 1998 and 1999
Motor Vehicle Theft	17	11	13	Increased 2.5% between 1998 and 1999
Arson	6	3	4	Increased
On-campus Student Residence *(of the crimes reported above, the following occurred in student residences)*				
Forcible Sex Offenses	6	7	11	65.3% on-campus in 1999 occurred in residence halls
Burglary	10	13	5	40.2% on-campus in 1999 occurred in residence halls
Motor Vehicle Theft	5	1	3	6.0% on-campus in 1999 occurred in residence halls
Arson	5	1	3	53.4% on-campus in 1999 occurred in residence halls
Alcohol, Drug, and Weapons Violations				
Liquor Law Arrests	409	331	449	Increased
Liquor Law Violations Referred for Disciplinary Action	n/a	736	1310	n/a
Narcotic Law Arrests	105	102	78	Increased
Narcotic Law Violations Referred for Disciplinary Action	n/a	27	50	n/a
Weapon Law Arrests	4	8	8	Decreased

Source: University of Minnesota Police www1.umn.edu/umpolice/campsec1.htm#crimetable;

U.S. Department of Education, www.ed.gov/offices/OPE/PPI/ReportToCongress.pdf

Table 6
Graduation Tables

TOTAL STUDENTS

ENTRY TERM		4th Year Graduation				5th Year Graduation				6th Year Graduation			
		Deg %	Enrl %	Not Enrl %	Total Count	Deg %	Enrl %	Not Enrl %	Total Count	Deg %	Enrl %	Not Enrl %	Total Count
Fall 1992	UMNDL	22.9%	36.8%	40.3%	1265	45.1%	11.4%	43.6%	1265	51.3%	4.4%	44.3%	1265
	UMNMO	44.0%	22.7%	33.3%	577	56.5%	7.1%	36.4%	577	62.4%	4.0%	33.6%	577
	UMNTC	15.2%	42.1%	42.8%	3082	36.6%	15.5%	47.9%	3082	45.0%	7.7%	47.3%	3082
	Total	20.5%	38.4%	41.0%	4924	41.1%	13.4%	45.4%	4924	48.6%	6.4%	44.9%	4924
Fall 1993	UMNCR	17.0%	11.0%	72.0%	100	28.0%	4.0%	68.0%	100	31.0%	0.0%	69.0%	100
	UMNDL	21.5%	35.2%	43.4%	1430	44.3%	9.7%	46.0%	1430	50.6%	3.2%	46.2%	1430
	UMNMO	43.5%	23.4%	33.1%	595	60.8%	4.9%	34.3%	595	64.0%	2.4%	33.6%	595
	UMNTC	17.9%	41.8%	40.3%	3432	40.3%	15.9%	43.8%	3432	48.4%	6.2%	45.4%	3432
	Total	21.6%	37.6%	40.9%	5557	43.3%	12.9%	43.8%	5557	50.3%	4.9%	44.8%	5557
Fall 1994	UMNCR	29.2%	15.8%	55.0%	120	40.0%	5.0%	55.0%	120	45.8%	0.0%	54.2%	120
	UMNDL	23.0%	33.2%	43.8%	1358	44.6%	8.7%	46.8%	1358	50.7%	3.2%	46.1%	1358
	UMNMO	45.6%	25.4%	29.0%	531	62.3%	5.5%	32.2%	531	67.6%	1.7%	30.7%	531
	UMNTC	18.3%	41.9%	39.8%	3406	43.0%	11.9%	45.0%	3406	49.6%	6.0%	44.5%	3406
	Total	22.4%	37.5%	40.1%	5415	45.2%	10.3%	44.4%	5415	51.5%	4.7%	43.7%	5415
Fall 1995	UMNCR	23.9%	11.2%	64.9%	134	32.8%	1.5%	65.7%	134				
	UMNDL	26.9%	29.2%	43.9%	1462	44.5%	8.8%	46.7%	1462				
	UMNMO	45.3%	18.9%	35.8%	503	59.0%	6.6%	34.4%	503				
	UMNTC	24.0%	34.1%	41.9%	4128	44.5%	11.9%	43.7%	4128				
	Total	26.4%	31.2%	42.4%	6227	45.4%	10.5%	44.1%	6227				
Fall 1996	UMNCR	19.3%	19.3%	61.5%	161								
	UMNDL	25.7%	32.1%	42.2%	1736								
	UMNMO	45.4%	21.8%	32.8%	522								
	UMNTC	26.0%	35.9%	38.1%	4057								
	Total	27.3%	33.4%	39.3%	6476								

NON STUDENTS OF COLOR

ENTRY TERM		4th Year Graduation Deg %	Enrl %	Not Enrl %	Total Count	5th Year Graduation Deg %	Enrl %	Not Enrl %	Total Count	6th Year Graduation Deg %	Enrl %	Not Enrl %	Total Count
Fall 1992	UMNDL	23.5%	36.8%	39.8%	1219	45.8%	11.2%	43.0%	1219	52.2%	4.3%	43.5%	1219
	UMNMO	45.2%	22.8%	32.0%	513	57.5%	7.2%	35.3%	513	63.5%	4.3%	32.2%	513
	UMNTC	17.1%	41.4%	41.5%	2541	39.2%	14.6%	46.2%	2541	47.1%	7.2%	45.7%	2541
	Total	22.3%	37.8%	39.9%	4273	43.3%	12.8%	44.0%	4273	50.5%	6.1%	43.4%	4273
Fall 1993	UMNCR	17.0%	11.0%	72.0%	100	28.0%	4.0%	68.0%	100	31.0%	0.0%	69.0%	100
	UMNDL	21.7%	35.2%	43.1%	1355	44.7%	9.5%	45.8%	1355	50.9%	3.2%	45.9%	1355
	UMNMO	45.0%	22.0%	33.0%	531	61.6%	4.5%	33.9%	531	64.4%	2.4%	33.1%	531
	UMNTC	19.3%	41.6%	39.2%	2801	43.1%	15.0%	41.9%	2801	51.0%	5.9%	43.2%	2801
	Total	22.8%	37.0%	40.3%	4787	45.3%	12.1%	42.7%	4787	52.0%	4.6%	43.4%	4787
Fall 1994	UMNCR	29.7%	16.1%	54.2%	118	40.7%	5.1%	54.2%	118	46.6%	0.0%	53.4%	118
	UMNDL	23.4%	33.2%	43.5%	1284	45.4%	8.3%	46.3%	1284	51.6%	3.2%	45.2%	1284
	UMNMO	48.5%	23.4%	28.1%	470	64.9%	4.7%	30.4%	470	69.8%	1.3%	28.9%	470
	UMNTC	19.4%	41.7%	38.9%	2807	45.4%	11.3%	43.4%	2807	51.6%	5.2%	43.1%	2807
	Total	23.7%	36.9%	39.5%	4679	47.2%	9.6%	43.2%	4679	53.3%	4.1%	42.6%	4679
Fall 1995	UMNCR	24.4%	11.8%	63.8%	127	33.9%	1.6%	64.6%	127				
	UMNDL	27.7%	29.1%	43.2%	1376	45.4%	8.4%	46.1%	1376				
	UMNMO	48.6%	17.9%	33.5%	436	62.4%	6.0%	31.7%	436				
	UMNTC	25.6%	33.5%	40.9%	3424	46.9%	11.0%	42.1%	3424				
	Total	28.0%	30.6%	41.4%	5363	47.5%	9.7%	42.8%	5363				
Fall 1996	UMNCR	20.1%	20.1%	59.7%	154								
	UMNDL	26.8%	32.2%	41.0%	1638								
	UMNMO	49.1%	21.3%	29.6%	450								
	UMNTC	27.6%	35.4%	37.0%	3419								
	Total	28.9%	33.0%	38.2%	5661								

STUDENTS OF COLOR

ENTRY TERM		4th Year Graduation Deg %	Enrl %	Not Enrl %	Total Count	5th Year Graduation Deg %	Enrl %	Not Enrl %	Total Count	6th Year Graduation Deg %	Enrl %	Not Enrl %	Total Count
Fall 1992	UMNDL	8.7%	37.0%	54.3%	46	26.1%	15.2%	58.7%	46	28.3%	6.5%	65.2%	46
	UMNMO	34.4%	21.9%	43.8%	64	48.4%	6.3%	45.3%	64	53.1%	1.6%	45.3%	64
	UMNTC	6.1%	45.1%	48.8%	541	24.6%	19.6%	55.8%	541	34.9%	9.8%	55.3%	541
	Total	9.1%	42.2%	48.7%	651	27.0%	18.0%	55.0%	651	36.3%	8.8%	55.0%	651
Fall 1993	UMNCR												
	UMNDL	17.3%	34.7%	48.0%	75	36.0%	13.3%	50.7%	75	44.0%	4.0%	52.0%	75
	UMNMO	31.3%	34.4%	34.4%	64	54.7%	7.8%	37.5%	64	60.9%	1.6%	37.5%	64
	UMNTC	12.0%	42.8%	45.2%	631	27.7%	20.1%	52.1%	631	36.8%	7.8%	55.5%	631
	Total	14.2%	41.3%	44.5%	770	30.8%	18.4%	50.8%	770	39.5%	6.9%	53.6%	770
Fall 1994	UMNCR	0.0%	0.0%	100.0%	2	0.0%	0.0%	100.0%	2	0.0%	0.0%	100.0%	2
	UMNDL	16.2%	33.8%	50.0%	74	29.7%	16.2%	54.1%	74	35.1%	4.1%	60.8%	74
	UMNMO	23.0%	41.0%	36.1%	61	42.6%	11.5%	45.9%	61	50.8%	4.9%	44.3%	61
	UMNTC	13.4%	42.9%	43.7%	599	32.1%	15.2%	52.8%	599	39.9%	9.3%	50.8%	599
	Total	14.4%	41.7%	43.9%	736	32.6%	14.9%	52.4%	736	40.2%	8.4%	51.4%	736
Fall 1995	UMNCR	14.3%	0.0%	85.7%	7	14.3%	0.0%	85.7%	7				
	UMNDL	14.0%	31.4%	54.7%	86	29.1%	15.1%	55.8%	86				
	UMNMO	23.9%	25.4%	50.7%	67	37.3%	10.4%	52.2%	67				
	UMNTC	16.2%	36.6%	47.2%	704	32.7%	15.9%	51.4%	704				
	Total	16.6%	35.0%	48.5%	864	32.5%	15.3%	52.2%	864				
Fall 1996	UMNCR	0.0%	0.0%	100.0%	7								
	UMNDL	7.1%	30.6%	62.2%	98								
	UMNMO	22.2%	25.0%	52.8%	72								
	UMNTC	17.2%	38.6%	44.2%	638								
	Total	16.3%	36.1%	47.6%	815								

Table 7 Graduate Applicant Selectivity 1997-2001

	1996-1997			1997-1998			1998-1999			1999-2000			2000-2001			Summer&Fall 2001		
	N	%of Apps	%of Admits	N	%of Apps	%of Admits	N	%of Apps	%of Admits		%of Apps	%of Admits	N	%of Apps	%of Admits	N	%of Apps	%of Admits
Applications	13,443			12,804			11,972			12,020			11,842			12,228		
Masters	6,957			6,797			6,363			6,571			6,170			6,234		
Doctoral	6,473			5,996			5,602			5,428			5,656			5,971		
Male	7,235			6,810			6,415			6,505			6,406			6,620		
Female	6,114			5,950			5,519			5,447			5,318			5,514		
International	6,188			6,006			5,843			6,080			5,908			6,145		
Minority	846			806			797			713			616			725		
Admits	4,072	30%		4,307	34%		4,272	36%		4,592	38%		4,847	41%		4,823	39%	
Masters	2,662	38%		2,814	41%		2,765	43%		3,013	46%		3,171	51%		3,004	48%	
Doctoral	1,405	22%		1,484	25%		1,501	27%		1,573	29%		1,672	30%		1,812	30%	
Male	2,027	28%		2,143	31%		2,141	33%		2,387	37%		2,413	38%		2,412	36%	
Female	2,029	33%		2,148	36%		2,115	38%		2,190	40%		2,407	45%		2,387	43%	
International	1,201	19%		1,397	23%		1,438	25%		1,706	28%		1,864	32%		1,856	30%	
Minority	304	36%		296	37%		348	44%		275	39%		280	45%		335	46%	
Matriculations	2,231	17%	55%	2,299	18%	53%	2,392	20%	56%	2,431	20%	53%	2,538	21%	52%	2,052	17%	43%
Masters	1,596	23%	60%	1,645	24%	58%	1,670	26%	60%	1,715	26%	57%	1,811	29%	57%	1,400	22%	47%
Doctoral	631	10%	45%	646	11%	44%	716	13%	48%	710	13%	45%	724	13%	43%	647	11%	36%
Male	1,034	14%	51%	1,060	16%	49%	1,135	18%	53%	1,149	18%	48%	1,151	18%	48%	920	14%	38%
Female	1,193	20%	59%	1,229	21%	57%	1,248	23%	59%	1,275	23%	58%	1,378	26%	57%	1,126	20%	47%
International	502	8%	42%	571	10%	41%	611	10%	42%	609	10%	36%	747	13%	40%	589	10%	32%
Minority	163	19%	54%	167	21%	56%	231	29%	66%	176	25%	64%	185	30%	66%	168	23%	50%

1. Columns for summer and fall 2001 have been added for comparison. These shouldn't be considered final because fall registration was still open when these data were snapped.
2. An academic year is (First) Summer term through Spring term. For example, 2000-2001 means Summer Session 2000 through Spring Semester 2001; 1996-1997 means Summer Session I 1996 through Spring Quarter 1997.
3. Includes applications that are considered incomplete.
4. Includes only applications for degree-seeking students (certificate, masters, and doctorate). That is, it does not include "professional development" applications.
5. Includes only applications for students new to the Graduate School. That is, it does not include applications for readmission or change of major/degree.
6. "Minority" includes Black, American Indian, Asian, and Hispanic/Chicano/Latino applicants who are citizens or permanent residents. Ethnicity is self-reported.
7. Includes applications for the Twin Cities and Duluth campuses.

Table 8
Graduate Student Time to Degree

Graduate School	1996-1997		1997-1998		1998-1999		1999-2000		2000-2001	
Degrees Conferred	N	METTD	N	METTD	N	METTD	N	METTD	N	METTD
Masters	1,530	2.7	1,421	2.8	1,473	2.6	1,634	2.4	1,405	2.4
Male	649	2.8	674	2.8	623	2.7	738	2.5	583	2.5
Female	881	2.6	746	2.6	850	2.6	896	2.3	822	2.4
International	257	2.4	280	2.5	255	2.3	336	2.2	316	2.2
Minority	119	2.5	101	2.7	104	2.4	117	1.9	122	2.4
Doctoral	708	6.0	728	6.1	657	6.1	687	6.2	635	5.9
Male	407	5.8	448	5.9	366	6.0	383	5.9	335	5.4
Female	301	6.5	280	6.5	291	6.2	304	6.6	300	6.5
International	224	5.3	214	5.8	181	5.3	200	5.7	202	5.0
Minority	39	6.1	45	6.3	54	6.3	53	5.9	42	5.9

1. "2000-2001" means July 2000 through June 2001. The Graduate School awards degrees monthly.
2. "METTD" is short for median elapsed time to degree, expressed in years.
3. Elapsed time to degree is the time from *first* matriculation into the Graduate School to degree award, regardless of stopouts and changes of major/degree objective.
4. "Minority" includes Black, American Indian, Asian, and Hispanic/Chicano/Latino degree recipients who are citizens or permanent residents. Ethnicity is self-reported.
5. Includes degrees for Twin Cities and Duluth programs. There are no doctoral programs in Duluth.

II. C. Engagement: Access and Outreach

Access and outreach are integral parts of the University of Minnesota's fundamental mission as a public, land-grant institution. In its 150th year, the University of Minnesota rededicated itself to being an "engaged university," through programs that will enhance its connections to its community, strengthen access to its resources, and build ongoing connections to help define and solve community issues.

This goal is translated into a diverse array of access and outreach activities that, taken together, benefit Minnesotans across every community in the state. Engagement is, therefore, about more than bringing the University into communities or using its resources to meet needs and solve problems. Beyond these important contributions, the University intends to act more as an active citizen, along with our fellow Minnesota citizens, considering and taking action on issues of mutual interest and importance. At the same time, it faces the pressing issue of financing outreach as sources of public support decrease, and as it moves toward a hybrid financing model.

Between 1998 and 2001, the University centrally invested nearly $3 million in research-linked engagement-related activities, in addition to the wide range of college and campus-based activities that take place every year. Examples of the range and focus of these activities are listed in the Appendix.

Access

The University of Minnesota intends that information about programs and services is easily accessible for students and the public; that high-quality academic programs of all types will be readily accessible for qualified students on our campuses and through distributed education; and that technology will be used to make any-time, any-place learning responsive to professional, personal enrichment, and workforce needs of individuals and employers.

Outreach

The University of Minnesota ensures that individuals, organizations, and communities are actively engaged and mutually share with the University in the identification and solution of issues and concerns related to local, state, and world problems; that our students, faculty, and staff are actively engaged in the development of civic responsibility that uses their academic expertise and experience; that we utilize technology to make readily accessible information about the University's multitude of programs and services available for public use; and that we listen, value, and respond to the concerns and opinions of the general public.

Two broad goals focus University priories and measures of performance in this area:

1) increasing satisfaction of Minnesota citizens and key constituency groups with the University's performance and contributions to the state; and,
2) continuing to increase the University's successful interactions with and benefits to its external constituencies.

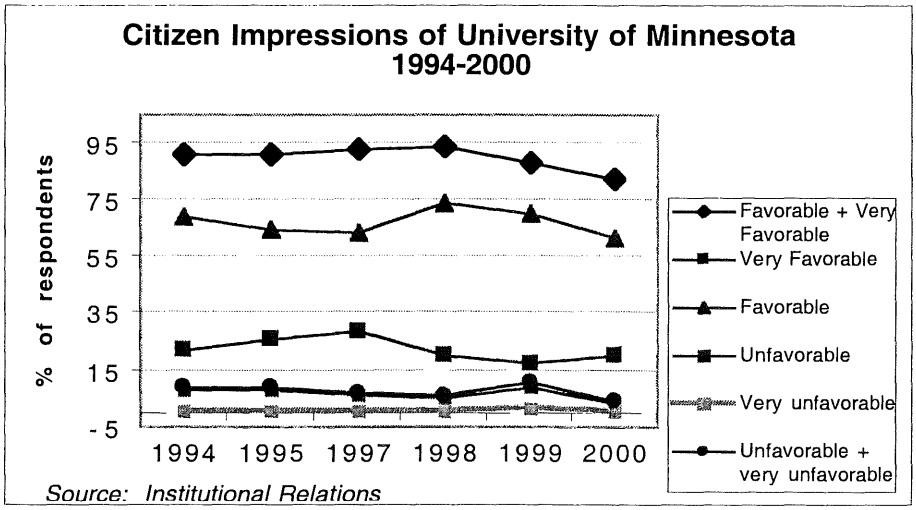
Increase satisfaction of Minnesota citizens and key constituency groups with the University's performance and contributions to the state.

Indicator: Percentage of Minnesota citizens expressing overall satisfaction

Trends

Favorable Impression.

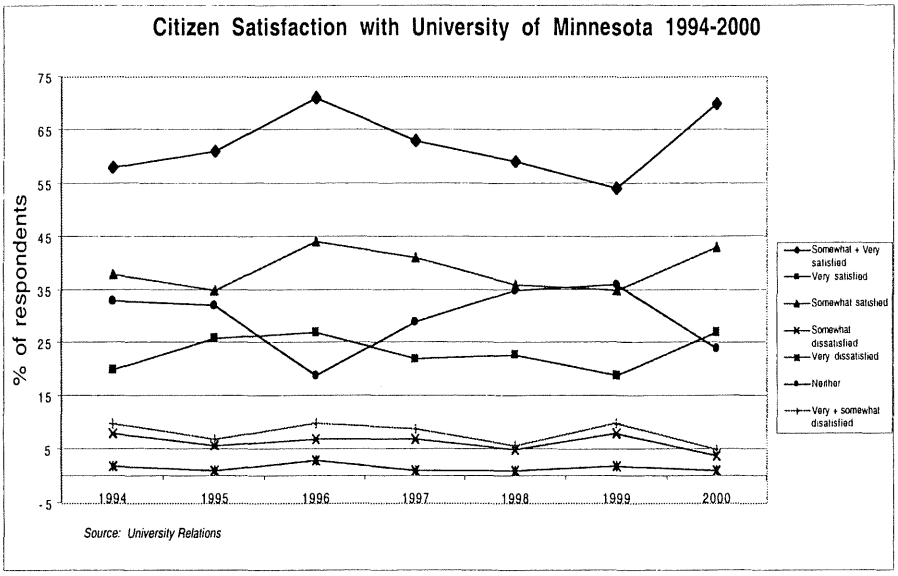
- Over the past six years, citizens' favorable impression of the University has averaged around 90 percent of those polled, when those expressing a favorable and very favorable impression are combined.
- In 2000, the combined favorable impression response was at its lowest percentage – 82 percent – for the period 1994-2000.



(See Tables 1 and 2 for more detail)

Satisfaction.

- Citizen satisfaction has been lower, averaging just over 62 percent when strong and somewhat satisfied responses are combined.
- The combined satisfaction response has rebounded – after declining to 59 percent in 1998, it reached 70 percent in 2000.



Continue to increase the University's successful interactions with and benefits to its external constituents.

Indicators: On-line library holdings; metro-area transfer students; students participating in community service

On-Line Library Holdings and Service

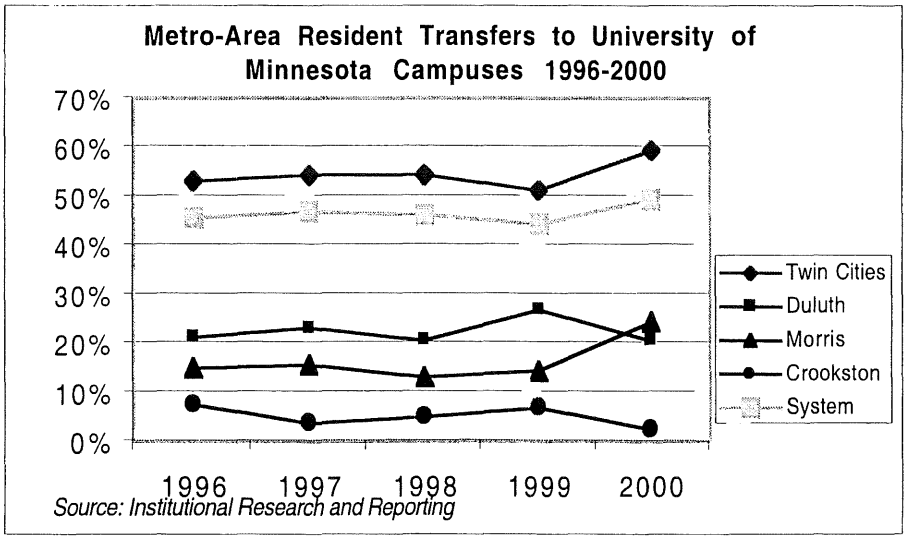
	1995	1998	2001
Online files, databases, indexing and abstracting tools	39	122	198
CD-ROMs	200	--	3,475
Catalogued electronic journals	--	--	9,300
Catalogued full-text electronic resources (e-books, government publications)	--	--	14,549
Average daily access to lib.umn.edu	--	--	300,000

- Digital collections have grown considerably in recent years and promote access for all users of University Library resources.
- As the table illustrates, until very recently, holdings were small, or not even measured in groups.
- Online files have increased 408 percent between 1995 and 2001.
- The libraries receive 300,000 hits on their home Web page every day.

Metro-Area Transfer Students

Trends.

- The total number of metro-area transfers to University of Minnesota campuses has increased by 22.19 percent between 1996 and 2000, from 1,104 to 1,349.
- Metropolitan-area students transfer to all University of Minnesota campuses; the largest proportion transfer to the Twin Cities campus.
- In 2000, the proportion of transfer students from the metropolitan area increased on the Twin Cities and Morris campuses; it declined on the Crookston and Duluth campuses (see Tables 3 and 4 for more detail).
- In 2000, 1,233 students from the metropolitan area transferred to UMTC, 90 to UMD, 23 to UMM, and 3 to UMC, for a total of 1,349 transfer students.



Source: Institutional Research and Reporting

Students Participating in Community Service

- 3,000 undergraduate students participated in community service or service learning experiences in 2000-01.
- The goal is to involve 4,000 undergraduates each year in community service activities.
- Examples:
  - School of Dentistry faculty and students use mobile clinics to provide dental care to uninsured patients in several rural and urban communities.
  - On the Morris campus, students are involved in helping surrounding communities with planning projects, through the Center for Small Towns.
  - In Duluth, students work with members of the senior community through the University for Seniors program that provides academic programs and facilities to a significant group of retirees.

Implications for planning and initiatives for 2001-2002

Compact Investments and Collegiate/Campus Outreach Activities. See Appendix for a listing of representative engagement-related activities on all campuses, many supported by Compact Process investments. Between 1998 and 2001, these investments totaled nearly $3 million.

Setting Priorities and Measuring Results. Engagement is the University's newest area of development for institutional and compact-level measures. Important contributions to this development will come from the review of outreach needs and activities in units across the University, and reports issued in 2001 by the Civic Engagement Task Force, the Distributed Learning Task Force, the Nonprofit Management Task Force, and special compact studies of college and campus outreach activities conducted by the Associate Vice President for Outreach.

Over the past several years, considerable priority has been given to restructuring and focusing the resources, priorities, and strategies for outreach. These efforts included the establishment in 1999 of the Outstanding Community Service Awards that recognize the special impact on the community of six to eight Twin Cities faculty and staff each year, and substantial restructuring of Continuing Education and the Extension Service.

In 2001-02, an ad hoc committee of the Board of Regents will address expectations and priorities for outreach activities at the University. In addition, the Provost has established an administrative advisory committee on public engagement and outreach that will review and advise on policies, priorities, resources, models, and accountability for public engagement and outreach activities. These discussions will help delineate future priorities for outreach and more robust measures and indicators of success. The University will also face the issue of financing outreach, as state and federal support for outreach declines, and it moves toward a hybrid model of financing its activities.

Special Areas of Focus for 2001-2002

- A website is being developed that will describe the outreach mission and examples of the many ways the University connects with the community.
- A public access portal is under development that will enable users to construct a customized personal portal with University information of most interest to them.
- An outreach plan will be requested from colleges as part of their compact including the measures to be used for assessing the impact of their outreach efforts.
- Measures and processes to evaluate needs, quality, and impact of University outreach activities will be developed.

Table 1

Citizen Impressions of University of Minnesota 1994-2000

	1994	1995	1997	1998	1999	2000
	(% of respondents)					
Favorable + very favorable	91	91	93	94	88	82
Very favorable	22	26	29	20	18	20
Favorable	69	65	64	74	70	62
Unfavorable	8	8	6	5	9	3
Very unfavorable	1	1	1	1	2	1
Unfavorable + very unfavorable	9	9	7	6	11	4

Source: Minnesota State Surveys, Minnesota Center for Survey Research

Table 2

Citizen Satisfaction with University of Minnesota 1994-2000

	1994	1995	1996	1997	1998	1999	2000
	(% of respondents)						
Somewhat + very satisfied	58	61	71	63	59	54	70
Very satisfied	20	26	27	22	23	19	27
Somewhat satisfied	38	35	44	41	36	35	43
Somewhat dissatisfied	8	6	7	7	5	8	4
Very dissatisfied	2	1	3	1	1	2	1
Neither	33	32	19	29	35	36	24
Very + somewhat dissatisfied	10	7	10	9	6	10	5

Source: Minnesota State Surveys, Minnesota Center for Survey Research

Table 3

Fall 1996-2000 New Undergraduate Transfers by Home Location and Campus

Twin Cities	1996	1997	1998	1999	2000
TC Metro, 7-county	1,005	1,040	1,097	1,047	1,233
Other MN	357	384	352	455	357
Other States	428	409	459	492	436
Foreign	84	86	102	59	45
Unattributed	7	1	0	0	0
Total	1,881	1,920	2,010	2,053	2,071

Duluth	1996	1997	1998	1999	2000
TC Metro, 7-county	84	87	93	113	90
Other MN	242	251	282	267	277
Other States	57	35	65	42	64
Foreign	6	5	7	1	0
Unattributed	3	1	0	0	0
Total	392	379	447	423	431

Morris	1996	1997	1998	1999	2000
TC Metro, 7-county	10	12	13	11	23
Other MN	36	25	56	42	48
Other States	18	24	21	25	23
Foreign	3	14	10	0	0
Unattributed	0	3	0	0	0
Total	67	78	100	78	94

Crookston	1996	1997	1998	1999	2000
TC Metro, 7-county	5	2	3	6	3
Other MN	46	31	33	59	59
Other States	16	21	24	29	67
Foreign	0	1	0	0	0
Unattributed	0	0	0	0	0
Total	67	55	60	94	129

System	1996	1997	1998	1999	2000
TC Metro, 7-county	1,104	1,141	1,206	1,177	1,349
Other MN	681	691	723	823	741
Other States	519	489	569	588	590
Foreign	93	106	119	60	45
Unattributed	10	5	0	0	0
Total	2,407	2,432	2,617	2,648	2,725

Source: Institutional Research and Reporting

Table 4

Fall 1996-2000 New Undergraduate Transfers by Home Location and Campus Percentages

Twin Cities	1996	1997	1998	1999	2000
TC Metro, 7-county	53.4%	54.2%	54.6%	51.0%	59.5%
Other MN	19.0%	20.0%	17.5%	22.2%	17.2%
Other States	22.8%	21.3%	22.8%	24.0%	21.1%
Foreign	4.5%	4.5%	5.1%	2.9%	2.2%
Unattributed	0.4%	0.1%	0.0%	0.0%	0.0%
Total	100%	100%	100%	100%	100%

Duluth	1996	1997	1998	1999	2000
TC Metro, 7-county	21.4%	23.0%	20.8%	26.6%	20.9%
Other MN	61.7%	66.2%	63.1%	63.2%	64.3%
Other States	14.5%	9.2%	14.5%	9.9%	14.8%
Foreign	1.5%	1.3%	1.6%	0.2%	0.0%
Unattributed	0.8%	0.3%	0.0%	0.0%	0.0%
Total	100%	100%	100%	100%	100%

Morris	1996	1997	1998	1999	2000
TC Metro, 7-county	14.9%	15.4%	13.0%	14.2%	24.5%
Other MN	53.7%	32.1%	56.0%	53.7%	51.1%
Other States	26.9%	30.8%	21.0%	32.1%	24.5%
Foreign	4.5%	17.9%	10.0%	0.0%	0.0%
Unattributed	0.0%	3.8%	0.0%	0.0%	0.0%
Total	100%	100%	100%	100%	100%

Crookston	1996	1997	1998	1999	2000
TC Metro, 7-county	7.5%	3.6%	5.0%	6.6%	2.3%
Other MN	68.7%	56.4%	55.0%	62.6%	45.7%
Other States	23.9%	38.2%	40.0%	30.9%	51.9%
Foreign	0.0%	1.8%	0.0%	0.0%	0.0%
Unattributed	0.0%	0.0%	0.0%	0.0%	0.0%
Total	100%	100%	100%	100%	100%

System	1996	1997	1998	1999	2000
TC Metro, 7-county	45.9%	46.9%	46.1%	44.4%	49.5%
Other MN	28.3%	28.4%	27.6%	31.1%	27.2%
Other States	21.6%	20.1%	21.7%	22.2%	21.7%
Foreign	3.9%	4.4%	4.5%	2.3%	1.7%
Unattributed	0.4%	0.2%	0.0%	0.0%	0.0%
Total	100%	100%	100%	100%	100%

Source: Institutional Research and Reporting

Appendix

Expanding Access: Education Programs and Partnerships

Contributions to Workforce Development	**Continuing education training programs**: ▪ Career and Lifework Center for Adults; targeted programs to build the workforce ▪ Vital Aging, new immigrants ▪ Nonprofit Management Certificate proposal ▪ UMR workforce-oriented programs: Ed.D. in Educational Administration; new professional baccalaureate and graduate programs in health care and technology fields ▪ UMD Social Work distance education master's program – provides American Indian professionals opportunity to obtain a master's degree in social work, through learning technology; partnership with Bemidji State University
Lifelong Access to University of Minnesota Programs	**Lifelong educated citizenry** – flexible programs for alumni and adult learners of all ages on all five campuses
Distributed Education Initiatives	**Increasing access for learners** – student support 24 hours/day; electronic access to bookstore, paperless financial aid, registrar; wired and wireless networks; flexible tuition for distance learners; digital collections and other electronic library resources (QuickStart, CourseLib); technology equipped classrooms **Enhancing learning quality** – preparing instructors to use appropriate and varied technologies through Digital Media Center, Center for Teaching and Learning, Technology Enhanced Learning (TEL) grants program, Web CT training, Web Teaching Assistant certificates; ongoing applied research in best practices; high standards for online, Interactive Television, TEL, and mixed media courses; adaptive technologies training for Web courses; participation in Minnesota Higher Education Council Distributed Education Workshop Program ▪ WebCT use increased from 310 courses and 10,726 students in spring 1999 to 1,002 courses and 41,716 students in spring 2001 ▪ $900,000 grant from Bush Foundation will support technology and faculty development over three years **Increasing learning productivity** – technology deployed to improve teaching and service excellence; portal strategy and development enables personalized access to system-wide resources for teaching and learning; development of high impact programs: UM Rochester investment, UNITE, Public Health, Social Work
University Libraries	▪ 14,549 catalogued e-books/government publications and other full-text resources are now in University Libraries collections ▪ 300,000 average daily hits on lib.umn.edu ▪ The MnLINK cooperative library automation project is designed to improve access to library materials and databases for Minnesota citizens: ▪ The MnLINK Gateway provides access to the library catalogues of the University campuses, MnSCU institutions, state agencies, and Twin Cities and regional public library systems, as well as some private colleges and a few K-12 school systems ▪ The MnLINK integrated library system will replace current systems used by all the University campuses, MnSCU institutions, and state agency libraries, some private colleges, one regional public library system, and one K-12 school system ▪ University Libraries collaborate with a consortium of university libraries around the state, using MINITEX to provide greater interlibrary cooperation, including development of a virtual digital library for Minnesota. This group recently received a planning grant from the Minnesota Department of Children, Families, and Learning for this purpose.

	▪ Through the MINITEX Library Information Network, the University can leverage the costly print-on-paper periodical subscriptions owned by the UMTC libraries ▪ The Minnesota Library Access Center houses materials from other institutions, including Minnesota State University-Mankato, and Minneapolis Public Library ▪ The Biomedical Library's server, and now an Internet server access point, provides access to MnSCU libraries with Nursing programs on campus ▪ The University Libraries provides library staff training and professional development, involving as many as 500 librarians from across the state
Metropolitan Education: Improving PreK-12 Education	**Strengthen preK-12 program evaluation and research, and disseminate best practices to education community** – Center for Early Education and Development; Center for Applied Research and Educational Improvement; Institute for Community Integration ▪ Over 200 K-12 connection programs each year sponsored by many colleges ▪ **Strengthen urban education** – student placements in urban schools; Literacy Initiative; Patrick Henry Professional Practice School; professional development programs for preK-12 educators ▪ **Strengthen professional development programs for preK-12 educators beyond Twin Cities** — Ed. D. leadership program in Duluth, and with MnSCU partners; Rochester cohorts of Ed.D. programs; Crookston Agricultural Education program ▪ **Strengthen preK-12 schools and educational leadership** ▪ **Academic programs with schools** – Physics Force; Science CentrUM; Commanding English (GC); Monarchs in the Classroom (CBS); Project Success (Theatre); White Earth Reservation Science and Math Summer Program (CNR); Raptor Center (VetMed); University of Minnesota Talented Youth Mathematics Program (IT) ▪ **Programs in partnership with metropolitan area schools and educators** – Jane Addams School for Democracy in St. Paul ▪ **UMD Center for Economic Education** – a teaching/learning initiative to improve economic education and literacy, with a focus on K-12 teachers ▪ **UMD Arrowhead Preparing Teachers for Tomorrow's Technology Today** – faculty, teachers, and students work together in "collaboratories" learning and applying technology for preK-12 classrooms, to address issues related to diversity, rural communities, and the digital divide
Metropolitan Education: Building Diversity and Success in Postsecondary Education – Youth and School Programs	▪ **PreK-12 linkages** – to build a seamless pathway to the University, through programs including: Multicultural Excellence Program (St. Paul); College Encouragement Program (Minneapolis); mentoring programs such as the Multicultural Mentoring Program (including El Puente and Project Lighthouse) ▪ **Improve access to information** – coordinate and catalogue preK-12/higher education initiatives in partnership with Minnesota Minority Education Partnership ▪ **Programs for families and communities** – to help families and community members advise students to pursue higher education: Family Day, relationships with Minority Advisory Committees ▪ **Literacy Initiative**: America Reads, Literacy Council, Early Intervention Reading program ▪ **University of Promise** ▪ **UM/MnSCU Partnership** – to encourage students, who applied but did not gain immediate admission to the University, to enter the University as transfer students from selected community colleges (MnCAP)

Expanding Outreach: Regional and Statewide Service, Partnerships, and Community Engagement	
Civic Engagement Initiative	**Enhancing local, state, and national relationships** – advance the process of civic engagement at the University of Minnesota **Integrating civic engagement across all units of the University** – advance public scholarship; civic learning, and community partnerships through Civic Engagement Consortium; civic learning opportunities; public spaces state-wide
Strengthening Communities	**Land, food, environment** – biotechnology and food safety; nutrition; farm safety; farm business management, horticulture (including Master Gardener); leadership for land use and water quality; safe, healthy and affordable housing; economic opportunity from natural resources; connecting people to natural resources through education; environmental quality; enhancing agricultural production systems **Youth development and family living** – positive out of school time; building family strengths; Vital Aging Initiative; 4-H; Info U
Economic Development	**UM Community Economic Development Office** – promote targeted business program in the Twin Cities for businesses run by women and persons of color; form strategic partnerships with government, corporate, and community-based organizations to foster economic diversification; coordinate University resources to assist and support diverse business and communities; CSOM programs for targeted businesses; small business field projects program **UMC Northern Great Plains, Inc. project** – since 1990, has focused on trade in the Red River Valley, now expanded to include agriculture, natural resource, information technology, and economic vitality projects in five states **UMD Natural Resources Research Institute** – fosters economic development of Minnesota's natural resources (minerals – taconite; forestry/forest products; water and the environment) **UMD Center for Economic Development** – provides management counseling and education to small- and medium-sized businesses; assists in new business start-ups **UMM Center for Small Towns** – involves students and faculty in working with communities on planning issues, supported by 3-year, $217,000 Blandin Foundation grant
Outreach through Interdisciplinary Centers	The University sponsors more than 150 centers and institutes designed to link research with community needs. Noteworthy examples are: ▪ Consortium for Children, Youth, and Families ▪ Center for Urban and Regional Affairs ▪ Center for Transportation Studies ▪ Community health centers ▪ Tourism Center ▪ Minnesota Seagrant Program (UMD) ▪ Crookston Valley Technology Park (UMC) ▪ Law School clinics ▪ Minnesota Center Against Violence and Abuse ▪ Institute on Race and Poverty ▪ Center for Applied Research and Educational Improvement

Advancing Sustainable Development	**Regional sustainable partnerships** – research, education, and outreach programming; experimentation with and validation of models of engagement where citizens have active leadership roles, or partner in setting program priorities and in decision-making
Outreach through Academic Initiatives	▪ **Digital Technology Initiative** – Industry liaison in Rochester to foster industry/University research and technology transfer collaborations ▪ **Rosemount (UMore Park)** – a model site for public education about agriculture, health and the environment, emerging from the interdisciplinary initiatives in cellular and molecular biology, agricultural research and outreach, and design
Academic Health Center Clinical Enterprise and Outreach	▪ $2 million investment pool created for new joint University-Fairview initiatives ▪ Strengthening the Community-University Health Care Center and relationships in the Phillips neighborhood of Minneapolis ▪ Launching the School of Public Health's Center for Public Health Education and Outreach to strengthen the school's outreach efforts. The center facilitates conferences, continuing education courses and programs, and other outreach activities. ▪ Increased patient care visits and revenues in the Dentistry and Veterinary Medicine clinical practices ▪ Sustaining the outreach efforts of the College of Veterinary Medicine. Veterinary Medicine faculty presented 255 continuing education programs to veterinarians and sponsored 27 conferences involving 363 presentations to an audience of 2,589. The college sponsored, in conjunction with the Minnesota Extension Service, 32 extension programs. Education staff and volunteers reached an estimated 25,000 individuals at schools, community groups, and corporations. Faculty participated in 117 outreach programs. ▪ New 1-888-CancerMN phone service and new Website ▪ New Center for Infectious Diseases and Center for Food Safety will focus on bioterrorism, food safety, and prevention of infectious disease

II. D. Strengthening the University Community: Human Resources

Faculty and Staff

The University of Minnesota will pursue the recruitment and retention of a diverse and nationally preeminent faculty and staff; target investments to provide them with the latest technology, networks, and infrastructure in which to succeed; invest in their development and reward them on merit in relation to the national and international market; recognize and celebrate the contributions of faculty and staff to teaching, research, and service; foster and encourage faculty and staff, and their governance bodies and labor organizations, to actively and effectively participate and lend direction to the University's vision, goals, and mission, with shared leadership responsibility of the Board of Regents, administration, faculty, staff, and students.

Community and Shared Values

We all share a social obligation for our University community, society, and state that transcends one's immediate self-interest to cultivate a culture of civic responsibility, civility, and tolerance; we must share and act deliberately upon core values of an academic community including community, integrity, pursuit of excellence, and academic freedom; we foster an environment that is inclusive, supportive, and participatory.

Diversity

We recognize diversity as a value that transcends our goals; we enhance access to and success of diverse students in higher education; help develop the human capital present in groups who have traditionally been underrepresented in higher education, and teach individuals to interact effectively with and learn from others who are different and who hold different views and perspectives.

Internationalization

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

Two broad goals focus the University's priorities and measures of performance:

1) increasing preparation, satisfaction, and effectiveness of University faculty and staff and compensating them accordingly; and,

2) increasing the participation of underrepresented groups.

Faculty and Staff Experience: Increase preparation, satisfaction, and effectiveness of University faculty and staff and compensate them accordingly.
Indicators: Faculty and C.S./B.U. compensation, support for faculty and staff development

Compensation

Trends.

Faculty (also see Section II. A.)
The University of Minnesota goal since 1997 has been to increase compensation to bring average faculty salary from the bottom quartile to the mean of the campuses' peer cohorts.

The University continues to work on its strategy to improve the investment to support faculty salaries.

- Of the total $138 million in compact investments between 1999-2001, $65 million – nearly half of the total investment – has been allocated to compensation.
- Investments in faculty salaries through the interdisciplinary and undergraduate initiatives provide significant additional sources of funding for salaries.
- Total faculty compensation on all four campuses in 2000-01 was near or above the mean among peer public institutions. This reflects, in part, the increase in health insurance, while on the Twin Cities campus, faculty salaries for every position lost ground compared with peer public institutions (see Section II.A.).
- Beginning in 2001-02, the University is significantly modifying its health insurance plans through its new self-designed system, thereby slowing the rate of increased costs and providing more employee choices.

In the broader context, all public universities are losing ground to private institutions. Since 1967, the gap has widened between full professor salaries at public and private institutions from $5,000 to at least $20,000.

For more detail, see the annual report on faculty salaries; the most recent edition, "2000-01 University of Minnesota Faculty Salary Comparisons," was presented to the Board of Regents May 10, 2001.

Civil Service/Bargaining Unit (C.S./B.U.) Compensation

- Overall, wages for civil service and bargaining unit employees increased an average of 6.5 percent between 1999 and 2000.

Staff Demographics Wage Changes 1999-2000

	Hourly	Annual	% Change over Previous Year
1998-99			
Average	$16.27	$33,842	
Median	$14.89	$30,971	
1999-00			
Average	$17.40	$37.192	6.5%
Median	$16.08	$33,446	7.4%

Source: Office of Human Resources

C.S./B.U. Benefit Comparison (1999)

	University of Minnesota	Public Sector	Private Sector
Average Base Pay	$33,850	$33,850	$33,850
Total Cash Benefits & Time Off	$12,431 (36.7% of base)	$12,360 (36.6% of base)	$10,518 (31.1% of base)

Source: Office of Human Resources

- University total benefits and time off exceed by nearly $2,000 and 5 percent the benefits in the private sector, for a given base amount.
- The University compares compensation for sample job classifications with the market. For this sample, between 2000 and 2001, the University's compensation increased as a percentage of the market rate, in all but one job (accounts specialist).
- Scientists and senior scientists were compensated at the lowest proportion of the market rate in this sample (87.8 and 84.9 percent, respectively).

Selected Staff Compensation Comparisons

U of M Job Title	# of U of M Employees	U of M Average Salary 9/2000	Market Average 9/2000	U of M as a % of Market	U of M Average Salary 9/2001	Market Average 9/2001	U of M as a % of Market
Accounts Specialist	139	$26,520	$26,811	98.9%	$27,960	$28,629	96.5%
Principal Secretary	477	$28,433	$29,328	96.9%	$30,605	$28,950	106%
Info Tech Professional	731	$50,255	$59,439	84.5%	$53,126	$55,039	96.5%
Info Tech Manager	64	$62,062	$85,223	72.8%	$80,474	$84,593	95.1%
Scientist	196	$41,956	$49,700	84.4%	$43,925	$50,037	87.8%
Senior Scientist	72	$52,615	$64,600	81.4%	$54,634	$64,334	84.9%

Source: Watson Wyatt Reward System and UM Human Resources

Faculty and Staff Development

The University has made teaching and learning improvement a top priority. We have established the following strategies and made the following investments to accomplish this goal.

Faculty and Staff Development Programs

Teaching and Learning Improvement and Recognition	**Center for Teaching and Learning**
	Bush Early Career Faculty Program
	Teaching Enrichment Series
	Mid-Career Teaching Program
	Preparing Future Faculty Program
	Bush Grant for "Enhancing Student Learning through Innovative Teaching Technology Strategies"
	Digital Media Center
	TEL Grants, Innovation Awards
	TEL Training Program
	TA Web Certification Program
	Faculty consultations
	Recognitions and Awards
	Morse Alumni Teaching Award
	Graduate and Professional Teaching Award
	Academy of Distinguished Teachers

Leadership and Management Development	Career Development Program
	Supervisory training programs
	Women's Leadership Institute
	Enterprise System training programs: Financial Management, Sponsored Projects Administration, Payroll/HRMS
	Service Improvement Program
	Human Resource Policy Training

Employee Information Programs	Orientation for new employees
	Insurance programs
	Retirement programs
	Health education

Enrollments and Expenditures 1999-2001

	1999	2000	2001
Enrollments	14,464	16,223	19,536
Expenditures	$2,087,341	$2,198,736	$2,732,545

Training investment

- Investment through the Office of Human Resources in the University's staff and faculty development programs has grown by 30 percent over the past three years (see below for listing and descriptions of programs).

- Increased investments have resulted in significantly increased enrollments – a 35 percent increase between 1999 and 2001.
- Investments in improved advising and classrooms (see Student and Physical Heritage sections).

Trends

Teaching.

- Over the past three years, the number of faculty participating in the Mid-Career Teaching Program has quadrupled, from 10 in its pilot year to 40 in 2001.
- Participation in the Teaching Enrichment Series increased by 10 percent.

Teaching Development Programs
Participation 1999-2001

	1999	2000	2001
Bush Early Career Faculty Program	31	37	38
Mid-Career Teaching Program	10	29	40
Teaching Enrichment Series	1109	1189	1290
Preparing Future Faculty	261	137	124
International TA SPEAK test	335	366	393
International TA Coursework	260	241	291

Source: Office of Human Resources

- New growth in these teaching development programs will come through the two Bush Foundation grants, for technology and teaching, and for internationalizing the curriculum.

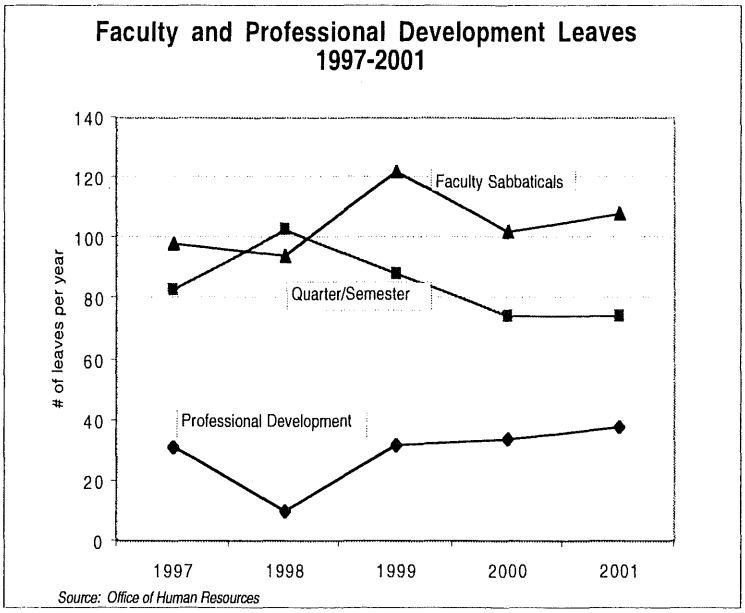
Supporting and developing faculty and other instructional staff as teachers

- Offering teaching enrichment programming for University faculty at all stages of their career: Bush Early Career Program; new Mid-Career Program; continuation of Preparing Future Faculty program with University funds
- Strengthening teaching with technology and other innovative strategies on all four campuses: Digital Media Center Technology Enhanced Learning grants; 480 faculty consultations, 3253 customized TEL training sessions, 342 TAs certified for Web course development in FY 2001.
- New $990,000 Bush Faculty Development grant, "Enhancing Student Learning through Innovative Teaching Technology Strategies," for 2001-2003 to support department-based faculty learning communities exploring innovative approaches to teaching and learning
- Rewarding excellent teaching through the: Morse Alumni Teaching Award, the Graduate and Professional Teaching Award, and the Academy of Distinguished Teachers (which provide a permanent salary increase and significant public recognition).

Leaves

- Faculty and professional development leaves are used by a comparatively small proportion of faculty and staff each year; the overall number has increased slightly over the past five years.

- The number of single quarter/semester leaves decreased by 11 percent over the past five years (83 in 1997, 74 in 2001).
- The number of sabbatical leaves increased approximately ten percent over the same period, from 98 in 1997 to 108 in 2001. Through the Compact Process, $725,000, together with college contributions, has been invested to increase the compensation for sabbatical leaves.



Supporting and Developing Faculty in Research and Scholarship Roles

In addition to the leaves documented above, the University has created new programs to support research and scholarship.

- Completing a new faculty development leave policy/program that provides opportunity for supplemental income to encourage participation.
- Making available more extensive training to help faculty prepare grant proposals.
- Developing a stronger grants management system.

Enhancing Leadership and Managerial Effectiveness

Preparing staff to operate new systems

New grants management, student services, and HR systems have an impact on work at all levels of the organization. To benefit most from these systems, we have initiated the following strategies:

- Delineated competencies, roles, and responsibilities required by staff at unit and central levels.
- Established an infrastructure to ensure that staff receive appropriate training to use new Enterprise systems (financial, student, HR, grants).
- Implemented a centralized training administration database to capture, monitor, and report on the internal training of employees.

- At UMD, over a three-year period, over 25 percent of UMD faculty (100) participated in Tech Camp, to improve their use of technology in teaching and learning. Twenty faculty attended Advanced Tech Camp in May 2001.

Enhancing effectiveness of administrators, managers and supervisors

- Mandatory training on financial policies, procedures, and expectations for all senior-level administrators new to their University role.
- Mandatory supervisory training for all supervisors new to the University and/or to supervision.
- Mandatory training for principal investigators on management of their sponsored grant activities.
- University annual participation in CIC Academic Leadership Program, and Department Executive Officer Program.
- Training for new department heads and chairs.

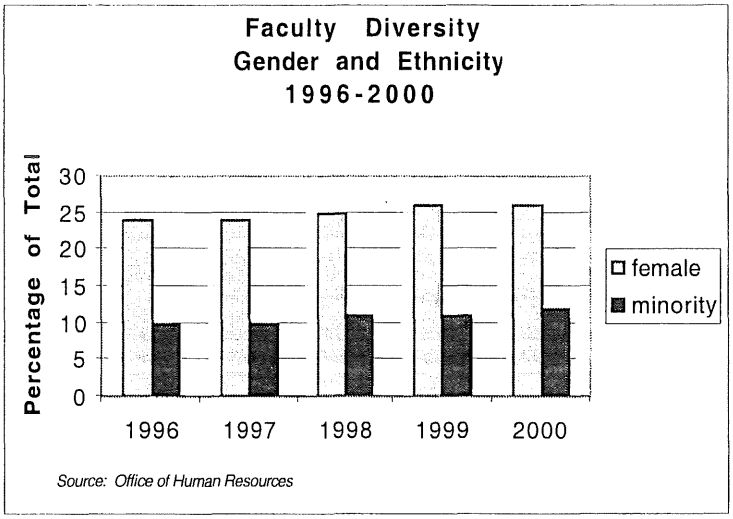
Supporting and developing a staff to assume leadership roles

- Establishing President's Emerging Leaders Program
- Continuing the Women's Leadership Institute and Women's Leadership Award
- Presidential Senior Leadership Initiatives

Multicultural and International Distinctiveness: Increase participation of underrepresented group

Indicators: faculty diversity, staff diversity

Trends.



Faculty and Staff Multicultural Distinctiveness

- In 2000-01, by head-count, the University-wide proportion of employees of color was 10.4 percent.
- In 2000-01, 13 percent of the total faculty were persons of color. Of these, 1.8 percent are African-American; 0.9 percent are American Indian; 8.3 percent are Asian/Pacific American; and 2.1 percent are Chicano/Latino.
- 8.2 percent of the professional and administrative staff were persons of color in 1999-2000; in 2000-2001 the proportion increased to 8.3 percent.
- These figures represent modest increases in the proportion of faculty and staff of color over the past five years.
- In 1999, CIC institutions had, on average, 13 percent faculty of color; the University's proportion, 11 percent, was slightly less than this.
- In 1999, 23 percent of CIC faculties were women; the University's proportion, at 26 percent, was somewhat higher.

System Wide Tenured/Tenure-Track Faculty of Color
2000-2001

Ethnicity	# of Faculty	% of Faculty of Color	% of Total Faculty
African-American	52	13.8	1.8
American Indian	25	6.6	0.9
Asian/Pacific American	239	63.6	8.3
Chicano/Latino	60	16.0	2.1
Total	376		13.0

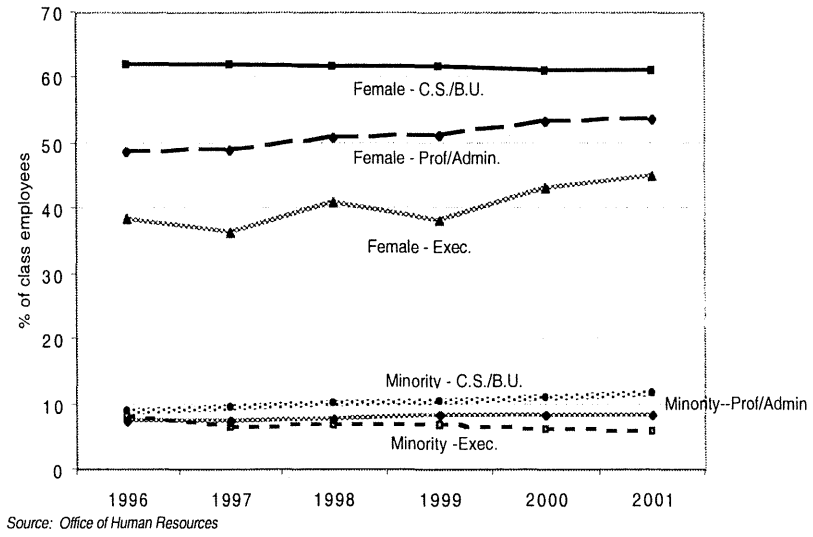
Source: Office of Human Resources

Faculty of Color by Campus
2000-01

	African-American	American Indian	Asian/Pacific American	Chicano/Latino	Total
Crookston	0	0	1	0	1
Duluth	3	8	28	5	44
Morris	3	2	6	3	14
Twin Cities	46	15	205	52	318
System Total	52	25	239	60	376

Source: Office of Human Resources

Gender and Ethnic Diversity
Executive, Professional/Administrative, and C.S./B.U. Staff
1997-2001



Source: Office of Human Resources

- The University of Minnesota has been a leader in the fields of equal opportunity and diversity, from early policies on sexual harassment to the current Multicultural Affairs model integrating the work of the Learning Resource Centers, Disability Services, Office for University Women, and the Gay, Lesbian, Bisexual, Transgender Program Office.
- Significant policy development and resource investments support this commitment to leadership in promoting diversity.

Resources and Programs to Promote Diversity

Through the Compact Process between 1999 and 2001, cumulatively, nearly $715,000 has been invested in programs to support diversity. Other investments in diversity total overall $1.5 million/year. These, together with other representative programs, are listed below:

Programs to Promote Diversity

Recruiting and retaining a diverse faculty	Increasing guidance and flexibility provided to hiring authorities: resources and workshops on recruiting; target of opportunity hires.
	President's Post-doctoral Fellowship for Academic Diversity, designed to attract faculty of color to Minnesota.
	Bridge funding program to enable departments to appoint persons of color to faculty positions.
	Visiting scholars program: faculty from under-represented groups teach and reside at the University for a semester.
	Preparing Future Faculty professional development program: for graduate students from under-represented groups who are considering academic careers.
	Community of Scholars (Bush Foundation): helps link graduate students from under-represented groups across programs, to engage them more actively in the University community.
	Supporting the hiring of international faculty, and faculty with international responsibilities.
	President's Faculty Multicultural Research Awards support work on issues related to people of color.
	President's Minority Advisory Committee hosts events to link faculty of color with people from their communities.
	At UMD, three FTE faculty were hired using bridge funding, increasing the number of faculty of color, and adding an American Indian woman to the staff in education to teach diversity courses.

Supporting a multiracial/ multicultural work place	Requiring professional education on core issues of discrimination and equal opportunity for all employees.
	Increasing preparation of employees to work and teach in a multicultural, multiracial environment.
	Offering programs to support multicultural/multiracial work place. Examples: Office of University Women's Women of Color group; faculty/PA program to support persons of color; Multicultural Research Awards and conference; Diversity Institute; Disability Services programs such as faculty training workshops on use of adaptive technologies and learning disabilities; postdoctoral program for scholars from under-represented groups; national symposium on the recruitment and retention of faculty of color; programs to support community building among graduate and professional students of color.
	Diversity Institute: designing and implementing training and other strategies to assist departments, units, or individuals in promoting diversity.
	Supporting faculty and staff in expanding their international perspectives
	Providing workshops and other assistance to advance international aspects of campus and programs.
	At UMM, the major strategy for improving faculty recruitment and retention is attending to the issue of spousal opportunities in a remote, rural location. UMM is working to develop a shared/split appointment option to address this concern.

Recruiting and graduating a diverse student body	Supportive learning communities:
	▪ SEAM and Learning Resource Centers for undergraduate students; General College diversity series; Curriculum Transformation and Diversity program (CTAD); graduate student Community of Scholars (Bush grant); disability accommodations.
	▪ President's Distinguished Faculty Mentor Program.
	▪ Multicultural Undergraduate Research Experience Program.
	Requires professional education on core issues of discrimination and equal opportunity for all employees.
	Provides professional education for faculty from all departments on teaching diverse students.

International Distinctiveness

- The University received a $900,000 Bush Foundation grant to integrate advising, curriculum development, and study abroad programs.
- Through the Compact Process, $175,000 has been invested in international education to expand study abroad and student support programs.
- The indicator for study abroad is presented in the Student section, II.B.

Analysis and Implications for 2002-03

Diversity. As noted in the June 7, 2001 "Annual Diversity Discussion" with the Board of Regents, in many ways the University of Minnesota has been a leader in fields of equal opportunity and diversity. As we look to the future, and where the University wants to be in 5 or 20 years, important policy issues arise:

- The University should consider the need for a comprehensive strategic plan for equal opportunity and diversity in order to define our direction and benchmark our progress.
- The University should pursue ways to provide the necessary professional development opportunities for all employees, particularly supervisory/management/administrative employees, to assure they have the tools their life experiences may not have provided to work in a multicultural and multiracial environment successfully, and are leaders and models of inclusive actions.

Compensation. The University has long been a national and international leader in research, and serves as one of the primary economic engines of the state in terms of moving research from theory and laboratories to applied policy and industry. The University is under-investing in its support for faculty salaries in comparison to its major competitors, public and private. If this continues, the University is likely to lose its competitive position. It will become increasingly difficult to recruit the quality of faculty needed to keep the University at the forefront of American universities in this area.

To attract and retain employees in the current job market, the University needs to ensure that its faculty and staff are not losing ground in compensation and opportunities for professional development. Its 2002-03 investment priorities include improved competitive compensation for faculty, and targeted staff recruitment and retention. The University will invest $55,574,267 in FY 2001-02 and an additional $44,940,755 in FY 2002-03 in new resources for faculty and staff compensation. These investments include: inflationary salary adjustments of 3 percent, and extraordinary health care cost increases; minimum level of annual compensation; and, improving the competitive position of faculty, through an additional 2 percent increase on faculty salaries in FY 2001-02, an additional 3 percent increase for FY 2002-03 (above the general 3 percent inflationary salary adjustment), plus another 2 percent pool for merit increases.

II. E. Physical Heritage and Integrity

University Integrity and Heritage

The University seeks to promote a sense of integrity including a physical integrity in the campus environment that builds upon and preserves the University's traditions and heritage, where buildings and landscapes are accessible, functional, and beautiful; an aesthetic integrity among our structures, based on shared values and shared deliberations; and a social integrity, reflecting a spirit of community, tolerance, and mutual respect.

Well designed, constructed, maintained, and operated buildings are an essential tool for accomplishing the University's teaching, research and outreach mission. They help the University recruit the most talented students, faculty, and staff. We pursue these goals across more than 1,000 buildings spread over its five campuses, six research and outreach centers, and three field stations. These physical resources comprise more than 25 million square feet of space within the system, one of the country's largest university libraries, and some of the world's most sophisticated research laboratories.

The 1998 bonding package was the first installment in President Yudof's "Capital Plan for the Support of Academic Programs in the 21st Century." This plan called for investing nearly $760 million over four years to preserve historic areas of the University's campuses and to modernize classroom and lab space in support of academic initiatives. The University is now three years into this four-year capital plan. Biology and the life sciences, undergraduates, and the University community remain the key programmatic elements of this plan, along with the infrastructure required for safe and efficient operation of a major, urban research institution.

The goal established to help measure progress is:

> Improving the quality, functionality, and safety of the University's physical infrastructure and assets, especially those central to classroom instruction.

This section focuses on the Twin Cities. See the Appendix for an overview of investments and examples of their impact on the University's physical heritage and integrity. See Section III for additional information on the coordinate campuses' physical heritage and investments.

Improve the quality, functionality, and safety of the University's physical infrastructure and assets, especially those central to classroom instruction.

Indicators: Classrooms meeting quality/utilization standards; technology upgrades in classrooms; student satisfaction; energy consumption; renewal/new facility ratio

Classrooms

Classroom Quality Standards.

- The Twin Cities campus has a total of 298 centrally managed, general purpose classrooms, with nearly 23,000 seats, comprising approximately 300,000 square feet.
- Another 225 classrooms and 360 labs and studios are under college/departmental management.
- The teaching environment for 167 heavily utilized classrooms, containing nearly 12,000 seats, has been improved with 11,000 new pieces of classroom furniture, paint, and carpet.
- 81 classrooms received miscellaneous construction repairs or upgrades.
- 65 classrooms have been fully upgraded to "projection capable" status.
- The overall quality of Twin Cities classroom custodial service is at 3.5+ on the Association of Physical Plant Administrators (APPA) scale of 1 (best) to 5 (weakest).
- Our aim is to attain the national standard of APPA 2; this would require an investment of $2 million/year.
- There is $20 million of deferred maintenance and upgrade costs in Twin Cities classrooms, according to the 1995 Classroom Study.
- 73 percent of central classrooms are not accessible by ADA standards.

Technology Upgrades.

- Under the direction of a new Office of Classroom Management, a seven-year classroom technology upgrade plan has been developed for the Twin Cities Campus.
- Upgrading classrooms is a priority for all campuses.
- Through the Compact Process, $2.7 million has been invested between 1999 and 2001 in classroom technology upgrades.
- Three phase plan:

Classroom Technology Upgrade Plan

	Initiative	Status
1.	Raise baseline technology in all central classrooms to "projection-capable" rooms (includes data projector, Internet, laptop plug-in, smart interface/control, hotline, VCR, and other I/O capability).	▪ Started 2001; completion targeted for 2004. ▪ Installations behind schedule due to funding ▪ 65 central classrooms – 30% – fully upgraded to "projection capable" standard by fall 2001. ▪ Another 52 central classrooms contain some, but not all, projection capabilities.
2.	Student connectivity in 60 percent of central rooms	▪ Planned start in FY 2005. ▪ Wireless classroom pilot fall 2001.
3.	Provide "low-end" asynchronous video streaming in a number of central classrooms	▪ In development. ▪ Estimated start FY 2006. ▪ Pilot room in spring 2002.

Trends.

Student Satisfaction.

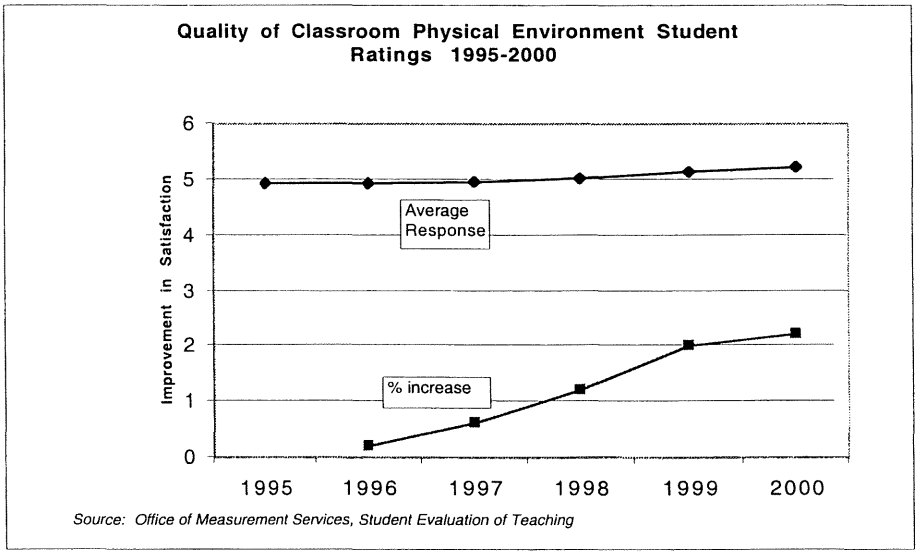
- In the 2001 Student Experiences survey, the evaluation of the quality of Twin Cities classrooms showed a slight increase from 1999, from 3.6 to 3.77.
- Satisfaction with Crookston's classrooms was highest, at 4.35.

Student Satisfaction with Classrooms
1997-2001

(6-point scale)	Crookston	Duluth	Morris	Twin Cities
2001	4.35	3.90	3.46	3.77
1999	3.60	4.80	3.35	3.66
1997	4.15	4.40	3.50	3.98

Source: Institutional Research and Reporting

- Student satisfaction with the classroom physical environment has increased modestly each year over the past years. The highest rate of increase (2.02 and 2.23 percent) occurred between 1998 and 1999, and 1999 and 2000.

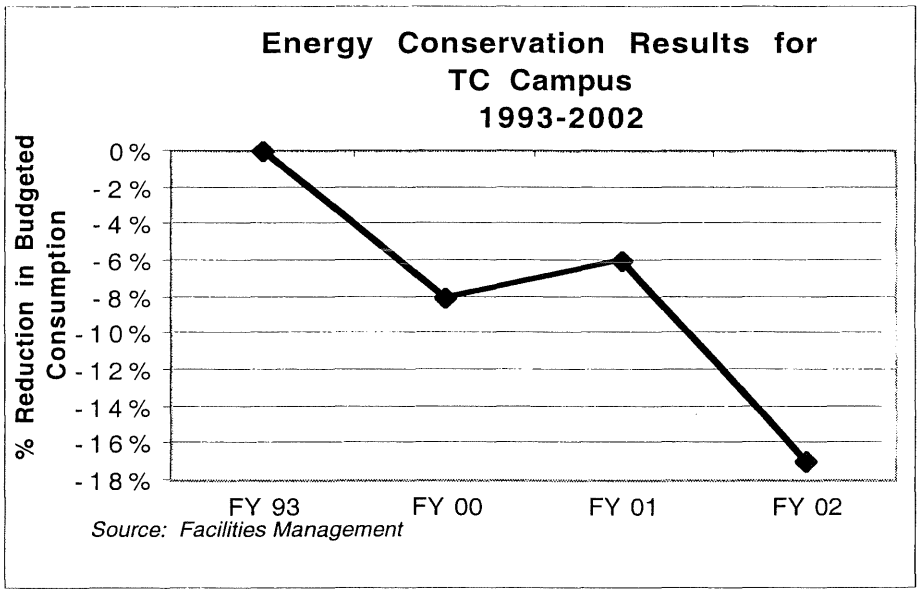


Source: Office of Measurement Services, Student Evaluation of Teaching

Trends.

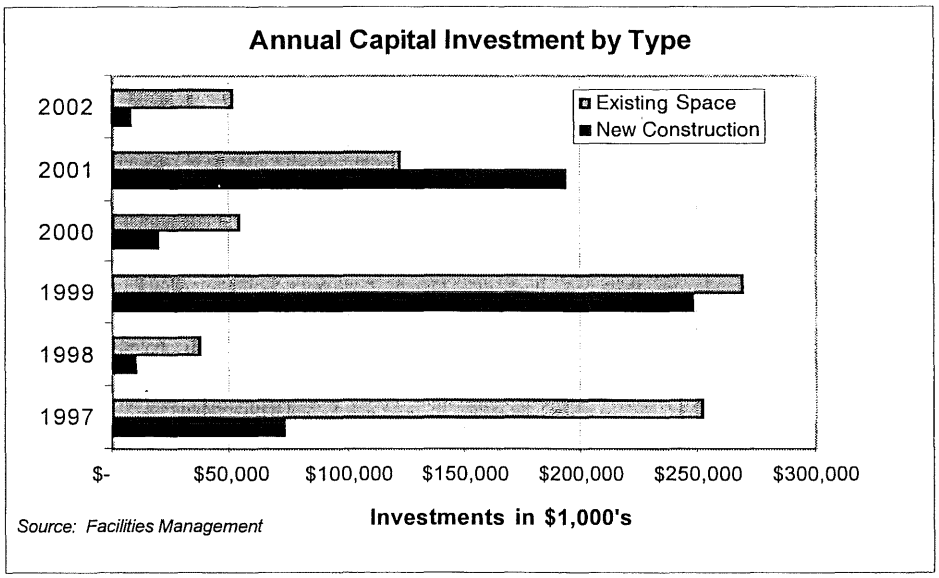
Energy Consumption.

- Starting from 1993 as a baseline year, the University's energy consumption has decreased by nearly 20 percent.
- The greatest rate of decrease is projected to occur between 2001 and 2002.



Renewal/New Facility Ratio

- Since 1997, in every year except 2001, capital budget funds for renovation of existing space have exceeded funds for new construction.
- 963 projects over this period have provided 1.9 million square feet of new space and 1.6 million square feet of renovated space.
- On average, between 1997 and 2002, investment in new construction has been one-third the investment in existing space.



Implications for Planning and Initiatives for 2002-2003

The past five years have been a period of unprecedented investment in the University's physical environment. In FY 2001 alone, there were 376 approved projects valued at $962 million. The number of projects completed over the past three years has increased significantly: 131 in 1999; 115 in 2000, and 181 in 2001. 190 projects remain in process, with a value of $730 million.

The University is responsible for operating and maintaining more than 350 major buildings (among 1,000 total buildings and other structures across all of its campuses). The University will need continued investments to pay utility inflation costs, operate and maintain new buildings, renew aging building systems, and meet the increased costs of University debt payments.

There is a growing realization that a classroom is a teaching and learning system. It is technology-intensive and requires planning, management attention, and recurring funding for life-cycle maintenance, equipment replacement costs, and faculty support staffing. The University will need to consider the kind of infrastructure it needs to build today to meet the teaching and learning needs of the future.

Appendix: Investments in Physical Heritage and Integrity (See Section III for Coordinate Campuses)

Renewing the campus	▪ Northrop Mall has been designated as a University Historic District. Capital investments in Mall facilities since 1998 have strategically been targeted to preserve and enhance programmatic effectiveness in five major buildings on Northrop Mall. ▪ Three historic Knoll buildings, the basis for the new Humanities District, are in the pre-design or design planning stage. ▪ Criteria established for investments in extraordinary maintenance include safety/liability/risk, programmatic needs of building occupants, human comfort, building use and intensity, and long-range plans for buildings. Using this criterion, the extraordinary maintenance program targets roof replacement, interior cooling systems, interior painting, water infiltration, and emergency repairs and system replacement. ▪ The University is near completion of a $35 million "Roof, Windows, and Walls" initiative. The program goal is to replace or restore the windows in 11 buildings, the masonry on 12 buildings, and the roofs on 26 buildings. The majority of the work, representing $26 million, was completed in the first 30 months of the comprehensive program. ▪ The University has undertaken a comprehensive public art development strategy for the 34 pieces of public art on Twin Cities campus. Significant new, exterior sculptures include: the Platonic Figure outside the Mechanical Engineering building; the Wolves and Moose outside the Bell Museum; Stepped Tower outside the Anderson Library; and Bulls, installed outside Haeker Hall on the St. Paul campus.

Investing for the future	▪ Molecular and Cellular Biology: The $21 million renovation of Jackson Hall has been completed. This renovation project paved the way for the demolition of OML complex (fall, 1999) and the construction of the Molecular and Cellular Biology Building (spring, 2002). ▪ Digital Technology: Renovation of Walter Digital Technology Center is in final stages ▪ New Media Initiative: Using a design/build approach, the renovation of Ford Hall and Murphy Hall was completed in January of 2000, and available for use by students one semester earlier than anticipated. ▪ Agricultural Research: The Research and Outreach centers have numerous innovative projects underway. The Plant Growth Facilities (St. Paul) is currently in the design stage. ▪ Arts on the River: A replacement facility for the Art program is currently being built in the Arts Quarter on the West Bank. ▪ Other major renovations include Mondale Hall and the Architecture building. ▪ Morris Science and Mathematics: An addition to accommodate chemistry and biology laboratories and classrooms has recently been completed. ▪ Duluth Initiatives: A new library for the Duluth Campus was completed in time for the start of fall semester 2001.

Enhancing the undergraduate experience and building community	Students, as consumers of an increasingly expensive product, demand smaller classes, state of the art teaching laboratories, and access to cutting-edge computer technology. High quality facilities play a major role in the University's attempts to recruit the highest possible caliber of undergraduate students. Yet, the facilities currently being used by undergraduate programs are some of the University's oldest buildings. On the Twin Cities campus: ▪ Physical improvements: Classroom improvements are being addressed in several major capital projects. A special fund to improve the teaching environment for heavily utilized classrooms has been used to paint, carpet, and improve furnishings in 161 classrooms containing nearly 12,000 classroom seats. ▪ Classroom technology: Numerous studies and reports document that general-purpose classroom technology does not adequately support teaching and learning. Current supply does not meet today's demand. The University has developed a long-range plan to make significant classroom physical improvements and has undertaken implementation of this plan. (See Section II.F., Institutional Efficiency and Effectiveness.) ▪ Riverbend Commons development: This multifaceted development project is designed to reconnect the University to the Mississippi River and to improve the quality of the student experience. The development encompasses the 1) renovation of Coffman, 2) construction of additional student housing, 3) replacement of parking along East River Road with a below-grade parking garage, 4) creation of a landscaped "mall" from Coffman to the East River Road over the parking garage, and 5) improvement of vehicular and pedestrian circulation along Washington Avenue and East River Road. ▪ New and updated residence halls: The University continues to add housing capacity for its students. In the fall of 1999, an addition to Territorial Hall became home to 140 new students and a leasing arrangement with University Village provided apartment style housing for an additional 410 students. When Riverbend Commons is completed, 425 additional students will reside in its new housing units. Additions to Frontier Hall and Middlebrook Hall, currently under construction, will add 150 beds and 200 beds, respectively. Total residential hall spaces available in 1999-2000 was 5,459 (capacity), plus 276 in expanded housing; 5,627 (capacity) plus 242 in expanded housing in 2000-01; projected for 2001-02 – 5,913 (capacity) plus approximately 487 in expanded housing. ▪ Renovation of Coffman Union to better serve students and faculty.

Academic Health Center	▪ Investing in new facilities and remodeling of existing space, including completing the BSBE building, renovation of 10 classrooms, constructing a new Molecular and Cellular Biology building, renovating Jackson Hall, working with Fairview to upgrade clinical spaces, building a new Magnetic Resonance Imaging building to support research, remodeling student study space, and remodeling numerous research laboratories to recruit and retain faculty to remain competitive internationally. ▪ Completing a strategic facilities plan for the AHC in 1998 that identifies facilities needs for five to seven years. The plan defines programmatic needs, marries it to space requirements, and prioritizes the various projects in the AHC. AHC facilities staff and faculty/staff committees prepared the plan (rather than engaging outside consultants). Estimated cost of using outside consultants would have been $500,000 to $750,000. The plan includes over 100 projects with an estimated cost of at least $250 million. The plan is updated annually and used as the basis for capital budget planning. ▪ Developing a district facilities plan for the AHC campus based on the 1998 strategic facilities plan. The district plan was developed jointly by the AHC Facilities Office, the central planning office, and an outside consultant. The plan provides the framework, schedule, and locations for facilities projects for the next 20 years. It proposes replacing one million square feet of obsolete and inefficient structures with 1.3 million square feet of new construction.

Managing our physical assets efficiently	▪ Conform to regulatory requirements and well-accepted industry standards for preventative maintenance and productivity.
	▪ Energy conservation – Conservation has limited the increase in total energy production (MMBTU's per square foot) to roughly 5 percent from a FY 91 baseline despite: overall net increase in space; new space being more sophisticated and having higher energy consumption than decommissioned space; significant growth in computers and associated equipment.
	▪ Capital project delivery – initiatives to improve outcomes on capital project delivery:
	  ▪ Where non-state monies are involved, the design/build delivery process is being used as a means of mitigating the over-budget bidding outcomes that have occurred in the current market.
	  ▪ Facilities has influenced legislative action to allow more University participation in the selections of design professionals. The University now selects the design professional of record from semi-finalists identified by the State Designer Selection Board.
	▪ Design and public art standards have been established for external spaces with the intent of creating a more uniform-appearing campus.
	▪ Emphasis in the management of projects is placed on managing the fundamentals of risk allocation between the owner, design professional, and contractor.

II. F. Institutional Efficiency and Effectiveness

Institutional Efficiency and Effectiveness

The University's goal is to be a client-focused organization providing services that are tailored to meet clients' needs and expectations. It invests to develop services that are readily accessible, timely, efficient, effective, and of highest quality. The University hopes to be recognized as an innovator and leading-edge user of technology and staff development to achieve service excellence. It intends to excel in effective institutional resource management. This goal applies to the University's technological infrastructure, service improvement, and management systems.

To focus priorities and measure progress, the following measures have been established:

1) using technologies to improve the academic infrastructure and service delivery; and,
2) managing resources in ways that result in successful mission-driven activities, efficient operations, and fiscally responsible budget planning.

To increase substantially the number of students, faculty, and staff who benefit from information technology, over the past four years a total of over $15 million has been invested through the Compact Process in technology to improve services for students, faculty, and staff. Another $9.3 million has been invested to improve the academic technology infrastructure.

Use technologies to improve the academic infrastructure and service delivery.
Indicators: domain popularity; email usage; satisfaction ratings

Trends.

Use of Centrally Supported Web and Email Technology

8.12 million/day	Hits on www.umn.edu
300,000/day	Hits on Web-based systems (Enterprise, One-Stop, etc.)
522,471/day	Email messages delivered to students, faculty, staff
1.1 million/day	Email queries and transactions

Source: Office of Information Technology

Domain popularity

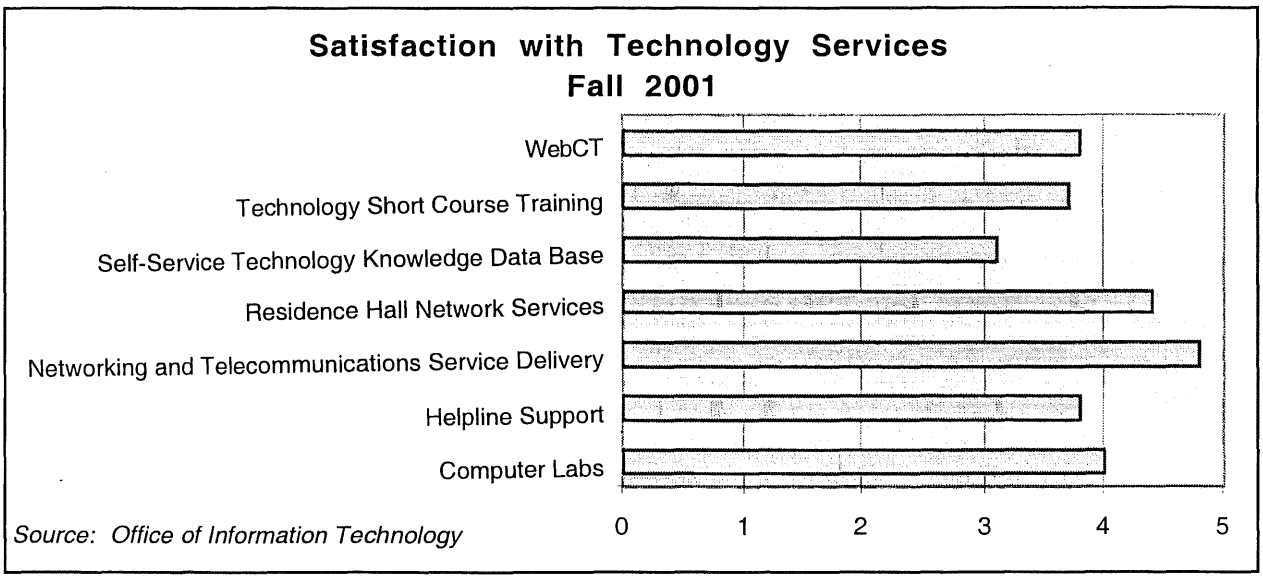
- Institution-wide, the University receives approximately 8.12 million hits per day. Over seven million of these are attributed to the Twin Cities campus.
- Students, faculty, and staff use automated, Web-based Enterprise Systems and processes approximately 300,000 times per business day. These include: class schedules, grades, class registrations, student financial aid, and staff and department searches.

Email usage

- The University's central email servers deliver 522,471 messages per day.
- The servers handle approximately 1.1 million mail queries/requests per day.

Customer satisfaction

- Customer satisfaction with technology services is strongest in area of network services.
- Satisfaction with computer labs is also comparatively strong.
- These results provide a baseline for continued surveys in the future



Technology and Service Improvements

Leveraging Technology Investments

Through the Compact Process, from 1999 to 2001, a total of over $15 million has been invested in technology to strengthen support for student services and classroom technology, faculty development and staff training, access, and other service and management improvements. The goal is to increase substantially the numbers of faculty, students, and staff who benefit from information technology. Examples of these investments are:

Priorities	Outcomes
Digital Libraries	Hired 7 new digital librarians. Significant increases in our digital holdings and access to on-line databases.
Technology enhanced classrooms	Currently have over 150 technology enhanced central classrooms on the Twin Cities campus; an additional 50 on the coordinate campuses. Represents over 60 percent of our total inventory.
Digital Media Center	Center created to assist faculty with technology enhanced learning and research; 800 – 1,000 to be involved over 4 years
Technology enhanced learning grants	Support for nearly 300 faculty led projects using technology enhanced learning. All projects leverage collegiate resources as well

Source: Office of Budget and Finance

Another $9.3 million has been invested in the academic technology infrastructure. Examples:

Priorities	Outcomes
Student modem pool	Ensures internet access with almost no wait time for all students. Supports greatly expanded help-line services.
ITV and Streaming Video	Support and expansion of distance education technologies. Conversion to streaming video.
Grants management system	Implementation has increased efficiency of grant processing and information for principle investigators
WebCT	Meet demand from faculty for WebCT support

Source: Office of Budget and Finance

With the installation of the PeopleSoft core infrastructure, our goal is now to:

- Leverage the investment in new infrastructure and software to support our core businesses.
- Improve services.
- Design and integrate business process improvements in accountable and fiscally responsible ways.
- Enhance a customer-focused service culture.

This service culture is characterized by:

- Focusing first on the needs of the user, not the convenience of the deliverer of the service.
- Exploiting to the fullest tools and technologies that remove obstacles from users who seek to access information/services.

Admissions.

- 80 percent of all admission applications were handled electronically in 2000-01.

Paperless Financial Aid Process.

On April 23, 2001, the University of Minnesota announced that its student financial aid application process had been converted to a paperless system. Beginning in summer 2001, students are able to complete all of their federal financial-aid forms using a series of Web pages. The University of Minnesota is the first institution in the country to offer a process that is paperless from beginning to end. The previous process took six to eight weeks before money was disbursed; with the new system, the process has been cut back to four days and saves 1 million sheets of paper. The system has an 87 percent user rate: of 16,715 eligible students, 14,615 used the Internet to accept, amend, or decline their aid.

Financial FormsNirvana (FFN).

FormsNirvana is a tool, developed internally at the University of Minnesota, that can be used to create, route, approve and process information electronically.

- The FFN application is a "front end" to the University's general ledger, allowing financial transactions to be prepared, validated, routed, reviewed, and approved electronically. The main advantage to using FFN is that it allows more accurate and timely preparation and approval of financial transactions by departments, thus resulting in better internal controls and improved service delivery. A rollout of FFN was begun in FY 2001, with the goal of achieving at least 95 percent usage for all documents available in FFN. As more departments begin using FFN, paper transaction processing via central systems and units will decrease.
- One-third of total purchases were processed electronically in 2000-01.
- 75 percent of all University services can be provided through one-stop Web-enabled centers.
- Through spring 2001, FFN usage had resulted in a 22 percent decrease in the number of documents that were processed centrally, or approximately 66,000 documents.
- The EGMS (Electronic Grants Management System) application allows principle investigators to prepare a sponsored project proposal electronically and route it for approvals within the University. Currently, EGMS may be used for preparing some National Institutes of Health and National Science Foundation grant applications. Templates for additional sponsors are now being developed. Additionally, grants management forms for conflict of interest disclosures and consulting disclosures are available.

Human Resources Self Service (HRSS).

In spring 2001, the University began to provide faculty and staff users the tools to access information and perform routine transactions, organized in a way that makes sense to the individual user. Through a web-based technology called a "portal" every faculty or staff member is able to construct a personalized screen that lets them have immediate access to content that is most important to them – from viewing balances in their health care reimbursement account to seeing their paycheck. A variety of transactions that now require forms to be signed and sent through various offices will be able to be completed electronically and directly by the user, cutting out non-value added steps.

University Portal Strategy.

The HRSS portal is part of a larger portal strategy that will be made available to all members of the University community. Portals will be used for:

- Distributing information (content distribution) and communications, e.g., web searching, news, reference tools and digitized library material, e-mail and chat groups
- Education and training, e.g., technology enhanced learning (TEL); Web-based courses and testing; video streaming; course delivery to distributed locations; multi-institutional and consortia-based educational programs; health care delivery
- Providing staff and student services via the Web and a common portal, creating, in effect, a one-stop service
- Optimizing business processes through linked transactions, automation, and self-help, e.g., online applications and payment of admissions fees, online purchasing and loan programs
- Electronic grant and development initiatives
- Selling and buying of goods and services
- Extending market reach to new global markets via distance education
- Promoting brand awareness and loyalty
- Building communities, especially learning communities

- Managing relationships and coordinating activities with business partners; redefining business relationships
- Managing and supporting relationships with the University's many constituencies
- Managing risk and compliance

WebCT.

- WebCT is the University's standard web-based course management system, providing an environment for faculty to develop complete web-based courses and enhanced classroom courses with web services such as online syllabus, discussion groups, and quizzes.
- WebCT is integrated with PeopleSoft for daily updates of class lists, and soon will have a grading capability.
- In spring 2001, 1,024 courses utilized WebCT, with a total enrollment of 41,716. In fall 2001, the total number of courses decreased to 865, but had a larger total enrollment of 44,808.

Web One-Stop Service.

Recent patterns of Web use peaked in late fall through mid-spring, and then declined during the early summer, reflecting variations in the academic cycle, which is lighter in the summer.

One-Stop					
	July-01	May-01	Jan-01	Dec-00	Nov-00
Course Guide	145,715	183,513	226,293	234,971	300,221
Class Schedule	500,863	928,996	1,192,055	1,123,503	1,210,563
Section Status	36,619	60,555	72,470	136,176	118,157
Web Site Search	81,603	93,400	109,607	79,312	87,488
One-Stop Department Lookup	28,959	35, 503	39,194	33,453	38,228
Total	793,759	1,301,967	1,639,619	1,607,415	1,754,657

Source: Office of Information Technology

Manage resources in ways that result in successful mission-driven activities, efficient operations, and fiscally responsible budget planning.

Indicators: Instructional cost profiles

Instructional Cost Profiles

The ratios, below, help illustrate and measure the University's efficiency. In some cases, comparison data is available for peer institutions. In the broadest context, the most significant trend has been that over the past three years, funds leveraged by state O&M and SS dollars have increased, while O&M revenue per FYE student has decreased or barely held level. (See the table at the end of this section for more detail.)

Overview: Instructional Cost Profiles

	1998	1999	2000	2001
Revenue leveraged by O&M/SS $	$1.88:$1	$1.84:$1	$1.89:$1	$2.00:$1
State support per FYE student	$10,007	$9,806	$10,207	$10,704
State support per T/TT faculty	$201,841	$201,286	$207,276	$219,225
Tuition per T/TT faculty	$80,809	$94,024	$92,163	$94,515
Tuition as % instructional expenditures	45.3%	53.0%	52.0%	52.0%
Direct instructional expenditures per FYE student	$8,851	$8,648	$8,146	$9,092
Direct instructional expenditures per degree	$41,888	$40,993	$42,371	$47,129
FYE students per T/TT faculty	20.1	20.4	19.3	19.9
Degrees awarded per T/TT faculty	4.2	4.3	4.2	3.8

Source: Institutional Research and Reporting

Additional Revenue Leveraged for Each O&M/SS Dollar

- Twenty-one percent of the University's instructional costs are funded from non state appropriations and tuition revenue. These funds come from sources such as private practice income and income from endowments. At 21 percent, the level of support from these other sources is up slightly from 1995, when it was 20 percent.
- Without these other funds (approximately $130 million), either tuition would need to be 50 percent higher than it is or the state appropriation would need to be significantly larger than it is in order to fund instructional programs at current levels.
- Over the past four years, the funds leveraged by state O&M and SS funds have increased slightly:

1998	$1.88:$1
1999	$1.84:$1
2000	$1.89:$1
2001	$2.00:$1

- O&M revenue per FYE student has decreased or barely held level, and the revenue per tenured/tenure-track faculty member has declined.

State Support per FYE Student

- Between 1998 and 2001, state support per FYE student system-wide has increased slightly, from $10,007 to $10,704.

State Support per Tenured/Tenure-Track Faculty

- State support per tenured/tenure-track faculty for the system increased from $201,841 to $219,225 between 1998 and 2001, a nearly 9 percent increase.

Tuition per Tenured/Tenure-Track Faculty

- Tuition per tenured/tenure-track faculty has increased by 17.3 percent between 1998-2001, nearly twice the rate of state support per tenured/tenure-track faculty over this period.

Tuition as Percent of Instructional Expenditures

- Tuition as a percent of instructional expenditures is gradually increasing – up 5.4 percent between 1997 and 2001 for the system.

Instructional Expenditures per FYE Student

- Between 1997 and 2000, direct expenditures per FYE student for instruction increased 12.5 percent for the system.
- In FY 2000, the Twin Cities campus ranked eighth among public research universities, and third in the Big 10, after the University of Michigan ($10,789) and Ohio State ($9,426), in the instructional expenditures per student.

Expenditures for Instruction per Total Head Count Enrollment FY 2000	
N Carolina	$16,683
UCLA	$16,622
UCSD	$12,503
Michigan	$10,789
Washington	$10,622
UC-Berkeley	$10,090
Ohio St	$9,426
UMTC	$8,890
SUNY-SB	$8,717
Florida	$8,438
Virginia	$8,300
Iowa	$7,863
Wisconsin	$7,549
Mich St	$7,403
Purdue	$7,119
Maryland	$6,466
UCSB	$6,388
Indiana	$6,323
Illinois	$6,299
Texas	$6,236
Penn St	$6,227
Iowa St	$5,644

Source: Institutional Research and Reporting

Fully Allocated Instructional Costs per FYE Student

- Fully allocated instructional costs were calculated per FYE student for FY 1999 (the most recent year available). For the system as a whole the proportion was:

All funds	$11,806/FYE student
O&M funds	$ 9,332/FYE student
Other funds	$ 2,474 (21 percent of total)/FYE student

Instructional Expenditures per Degree

- Between 1997 and 2001, direct expenditures for instruction per degree increased by 22.2 percent for the system.
- IN FY 2000, UMTC ranked fourth among 22 Big 10 and other top public research universities in expenditures for instruction per total degrees conferred.

Expenditures for Instruction per Total Degrees FY 2000	
N Carolina	$67,172
UCLA	$63,650
UCSD	$57,025
UMTC	$44,776
SUNY-SB	$42,612
Ohio St	$42,368
Michigan	$42,347
Washington	$41,584
Iowa	$37,689
UC-Berkeley	$35,535
Wisconsin	$35,474
Virginia	$35,144
Purdue	$34,028
Mich St	$33,368
Florida	$31,689
Indiana	$30,125
Maryland	$30,072
Iowa St	$28,702
Texas	$26,479
Illinois	$25,692
UCSB	$24,507
Penn St	$23,558

Source: Institutional Research and Reporting

FYE Students per Tenured/Tenure-Track Faculty

- From 1993 through 1997, the number of undergraduate students per faculty member was 12.4 or less. Since 1997, the number has increased to14 students per faculty member.
- Over this period, the number of graduate students per faculty member has remained nearly constant, fluctuating between 5.3 and 5.8.

Degrees Awarded per Tenured/Tenure Track Faculty

- Between 1992 and 1997, total degrees awarded per faculty member has fluctuated between 3.6 and 4.0.
- The number of undergraduate degrees per faculty member has been steady, or declined slightly, on all campuses between 1997 and 2001.
- In 1999-2000, UMTC averaged 4.3 degrees awarded per faculty member, ranking 13th, compared with 16 other top public NCR-ranked and Big 10 universities.

Degrees Awarded per Faculty Member
1999-2000

NRC Rank	School	Degrees Awarded per Faculty Member
30	UC SB	7.0
1	UC Berkeley	6.6
14	Texas	6.4
8	UCLA	6.2
26	Penn State	6.0
	Indiana	5.7
16	Washington	5.4
15	UC SD	5.2
19	Illinois	5.0
27	Purdue	4.8
	Michigan State	4.8
4	Michigan	4.4
12	Wisconsin	4.3
20	UMTC	4.3
	Ohio State	4.2
	Iowa	4.0
23	North Carolina	3.7

Source: Institutional Research and Reporting

FYE Students and Degrees per Tenured/Tenure Track Faculty By Campus
1997-2001

	1997	1998	1999	2000	2001
Undergraduate Students					
Crookston	27.7	29.6	28.5	30.4	29.5
Duluth	25.2	26.4	28.3	28.1	28.2
Morris	21.3	21.6	21.7	19.4	18.1
Twin Cities	10.3	11.3	11.8	12.0	11.9
Graduate Students					
Duluth	1.2	1.1	1.4	1.6	1.6
Twin Cities	5.2	5.5	5.6	5.5	5.6
Undergraduate Degrees					
Crookston	4.3	6.4	6.8	4.6	4.9
Duluth	3.7	4.4	5.1	4.6	4.2
Morris	4.9	4.4	3.9	3.7	3.2
Twin Cities	2.1	2.3	2.3	2.2	2.1
Graduate Degrees					
Duluth	0.6	0.6	0.7	0.7	0.7
Twin Cities	1.7	1.8	1.8	1.9	2.1

Source: Institutional Research and Reporting

Implications for 2002-2003 planning and initiatives

Questions for future consideration:

- What infrastructure do we need to build today to meet the teaching, learning, and service needs of the future?
- What type of technology support and investments will faculty need to remain competitive?
- What is the "rate of return" (monetary and nonmonetary) on our infrastructure investments and what is an appropriate rate of return to expect?
- What will be the expectations for and nature of the fiscal support for the University as the sources of funding continue to shift away from a "traditional" land-grant, public university model?
- What standards should be established for core areas of performance related to fiscal and human resources?
- For example, through the Compact Process, individual colleges may designate additional measures to assess the impact of technology on efficiency, satisfaction, and effectiveness. These may include:
  - Comparisons of student satisfaction with electronic and paper class scheduling.
  - Comparisons of learning outcomes between classes that use, and that do not use, learning technologies.

Instructional Cost Profiles: Campus and System Ratios

Fiscal Year	1993	1994	1995	1996	1997	1998	1999	2000	2001
RATIOS: U of M									
State Support per TT Faculty FTE									
UMNCR	$0	$0	$0	$0	$0	$232,798	$215,550	$227,648	$197,952
UMNDL	$0	$0	$0	$0	$0	$130,056	$136,160	$140,373	$147,467
UMNMO	$0	$0	$0	$0	$0	$118,299	$127,699	$129,404	$133,685
UMNTC	$0	$0	$0	$0	$0	$213,588	$211,647	$218,134	$232,021
Univ	$0	$0	$0	$0	$0	$201,841	$201,286	$207,276	$219,225
State Support per FYE Student									
UMNCR	$0	$0	$0	$0	$0	$5,486	$5,144	$5,180	$4,830
UMNDL	$0	$0	$0	$0	$0	$5,305	$4,746	$4,683	$4,910
UMNMO	$0	$0	$0	$0	$0	$5,655	$5,893	$6,591	$7,425
UMNTC	$0	$0	$0	$0	$0	$11,068	$11,014	$11,580	$12,174
Univ	$0	$0	$0	$0	$0	$10,007	$9,806	$10,207	$10,704
FYE per TT Faculty FTE									
UMNCR	17.47	27.24	29.80	33.63	38.78	42.43	41.91	43.95	40.98
UMNDL	24.16	24.39	24.42	23.22	23.12	24.52	28.69	29.97	30.03
UMNMO	21.07	23.05	23.86	25.13	20.62	20.92	21.67	19.63	18.01
UMNTC	17.68	17.81	18.38	18.84	18.56	19.30	19.22	18.84	19.06
Univ	18.41	18.73	19.28	19.66	19.34	20.17	20.53	20.31	20.48
Tuition per TT Faculty FTE									
UMNCR	$0	$0	$0	$0	$0	$101,804	$104,674	$107,735	$93,878
UMNDL	$0	$0	$0	$0	$0	$95,628	$122,282	$122,787	$125,534
UMNMO	$0	$0	$0	$0	$0	$80,673	$83,397	$79,565	$79,854
UMNTC	$0	$0	$0	$0	$0	$78,715	$90,999	$88,811	$91,370
Univ	$0	$0	$0	$0	$0	$80,809	$94,024	$92,163	$94,515

Fiscal Year	1993	1994	1995	1996	1997	1998	1999	2000	2001
UMNCR	0.0%	0.0%	0.0%	0.0%	0.0%	90.3%	97.6%	82.4%	88.3%
UMNDL	0.0%	0.0%	0.0%	0.0%	0.0%	88.6%	94.4%	95.8%	94.5%
UMNMO	0.0%	0.0%	0.0%	0.0%	0.0%	94.2%	90.4%	84.2%	85.6%
UMNTC	0.0%	0.0%	0.0%	0.0%	0.0%	41.0%	48.5%	47.4%	47.3%
Univ	0.0%	0.0%	0.0%	0.0%	0.0%	45.3%	53.0%	52.0%	52.0%
Exp for Instruction per FYE Student									
UMNCR	$3,753	$3,000	$3,587	$2,822	$2,857	$2,656	$2,558	$2,974	$2,594
UMNDL	$3,637	$3,608	$3,843	$4,042	$4,262	$4,400	$4,515	$4,276	$4,421
UMNMO	$3,566	$3,357	$3,714	$3,727	$3,859	$4,096	$4,256	$4,811	$5,183
UMNTC	$8,092	$7,791	$8,333	$8,224	$8,659	$9,943	$9,763	$9,946	$10,127
Univ	$7,295	$7,011	$7,516	$7,432	$7,807	$8,851	$8,648	$8,735	$8,881
Exp for Instruction per Degree									
UMNCR	$24,474	$25,660	$27,710	$27,229	$25,880	$17,699	$15,884	$28,194	$21,919
UMNDL	$28,261	$23,542	$22,819	$18,524	$23,127	$21,612	$22,263	$24,181	$26,765
UMNMO	$18,730	$19,403	$23,587	$19,662	$16,269	$19,636	$23,390	$25,562	$28,738
UMNTC	$39,436	$37,969	$40,445	$40,013	$41,967	$46,353	$45,345	$46,056	$51,695
Univ	$37,585	$35,811	$37,940	$36,395	$38,558	$41,888	$40,993	$42,371	$47,129

Fully Allocated Instructional Costs for FY 1999 (most recent year available)

	FYE Students	Total Direct Costs by Source of Funds			All Funds Indirect Costs	Total Direct + Indirect Costs	Costs per FYE Student					% of Cost from Other Funds
		O&M	Other	Total			All Funds Direct	All Funds Indirect	All Funds Total	O&M Funds Subtotal	Other Funds Subtotal	
Summary by Campus												
UMNCR	1,341	$3,364,840	$1,317	$3,366,157	$6,424,196	$9,790,353	$2,510	$4,791	$7,301	$6,887	$414	5.7%
UMNDL	7,298	$32,785,791	$1,953,623	$34,739,413	$20,100,400	$54,839,813	$4,760	$2,754	$7,514	$6,974	$540	7.2%
UMNMO	1,907	$8,090,406	$4,437	$8,094,835	$8,978,292	$17,073,227	$4,245	$4,708	$8,953	$8,508	$445	5.0%
UMNTC	38,726	$295,020,742	$71,576,099	$366,596,841	$147,141,866	$513,738,707	$9,466	$3,800	$13,266	$10,135	$3,131	23.6%
UNIV	52,543	$353,295,103	$73,828,344	$427,123,439	$193,188,574	$620,312,114	$8,129	$3,677	$11,806	$9,332	$2,474	21.0%

III. Institutional Priorities: Crookston

1. Academic Excellence – Faculty, Reputation

Since 1993 the faculty at the University of Minnesota, Crookston have been (a) transitioning from a 2-year technical curriculum to a 4-year polytechnic curriculum, (b) reconfiguring courses to a semester system, and (c) implementing the first campus-wide notebook computer initiative in the nation. These are outstanding accomplishments resulting in a 44 percent growth in degree seeking students and increased productivity leading to the highest faculty/student ratio in the University system.

Goals

Investing in Best Departments

- **Reallocation Investments:** Through reallocation and the Compact Process UMC has been able to increase by three the complement of tenure-track faculty at Crookston, one each in Natural Resources, Equine Management, and Information Technology Management, three of the programs with the largest student enrollments. A new Degree Program Review process is being implemented in conjunction with the UMC Curriculum Committee that will allow for a systematic approach to programmatic reallocation.
- **Technology Investments:** UMC has been recognized as a national and regional leader in the integration of technology in the teaching and learning process. Over 150 other institutions throughout the world have visited UMC to learn about the "Notebook Computer Initiative." UMC has increased its investment in technology over the past eight years from 2 percent of the budget to over 10 percent of the budget. This funds notebook computers for all faculty, including software, instructional support (ITC) and other computer and network support services (Helpdesk, local area network software and equipment, and Webmaster).

Investments to Strengthen Interdisciplinary Initiatives

- **Interdisciplinary Support:** UMC's interdisciplinary initiative investment through the strategic investment process of the University of Minnesota has included external funding for faculty and staff technology training, distance-delivered health course development, a Farm Wrap program for those leaving farming, and an INFOCON grant for technology training for K-12 faculty.
- **Curriculum Support:** A Veden Foundation grant for $400,000 and a Bremer Foundation grant for $100,000 support the delivery of interdisciplinary curriculum in the area of Rural Economic Development.

Measuring Results

- **Instructional Quality:** The graduating student experiences survey indicated that 94.2 percent of graduating seniors rate the quality of instruction in their major field as "excellent/very good/good."
- **Faculty Advancement:** In 1997 UMC had one probationary faculty position (of a total of 32 tenured/tenure track positions); by 2001 this has increased to 15 probationary appointments (of 40 tenured/tenure track positions).

- **Student Satisfaction:**
  - 77.6 percent of graduating students indicate they would attend UMC again if starting over.
  - 92.1 percent of graduating students indicate computer technology skills developed at UMC are essential to future employment.
  - 83.3 percent of graduating students agree that having their own computer helped them assume personal responsibility for learning.
- **Assessment:** A comprehensive plan for assessing student learning outcomes is being implemented that will provide campus wide and individual program data. This data will be used to provide direction for changes in curriculum and instruction.

2. Students

UMC's academic programs emphasize technology experiences for careers in the information age workplace and seamless career connections that support life-long learning. The programs, requiring field experiences, internships, practical training, and personal growth, are delivered in an applications-rich teaching and learning environment.

In 1998 (undergraduate enrollment 913) UMC initiated an enrollment management plan designed to improve the institution's academic profile, increase the number of New High School (NHS) and New Advanced Standing (NAS) admits, and to improve student retention in order to achieve an overall enrollment of 1,500 undergraduate students (+64 percent).

Effective fall 2001 UMC changed from an "open" to a "traditional" admission policy, increasing the entrance requirements from a high school diploma or GED, to a high school rank within the top half of the student's graduating class or an ACT test score of 21 or higher. Additionally, UMC's academic progress policies were made more stringent, resulting in greater numbers of student academic suspensions. These policy changes, together with more strict enforcement of registration "holds" for students with accounts receivable balances, has contributed to a reduction in enrollment for fall 2001 (estimated 5 percent undergraduate reduction). Also contributing to the decline in enrollment has been the large tuition increase. UMC registered 25 fewer (-12 percent) North Dakota residents fall 2001. Tuition and fees at North Dakota colleges increased approximately 5 percent this year while tuition and fees at UMC increased 13.5 percent, further aggravating an already existing cost differential of $2,369 for this year. This cost difference makes UMC 73 percent more expensive than North Dakota colleges, and may limit its capacity to increase enrollment.

Investments to Strengthen the Undergraduate Experience

- **Student Retention:** Focused on the First Year Experience and initiated activities in fall 2001 with a $50,000 allocation.
- **Technology Advancement:** Invested $1,000 in laptop technology lease costs for every student and employee.
- **Student Profile:** Improved academic profile of students – changing admissions policy from "open" to "traditional" for fall 2001.

- **Service Learning:** Expanded service learning by investing in two half-time positions and by designating a service learning community for new freshmen in residential life. Also, UMC has been awarded a grant from the Otto Bremer Foundation that will provide a total of $100,000 over the next four years. The grant will be used to support UMC's Service Learning Program that involves students and faculty in course-related community service projects. Funding will provide staff positions for the program and allow for the creation of a volunteer clearinghouse to benefit the entire community.
- **Diversity Counselor:** Since 1995, enrollment of undergraduate students of color has increased from 34 to 61 students (an increase of 109 percent). UMC intends to act aggressively and affirmatively to build on this success to improve the overall educational experience and satisfaction level of students of color and to increase the presence and participation of multi-ethnic students on campus by hiring a half-time Student Life Diversity Counselor during FY02.
- **Gender Equity:** UMC is committed to offering equitable, high quality athletic and academic experiences for male and female student-athletes. Effective fall semester 2001, UMC converted its student equestrian program from "club" sport status to an official athletic team sport sponsored by the Intercollegiate Athletic Department.

Measuring Results

- **Student Retention:** Current retention rate of 64 percent freshman to sophomore with a goal of 75 percent.
- **Graduates:** Baccalaureate degrees awarded – FY 00: 144 with a 6-year cohort graduation rate of 42 percent (students entering in fall 94). The goal is 200 bachelors' degree graduates annually, with a graduation rate of 50 percent.
- **Technology:** 94 percent of graduates rate incorporation of technology in major as excellent/good.
- **Recognition:** UMC rated #1 Baccalaureate II "wired college" by Yahoo Online Magazine 2000.
- **Academic Profiling:** ACT Composite score – currently 20 with a goal of 22.1.
- **Service Learning:** Currently 46 percent of graduates participate – goal 100 percent.
- **Gender Equity:** Increase proportion of female student-athletes (36 percent in 2000) to approximate the overall undergraduate student population (44 percent) through the addition of 40 women equestrian athletes and increased participation in other intercollegiate women's sports. Increase the number of females coaching women's teams (from one to three) during FY 02 by hiring two new women's part-time assistant coaches in softball and soccer and adding a female head coach in women's golf/assistant women's basketball.

UMC Experiences (from Graduating Student Survey, Spring 2001)

- 86.4 percent of graduates participated in at least one student club/organization, athletic or intramural team, or other student group.
- 52 percent "strongly agree/agree" that extracurricular activities were a valuable part of their college experiences.
- 80.4 percent "strongly agree/agree" that University offices were friendly and helpful.
- 68.9 percent have a friend from a different country.

3. Engagement - Access and Outreach

Each campus of the University of Minnesota shares in the access and outreach mission of the University of Minnesota. The Crookston campus provides its contribution through its polytechnic programs and in collaboration with other colleges of the University through the Northwest Research and Outreach Center, Minnesota Extension Service, Northwest Regional Sustainable Development Partnership, and College of Continuing Education, all of which are located on campus or in the region.

The strength of the campus is its baccalaureate career-oriented programs and its research and outreach programs in rural development focusing on the integration of technology in the work force.

Goals

Expanding Access: Educational Programs

- **First Generation Students:** For students entering fall 2000, 32 percent of the parents have never attended college and 64 percent do not have a bachelor's degree.
- **Access:** UMC is a traditional admission college that serves students in the top half of high school class or with an ACT score of 21 or higher.
- **Merit Scholarships:** Merit scholarships are targeted to students in the above profile. Many are first generation college students.
- **Program Articulation:** There are articulated programs with community and technical colleges for nearly all baccalaureate degrees. Connections in agriculture, business, manufacturing, hotel and restaurant management, and applied studies are most prevalent.
- **Distributive Learning Initiatives:** UMC is an active member in the Distributive Learning Workshop that focuses on the development of high-end computer mediated courseware. Also, several courses are available on-line.
- **BS Program Off Site Access:** The BS degree in Hotel, Restaurant, and Institutional Management (HRI) is available at Southwest State University in Marshall. The Bachelor of Manufacturing (BOM) is available in Warroad and courses leading to a BOM are now available in the Twin Cities.
- **College in High School**: At present, UMC has partnerships with 27 area high schools with an enrollment of approximately 780 students.
- **New Programs**: A new degree program offering a bachelor of science in Nursing is in the planning stages. This program is being developed to address a critical shortage of registered nurses in rural communities.

Expanding Outreach: Regional and Statewide Service and Community Engagement

- **Valley Technology Park:** Opened in 1999 as collaborative venture involving local government and UMC; launched in response to the lack of technical expertise in rural businesses and communities.
- **Northern Great Plains, Inc:** Initiated in 1990 with a focus on trade in the Red River Valley but has expanded to include projects in agriculture and natural resources, information technologies, and economic vitality in five states and two provinces. Annually secures about $500,000 in contracts and grants.

- **Northwest Minnesota Health Care Purchasing Alliance:** Initiated with $50,000 Minnesota legislative grant to develop affordable health care coverage for area residents.
- **Veden Chair in Rural Development:** $1.5 M endowed chair established to support rural development programming through faculty fellowships.
- **Center for Adult Learning:** Serves as UMC's Center for working with professionals, organizations, businesses, industries, young adults, and senior citizens, providing programming for day, evening and weekend courses; workshops and conferences; customized training on campus or on-site; and selected programs statewide.

Measuring Results

- **Merit Scholarships**: UMC targeted academically better-prepared students, increasing the average scholarship offer from $1,002 in fall 2000 to $1,652 (+65 percent) in fall 2001. While the total offers decreased from 249 to 174 (-30 percent) the total dollars offered increased from $249,630 to $287,482 (+15 percent).
- **Profile of Freshmen Goals:**
  - Increase number from 300 to 350
  - Increase average ACT composite from 20 to 22
  - Increase average high school rank from 51.9 to 55
  - Increase number of students of color from 5 percent to 7.5 percent and international students from 3 percent to 5 percent
  - Improve freshman to sophomore retention from 62 percent to 75 percent
  - Increase 6-year graduation rate from 40 percent to 50 percent
- **Advance Standing/Transfer Students:** Fall 2001 number of transfer students increased from 130 to 175.
- **Cooperative Programs:** UMC currently has 14 academic partnerships with MnSCU institutions, private industry, and other private and public institutions of higher education. These partnerships provide courses and programs for students at UMC, and for other higher education institutions and business and industry, to improve cost effectiveness and course quality.
- **Non-Degree Enrollment:** Changes in non-degree student enrollments will be monitored. There have been decreases in enrollment at Northwest Technical College in East Grand Forks from 695 in FY 2000 to 480 in 2001, primarily due to the decision to offer their own General Education. College in the High School enrollment has increased from 780 in FY 2000 to 816 in FY 2001. The PSEO enrollment decreased from 75 in FY 2000 to 47 in FY 2001, after a change in UMC's admission and continuing enrollment requirements.
- **Off Site and On Line Courses and Enrollment:** The number of adults served and the number of courses offered continues to increase. Distance learning course offerings have increased from 20 in fall 2000 to 37 in fall 2001. Enrollment has also increased from 119 in fall 2000 to 247 in fall 2001. Student numbers have increased from 86 in fall 2000 to 176 in fall 2001.

4. Human Resources: Faculty, Staff and Community

Our goal is to pursue the recruitment and retention of a diverse and exceptionally qualified faculty and staff to meet the unique mission of a polytechnic educational institution. To achieve this goal, we target investments to provide faculty and staff with the latest technology, networks, and infrastructure in which to succeed: we invest in their development and reward them on merit. We recognize and celebrate the contributions of faculty and staff towards teaching, research, and service. We also foster and encourage faculty and staff, their governance bodies, and their labor organizations to actively and effectively participate and lend direction to the University's vision, goals, and mission, with shared leadership responsibility of the Board of Regents, administration, faculty, staff, and students.

Goals

Supporting and Developing a Diverse Faculty and Staff as Teachers and Researchers

- **Faculty Development:** Provide $27,000 faculty enhancement/professional development funds to assist faculty with advanced degrees and to support involvement in workshops, research projects, and professional organizations.
- **Technology Enhancements:** Provide $20,000 mini-grant funds to assist faculty with the incorporation of technology within the curriculum.
- **Instructional Technology Support:** Provide the services of the Instructional Technology Center (ITC) as a resource center for UMC faculty and staff, who are incorporating computer, interactive multimedia, and Internet technologies into their courses and administrative and student support services.
- **Recognizing Excellence:** Reward excellent teaching through the Morse Alumni Teaching Award, the Academy of Distinguished Teachers, and the Faculty of the Year Award.
- **Grant Writing:** Make available more extensive training to help faculty prepare grant proposals

Recruiting and Retaining a Diverse Faculty and Staff

- **Training:** Provide training on core issues of discrimination and equal opportunity for all employees.
- **Recruiting:** Provide resources, training and guidance to hiring authorities on recruiting, retention, development, and promotion.
- **Hiring:** Support the hiring of diverse faculty and staff.
- **Globalize Perspectives:** Assist faculty and staff to advance international aspects of campus and programs.
- **Professional Development:** Provide comprehensive orientation and training to all new faculty and staff.

Enhancing Leadership and Managerial Effectiveness

- **Organizational Training:** Provide training opportunities on financial policies, procedures, emerging technology, and supervision for all administrators.
- **Leadership Enhancement:** Support the President's Emerging Leaders program.
- **Grant Management:** Mandatory training for principal investigators on management of their sponsored activities.

- **Resources:** Provide professional development funds to support attendance at skill building workshops or programs.
- **Advanced Degree Support:** Provide support through Regent's Scholarship program for formal educational opportunities at UMC.

Measuring Results

- **Professional Development:** Reports on the usage of the various professional development/ enhancement/mini-grant/Regent's Scholarship funds.
- **Advancement:** Reports on number of participants in training programs (new employee orientation, ITC training, grant writing, and supervisory).
- **Demographics:** Employee counts; applicants; hires; promotions; terminations; international faculty; increase in positive outcomes of retention cases.
- **Risk Management:** Number of complaints, formal grievances, and lawsuits.

5. Heritage & Integrity

The campus master plan, revised in fall 2001, has focused on creating and maintaining a distinctive and aspiring vision for the physical development of the campus, on enriching the experience of all who come to the campus, and on maximizing the value of the campus's existing physical assets while responding to emerging and changing physical needs.

Key planning issues have been:

- to strengthen the campus mall landscape,
- to enable existing aging buildings to meet future needs,
- to maximize the impact of technological innovation in the classroom,
- to meet the demand for additional parking, and
- to increase student housing to meet the demand of increased enrollment.

Goals

Preserving the Past and Nurturing the Future

- **Campus Mall:** The campus mall is recognized as the premier historical open space on the campus and its related landscapes reinforce its association and unity with UMC as a land grant university. The mall loop road will be completed.
- **Controlled Environmental Science:** In 1995, a new controlled environmental science state-of-the-art facility opened to enhance the biological, agricultural, and environmental sciences. The facility includes environmentally controlled areas for commercial plant production; growth chambers; laboratories for chemical treatment of plants and studies in tissue culture, plant nutrition, and plant pathology; and preparation and work areas.
- **Gazebo:** A new landmark on the campus mall, the Harris A. Peterson Centennial Park Gazebo, is the focal point of a planned centennial park and garden. The centennial park concept will evolve as the campus nears the year 2005 when we will celebrate 100 years of research, outreach, and educational service at the UMC site.

- **Kiehle:** Currently under construction is the $6.5 million renovation and expansion of Kiehle Building, built in 1910. The renovation plan will maintain the distinctive architecture of the original building and will house UMC's Alumni and Development Center; a technology center allowing the campus to centralize all technology-related services and staff; more space for UMC's Music and Theater Department, including a new music classroom/rehearsal room; improvements to the library; and a student technology center where students will have access to various multimedia computer workstations. Construction will be completed in July 2002.
- **Early Childhood:** The new Early Childhood Development Building opened in fall 2000 and serves as a model child development laboratory for students majoring in Early Childhood Education; provides a high quality early childhood care and education program for young children and their families, for the University community, and the community-at-large; and provides a teaching and learning environment for quality educational programming and applied research in child development, early childhood education, parent education, and parent involvement.
- **Residential Life:** UMC plans to install fire sprinklers and upgrade fire alarms to all housing facilities by fall 2005. These upgrades, however, will be difficult for the campus to absorb in its operating budget while maintaining student affordability and competitiveness with the off-campus market. McCall Hall was sprinkled in fall 2001.

Enhancing a Student- and Community-Friendly University

- **One Stop:** A One Stop Student Services Center was opened in spring 2000 in renovated Owen Hall lab space. The One Stop Center provides easy access to a variety of services. It includes the Academic Assistance Center, Admissions, Counseling and Career Services, Disability Services, Registrar, Student Financial Aid, and Student Support Services.
- **Student Portal:** UMC Computer Center staff has been working with the University's Web team to develop a student customized and personalized portal that provides information exchange, content, transactions, and entertainment. It will provide students with a single log-on, search capabilities, and extensive links to external Web site resources. It will enable users to arrange elements in a way that makes the most sense to them, allowing the flexibility to tailor the site to the student's own preferences, needs, and interests.

Managing Physical Assets Efficiently

- **Bede:** Replacement of the Bede Student Center and Student Services Building to better meet the needs of today's student is UMC's top priority in the University's FY 02 Capital Budget. Bede Hall was constructed for the Northwest School of Agriculture High School in 1921 to serve an enrollment of 155 students and 18 faculty. The new building will serve 1500 students by strengthening the undergraduate experience for students and improving the campus environment for student services and student development programs, recreational activities, and outreach. It will also assist in attracting and retaining good students from diverse backgrounds.
- **Knutson:** In the planning stage is a project for an addition to the Knutson athletic complex for recreational and intramural sports. The new facility would consist of tennis and racquetball courts and an indoor walking/running track. The project would also provide a concession area, public restrooms, and men's and women's locker rooms, which would also be available to serve the outdoor athletic complex. Renovation would include the gym and fitness center facilities and provide a linkage between the sports center and residence halls.

- **Residential Life:** Planning is currently in progress to construct an 80-bed apartment facility for occupancy fall 2002. This, however, will only result in the addition of a net total of 30 beds, as the planned demolition of Robertson Hall will eliminate 50 beds.

Measuring Results

- **Graduating Student Experiences Survey; Spring 2001**
  - **Satisfaction:** 86.4 percent are "very or moderately" satisfied with their UMC experience
  - **Starting over:** 77.6 percent would attend UMC again if starting over
  - **Quality of instruction:** 94.2 percent rate the quality of instruction in their major field as "excellent/very good/good"
  - **Customer service:** 93.1 percent "strongly agree/agree" that the campus is a friendly place
  - **Facilities satisfaction:** 90.2 percent "strongly agree/agree" that the campus is a physically attractive place
  - **Student involvement:** 86.4 percent of graduates participated in at least one student club/organization, athletic or intramural team, or other student group
  - **Technology application:** 92.1 percent "strongly agree/agree" that the computer technology skills developed at UMC are essential to future employment

6. Institutional Efficiency and Excellence

Using a continuous quality improvement process, UMC consistently strives to improve efficiency and quality of services for students and employees. It intends to effectively use its operational resources.

Goals

Service Improvements

- **Leveraging Technology:** UMC provides all students, faculty, and staff with computers for use in courseware development and use and for access to administrative and student support functions. All groups are supported with a help desk, training (Instructional Technology Center), and an environment where nearly everyone can help each other in their use of the technology in their work. The expectation is that teaching and support service will have a Web presence that leads to streamlining and increased access to the teaching and business processes.
- **Client Surveys:** The technology rich environment provides UMC with a cost effective, efficient, fast way to obtain client input for improving services. The Web is a common means for conducting individual and unit input and evaluation.

Effective Institutional Resource Management

- **Faculty Work Load:** During the transition from a two- to a four-year institution, there has been a significant increase in the faculty/student FYE ratio. Student enrollment increased 44 percent in the last eight years while the number of tenure track faculty has basically remained the same. The FY01 student/faculty FYE ratio is 24:1. An emphasis has been placed on reducing

that ratio to 18:1 in the next few years by adding faculty appointments and converting some part-time appointments to full-time appointments.

- **Operational Costs:** Enrollment increases have led to efficiency improvements in facility (classroom) use and operating cost/student FYE. The operating cost increases have been funded primarily by tuition and not matched by a corresponding increase in the state appropriation. Thus, UMC students are paying a significantly larger portion of UMC's operational costs each year.

Measuring Results

- **Student/Faculty Ratio:** Increased from 18:1 to 24:1 (35 percent); goal ratio 18:1.
- **Operating and Maintenance Cost:** Student cost per FYE has decreased by over 27 percent from FY92 to FY01 (FY92 constant dollars).
- **Tuition Income:** Increased 76 percent from 1992 to 2001 while state appropriation increased only 48 percent.
- **Classroom Utilization**: 72 percent utilization from 8 a.m. to 4 p.m., Monday through Friday.
- **Web-based Grading:** Mid-term grade notification system supports faculty entry and e-mail messages.
- **Web-based Assessment of Learning:** Students evaluate teaching and in some cases take course examinations via Web.
- **On-line Surveys:** Student, faculty, staff surveys (satisfaction, P&A reappointment review, student services fee, etc.) – Web based.
- **Employer Demand:** Employer needs for specific degrees and certificate programs are being assessed.

III. Institutional Priorities: Duluth

Academic Excellence – Faculty, Reputation

Investing in Best Departments

- **Matching faculty lines with needs**: Utilization of faculty position pool; open lines are returned to the Vice Chancellor for Academic Administration.

Investments to Strengthen Interdisciplinary and Legislative Initiatives

- **Design Initiative**: UMD hired one new tenure-track faculty member and a one-semester visiting professor; many guest artists visited the campus. Faculty taught courses utilizing Visualization and Digital Imaging Laboratory (VDIL) technology.
- **Cellular and Molecular Biology**: One FTE faculty member was hired to expand UMD's initiative in cell and molecular biology.
- **State Agricultural Special – Freshwater**: Two new FTE faculty were hired to expand UMD's course offerings, research opportunities, and leveraged funds in the freshwater resource initiative.

Measuring Results

- In FY01, funding from 16 faculty lines was reallocated to prioritized needs within academic units for FY02.
- Revised curriculum for graphic design majors; increased number of majors in graphic design by 69 percent over two years; increased faculty research in VDIL.
- Additional $290,000 in Army Research funds; established a genomics center on campus; increased research collaboration between College of Science and Engineering and UMD medical school faculty.
- Increased viability of the Large Lakes Observatory; leveraged funds producing additional instrumentation.

Students

Investments to Strengthen the Undergraduate Experience

- **Advising**: Network advising programs across campus; continuing development of the Electronic Portfolio; reviewing undergraduate programs.
- **Undergraduate Research Opportunities Program (UROP)**: Increased opportunities for undergraduate research and creative activity.
- **Introduction to College Learning (ICL)**: One-credit course provides academic, personal, and social enrichment to first-year students; focuses on technology, campus resources, study skills, values and ethics, learning styles, relationship and conflict management.
- **Laptop Initiative**: 166 juniors and seniors in four majors (accounting, education-early childhood, theatre-design emphasis, and sociology/anthropology/criminology) participated in the laptop initiative in FY01.

Measuring Results

- Added 2.5 FTE advising positions; reviewed 75 percent of undergraduate programs.
- Received funding for 102 UROP students; an additional 570 students participated in undergraduate research or independent study; supported 14 student presenters at the National Conference on Undergraduate Research (NCUR); two NCUR presenters chosen to participate in undergraduate research meeting/presentation on Capitol Hill.
- 832 students enrolled in 31 sections of ICL in FY01.
- 832 ICL students and 513 School of Fine Arts (SFA) students are using the Electronic Portfolio.
- Increased retention three to five percent over non-ICL participants.
- 20 courses have been redesigned for increased technology use in the Laptop Initiative program.

Engagement: Access and Outreach

Expanding Access: Educational Programs

- **Center for Economic Education (teaching and learning initiative)**
  - Improve the quality and quantity of economic education and economic literacy with a focus on preK-12 teachers
  - Provide credit and non-credit workshops and seminars for teachers, curriculum supervisors, administrators
- **Arrowhead Preparing Teachers for Tomorrow's Technology Today (APT3)** College of Education and Human Service Professions (CEHSP)
  - Faculty, teachers, and students work together in "collaboratories" learning and applying technology
- **Chester Park Lab School** CEHSP and SFA
  - Coordinate and place teacher education music students
  - CEHSP students from physical education, early childhood education, elementary education, teaching visual arts, and educational technology programs actively engage in teaching and learning with Chester Park Lab School students
  - Students completing practicum student teaching, UROP, and APT3 projects work collaboratively with Chester Park teachers and parents
- **Continuing Education (CE)**
  - Outreach to high school students through the College in the Schools program
  - Outreach to community members through evening programs
  - Coordinate Masters of Education (M.Ed.), Masters of Liberal Studies (MLS), and Masters of Science in Engineering Management (MSEM) programs
  - Outreach to senior citizens through University for Seniors
- **Social Work Distance Education Masters Program (CEHSP):** Provide opportunity for American Indian professionals to obtain a masters degree in social work.
- **Fond du Lac Tribal and Community College Teacher Education Program:** Provide education degree to American Indian students.
- **SFA Kindermusik, Kinderkeys, and Suzuki Programs:** Provide lessons and performance experience.

Expanding Outreach: Regional and Statewide Service and Community Engagement

- **Natural Resources Research Institute (NRRI)**:
  - Mission: To foster economic development of Minnesota's natural resources in an environmentally sound manner to promote private sector employment
  - Provide near-term economic development efforts that contribute to private sector job creation and retention
  - Focus applied research and development on natural resources to develop products, processes, and services
  - Expand natural resources research to provide a knowledge base for sound environmental and economic decisions
- **Bureau of Business and Economic Research (BBER)** School of Business and Economics
  - Provide research on business and economic issues in northeastern Minnesota and statewide
  - Serve as a data center, respond to inquiries for data
  - Provide a training ground for students interested in hands-on research experience
  - Provide the UMD community with economic information
- **Minnesota Sea Grant Program**
  - Work with individuals and communities to maintain and enhance the environment and economies along Lake Superior and inland waters
  - Provide outreach services to region and state

Measuring Results

- **Center for Economic Development (CED)**
  - Collaborate with teacher education faculty to provide training for pre-service teachers
  - Conduct student programs such as the Lake Superior Economic Challenge
  - Conduct research in the area of economic education
  - Maintain up-to-date library on research and materials related to economic education
  - Work with Minnesota Council for Economic Education to establish working relationships with economics educators in other countries
- **Chester Park Lab School**:
  - 200 Chester Park students and parents participate in performances three times/year
  - 160 UMD students and 12 UMD faculty engage in professional development activities such as collaboratively integrating technology into the curriculum
  - 332 Chester Park children have benefited from the teaching and learning activities of UMD students
  - Utilize Title IV-E funds to partner with Bemidji State University to offer MSW through Child Welfare Scholar
- **Continuing Education (CE)**
  - Provide college-level courses in local high schools; schools maintain funding base and students receive college credit
  - Degree and job-skill oriented evening programs provide opportunity for non-traditional students to prepare for new careers

- Cohorts run in Duluth, International Falls, and at UMM. MSEM reaches out to working engineers across the state.
- 23 students taking UMD teacher education courses taught by American Indian faculty on tribal college campus.

- **SFA Kindermusik:** 300 elementary students are enrolled in music programs and participate in performances each year.
- **APT3**: Used in preK-12 classrooms for teaching and learning with a diversity and rural focus on addressing the digital divide.
- **NRRI**:
  - Leverage $3.4 million of State Special funds into an operating budget of $13.7 million.
  - Minerals
    - Coleraine Research Laboratory collaborations with industry to improve taconite pellet processing efficiency and quality
    - Using $600,000 federal grant to accelerate research and outreach on value added iron products
    - Studying one million feet of drill core to understand copper-nickel deposits and associated precious metals
  - Forestry/forest products
    - Developed an advanced laboratory capability to work with value added solid wood products and composites
    - Developed process to commercialize chemical derivatives from birch bark; UMD formed limited liability company with two partners to bring products to market
    - Organized the MN Hybrid Poplar Research Cooperative to develop and commercially demonstrate alternative sources of wood fiber
  - Peat/peat products
    - Assisted small companies in establishing peat-harvesting operations
    - Have taken a lead in starting the MN Peat Association
  - Water and the environment
    - NRRI houses the University's largest research program on water and the environment
    - Active staff outreach to meet constituent demand for environmental and resource management information
    - Obtained a $6 million grant to study biological indicators that predict the health of the Great Lakes system
    - Conduct outreach effort with contractors, resorts, homeowners, and governmental agencies
- **BBER**
  - Published economic indices, provided forecasts for northeastern Minnesota, conducted input-output studies for public and private sector
  - Conducted the Northeast Minnesota Skills Assessment Project with the Minnesota Department of Economic Security
  - Cooperates with the Humphrey Institute on an industry cluster study of northeastern Minnesota's economy

- **Minnesota Sea Grant Program**
  - Identify needs, fund research, translate research results, facilitate policy decisions
  - 13 professionals and four students in media relations program generated 400 reporter contacts, resulting in stories reaching 272 million people
  - Web site features 820 pages of information and averages 80,000 hits per month
  - Publication center fills 1,000 orders for publications annually

Strengthening the University Community: Human Resources

Supporting and Developing a Diverse Faculty and Staff as Teachers and Researchers

- **Technology Camp**: Faculty participate in a one-week camp, resulting in enriched curriculum delivery (Web pages, chat rooms, video streaming, etc.) for UMD courses.

Recruiting and Retaining a Diverse Faculty and Staff

- **Target of Opportunity (TOP) Funding**: Three FTE faculty were hired using TOP and Bridge funds.
- **Chancellor's Diversity Initiative**: Visiting scholars and artists have given residencies, and public and classroom lectures, and worked individually with UMD students and faculty; approximately $35,000 invested annually.

Measuring Results

- **Tech Camp**: Over a three-year period, FY99-FY01, over 25 percent of UMD faculty (100) participated in Tech Camp.
- **TOP**: Increased number of faculty of color; added an American Indian woman to the staff of the Education Department to teach diversity courses.
- **Diversity Initiative**: Over 24 visiting scholars have given residencies and lectures, and worked with students and faculty individually; enables UMD to recruit a more diverse faculty and student body.

III. Institutional Priorities: Morris

Mission

UMM: A Public Liberal Arts College

UMM aspires to be the best public liberal arts college in America. Accordingly, we seek to offer students of outstanding ability and motivation an intellectually liberating learning experience. This experience requires a faculty dedicated to significant scholarship and excellent teaching. As an exemplary public liberal arts college, UMM is:

- committed to offering access to an uncompromising experience in liberal learning, taught by a superb faculty. The UMM curriculum is traditional in basic shape, but innovative in many of its particulars. UMM is committed to offering access to outstanding students who, for financial, historical, or cultural reasons, might not feel they could attend similarly excellent private liberal arts colleges.
- dedicated to providing a full and rich campus life experience for students.
- committed as well to its region and people; we intend to maintain and enhance its national status even as it strengthens its deep regional links.
- reflective of the diversity of UMM's "public," in the region, state, and nation.

UMM was rated in U.S. News as one of the top five public liberal arts colleges in the nation, the only national caliber public liberal arts college in the Midwest. The 2000 reaccreditation report of the North Central Association described UMM as "a model liberal arts college."

Planning

UMM has developed a planning process which is both strategic and consultative. Each year, the senior administrative team (Chancellor, Vice Chancellors, Associate Vice Chancellors) undertakes a strategic planning exercise which consists of:

- Review of University mission
- Environmental scan
- Appraisal of institutional strengths and weaknesses
- Establishing priorities.

Each administrator brings forth 3-4 priorities for her/his area, and the group determines 3-5 top strategic goals for the coming year. The goals of the prior year are re-evaluated, renewed, dropped, or revised. The results of this planning process, in turn, inform the work of the campus-wide Campus Resources and Planning Committee, which both acts on specific planning and resource issues, and formulates periodically a multi-year campus plan.

Building on the prior year's plan, for the 2001-02 academic year, the strategic priorities of the Morris campus fall into four areas, articulated below: resources, visibility, recruitment/retention, and communication.

Visibility

Success in virtually all our critical priority areas demands heightened visibility for UMM, in a variety of settings and for several constituencies. Measuring visibility, particularly in a comparative sense, is a difficult challenge, but one we intend to confront.

Marketing: UMM needs to create an integrated institutional marketing plan, and implement it. To do this we need to create a position which will pull together the range of fragmented marketing efforts currently in place – in admissions, fund raising, etc. *MEASURE:* hire a director of integrated marketing, devise a plan, begin to implement it prior to 9/02.

Current Efforts and Results: We have revamped several publications, and continue to work to upgrade the quality of others, especially but not exclusively in Admissions. We have become a partner institution to Minnesota Public Radio. An ad hoc cross functional team has begun the analysis and planning of a marketing effort. UMM has recently been cited as the top public liberal arts college in the entire Midwest. Enrollment, while dipping slightly over the past two years, still is approaching our goal of 2,000. Enrollment should continue to grow with quality remaining steady or improving. *MEASURES:* Our fund raising has exceeded expectations. Fund raising should meet and exceed Capital Campaign goal.

Outreach: The interdisciplinary Center for Small Towns of UMM (supported in part by a $217,000 three year grant from the Blandin Foundation) is only one of a host of outreach efforts, which heighten our service presence and visibility in the community and region. We are developing a leading service learning program, a strong presence in public radio and TV (we produce two popular television programs), work in local schools (e.g., TREC – Teaching Reading Enabling Children – program, etc.) *See Appendix I.*

Resources

We are seriously underfunded, in both endowment and annual operating funds, in comparison to comparable liberal arts colleges of the first rank. Among the members of the Council of Public Liberal Arts Colleges (of which UMM is a founding member), fund revenues for FY2000 ranged from $29,552,000 to $113,471,000 with UMM at $29,610,000 (FYE student population ranges in this group from 617 to 5,839). To fulfill its mission, UMM needs to increase substantially its resource base, both from public and private funds. To that end, we will:

- Meet and exceed our Capital Campaign goal, revised upward in 2000 from $2.5 million to $6 million. *MEASURE:* exceed Capital Campaign goal by raising at least $7.5 million by 6/03.
- Provide adequate instructional facilities. In 2000 we completed a new science building, and in 2002 we will open a 60,000 sq. ft. renovated old science facility. We seek legislative funding for an $8 million rehabilitation of our Social Science classroom and office space. This project is part of a new emphasis on preservation of UMM's Mall as a National Historic District. *MEASURE:* secure funding for Social Science building renovation.

- Seek through the Compact process increased University support for scholarships, faculty salaries, student/faculty research, and marketing efforts. *MEASURE:* negotiate successful University compact, one which provides increased resources for these key areas.

Recruit and Retain Outstanding Students and Faculty

UMM is unwavering in its core mission of bringing together inspiring faculty and remarkably capable students.

- We will grow modestly to 2000 students, while maintaining our very high admissions standards. *MEASURE:* over 1935 students by fall, 2002; we will continue to demonstrate the highest student satisfaction evaluations within the University of Minnesota. *See Appendix II for additional measures of student success and satisfaction.*

- Recognizing the importance of scholarships to recruit and retain excellent students, we will continue to develop a more robust scholarship program, emphasizing both entering and returning students. Also, we will create a Retention Task Force. *MEASURE:* add to the number of presidential scholarships; meet Capital Campaign goal of $2 million for recurring scholarships; create retention task force and implement their suggestions.

- UMM has successfully created a diverse student body: approximately 15 percent of our students are students of color; 8 percent are American Indians. We support a strong minority student program, an annual World Touch Cultural Heritage Week, the "Campus of Difference" program for all students at orientation, and a large range of events and organizations for students of color and GLBT students on campus. Our goal is to maintain the level of diversity on campus, to remain a leader in campus diversity within the state of Minnesota, and to try to increase the representation of traditionally less represented groups – e.g., Asian Americans, Hispanic Americans, etc. We also seek to improve the campus climate for students of color. *MEASURE:* show continued improvement on U-wide measures of student satisfaction by minority students; maintain or increase current proportion of students of color.

- Our biggest challenge to faculty recruitment and retention remains spousal employment. We will continue to work to develop and implement imaginative and productive solutions to this problem, especially in joint/shared academic appointments. *MEASURE:* add at least one new shared position each year.

- Although departing UMM faculty have not left their jobs primarily for higher salaries, that is commonly a secondary factor in faculty attrition. We need to develop a faculty salary plan which establishes some rational link to faculty salaries in the Twin Cities and at other top national competitive liberal arts colleges. *MEASURE:* the development, in the Office of the Vice Chancellor for Academic Affairs, of a UMM long range faculty salary plan to ensure competitive compensation.

- We have shown and will continue to show relentless efforts to develop and improve our academic programs. All first year students enroll in a required Freshman Seminar. All attend, with their families, an Opening Convocation. In recent years, we have added new majors in

Anthropology, Statistics, and Women's Studies. We have added three new faculty positions as part of the Freshman Seminar initiative of the University. We have added lab support personnel in the sciences. And we have converted temporary positions to tenure track. Our most important goal is now faculty resource support: there has been a dramatic lag in support funding for the college for over a decade. *MEASURE:* substantial increase (at least 5 percent) in academic support funding.

Communications

We need to articulate who and what we are as a college, tell the story of our accomplishments and the successes of our graduates, and improve our internal conversations to be more efficient, productive and humane.

- UMM will carefully define its range of constituencies, both internal and external, including students, faculty and staff on campus, the local and regional community, alumni, friends, legislators, central administrators, regents, etc.

- UMM will thoughtfully reexamine the nature of our communications and the most important messages we seek to share with each of those constituencies.

- We will devise and revise strategies for most effectively communicating the messages we need to send to those to whom we need to send them.

OVERALL MEASURE: eliminate duplication in communications; show a heightened morale and sense of participation on campus; successfully communicate UMM's unique history, mission and record to all appropriate constituencies. UMM is currently ranked by U.S. News as one of the "top five public national liberal arts colleges;" we will maintain and seek to improve that national ranking.

Clearly, these four top priority areas do not include all the college seeks to accomplish in the coming year. It is our aspiration, however, to make measurable progress in each of these key areas prior to fall 2002.

Further, it is important to note the deep and important ways in which these goals are indivisibly linked to each other. Higher visibility will result from better communications, and will improve recruitment and retention efforts and garner increased institutional resources. We believe that this plan presents a powerfully integrated agenda for advancing our college.

Appendix I

UMM...Serving our region

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

- Continuing Education and Summer Session classes for all ages
- Creative Study Institute for talented youth
- Summer Scholars program for high school students
- Summer workshops for teachers

UMM serves area communities while providing learning experiences for students.

- Girls' Circle, dedicated to enhancing self-esteem, openness, and positive growth in girls, grades 4-8.
- Campus Compact
  - Tree planting in Morris by first-year students during Orientation
  - Window washing, carving pumpkins, raking leaves by student athletes
  - Snow shoveling for seniors by student organizations
  - Presentations of opera vignettes to local schools and retirement facilities
- Center for Small Towns projects
  - Helping school districts
  - Strategic planning
  - Developing Web sites
- 300-400 students working in schools through teacher education programs each year
- After-school tutoring by French students for Morris elementary students
- Teaching Reading Enabling Children (TREC)
- Ambassadors for Cultural Exchange
- Science Sensations
- Voter registration on and off-campus

UMM is a willing and cooperative partner in city, county, and regional projects that will benefit the citizens of west central Minnesota.

- Partnership with the Morris Area School District, Stevens County, and the City of Morris to create the Regional Fitness Center, a center for recreation and fitness for west central Minnesota
- Media Services Productions
  - Prairie Yard and Garden on Pioneer Public Television
  - Minnesota: Rivers and Fields (collaboration between UMM Media Services and Minnesota Corn Growers Association, the Agricultural Research Institute, the West Central Research and Outreach Center, Pioneer Public Television)
  - Produce high school academic challenge program on Pioneer Public TV
- Research collaborations
  - USDA Soils Lab scientists with UMM faculty such as Gordon McIntosh (physics) and Dian Lopez (computer science)
  - Projects include City of Morris snow plow routes, the area's prairie waters, and deformed frog research
- Herman (MN) Iron Pour: a permanent iron sculpture is made and left in Herman every year
- Red Cross Bloodmobiles
- Holiday Food Drive for Stevens County Food Shelf/Trick or Can: in 2000, collected over a ton of food for the Food Shelf

UMM plays an important role in providing or hosting cultural and educational experiences for the citizens of west central Minnesota.

- Science programs for kids
  - Science Sensations: science demonstrations by science students for elementary school children

    - Science demonstrations at local supermarkets
    - Science demonstrations by science faculty
- Art-O-Rama: two-day art-filled weekend by Art Club with elementary kids
- Big Friend/Little Friend
- Children's theater production: about 3,000 (total) elementary kids attend 13 performances of the show each year
- Ice Cream and Lollipops: Children's Art from the Community exhibit
- Performing Arts Series and other music and theater offerings; gallery exhibits
    - Free residencies, workshops, and classroom visits by visiting Performing Arts Series artists and Convocations Series speakers
    - Bringing important artists/entertainers to this region, e.g., Maya Angelou
- Special exhibits: AIDS Memorial Quilt, Girls and Girlhood exhibit
- Art Club Holiday Sale
- Christmas Carol Concert and Jazz Fest open to community

UMM provides facilities, expertise and resources.

- Tiger Sharks/Morris Area Schools have use of the swimming pool
- Individual students coach local and area youth programs, and work for private and public sector organizations
- Physical Education Center is the site of area high school sports tournaments (volleyball/ basketball) and guest athletes like the Harlem Globetrotters
- Graduate/in-service professional development for educators
- Faculty experts/speakers, moderators
- Business incubator
    - Info-Link (Internet provider)
    - WC Environmental Consultants

Appendix II

University of Minnesota, Morris

Measures of Student Development and Campus Life

Who are UMM Students?

- Over 80 percent from Minnesota, with the remaining 20 percent from 29 other states and 8 countries
- 65 percent from rural communities
- 58 percent are women
- 16 percent are students of color. UMM leads all campuses of the University of Minnesota and all liberal arts colleges in Minnesota in the percent of students of color enrolled on campus.
- 94 percent are full-time students

From Fall 2000 UMM enrollment statistics. Student of color enrollment for other colleges from US News and World Report "America's Best Colleges, 2001."

Compared to the national average for students entering 4 year public colleges, UMM's freshmen are more likely to:

- be "A or A-" average high school students (71 percent vs. 31 percent)
- perform volunteer work and community service
- play a musical instrument
- discuss politics or religion
- visit an art gallery or museum
- read the editorial page
- spend time participating in student groups

From 1999 CIRP Freshman Survey, UCLA Higher Education Research Institute.

UMM student life includes:

- Residential life – over 90 percent of first year students live on campus
- First Year Seminars – all first year students participate in first year seminars
- Student involvement – named one of the "top 10 activist campuses" by *Mother Jones* magazine; UMM students make a difference on campus and beyond
- Civic engagement – 85 percent of UMM students voted in the 2000 presidential election
- A global perspective – one of three UMM graduates studied abroad

From 2000-01 University of Minnesota, Morris program statistics and Mother Jones magazine 1997.

Measures of Success and Student Satisfaction

In 1997 and again in 1999 the UM Twin Cities Office of Institutional Research and Reporting conducted University-wide surveys of the student experience. While results of satisfaction ratings covering academic programs, advising, services, facilities, and quality of student life were positive on all campuses, for UMM the results were especially gratifying. For undergraduates:

- UMM had the highest proportion of students who said they would "definitely enroll again on the same campus if they started over."
- UMM was first in overall student satisfaction with their university experience.
- UMM was first in rating overall quality of the academic program, quality of instruction, quality of courses in the major, and the amount of active learning.
- UMM was first in rating the instructor feedback, instructor availability, and instructor sensitivity to diversity.
- UMM was first in rating overall quality of advising as well as five of the six components of the advising system.
- UMM was first in time students spend studying.
- UMM was first in student attendance at campus artistic performances, concerts, or exhibits on campus. (UMM's 90 percent participation rate is 20-30 percent higher than other UM campuses.)
- UMM was first in student attendance at special talks, lectures, or panel discussions held on campus. (UMM's 77 percent participation rate compares to 71 percent at Crookston, 61 percent at Duluth, and 51 percent on the Twin Cities campus.)
- UMM was first in students hearing faculty talk about their research and first in students working with a faculty member on a research project.

- UMM was first in students participating in a club, organization or committee on campus. (UMM's 82.2 percent response rate is 20-30 percent higher than other UM campuses.)
- UMM was first in rating international aspects of classes and other campus activities.
- UMM was first in rating service provided by libraries, satisfaction with multicultural and diversity units, and satisfaction with career advising and job placement.
- Compared to students of color on other campuses, UMM students of color gave the highest ratings to overall satisfaction with the University, cultural diversity among the student body, and experiencing a sense of community.
- UMM students are most likely to have had a close friend on campus with a racial background different from their own. (UMM's 66 percent response rate is 10-30 percent higher than other UM campuses.)
- Students on the UMM and UMTC campuses are most likely to have worked together on a class assignment with a student whose racial/ethnic background was different from their own. (74 percent of students on each campus)
- UMM was highest in experiencing a sense of community.

From "University of Minnesota 1999 Student Experiences Survey," Darwin D. Hendel, Institutional Research and Reporting, University of Minnesota with additional analysis by Steve Granger. The full survey report is available on the UM Institutional Research and Reporting Webpage: http://www.irr.umn.edu/evpp/critmeas/stuexp99/

UMM Graduate Reactions and Outcomes

- In a composite study of graduates from 1964 to 1998, 89 percent of UMM graduates indicated satisfaction with their university experience.
- Graduates rate the ability to think independently, skill in relating to people, and developing close friendships as the most highly rated benefits of their college years.
- 47 percent of UMM graduates go on to graduate/professional school. Top areas of graduate and professional study for UMM alumni include law, chemistry, psychology, education, and medicine. The University of Minnesota, Twin Cities is the most frequent graduate/professional school of choice.
- The majority of UMM graduates work in Minnesota, 46 percent in greater Minnesota and 27 percent in the Twin Cities metro area.
- UMM graduates find employment at levels consistent with their educational qualifications. Over 85 percent are in professional, technical, and managerial positions.
- UMM graduates are active leaders in their communities and their professions – nine of ten graduates vote in elections, over half are involved in their communities, and nearly two-thirds are involved in professional associations and career activities.

From "A Follow-up Study of the Occupational Histories and Post-baccalaureate Education of University of Minnesota, Morris Graduates from 1964-1998," Gary L. Donovan, Career Center, University of Minnesota, Morris.

III. Institutional Priorities: Rochester

The University of Minnesota Rochester was substantially restructured, beginning in July 1999. Its mission, based on academic partnerships that have grown with other institutions in southeastern Minnesota over several decades, is to provide high-quality baccalaureate, professional, and graduate education and noncredit educational opportunities to Rochester, southeastern Minnesota, and, when appropriate, beyond the Minnesota border. To achieve this goal, UMR intends to increase credit and noncredit course production, to increase revenues, to build its relationships with Rochester business and community groups, and to enhance its collaboration with its higher education partners in Rochester.

Academic Excellence

Investing to Strengthen Academic Programs

- **High-priority disciplines**: There is an emphasis on programming in the disciplines of education, information technology, business, and health care delivery.
- **New degree programs**: A number of degree programs are currently under development and are at various stages of readiness for approval and implementation. The programs will be implemented in Rochester over the next several years.

Investments to Strengthen Interdisciplinary Initiatives

- The Assistant Director for Industrial Liaison for the Digital Technology Center initiative is based in Rochester to identify industry research needs and make connections with University resources.

Students

Investments to Strengthen the Undergraduate Experience

- **Credit enrollments**: Upper-division and graduate academic enrollments will be increased by the addition of at least five new degree programs by fall 2002. The goal is to increase credit-hour production 10 percent by fall 2002.
- **Noncredit enrollments**: Noncredit enrollments will be increased 25 percent by fall 2002, through rigorous recruitment in target industries, cooperative relationships among UCR partners, and a rigorous advertising campaign.
- **Student recruitment**: Potential students will be recruited by UMR. Strategies include working directly with employers to define academic program needs for the community.
- **Student scholarships:** Student scholarships and foundation accounts will be developed through a fundraising campaign. The focus will be on the creation of scholarships for nontraditional students in undergraduate and graduate programs and creating an initiative fund to support development of new academic programming.
- **Technology – Telepro Project:** Currently, the majority of courses are transmitted to UM Rochester rather than UMR serving as the origination site. Completion of the Telepro project in spring 2002 will position UM Rochester to become more actively involved in exporting

courses to other campuses, developing and expanding a research agenda on issues connected with distance learning, and simultaneously taking advantage of Rochester's workforce as a resource for adjunct faculty to the UMTC and other regions of the state.

- **Student data**: Student tracking systems will be improved to assure accurate data collection and credit attribution.

Measuring Results

- Eighty-three percent of courses offered during fall 2000 and seventy-two percent of spring 2001 courses were taught via ITV, Internet, and UNITE.
- Selected student demographic data are provided below.

Student Status and Age (Spring 2001)

	Age 18 - 22	Age 23 – 28	Age 29 – 34	Age 35 - 40	Age 41 - 46	Age 47 - 52	Age 53+
Undergraduate Male	1	6	5	2	4	5	2
Undergraduate Female	2	5	6	3	15	16	3
Graduate Male	0	33	19	7	10	10	2
Graduate Female	0	22	13	10	35	35	7
TOTAL	3	66	43	22	64	66	14

Student Status and Ethnicity (Spring 2001)

	Caucasian	African American	Asian	Native American	Hispanic	Unknown
Undergraduate Male	5	0	0	0	0	3
Undergraduate Female	2	0	0	0	1	9
Graduate Male	65	2	4	1	0	12
Graduate Female	98	1	3	1	1	8
TOTAL	170	3	7	2	2	32

- Enrollment Trends: The data below suggest positive trends for enrollment in credit courses. Credit hour production increased 334 percent from the 1999 – 2000 school year to the 2000 – 2001 school year. This trend suggests a growing level of student and community satisfaction.

Credit Courses

Credit Courses	Fall 1999	Fall 2000	% Increase
Headcount	Data not available	323	N/A
Credits Generated	1,065	1289	21%

Credit Courses	Spring 2000	Spring 2001	% Increase
Headcount	Data not available	* 328	N/A
Credits Generated	805	* 1218	51 %

Credit Courses	Fall 1999 Spring 2000	Fall 2000 Spring 2001	% Increase
Total Credits Generated	1870	* 2507	34%

- **Noncredit courses**: The growth trend for noncredit offerings is significant. UM Rochester strives to serve Rochester and the southeastern region of Minnesota. Special emphasis is placed on providing higher education opportunities that respond to business needs, often through providing noncredit workshops, courses, and seminars. This academic service also experienced substantial (60 percent) growth during the past year.

Advanced Level Noncredit Courses, Workshops, Seminars

Non-Credit Courses	Fall 1999	Fall 2000	% Increase
Headcount	145	195	34%

Non-Credit Courses	Spring 2000	Spring 2001	% Increase
Headcount	87	*381	338%

Non-Credit Courses	Fall 1999 Spring 2000	Fall 2000 Spring 2001	% Increase
Total Headcount	232	576	148%

*These numbers include students on the UMTC campus who took courses originating from UM Rochester as well as UNITE students in Rochester at the IBM and Mayo Clinic sites. Also, five students in the University of Minnesota Talented Youth Math Program (UMTYMP) were taught by a Rochester faculty member but are not reflected in these data.

Engagement: Access and Outreach

Expanding Access: Educational Programs

- The University's investment in UM Rochester supports, in a highly significant way, the extension of regional access to the University's learning, research, and outreach programs.
- **Distance learning**: One of UMR's high priorities is to take advantage of distance delivery of instruction to create learning experiences that enhance convenience, quality, and productivity of courses and programs.
- Plans will be developed for implementing a research agenda focusing on effectiveness of distributed learning modalities.
- A strategic plan will be developed to build upon the integration of distributed learning delivery systems among the UCR partners.

Expanding Outreach: Regional and Statewide Service and Community Engagement

- **Community support**: UM Rochester has the benefit of several community groups that provide ideas relating to potential credit and noncredit programming opportunities, foundation support, and long-range planning. A partial list includes:
  - **University of Minnesota Rochester Advisory Committee:** This committee is appointed by the UM Regents to advise on short range plans for program development, faculty recruitment, availability and use of adjunct faculty, estimates of costs and timetables for providing programming in Rochester, and to provide other assistance as requested.
  - **Greater Rochester Area University Center Advisory Board (GRAUC):** This group is comprised of leaders including a broad cross-section of the Rochester community representing health care, technology, communications, government, and nonprofit agencies. GRAUC is committed to the enhancement and expansion of quality higher education that meets the needs of all students in a dynamic, diverse, and growing region.
  - **GRAUC Technology Advisory Committee:** Committee members focus their attention on providing recommendations for the expansion of technological delivery of instruction for K-12, business, and medical service agencies in the community.
  - **Rochester Software Technology Development Committee:** The committee has representation from 34 high technology firms in the Rochester area. It is currently formed as an ad hoc group with the charge to identify "just in time training needs" for high tech companies and to demonstrate that the need is sufficient to recover financial costs for delivery of the noncredit programming.
  - **University Center Rochester Advisory Board:** The board is comprised of a cross-section of community leaders representing health care delivery, technology, business, and education. The board focuses on assisting all three University Center Rochester institutions to find resources that satisfy UCR partner needs.
  - **Rochester Math and Science Partnership Board:** The board is comprised of members from ten southeastern Minnesota school districts, Mayo, IBM Corporation, and UM Rochester. The role of the board is to establish and provide strategic direction and cooperation with member districts and partners; support continuous improvement dedicated to students achieving world-class standards in math, science, and technology; provide evaluative assistance; allocate resources; and encourage new members to join in the partnership.

- **Fundraising:** The strategy for fundraising is multifaceted. First, the UM Rochester Advisory Committee will be asked to serve as a consultative body on developing plans for cultivating additional funding. Second, the Rochester Area Alumni and Friends of the University of Minnesota (RAAFUM) will be encouraged to establish scholarships specifically for UM Rochester students. Third, the UM Foundation Office will be asked for guidance in seeking funding. Finally, local community groups will be invited to participate in fundraising initiatives.

Strengthening the University Community: Human Resources

Recruiting and Retaining a Diverse Faculty and Staff

- **New staff**: UM Rochester is staffed by 22 employees. All but three of these positions have been created and filled in the past year and a half. These positions include academic, student support, and administrative functions.

Enhancing Leadership and Managerial Effectiveness

- **Staff development**: A significant advantage enjoyed by a new institution such as UM Rochester is that it has the opportunity to build, from the ground up, a culture of excellence in service. Through the UM Center for Human Resource Development, the workshop series on customer service is being brought to Rochester. The UM Office of Equal Opportunity & Affirmative Action has also provided workshops on sexual harassment and diversity for the UM Rochester staff.

Institutional Efficiency and Excellence

Service Improvements

- **Test-site for PeopleSoft off-campus applications**: UM Rochester was a test site for distributing PeopleSoft to off-campus operations.
- The implementation of PeopleSoft in Rochester and the addition of a Student Services Coordinator have greatly improved service to students and staff since they can be advised, enrolled, and have their questions addressed locally.
- **Financial FormsNirvana**: UM Rochester is also fully utilizing Financial FormsNirvana.
- **Community awareness**: UM Rochester will increase awareness of its presence and resources through an information marketing campaign and a revised Web page.

Implications for 2002-2003 Planning and Initiatives

The goal of UM Rochester is to provide educational opportunities for Rochester and southeastern Minnesota. The primary challenges for realizing this goal are to: a) increase credit and noncredit production, and b) increase revenues. Initiatives to meet these challenges include:

- Further strengthening UM Rochester relationships with stakeholders – Rochester and southeastern Minnesota communities, advisory groups, for-profit and nonprofit organizations, and government leaders.

- Continue to identify regional educational needs and provide programming to satisfy those needs.
- Continue to develop additional degree programs that match community needs and desires.
- Initiate a major marketing campaign to inform the region about UM Rochester and motivate residents to pursue formal education at UM Rochester.
- Develop scholarship opportunities for UM Rochester students.
- Develop foundation accounts such that funds can be directed toward curricular development, educational and technological innovation, and recruitment of students and faculty.
- Identify potential sources of revenue to include technology and student services fees, new program tuition attribution, and external grant opportunities.

Appendix A

Internal and External Environmental Scan

The future direction of the University of Minnesota is as much guided by its discoveries in the areas of research, teaching, and outreach as it is by societal changes and innovation to which it must respond. Especially noteworthy are the following trends. These are followed by President Yudof's analysis of the implication of these trends.

Challenges to Academic Excellence

Fierce Competition for 'Top' Scholars. A world-class university is first, and foremost, known for the quality and reputation of its faculty and staff. It is individual people that develop the new educational programs, that make the breakthrough scientific discoveries, that push the new knowledge out to the broader community, and that work to create practical applications from basic research pursuits. As such, the competition for talent at universities is no different than the competition for talent at firms and corporations. Each year, the institutions with the most competitive compensation packages grow stronger by recruiting and retaining highly talented and productive people, while other institutions fall further behind.

The Increased Economic Value and Social Contribution of a Research University. If there is one element that always appears to be present in regional economic growth, it is the presence of a research university. Universities are an increasingly powerful force in the knowledge economy, both because "brains" are greater assets than ever before and because of a growing trend in which institutions of higher education are looked upon as generators of new business opportunities and licensable technology. If Minnesota wishes to thrive in a global economy, there are several key scientific and technological fields in which it must be prepared to compete. Among these key scientific fields are the medical, computer, and biological sciences, and the rapidly developing field of nanotechnology.

Challenges for Undergraduate, Graduate, and Professional Students

Heightened Competition for Undergraduate and Graduate Students. The competition for good students, nation-wide, is fierce. The best Minnesota students know they are highly sought after and have high expectations for the universities that they chose to attend. Students, as consumers of an increasingly expensive product, demand smaller classes, a sense of community, more access to the senior faculty, international opportunities, state of the art teaching laboratories, and access to cutting edge computer technology. Employers are also increasing their expectations for students coming out of higher education institutions. Regardless of the field, potential employers are demanding high skills and solid learning experiences. A university's success is as much tied to its ability to recruit and retain good students as it is to its ability to provide them with knowledge and skills that meet employer expectations.

A National Crisis in Health Professional Education. Major forces continue to reshape American health care, significantly affecting the ability of universities to offer high quality health professional education. Medical schools, both locally and nationally, have suffered from these broad forces. Cost saving measures by all health care payers have reduced patient care reimbursement rates and in the process eroded what has traditionally been a primary source of medical education funding. In addition to the funding problems in medical education, Minnesota is experiencing a critical shortage of healthcare professionals. The state is not training sufficient numbers of pharmacists, nurses, rural dentists, and medical technology specialists to both meet the increased demand and replace retiring practitioners. Unless action is taken soon, the state will not have sufficient healthcare service professionals to meet the needs of the state's current and aging population.

Challenges for Human Resources

Rising Cost of Health Care. Health insurance premiums nationwide, after a period of relatively modest price increases, are rising at an alarming rate. Private and public employers alike are facing the prospect of double-digit inflation every year for at least the next four years. Higher prices for prescription drugs, increased use of health care services by an aging population, Medicare cutbacks, and ever more costly technology are all leading to higher premiums. Despite the increased burden, recent surveys indicate that in order to attract and retain good workers, employers are increasingly reluctant to either pass a greater portion of costs on to employees or to reduce the scope of their benefits package.

Challenges for Community

Minnesota's Growing Diversity. The diversity of the state's population is increasing in both urban and rural settings, including increased racial/ethnic diversity and increases in both the elementary and secondary school populations, as well as the state's older population.

Rural Transition. Rural Minnesota is in the midst of a major economic and demographic transition. Farm consolidation, aging and declining populations, weak commodity prices, adequate healthcare, and small business survival are just some of the major issues faced by rural communities. While niche markets for specialty consumer products, advances in digital and biological technology, and an increased emphasis on workforce development have all resulted in new economic opportunities, a need exists for programs that can exploit these opportunities and promote the long-term vitality of rural communities.

Challenges for Service

Increasing Demand for Information Resources and Technology. Information is the lifeblood of a university. As agents for creating and transferring knowledge, faculty and students require rapid access to information, modern, well-maintained facilities, and the ability to communicate with scholars and professional communities around the world. These most basic teaching and research tools, however, do not come without a price. Nationwide, the costs of both traditional and electronic information resources are escalating at a rate far in excess of inflation. Expanded user expectations, rapid changes in telecommunication and information technology, exponential growth

of Internet usage, and a 160 percent growth in journal subscription costs have all led to the rising cost of supporting basic information infrastructure.

Improving Service and Accountability. We expect continued pressure for organizational change including greater integration and coordination of academic and fiscal planning; flattening the management structure and further decentralizing decision-making so that expenditure decisions are made closer to the point of service delivery; implementation of new informational and management systems; providing members of the community with a stronger sense of the relationship between performance and rewards and costs and benefits; and subjecting service units to constant scrutiny for efficiency, effectiveness, and proper incentives.

Future of Public Universities

Mark G. Yudof, University of Minnesota

President's Report to Board of Regents
May 11, 2001

Last weekend I attended a symposium called **"The Changing World of University Leadership and Governance,"** which was held in honor of Clark Kerr, the former President of the University of California System. This was a fitting tribute, because I think that California has been the state that has been closest to "getting it right" when it comes to public higher education. Kerr was a driving force behind UC's successful tiered system with a half dozen or so UC campuses consistently ranked among the best in the nation.

I spoke on the topic of "University Autonomy in the New Entrepreneurial Age," and, in thinking about that topic, a few ideas crystallized for me. And it is this heady matter, the future of public universities, that I wish to comment on today. My comments are addressed to national trends, but clearly have implications for Minnesota. This is not a specific recommendation, but I think we need to be candid about these trends with government leaders and think through carefully what we're doing.

First, some context and background about what I see to be driving the debate over public education and education funding across the country: the triumph of demography, the changing nature of business in the modern global economy, the regionalization of higher education within states, an ebbing of the perception of public higher education as a public good, and the tendency to treat all education programs as interchangeable.

Triumph of demography

The most recent census showed that the median age in the US is now 35.3 years old, the highest it has ever been, and that the most rapidly increasing age group has been the population between 45-to-54 years old, which grew by 49 percent over 10 years. At the same time, households with children continued to decline, from about 50 percent of households in 1960, to less than one-third in 2000. Aging populations, like all people, are often more concerned about services that directly affect them, where the internalized benefits are relatively obvious:

- Social security
- Healthcare
- Lower cost prescription drugs
- Nursing homes
- Protection from crime

Then there are the more nuanced public goods where the more generalized benefits must be explained, where the externalities to an aging population, as economists would say, need to be appreciated:

- K-12 and higher education
- Social services and welfare

Many seniors and near-senior citizens also are interested in maximizing disposable income and hence tax reductions. They vote in higher numbers, and it is easier for public officials to feel their pain. Young people's voices are muted by their low voting rates.

Accountability for public universities is critical; we are spending tax dollars and need to be good stewards, but the hydraulic of many legislative accountability plans sometimes is more reflective of the loss of public good status than a genuine impulse toward efficiency.

Global Enterprises

Even the business community, which relies on an educated workforce and the innovations of research, sometimes is less interested in public higher education today.

- They are increasingly more interested in a tax structure that enhances productivity and profit.
- Corporations are also less rooted in particular communities as mergers and buyouts bounce CEOs and leadership to new homes across the nation and the world and as facilities and employees are spread around the world.
- Executives are nationally recruited and often not products of the communities in which they live and work.
- There has been an emergence of business's own education institutions such as Motorola University, Dell University, or McDonald's more longstanding Hamburger U, which focus on corporate-specific workforce needs and reduce reliance on local higher education institutions.

Regionalization of States

The public flagship research universities view themselves, appropriately, as statewide institutions, and yet regionalization of higher education within a given state is alive and well (Florida, Washington, Minnesota, Wisconsin, Pennsylvania, and Texas, just to name a few).

- This is exacerbated by rural/urban conflicts.
- Community support for regional institutions translates into political support that keeps subsidies in place and undermines the "sink or swim" privatization model that I'll touch on in a moment.

In short, I see across America a gradual withering of the covenant or understanding that the work of public research universities is a public good. Hence the recent reports from the Kellogg Commission calling for a new covenant.

Privatization of Public Education

A call to a radio show on Minnesota Public Radio, where I was appearing as a guest, encapsulates well this "withering" trend. A man called in and he basically asked me the following (paraphrased):

> "How does the subsidy for higher education benefit me? Why should I support someone else who gets an education and gets a good job – who then might even leave the state? I'm all for research, but from what I hear, most of the money goes to help private industry. Why should I be charged for that?"

This is very similar to the question asked by the "wicked child" at the Passover Seder in Jewish households. The wicked child disassociates himself and excludes himself from the larger community. I will not answer this question at length before this audience, except to say that this is wrong, that higher education is a public good. It cultivates qualities of citizenship, engages in important research on technology and society, creates art and literature, spurs economic growth, maintains and enriches our exogenetic heritage, and helps people to lead fulfilling lives. Education benefits all of us, not just the student and faculty member. This is not a blind faith but reflects the extraordinary achievements of public higher education in this country over more than 200 years, a record that is the envy of the world.

The creeping loss of public good status may be a result of the knowledge revolution, which emphasizes entrepreneurship, dependence on private funds, relations with business, etc., but it also long predates Palm Pilots and dot coms, going back at least 20 years.

Some conservatives embrace the privatization model, attempting to create markets in public higher education: they advocate higher user fees (tuition), quality through competition among universities, and higher financial aid, roughly equivalent to income-adjusted vouchers.

- The University of Michigan is the oft-cited exemplar of this model. North Carolina and Penn State also appear to be moving in this direction.
- High access and low tuition have been traditions in Minnesota (and on this Board of Regents), but that's not reflected in how the state funds us.

Education: an Interchangeable Good?

On the other end of the spectrum, some liberals appear more concerned with democratic (vs. elite) education and ensuring broad access to two- and four-year institutions than in building flagship public research universities. The tendency is to view all education programs and courses as interchangeable, with no concern for qualitative differences. It is also to ignore the research component of the flagship universities.

Concerns about the Market Models

- What are the challenges posed by a market model? A market system relies on some providers going out of business if they are not competitive. It doesn't work that way if subsidies continue to public institutions that fail to attract enough student dollars.
- The model assumes a free national market that does not exist, e.g., $900 million California public/private investment in research, $1 billion in Michigan over 20 years. That is like making Minnesota farmers play by the market rules when France and Germany are subsidizing their farmers.
- Important aside: some see public universities as an economic engine – hence they need to regulate or guide them.
- There is no understanding of curiosity-driven research, which brought us the discovery of the double helix structure of the DNA molecule, among countless other discoveries and innovations.
- It is very hard to predict where the economy will go. This is why I tend toward focusing on broad clusters of research rather than specific, earmarked proposals.

Neurotic Strategies?

Those of us at flagship public universities could fairly be described as neurotic, if that's your description for repeated strategic behavior that has a dysfunctional outcome.

- Collectively, the public universities like to claim that we compete for faculty with the best of the privates, and in a meaningful sense we do. Yet the compensation gap between public and private universities grows annually (about $22,000 at the full professor level in the most recent survey).
- Governing boards, faculty, and administrators constantly press the case that their public university is falling behind in attracting and retaining faculty at competitive salaries. Yet elected leaders rarely perceive this as a race or competition that should cause concern. The relationship between programs and quality faculty is often overlooked.
- Indeed, lower salaries at very good publics are often viewed as evidence that you can do well without being competitive in compensation, that "good is good enough."
- Publics are not as selective as private institutions in admitting students and this affects graduation rates, as do the higher student-faculty ratios in the public sphere.

- Popular rankings of universities are often based on student selectivity and low student faculty ratio (in essence, expenditure per students). Bottom line: In *US News and World Report's* latest undergraduate rankings, only UC-Berkeley and the University of Virginia cracked the top 20 list.
- Government is often reactive to crises rather than proactive, and much of the public may not view public universities as in crisis – though governing boards, faculty, and administrators, who understand the numbers, do. Government often does not perceive the decline in status of public universities, not understanding the widening of the public/private divide.

Hard Choices

The future then portends a decline in excellence at most great publics or that they must move to a more mixed funding model.

- But high tuition hits middle class hard unless there is substantial financial aid.
- The mixed model erodes some public constituencies, particularly those that benefit from outreach activities that cannot be built into the tuition cost structure – it is hard to charge students for outreach activities. This is the reason why private institutions do less outreach and are less likely to perform functions of traditional land grant institutions.
- There exists a kind of purgatory for public universities outside California, Michigan and Virginia: moderate tuition, not enough public aid, and inability to compete with elite private universities. California is high public subsidy, low tuition. Virginia and Michigan enroll substantial numbers of non-residents as students and they pay very high tuition charges. (At the U of M, many of our non-resident students pay resident tuition rates because of our reciprocity agreements.)

I think that we are being forced into a new hybrid model by degrees, and we have to think about making deliberate and positive choices to avoid the gradual erosion of the great public institutions. If you have looked at the *Chronicle of Higher Education*, you have seen recent decisions at North Carolina and Iowa; higher tuition at Penn State.

As President, I have tried to be honest with this Board and to let the operations of this university be as transparent as they can be to the state policymakers who have so much to say about our future. I think that all of our cards are on the table, and without a change in public and governmental attitudes, the tradition of a first class public university will wither unless we rethink our strategies.

And I think that you as Regents know better than anyone else how hard we've pushed this legislative session. Short of skywriters and dropping leaflets from the air, we've all been out there lobbying for this year's request. Our colleges and units deserve a great deal of credit for their enthusiasm and support, and our friends and alumni have truly come through for us. With ten days left in the legislative session, we cannot become complacent and give up the gains we may have made. The Senate appropriation would allow us to maintain our momentum, with diminished aspirations. The House bill would not.

But we also have to look beyond current legislative issues to the difficult decisions that await us. All of us need to describe a long-term pathway that is feasible and achieves excellence. I trust that this board will make the right decisions, but the Regents, faculty, staff and administration will all be challenged to create a future we all believe in so deeply, but which our present funding structure does not appear to support.

# # #

Appendix B

University of Minnesota Criteria for Academic Program Investments and Reviews[1]

The University currently uses several related processes and techniques to perform program reviews. These processes encompass academic, financial, and management reviews at both the collegiate and departmental level, and for both academic and administrative units. All of our program reviews, regardless of focus, level, or type of unit, concentrate on one or more University review criteria. These criteria are:

Quality: Inevitably subjective, this measure includes the quality of the faculty in teaching, research, and service as reflected in peer national ratings, publications, outside funding, the quality of students and staff, library collections, and other indices. Consideration of diversity in our programs, in our hiring, and in our student recruitment must be included in judging quality. Administrative units are often evaluated on their quality of service.

Centrality: Each program should be evaluated in terms of its contribution to the mission of the University of Minnesota. Centrality of research, instruction, and service represents a program's contribution to a coherent whole which helps to sustain and stimulate related work elsewhere in the University. With respect to instruction, centrality also addresses the degree to which a program is an essential component of a challenging education that taken as a whole is intended at the undergraduate level to communicate an understanding of the major ideas and achievements of humankind and a sense of the values of different cultures and ages; at the graduate and professional levels, centrality in instructional programs extends this commitment beyond communicating the major ideas and achievements of humankind, to an expansion and deepening of knowledge, to furthering its utilization for society's welfare, and to preparing students for advanced fields of leadership and practice.

Comparative Advantage: The uniqueness of academic resources of programs in the context of higher education is an important aspect of evaluation, especially within the state and larger regional context. What are the unique characteristics of each program that make it particularly appropriate to this University? It is not sufficient that programs meet an important local or national need, or that they be unique within the state. Many important programs can and should be the responsibility of others, in Minnesota or elsewhere. What is the rationale for the program in the context of the mission and resources of the University of Minnesota? Does this program maintain and strengthen critically important areas of the University?

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[1] These criteria have been used in University-wide planning efforts since the mid-1980s. See, for example, "A Strategy for Focus: Guidelines to the College," Office of the Provost, November 1986; subsequently modified in October 1990 as part of the "Strategy to Improve the Quality of the University, 1991-96," and further revised and expanded by the Office of the Executive Vice President and Provost in summer 2000, and discussed with the Educational Planning and Policy Committee at its November 8, 2001 meeting.

Demand: The level and direction of change in demand for each program in both the short and long term will be considered. Other indicators to consider include number of applications, proportion and quality of acceptances, number of enrolled students, degrees awarded, services performed in support of other programs, and instruction of students or research undertaken for the solution of pressing problems of society.

Efficiency and Effectiveness: Because aspirations are always limited by the resources available, programs must be continually examined to see if more economical or more efficient ways are possible to accomplish the same ends. Yet, cost alone (e.g., the full-year equivalent costs) must not govern the decision; the effectiveness or impact of the program must also be weighed. When taken together, efficiency and effectiveness provide an important measure of whether funds are being put to their best use.

Growth and Leveraging Resources: Program review requires evaluation of priorities, and related, internal shifts of resources to areas of higher priority from areas of lesser priority. Resources needed to support academic research, education and outreach are derived from a wide range of public and private sources. An important component of new and current program evaluation is the potential to leverage existing resources and to expand new resources.

Appendix C: University of Minnesota Data Trends by Campus

The schedules in this appendix provide basic 10-year data trends for each University campus and also for the total University. The schedules are developed and maintained by the Office of Institutional Research and Reporting (IRR). The source of the data is shown in the table below. Questions about the information in the schedules should be addressed to Peter Zetterberg.

Data Sources		
Data Elements	**Source**	**Notes**
Head Count Enrollment	Official Fall Enrollment Reports	
Full-Year Equivalent (FYE) Enrollment	IRR database	
Degrees Granted	IRR database	
Retention and Graduation Rates	IRR database	
Faculty and Staff Counts	IRR database	Annual end-of-October counts from payroll. Faculty holding administrative appointments (e.g., the president) are classified and counted as administrative staff. Faculty and staff on unpaid leave are not included.
Assignable Square Footage	Facilities Management Space database	
Expenditures	CUFS Reporting Database (CUFSRDB)	data is for "period 14"
Voluntary Support	University of Minnesota Foundation Reports	
Grants and Contracts	Sponsored Projects Administration Reports	
Carry Forward: Non-Sponsored	Budget and Finance reports	

UNIVERSITY OF MINNESOTA **University Total** **Basic Data Series: 10 Year Trends** **UTOTAL**

Fiscal Year	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Total Headcount Students (Fall)	48,994	48,524	47,647	48,091	48,690	49,184	51,835	58,196	59,185	60,433
Undergraduate	34,209	33,635	32,803	33,306	33,451	33,972	35,937	37,233	37,719	38,847
Graduate	9,756	9,868	9,808	9,588	9,595	9,507	9,814	10,074	10,528	10,761
Professional	2,377	2,548	2,520	2,612	2,666	2,669	2,709	2,689	2,733	2,739
Unclassified	2,652	2,473	2,516	2,585	2,978	3,036	3,375	8,200	8,205	8,086
New Freshmen (NHS)	5,705	6,079	6,057	6,848	6,914	7,014	7,787	8,015	7,897	8,246
Total Headcount Students by Ethnicity (%)										
American Indian	0.8%	0.9%	0.9%	1.0%	1.0%	1.0%	1.0%	1.0%	0.8%	0.9%
Asian/Pacific Islander	4.5%	5.0%	5.3%	5.6%	5.8%	5.8%	5.7%	5.5%	5.6%	5.8%
African American	2.1%	2.3%	2.5%	2.6%	2.5%	2.6%	2.8%	2.9%	2.9%	3.0%
Chicano/Hispanic	1.3%	1.4%	1.4%	1.5%	1.5%	1.6%	1.7%	1.6%	1.5%	1.6%
International	5.9%	5.9%	5.7%	5.5%	5.5%	5.5%	5.6%	5.5%	5.9%	6.4%
Caucasian	81.3%	82.3%	81.5%	81.4%	81.3%	80.6%	80.6%	77.9%	77.0%	76.1%
Not Reported	4.1%	2.2%	2.6%	2.4%	2.3%	2.8%	2.7%	5.6%	6.3%	6.3%
Total Headcount Students by Gender (%)										
Female	47.9%	48.2%	48.8%	49.5%	50.4%	50.7%	51.4%	52.0%	52.2%	51.7%
Male	52.1%	51.8%	51.2%	50.5%	49.6%	49.3%	48.6%	46.9%	46.6%	46.5%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.1%	1.2%	1.7%
Total Headcount Students by Residency (%)										
Resident	75.0%	74.0%	72.8%	71.9%	71.7%	71.1%	71.2%	72.5%	74.8%	74.4%
Non-resident	25.0%	26.0%	27.2%	28.1%	28.3%	28.9%	28.8%	27.5%	25.2%	25.6%
Total FYE Students	52,931	52,318	52,099	52,668	51,879	50,793	52,437	50,918	53,548	
Lower Division	18,620	18,242	18,006	18,866	18,692	18,061	18,967	19,858	18,695	
Upper Division	19,274	18,847	18,359	18,914	19,004	18,717	19,024	16,809	19,280	
Graduate & Professional	15,037	15,229	15,734	14,888	14,183	14,015	14,446	14,251	15,573	
Total Degrees Awarded	10,274	10,242	10,321	10,755	10,504	10,733	11,062	10,991	10,330	
Undergraduate Degrees	6,711	6,551	6,514	6,584	6,482	6,700	6,988	6,633	6,477	
Masters Degrees	2,346	2,350	2,439	2,722	2,623	2,595	2,743	3,046	2,547	
Doctoral and 1st Prof Degrees	1,217	1,341	1,368	1,449	1,399	1,438	1,331	1,312	1,306	
Retention Rates (for Freshmen Admitted One or Two Years Earlier)										
First Year Retention	na	Retention rates are only calculated for each University campus.					na	na		
Second Year Retention	na						na	na		
Graduation Rates (for Freshmen Admitted Four or Five Years Ea	Graduation rates are only calculated for each University campus.									
Four-Year Graduation Rate	na						na	na		
Five-Year Graduation Rate	na						na	na		

Fiscal Year	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Total FTE Employees	16,484	15,851	15,327	15,837	14,186	14,153	14,132	15,321	16,198	16,653
Civil Service	10,890	10,519	10,161	10,282	8,318	8,249	8,009	8,758	9,196	9,380
Administrative	803	813	817	912	997	1,054	1,138	1,281	1,402	1,565
Tenured/Tenure Track Faculty	2,876	2,793	2,703	2,679	2,682	2,518	2,554	2,625	2,677	2,698
Other Faculty	427	353	334	406	467	520	618	633	696	716
Professional	1,488	1,373	1,313	1,557	1,722	1,812	1,813	2,024	2,228	2,294
Total Head Count Employees	18,234	17,516	16,936	17,570	15,249	15,290	16,062	16,602	17,416	17,881
Civil Service	12,212	11,833	11,449	11,621	8,884	8,765	9,152	9,372	9,698	9,901
Administrative	817	823	831	933	1,023	1,084	1,175	1,315	1,449	1,613
Tenured/Tenure Track Faculty	2,883	2,799	2,710	2,686	2,689	2,526	2,566	2,637	2,689	2,711
Other Faculty	619	515	486	586	659	761	885	882	939	968
Professional	1,703	1,546	1,460	1,744	1,994	2,154	2,284	2,396	2,641	2,688
Employees of Color (% Tot HC)	7.0%	7.2%	7.4%	8.1%	7.8%	8.5%	9.0%	9.5%	9.4%	10.2%
Civil Service	7.5%	7.8%	8.0%	8.8%	8.4%	9.4%	9.9%	10.3%	10.3%	11.1%
Administrative	6.6%	7.0%	7.0%	7.3%	7.5%	6.9%	7.3%	7.5%	7.6%	8.0%
Tenured/Tenure Track Faculty	6.5%	6.3%	6.2%	7.0%	7.3%	7.5%	8.6%	9.3%	9.6%	11.3%
Other Faculty	4.9%	5.3%	5.5%	5.7%	5.6%	6.6%	7.2%	7.3%	6.5%	7.6%
Professional	5.4%	5.2%	5.3%	6.4%	6.9%	7.5%	7.9%	8.3%	8.0%	8.4%
Assignable Square Footage	na	na	na	na	na	20,950,783	na	21,147,393		
Office/Conference	na	na	na	na	na	3,405,145	na	3,602,304		
Classroom/Laboratory	na	na	na	na	na	3,205,971	na	3,399,405		
All Other Space	na	na	na	na	na	14,339,667	na	14,145,778		
Expenditures by Fund Source	$1,527,318,032	$1,573,717,987	$1,684,882,591	$1,676,608,988	$1,621,973,353	$1,578,190,802	$1,746,461,153	$1,762,034,966	$1,855,469,576	
State O&M Appropriation & Tuition	$551,866,090	$547,755,403	$587,180,565	$616,992,699	$613,249,993	$671,664,913	$723,050,701	$749,133,768	$806,480,612	
Indirect Cost Recovery	$28,456,246	$35,541,944	$36,602,989	$40,274,259	$47,742,840	$48,937,667	$53,237,370	$51,293,612	$57,429,216	
Central Reserves	$15,549,595	$17,639,641	$9,710,672	$0	$129,872	-$860,686	$22,187,284	$748,623	$22,345	
Auxiliaries & ISOs	$114,223,355	$121,381,937	$130,924,907	$137,506,852	$138,763,321	$158,212,643	$168,680,602	$149,686,516	$168,522,204	
Other Current Unrestricted Funds	$356,348,188	$360,878,385	$383,825,120	$343,935,958	$268,095,008	$178,064,046	$191,664,709	$182,542,838	$144,702,136	
Federal Appr; Grants & Contracts	$202,692,104	$206,112,965	$215,290,951	$208,330,742	$210,005,711	$234,821,144	$227,151,969	$255,050,470	$269,937,173	
State Special Appropriations	$82,375,559	$78,582,543	$86,441,766	$88,148,115	$83,233,238	$67,963,904	$71,799,114	$80,589,304	$80,229,928	
State of MN Grants & Contracts	$29,740,120	$33,243,557	$34,204,210	$39,124,035	$40,823,178	$45,018,507	$53,681,806	$50,902,675	$58,003,086	
Other Current Restricted Funds	$146,066,775	$172,581,612	$200,701,411	$202,296,328	$219,930,193	$174,368,664	$235,007,596	$242,087,161	$270,142,875	

Fiscal Year	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Expenditures by Function	$1,527,318,032	$1,573,717,987	$1,684,882,591	$1,676,608,988	$1,621,973,353	$1,578,190,802	$1,746,461,153	$1,762,034,966	$1,855,469,576	
Instruction	$386,151,282	$366,776,915	$391,581,853	$391,431,686	$405,012,629	$449,584,480	$453,464,033	$465,698,809	$486,845,635	
Research	$278,327,794	$294,188,590	$311,415,546	$307,192,291	$312,578,480	$288,358,693	$345,991,023	$374,022,944	$420,108,080	
Public Service	$86,278,479	$83,180,212	$98,606,028	$104,918,379	$113,475,929	$148,301,519	$147,476,961	$162,330,560	$154,383,460	
Academic Support	$120,380,506	$135,115,837	$149,402,244	$164,933,019	$170,552,277	$193,947,162	$211,290,896	$209,387,577	$218,895,803	
Student Services	$43,628,234	$46,021,154	$48,115,964	$50,933,361	$50,315,529	$55,234,142	$63,907,237	$60,572,659	$64,960,594	
Student Financial Aid	$61,382,697	$64,024,102	$68,522,943	$75,353,363	$76,963,589	$85,905,215	$93,330,089	$96,052,129	$104,192,797	
Institutional Support	$48,268,204	$75,801,796	$101,946,627	$65,065,858	$81,663,312	$104,641,378	$153,294,343	$139,756,655	$138,123,660	
Plant	$86,173,813	$89,820,588	$93,297,662	$98,695,447	$105,778,971	$107,772,819	$150,177,327	$116,188,781	$126,672,477	
Other	$416,727,023	$418,788,793	$421,993,724	$418,085,584	$305,632,638	$144,445,392	$127,529,244	$138,024,852	$141,287,070	
Grant & Contract Proposals										
Dollars	$644,688,598	$683,448,386	$778,126,439	$687,005,635	$698,141,971	$823,163,777	$904,403,036	$1,130,359,318	$1,406,744,859	
Number of Proposals	4,049	4,344	4,302	4,192	3,929	4,055	4,072	4,114	4,668	
Grant & Contract Awards										
Dollars	$263,605,563	$250,588,544	$409,507,175	$347,700,615	$343,342,117	$350,057,035	$364,949,305	$455,199,209	$498,435,171	
Number of Awards	3,005	2,795	3,877	3,171	2,862	2,953	3,148	3,043	3,180	
Voluntary Support										
Gift Production	na	na	$76,841,687	$74,924,135	$107,066,368	$130,400,075	$130,077,141	$216,047,915	$210,824,198	
Gifts Receipted	na	na	$72,495,548	$72,031,608	$71,159,684	$88,743,029	$94,279,696	$126,325,815	$136,731,504	
Carry Forward (Non-Sponsored)	na	$267,734,586	$269,824,045	$317,444,284	$321,146,447	$367,166,912	$408,488,308	$462,877,410		

UNIVERSITY OF MINNESOTA **Twin Cities Campus** **Basic Data Series: 10 Year Trends** **UMNTC**

Note: All data in this report for the Twin Cities campus includes the School of Medicine at Duluth, which is administered as part of the Twin Cities campus.

Fiscal Year	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Total Headcount Students (Fall)	38,148	37,676	36,829	37,126	37,183	37,786	39,765	45,511	45,615	46,734
Undergraduate	24,352	23,876	23,238	23,715	23,689	24,292	25,903	26,972	26,972	27,699
Graduate	9,403	9,512	9,430	9,225	9,261	9,219	9,462	9,639	10,051	10,298
Professional	2,377	2,548	2,520	2,612	2,666	2,669	2,709	2,689	2,733	2,739
Unclassified	2,016	1,740	1,641	1,574	1,567	1,606	1,691	6,211	5,859	5,998
New Freshmen (NHS)	3,264	3,524	3,645	4,359	4,279	4,526	5,166	5,195	4,957	5,344
Total Headcount Students by Ethnicity (%)										
American Indian	0.7%	0.7%	0.7%	0.7%	0.7%	0.8%	0.7%	0.7%	0.6%	0.7%
Asian/Pacific Islander	5.2%	5.8%	6.3%	6.6%	6.9%	6.9%	6.8%	6.5%	6.6%	6.9%
African American	2.4%	2.7%	2.8%	2.9%	2.8%	3.0%	3.1%	3.3%	3.3%	3.4%
Chicano/Hispanic	1.4%	1.5%	1.6%	1.6%	1.7%	1.8%	1.9%	1.8%	1.7%	1.7%
International	7.0%	7.1%	6.9%	6.6%	6.8%	6.8%	6.8%	6.5%	7.1%	7.8%
Caucasian	78.3%	79.7%	78.7%	78.8%	78.4%	77.9%	77.7%	74.9%	74.3%	73.1%
Not Reported	5.0%	2.5%	3.1%	2.7%	2.7%	2.8%	3.0%	6.3%	6.4%	6.3%
Total Headcount Students by Gender (%)										
Female	47.4%	47.8%	48.5%	49.3%	50.0%	50.4%	51.1%	51.8%	52.0%	51.6%
Male	52.6%	52.2%	51.5%	50.7%	50.0%	49.6%	48.9%	47.0%	46.5%	46.7%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.3%	1.5%	1.8%
Total Headcount Students by Residency (%)										
Resident	71.6%	70.9%	69.6%	68.7%	67.9%	67.3%	67.6%	69.3%	71.7%	71.1%
Non-resident	28.4%	29.1%	30.4%	31.3%	32.1%	32.7%	32.4%	30.7%	28.3%	28.9%
Total FYE Students	43,460	42,825	42,729	43,187	42,392	41,289	41,891	40,465	41,741	
Lower Division	12,899	12,545	12,487	13,260	13,061	12,478	12,894	13,258	12,308	
Upper Division	15,844	15,348	14,835	15,322	15,429	15,073	14,884	13,330	14,362	
Graduate & Professional	14,717	14,932	15,407	14,605	13,902	13,738	14,113	13,877	15,071	
Total Degrees Awarded	8,918	8,787	8,804	8,876	8,747	8,857	9,019	9,090	8,451	
Undergraduate Degrees	5,481	5,221	5,165	4,897	4,890	4,978	5,132	4,922	4,804	
Masters Degrees	2,220	2,225	2,271	2,530	2,458	2,441	2,556	2,856	2,341	
Doctoral and 1st Prof Degrees	1,217	1,341	1,368	1,449	1,399	1,438	1,331	1,312	1,306	
Retention Rates (for Freshmen Admitted One or Two Years Earlier)										
First Year Retention	78.6%	79.9%	80.3%	82.0%	81.9%	84.5%	82.4%	83.2%		
Second Year Retention	na	67.1%	69.9%	69.9%	71.0%	73.6%	73.0%	70.9%		
Graduation Rates (for Freshmen Admitted Four or Five Years Earlier)										
Four-Year Graduation Rate	na	na	na	15.2%	17.9%	18.3%	24.0%	26.0%		
Five-Year Graduation Rate	na	na	na	na	36.6%	40.3%	43.0%	44.5%		

UNIVERSITY OF MINNESOTA **Twin Cities Campus** **Basic Data Series: 10 Year Trends** **UMNTC**

Note: All data in this report for the Twin Cities campus includes the School of Medicine at Duluth, which is administered as part of the Twin Cities campus.

Fiscal Year	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Total FTE Employees	14,926	14,395	13,909	14,371	12,627	12,597	12,579	13,567	14,330	14,735
Civil Service	10,034	9,702	9,364	9,498	7,488	7,416	7,232	7,843	8,212	8,398
Administrative	689	710	714	802	875	923	996	1,129	1,236	1,392
Tenured/Tenure Track Faculty	2,458	2,404	2,325	2,293	2,284	2,140	2,180	2,235	2,263	2,288
Other Faculty	364	296	271	320	371	415	472	485	530	536
Professional	1,381	1,282	1,234	1,458	1,609	1,704	1,699	1,875	2,088	2,121
Total Head Count Employees	16,581	15,976	15,432	15,998	13,551	13,594	14,226	14,667	15,379	15,800
Civil Service	11,292	10,954	10,595	10,775	7,980	7,860	8,200	8,384	8,640	8,843
Administrative	702	720	728	822	899	951	1,030	1,160	1,279	1,436
Tenured/Tenure Track Faculty	2,465	2,409	2,331	2,299	2,290	2,147	2,191	2,246	2,275	2,300
Other Faculty	550	455	410	480	534	615	684	668	713	729
Professional	1,572	1,438	1,368	1,622	1,848	2,021	2,121	2,209	2,472	2,492
Employees of Color (% Tot HC)	7.6%	7.7%	7.9%	8.7%	8.5%	9.3%	9.9%	10.5%	10.4%	10.8%
Civil Service	8.1%	8.3%	8.6%	9.4%	9.2%	10.4%	10.9%	11.4%	11.4%	12.0%
Administrative	6.8%	7.4%	7.4%	7.5%	7.6%	6.8%	7.5%	7.9%	8.1%	7.9%
Tenured/Tenure Track Faculty	7.1%	6.8%	6.8%	7.7%	8.0%	8.3%	9.4%	10.4%	10.8%	11.4%
Other Faculty	5.5%	5.7%	6.1%	6.3%	6.2%	7.6%	8.8%	9.1%	7.9%	8.0%
Professional	5.7%	5.4%	5.5%	6.5%	7.0%	7.7%	8.2%	8.6%	8.2%	8.7%
Assignable Square Footage	na	na	na	na	na	18,743,984	na	18,878,468		
Office/Conference	na	na	na	na	na	3,084,186	na	3,284,938		
Classroom/Laboratory	na	na	na	na	na	2,731,552	na	2,990,040		
All Other Space	na	na	na	na	na	12,928,246	na	12,603,575		
Expenditures by Fund Source	$1,408,076,975	$1,453,940,596	$1,561,601,729	$1,547,884,290	$1,489,807,569	$1,438,231,770	$1,590,708,202	$1,597,003,938	1,677,387,216	
State O&M Appropriation & Tuition	$483,793,899	$481,304,104	$517,409,689	$544,070,393	$537,095,194	$592,618,176	$632,451,729	$653,310,764	$702,638,956	
Indirect Cost Recovery	$28,042,757	$35,053,532	$35,833,673	$39,677,735	$47,054,670	$47,958,009	$52,372,162	$49,945,229	$56,040,972	
Central Reserves	$14,542,330	$16,533,910	$9,161,996	$0	$129,872	-$860,686	$22,187,284	$748,623	$22,345	
Auxiliaries & ISOs	$90,695,416	$98,951,072	$108,314,944	$113,350,877	$115,077,806	$131,966,422	$143,481,442	$121,323,400	$139,449,767	
Other Current Unrestricted Funds	$353,114,148	$357,117,179	$380,362,852	$339,816,141	$264,082,962	$173,497,350	$185,790,422	$175,934,245	$137,039,368	
Federal Appr; Grants & Contracts	$192,258,468	$196,608,331	$206,224,155	$200,511,449	$201,336,920	$224,592,732	$216,583,319	$244,847,705	$258,244,559	
State Special Appropriations	$79,214,961	$75,059,705	$83,080,940	$84,544,766	$79,672,097	$64,220,428	$68,445,538	$76,554,412	$75,640,326	
State of MN Grants & Contracts	$26,047,890	$26,494,914	$27,685,292	$31,717,421	$32,635,706	$36,958,572	$42,746,024	$40,970,248	$46,703,731	
Other Current Restricted Funds	$140,367,106	$166,817,850	$193,528,188	$194,195,509	$212,722,342	$167,280,768	$226,650,281	$233,369,312	$261,607,193	

Note: All data in this report for the Twin Cities campus includes the School of Medicine at Duluth, which is administered as part of the Twin Cities campus.

Fiscal Year	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Expenditures by Function	$1,408,076,975	$1,453,940,596	$1,561,601,729	$1,547,884,290	$1,489,807,569	$1,438,231,770	$1,590,708,202	$1,597,003,938	$1,677,387,216	
Instruction	$351,687,950	$333,637,212	$356,080,333	$355,152,458	$367,087,626	$410,545,954	$408,968,017	$418,646,909	$436,873,179	
Research	$268,974,750	$284,407,204	$301,013,164	$296,672,484	$301,307,830	$277,580,918	$333,195,342	$360,628,146	$406,463,380	
Public Service	$83,902,789	$80,976,255	$95,596,673	$102,194,165	$110,970,548	$144,515,168	$143,118,779	$157,890,281	$148,994,299	
Academic Support	$108,810,232	$124,669,550	$137,789,654	$153,419,404	$159,444,059	$182,191,232	$196,538,803	$192,742,504	$201,193,317	
Student Services	$36,094,228	$36,954,961	$40,037,043	$42,219,827	$41,647,932	$45,904,748	$53,789,266	$50,045,801	$53,549,815	
Student Financial Aid	$51,115,537	$52,639,480	$56,606,049	$61,985,072	$62,454,858	$69,662,191	$74,702,556	$78,641,175	$85,057,216	
Institutional Support	$40,800,009	$69,450,262	$95,066,795	$57,771,968	$73,184,309	$96,205,738	$144,352,578	$129,390,156	$126,061,774	
Plant	$73,763,341	$78,214,117	$81,294,524	$86,287,223	$93,202,717	$95,690,607	$136,283,399	$102,334,830	$110,475,207	
Other	$392,928,137	$392,991,557	$398,117,493	$392,181,689	$280,507,688	$115,935,214	$99,759,462	$106,684,135	$108,719,029	
Grant & Contract Proposals										
Dollars	$624,469,798	$652,555,986	$750,304,668	$653,820,962	$675,445,098	$802,368,688	$882,887,082	$1,125,517,250	$1,369,006,864	
Number of Proposals	3,853	4,085	4,056	3,929	3,691	3,807	3,844	4,080	4,441	
Grant & Contract Awards										
Dollars	$256,205,939	$243,770,509	$400,531,168	$337,299,981	$335,082,539	$338,722,671	$355,805,076	$441,296,259	$486,410,900	
Number of Awards	2,837	2,650	3,719	2,993	2,697	2,787	2,990	3,014	3,009	
Voluntary Support										
Gift Production	na	na	$91,931,656	$91,571,446	$139,419,269	$126,240,032	$125,394,684	$198,517,462	$204,490,636	
Gifts Receipted	na	na	$86,033,885	$89,744,090	$84,567,994	$85,577,196	$90,478,070	$121,668,665	$132,373,596	
Carry Forward (Non-Sponsored)	na	$249,861,949	$253,718,180	$299,860,004	$324,635,823	$345,753,949	$359,308,118	$392,474,353		

UNIVERSITY OF MINNESOTA **Crookston Campus** **Basic Data Series: 10 Year Trends** **UMNCR**

Fiscal Year	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Total Headcount Students (Fall)	1,352	1,457	1,557	1,729	2,201	2,219	2,492	2,464	2,775	2,529
Undergraduate	799	821	790	841	886	887	913	1,003	1,180	1,154
Graduate	0	0	0	0	0	0	0	0	0	0
Professional	0	0	0	0	0	0	0	0	0	0
Unclassified	553	636	767	888	1,315	1,332	1,579	1,461	1,595	1,375
New Freshmen (NHS)	299	310	273	293	291	261	256	307	336	269
Total Headcount Students by Ethnicity (%)										
American Indian	0.6%	0.3%	0.8%	1.4%	1.7%	1.8%	1.3%	1.2%	0.8%	0.7%
Asian/Pacific Islander	0.4%	0.6%	0.8%	0.6%	0.7%	0.6%	0.7%	0.8%	0.9%	1.3%
African American	0.4%	0.2%	0.8%	1.0%	0.8%	0.6%	0.8%	1.2%	1.4%	1.2%
Chicano/Hispanic	2.4%	1.6%	1.3%	1.6%	1.1%	0.8%	1.2%	1.3%	0.9%	0.8%
International	3.0%	2.9%	2.4%	2.1%	1.3%	1.1%	1.3%	1.2%	1.3%	1.3%
Caucasian	93.0%	94.3%	93.6%	93.1%	94.1%	89.8%	93.2%	91.4%	77.4%	75.8%
Not Reported	0.1%	0.1%	0.2%	0.1%	0.2%	5.3%	1.4%	3.0%	17.3%	18.9%
Total Headcount Students by Gender (%)										
Female	52.1%	52.6%	56.5%	58.1%	56.6%	56.2%	55.4%	54.4%	53.7%	50.9%
Male	47.9%	47.4%	43.5%	41.9%	43.4%	43.8%	44.6%	45.2%	45.5%	41.1%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%	0.8%	8.0%
Total Headcount Students by Residency (%)										
Resident	70.5%	63.8%	61.8%	62.0%	71.5%	71.2%	71.1%	71.4%	76.1%	77.4%
Non-resident	29.5%	36.2%	38.2%	38.0%	28.5%	28.8%	28.9%	28.6%	23.9%	22.6%
Total FYE Students	926	1,035	1,043	1,177	1,241	1,273	1,341	1,334	1,639	
Lower Division	909	910	849	952	987	982	1,042	981	1,202	
Upper Division	17	125	194	225	254	291	299	353	437	
Graduate & Professional	0	0	0	0	0	0	0	0	0	
Total Degrees Awarded	142	121	135	122	137	191	216	153	194	
Undergraduate Degrees	142	121	135	122	137	191	216	153	194	
Masters Degrees	0	0	0	0	0	0	0	0	0	
Doctoral and 1st Prof Degrees	0	0	0	0	0	0	0	0	0	
Retention Rates (for Freshmen Admitted One or Two Years Earlier)										
First Year Retention	na	58.0%	65.0%	53.7%	62.7%	65.4%	64.9%	63.8%		
Second Year Retention	na	na	46.0%	54.1%	41.7%	50.9%	52.8%	49.1%		
Graduation Rates (for Freshmen Admitted Four or Five Years Earlier)										
Four-Year Graduation Rate	na	na	na	na	17.0%	29.2%	23.9%	19.3%		
Five-Year Graduation Rate	na	na	na	na	na	28.0%	40.0%	32.8%		

Fiscal Year	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Total FTE Employees	177	153	147	161	179	182	166	201	210	252
Civil Service	88	84	83	77	86	84	70	84	102	106
Administrative	23	18	18	23	26	33	36	39	38	40
Tenured/Tenure Track Faculty	53	38	35	35	32	30	32	33	40	42
Other Faculty	1	1	1	1	2	11	11	14	7	7
Professional	12	12	11	26	34	24	17	31	23	57
Total Head Count Employees	188	164	155	180	203	203	225	239	220	264
Civil Service	96	92	88	84	96	94	102	103	110	116
Administrative	23	18	18	23	26	33	36	39	38	40
Tenured/Tenure Track Faculty	53	38	35	35	32	30	32	33	40	42
Other Faculty	1	1	1	1	2	11	12	14	8	8
Professional	15	15	13	37	47	35	43	50	24	58
Employees of Color (% Tot HC)	3.7%	2.4%	2.6%	3.3%	4.4%	3.0%	3.6%	4.2%	3.6%	3.8%
Civil Service	3.1%	2.2%	2.3%	2.4%	3.1%	2.1%	2.0%	1.9%	1.8%	0.9%
Administrative	8.7%	11.1%	5.6%	4.3%	3.8%	3.0%	5.6%	5.1%	5.3%	7.5%
Tenured/Tenure Track Faculty	1.9%	0.0%	0.0%	0.0%	0.0%	0.0%	3.1%	6.1%	2.5%	4.8%
Other Faculty	0.0%	0.0%	0.0%	0.0%	0.0%	9.1%	8.3%	7.1%	25.0%	25.0%
Professional	6.7%	0.0%	7.7%	8.1%	10.6%	5.7%	4.7%	6.0%	4.2%	3.4%
Assignable Square Footage	na	na	na	na	na	307,070	na	260,346	na	
Office/Conference	na	na	na	na	na	33,224	na	30,059	na	
Classroom/Laboratory	na	na	na	na	na	60,400	na	33,464	na	
All Other Space	na	na	na	na	na	213,446	na	196,824	na	
Expenditures by Fund Source	$11,250,083	$13,583,179	$12,179,343	$13,592,754	$14,611,792	$15,754,860	$17,163,815	$18,648,422	$19,792,390	
State O&M Appropriation & Tuition	$7,126,629	$8,692,835	$8,191,705	$8,471,464	$9,208,446	$9,691,855	$10,607,027	$11,498,744	$11,891,515	
Indirect Cost Recovery	$397	$6,326	$0	$0	$0	$985	-$336	$656	$8,508	
Central Reserves	$79,051	$219,748	$39,839	$0	$0	$0	$0	$0	$0	
Auxiliaries & ISOs	$1,655,915	$2,067,434	$1,816,744	$2,849,149	$2,590,210	$2,997,609	$3,082,843	$3,440,840	$3,962,667	
Other Current Unrestricted Funds	$173,322	$148,806	$90,868	-$80,855	$229,609	-$21,835	$10,882	$291,540	$157,056	
Federal Appr; Grants & Contracts	$1,256,657	$1,031,507	$1,037,437	$967,795	$1,079,220	$1,254,815	$1,528,696	$1,470,560	$1,604,319	
State Special Appropriations	$67,530	$72,339	$78,921	$57,284	$69,276	$68	$132,542	$200,344	$226,986	
State of MN Grants & Contracts	$558,130	$804,721	$19,584	$404,618	$682,951	$1,010,754	$966,485	$1,003,973	$1,013,425	
Other Current Restricted Funds	$332,452	$539,463	$904,245	$923,299	$752,079	$820,608	$835,675	$741,764	$927,915	

Fiscal Year	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Expenditures by Function	$11,250,083	$13,583,179	$12,179,343	$13,592,754	$14,611,792	$15,754,860	$17,163,815	$18,648,422	$19,792,390	
Instruction	$3,475,342	$3,104,833	$3,740,881	$3,321,972	$3,545,559	$3,380,535	$3,430,876	$4,313,644	$4,252,266	
Research	$220,122	$188,545	$194,331	$339,071	$341,351	$234,139	$256,096	$214,397	$237,211	
Public Service	$157,102	$257,239	$265,883	$352,446	$353,336	$578,840	$690,744	$696,322	$519,060	
Academic Support	$906,415	$1,211,838	$1,182,171	$1,253,239	$1,520,563	$1,730,832	$2,072,702	$1,892,741	$2,097,477	
Student Services	$838,092	$970,901	$919,964	$1,167,079	$1,226,199	$1,295,669	$1,381,907	$1,500,458	$1,585,379	
Student Financial Aid	$1,334,112	$1,707,484	$1,103,673	$1,253,044	$1,699,754	$2,157,014	$2,362,943	$2,419,438	$2,639,182	
Institutional Support	$921,651	$797,369	$1,030,586	$1,307,103	$1,373,627	$1,119,574	$1,276,002	$1,688,605	$1,813,672	
Plant	$1,561,803	$1,525,764	$1,655,703	$1,459,427	$1,501,505	$1,743,127	$1,975,472	$1,901,157	$1,862,652	
Other	$1,835,443	$3,819,206	$2,086,152	$3,139,373	$3,049,897	$3,515,129	$3,717,073	$4,021,661	$4,785,491	
Grant & Contract Proposals										
Dollars	$267,847	$2,068,104	$1,484,286	$485,419	$893,393	$1,175,330	$1,457,464	$808,969	$3,181,685	
Number of Proposals	8	11	26	12	16	12	9	14	13	
Grant & Contract Awards										
Dollars	$386,993	$308,964	$1,337,627	$554,966	$482,183	$488,484	$802,792	$664,311	$522,739	
Number of Awards	7	6	19	18	13	8	8	11	5	
Voluntary Support										
Gift Production	na	na	$483,903	$549,993	$711,301	$698,371	$765,982	$1,068,142	$717,212	
Gifts Receipted	na	na	$277,351	$561,138	$222,433	$951,872	$374,341	$562,447	$545,070	
Carry Forward (Non-Sponsored)	na	$2,402,278	$1,651,072	$2,212,720	$2,615,431	$3,280,619	$4,204,875	$4,326,638		

UNIVERSITY OF MINNESOTA **Duluth Campus** **Basic Data Series: 10 Year Trends** **UMNDL**

Note: All data in this report for the Duluth campus does not include the School of Medicine at Duluth, which is administered as part of the Twin Cities campus.

Fiscal Year	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Total Headcount Students (Fall)	7,520	7,458	7,337	7,284	7,336	7,271	7,661	8,366	8,857	9,243
Undergraduate	7,088	7,011	6,858	6,806	6,917	6,893	7,208	7,473	7,807	8,181
Graduate	353	356	378	363	334	288	352	435	445	463
Professional	0	0	0	0	0	0	0	0	0	0
Unclassified	79	91	101	115	85	90	101	458	593	599
New Freshmen (NHS)	1,560	1,649	1,590	1,662	1,794	1,732	1,816	2,056	2,130	2,153
Total Headcount Students by Ethnicity (%)										
American Indian	1.1%	1.3%	1.3%	1.1%	1.1%	1.0%	1.1%	1.1%	0.9%	1.1%
Asian/Pacific Islander	1.6%	1.7%	1.9%	2.3%	2.4%	2.5%	2.5%	2.0%	1.8%	1.9%
African American	0.7%	0.8%	0.9%	0.9%	0.7%	0.6%	0.9%	0.8%	0.8%	1.0%
Chicano/Hispanic	0.5%	0.5%	0.6%	0.9%	0.8%	0.8%	0.9%	0.8%	0.8%	0.9%
International	1.8%	1.7%	1.6%	1.5%	1.4%	1.3%	1.4%	1.7%	1.8%	2.0%
Caucasian	93.2%	92.9%	92.5%	91.6%	91.9%	91.5%	91.2%	89.8%	90.6%	90.1%
Not Reported	1.2%	1.0%	1.2%	1.8%	1.6%	2.2%	2.1%	3.8%	3.3%	3.0%
Total Headcount Students by Gender (%)										
Female	47.0%	47.3%	47.3%	47.1%	48.6%	48.8%	49.7%	50.7%	51.3%	51.2%
Male	53.0%	52.7%	52.7%	52.9%	51.4%	51.2%	50.3%	48.7%	48.6%	48.5%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.6%	0.1%	0.3%
Total Headcount Students by Residency (%)										
Resident	89.9%	89.1%	88.2%	87.4%	87.7%	87.9%	87.6%	88.3%	88.4%	88.1%
Non-resident	10.1%	10.9%	11.8%	12.6%	12.3%	12.1%	12.4%	11.7%	11.6%	11.9%
Total FYE Students	6,628	6,545	6,466	6,394	6,349	6,390	7,298	7,320	8,314	
Lower Division	3,580	3,524	3,473	3,469	3,478	3,489	3,851	4,417	4,193	
Upper Division	2,728	2,724	2,666	2,642	2,590	2,624	3,114	2,529	3,619	
Graduate & Professional	320	297	327	283	281	277	333	374	502	
Total Degrees Awarded	853	1,003	1,089	1,395	1,170	1,301	1,480	1,408	1,370	
Undergraduate Degrees	727	878	921	1,203	1,005	1,147	1,293	1,218	1,164	
Masters Degrees	126	125	168	192	165	154	187	190	206	
Doctoral and 1st Prof Degrees	0	0	0	0	0	0	0	0	0	
Retention Rates (for Freshmen Admitted One or Two Years Earlier)										
First Year Retention	79.9%	77.5%	79.8%	76.9%	77.9%	80.3%	77.8%	75.8%		
Second Year Retention	na	67.6%	65.8%	67.7%	64.4%	67.3%	67.8%	64.5%		
Graduation Rates (for Freshmen Admitted Four or Five Years Earlier)										
Four-Year Graduation Rate	na	na	na	22.9%	21.5%	23.0%	26.9%	25.7%		
Five-Year Graduation Rate	na	na	na	na	45.1%	44.3%	44.6%	44.5%		

UNIVERSITY OF MINNESOTA **Duluth Campus** **Basic Data Series: 10 Year Trends** **UMNDL**

Note: All data in this report for the Duluth campus does not include the School of Medicine at Duluth, which is administered as part of the Twin Cities campus.

Fiscal Year	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Total FTE Employees	1,039	998	977	1,009	1,051	1,055	1,081	1,200	1,289	1,287
Civil Service	594	577	562	562	589	596	576	656	700	692
Administrative	65	61	61	63	63	66	74	82	95	98
Tenured/Tenure Track Faculty	274	268	265	275	275	261	254	266	276	279
Other Faculty	35	33	37	53	67	69	108	110	131	136
Professional	71	59	52	56	57	63	68	86	86	82
Total Head Count Employees	1,103	1,051	1,035	1,076	1,139	1,150	1,246	1,315	1,411	1,407
Civil Service	636	617	600	603	636	641	673	697	751	744
Administrative	65	61	61	63	64	67	77	83	98	100
Tenured/Tenure Track Faculty	275	269	266	276	275	261	255	266	277	279
Other Faculty	41	36	50	72	96	109	161	174	189	193
Professional	86	68	58	62	68	72	80	95	96	91
Employees of Color (% Tot HC)	5.1%	5.9%	6.0%	7.1%	6.5%	6.2%	6.4%	6.6%	6.2%	5.6%
Civil Service	4.9%	5.0%	5.3%	6.3%	6.0%	5.3%	5.3%	5.2%	4.4%	3.5%
Administrative	12.3%	14.8%	11.5%	11.1%	9.4%	9.0%	7.8%	8.4%	9.2%	10.0%
Tenured/Tenure Track Faculty	4.7%	5.9%	6.0%	8.0%	8.0%	8.4%	9.0%	11.7%	10.8%	10.8%
Other Faculty	2.4%	2.8%	6.0%	4.2%	4.2%	3.7%	6.8%	4.6%	5.8%	4.7%
Professional	3.5%	7.4%	6.9%	9.7%	5.9%	6.9%	5.0%	5.3%	5.2%	4.4%
Assignable Square Footage	na	na	na	na	na	1,438,930	na	1,529,897		
Office/Conference	na	na	na	na	na	232,512	na	232,190		
Classroom/Laboratory	na	na	na	na	na	359,793	na	311,253		
All Other Space	na	na	na	na	na	846,625	na	986,460		
Expenditures by Fund Source	$82,596,143	$83,615,666	$87,602,376	$89,501,925	$92,432,852	$97,848,009	$109,919,218	$115,763,399	$125,617,659	
State O&M Appropriation & Tuition	$44,688,492	$44,300,870	$46,908,166	$48,421,386	$50,647,397	$52,468,674	$61,217,858	$64,306,817	$69,884,313	
Indirect Cost Recovery	$353,674	$426,514	$736,483	$552,936	$630,192	$928,838	$805,818	$1,289,236	$1,319,729	
Central Reserves	$911,865	$661,000	$494,275	$0	$0	$0	$0	$0	$0	
Auxiliaries & ISOs	$17,579,599	$16,196,462	$16,847,831	$16,661,457	$16,802,567	$18,674,002	$17,589,594	$19,860,476	$20,171,529	
Other Current Unrestricted Funds	$2,098,676	$3,071,771	$2,662,767	$3,781,516	$3,647,518	$4,289,374	$5,643,418	$5,879,152	$7,103,873	
Federal Appr; Grants & Contracts	$7,035,276	$6,399,555	$5,840,708	$4,959,530	$5,659,579	$6,881,245	$6,803,685	$6,479,354	$7,588,296	
State Special Appropriations	$3,012,916	$3,354,005	$3,176,362	$3,351,302	$3,334,935	$3,616,327	$3,195,488	$3,805,290	$4,215,863	
State of MN Grants & Contracts	$1,885,314	$4,489,221	$5,173,411	$5,498,568	$6,026,152	$5,486,432	$8,015,573	$7,082,524	$8,373,208	
Other Current Restricted Funds	$5,030,330	$4,716,268	$5,762,372	$6,275,230	$5,684,513	$5,503,117	$6,647,785	$7,060,550	$6,960,847	

UNIVERSITY OF MINNESOTA **Duluth Campus** **Basic Data Series: 10 Year Trends** **UMNDL**

Note: All data in this report for the Duluth campus does not include the School of Medicine at Duluth, which is administered as part of the Twin Cities campus.

Fiscal Year	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Expenditures by Function	$82,596,143	$83,615,666	$87,602,376	$89,501,925	$92,432,852	$97,848,009	$109,919,218	$115,763,399	$125,617,659	
Instruction	$24,106,624	$23,612,227	$24,849,590	$25,841,528	$27,058,363	$28,117,734	$32,948,968	$34,047,017	$36,667,791	
Research	$9,004,220	$9,467,377	$10,086,968	$9,991,555	$10,752,110	$10,334,032	$12,333,734	$12,992,875	$13,181,279	
Public Service	$2,113,927	$1,806,833	$2,671,344	$2,059,198	$1,991,747	$3,070,553	$3,353,999	$3,211,110	$4,357,489	
Academic Support	$8,394,513	$7,848,117	$8,098,786	$7,907,922	$7,097,700	$7,364,296	$10,081,506	$11,798,327	$12,235,891	
Student Services	$4,543,454	$4,754,374	$4,779,975	$4,980,722	$4,966,686	$5,213,824	$5,586,081	$5,765,248	$5,938,660	
Student Financial Aid	$5,284,926	$7,130,073	$7,060,851	$8,151,814	$8,796,235	$9,921,787	$11,227,573	$10,316,634	$12,065,325	
Institutional Support	$3,798,459	$3,615,797	$4,501,254	$4,575,369	$5,667,888	$6,033,204	$6,236,950	$7,102,731	$7,864,744	
Plant	$8,087,365	$8,128,709	$8,213,736	$8,414,781	$8,665,161	$7,793,099	$8,942,230	$8,490,364	$10,749,138	
Other	$17,262,654	$17,252,159	$17,339,870	$17,579,036	$17,436,962	$19,999,480	$19,208,176	$22,039,092	$22,557,341	
Grant & Contract Proposals										
Dollars	$19,251,074	$25,398,622	$25,513,181	$32,275,318	$21,137,802	$18,926,447	$18,955,951	$49,813,296	$31,783,964	
Number of Proposals	164	207	195	223	199	203	186	226	184	
Grant & Contract Awards										
Dollars	$6,793,535	$6,445,323	$7,382,950	$9,348,173	$7,654,306	$10,647,792	$8,221,157	$12,560,788	$11,375,804	
Number of Awards	145	133	111	140	139	141	135	169	154	
Voluntary Support										
Gift Production	na	na	$2,227,950	$4,294,376	$3,908,286	$2,163,232	$3,166,704	$14,384,963	$4,586,669	
Gifts Receipted	na	na	$2,093,082	$3,279,820	$3,979,826	$1,921,891	$2,593,028	$3,490,894	$3,310,140	
Carry Forward (Non-Sponsored)	na	$15,142,750	$14,689,123	$16,165,107	$20,039,358	$24,957,804	$30,536,498	$35,091,556		

Fiscal Year	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Total Headcount Students (Fall)	1,923	1,933	1,924	1,952	1,970	1,908	1,917	1,855	1,842	1,927
Undergraduate	1,919	1,927	1,917	1,944	1,959	1,900	1,913	1,785	1,758	1,813
Graduate	0	0	0	0	0	0	0	0	0	0
Professional	0	0	0	0	0	0	0	0	0	0
Unclassified	4	6	7	8	11	8	4	70	84	114
New Freshmen (NHS)	582	596	549	534	550	495	549	457	474	480
Total Headcount Students by Ethnicity (%)										
American Indian	2.5%	2.9%	3.3%	3.9%	5.0%	5.5%	6.5%	6.8%	5.9%	6.4%
Asian/Pacific Islander	3.4%	4.0%	3.7%	3.8%	3.1%	2.4%	2.7%	2.5%	2.6%	2.9%
African American	3.8%	3.7%	3.7%	4.3%	4.2%	5.6%	5.5%	5.2%	5.6%	4.7%
Chicano/Hispanic	1.1%	1.3%	1.5%	1.5%	1.9%	1.6%	1.1%	1.2%	1.4%	1.4%
International	0.5%	0.8%	0.9%	0.9%	0.9%	1.3%	0.4%	0.8%	0.3%	0.8%
Caucasian	88.2%	85.1%	85.4%	85.0%	84.4%	83.3%	82.8%	83.0%	81.5%	80.4%
Not Reported	0.4%	2.2%	1.5%	0.6%	0.5%	0.4%	0.9%	0.5%	2.7%	3.4%
Total Headcount Students by Gender (%)										
Female	56.3%	55.7%	55.1%	55.5%	56.7%	57.3%	59.6%	58.7%	57.2%	59.3%
Male	43.7%	44.3%	44.9%	44.5%	43.3%	42.7%	40.4%	41.1%	42.1%	40.6%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%	0.7%	0.2%
Total Headcount Students by Residency (%)										
Resident	85.4%	85.2%	84.8%	84.2%	84.5%	82.9%	82.2%	81.9%	84.5%	84.5%
Non-resident	14.6%	14.8%	15.2%	15.8%	15.5%	17.1%	17.8%	18.1%	15.5%	15.5%
Total FYE Students	1,896	1,913	1,861	1,910	1,897	1,841	1,907	1,799	1,854	
Lower Division	1,211	1,263	1,197	1,185	1,166	1,112	1,180	1,202	992	
Upper Division	685	650	664	725	731	729	727	597	862	
Graduate & Professional	0	0	0	0	0	0	0	0	0	
Total Degrees Awarded	361	331	293	362	450	384	347	340	315	
Undergraduate Degrees	361	331	293	362	450	384	347	340	315	
Masters Degrees	0	0	0	0	0	0	0	0	0	
Doctoral and 1st Prof Degrees	0	0	0	0	0	0	0	0	0	
Retention Rates (for Freshmen Admitted One or Two Years Earlier)										
First Year Retention	84.1%	86.4%	84.9%	81.9%	87.0%	83.5%	81.4%	80.4%		
Second Year Retention	na	72.5%	73.9%	74.8%	73.4%	75.9%	71.6%	66.7%		
Graduation Rates (for Freshmen Admitted Four or Five Years Earlier)										
Four-Year Graduation Rate	na	na	na	44.0%	43.5%	45.6%	45.3%	45.4%		
Five-Year Graduation Rate	na	na	na	na	56.5%	60.8%	62.3%	59.0%		

UNIVERSITY OF MINNESOTA **Morris Campus** **Basic Data Series: 10 Year Trends** **UMNMO**

Fiscal Year	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Total FTE Employees	343	306	294	295	329	319	307	354	370	379
Civil Service	175	156	153	145	156	152	131	174	182	184
Administrative	27	24	24	25	32	32	32	32	33	36
Tenured/Tenure Track Faculty	90	83	78	76	92	88	88	92	97	89
Other Faculty	27	23	24	32	27	26	28	25	27	36
Professional	24	20	15	17	23	21	28	31	31	34
Total Head Count Employees	362	325	314	316	356	343	365	381	406	410
Civil Service	188	170	166	159	172	170	177	188	197	198
Administrative	27	24	24	25	34	33	32	33	34	37
Tenured/Tenure Track Faculty	90	83	78	76	92	88	88	92	97	90
Other Faculty	27	23	25	33	27	26	28	26	29	38
Professional	30	25	21	23	31	26	40	42	49	47
Employees of Color (% Tot HC)	6.1%	6.8%	6.4%	7.3%	8.7%	8.2%	7.9%	6.3%	7.9%	8.0%
Civil Service	4.3%	4.7%	4.8%	3.8%	4.1%	3.5%	4.0%	3.2%	4.1%	5.1%
Administrative	7.4%	4.2%	4.2%	12.0%	17.6%	21.2%	15.6%	9.1%	8.8%	5.4%
Tenured/Tenure Track Faculty	12.2%	12.0%	11.5%	11.8%	10.9%	10.2%	12.5%	8.7%	11.3%	12.2%
Other Faculty	0.0%	4.3%	4.0%	9.1%	14.8%	7.7%	7.1%	7.7%	10.3%	13.2%
Professional	3.3%	8.0%	4.8%	8.7%	12.9%	15.4%	10.0%	11.9%	14.3%	10.6%
Assignable Square Footage	na	na	na	na	na	460,799	na	478,682		
Office/Conference	na	na	na	na	na	55,223	na	55,117		
Classroom/Laboratory	na	na	na	na	na	54,226	na	64,648		
All Other Space	na	na	na	na	na	351,350	na	358,919		
Expenditures by Fund Source	$22,626,184	$22,468,278	$23,499,144	$25,632,024	$25,121,141	$26,356,162	$28,669,918	$30,619,207	$32,672,311	
State O&M Appropriation & Tuition	$13,532,863	$13,456,626	$14,671,005	$16,029,456	$16,298,955	$16,886,208	$18,774,088	$20,017,443	$22,065,829	
Indirect Cost Recovery	$59,418	$55,572	$32,833	$43,588	$57,978	$49,835	$59,727	$58,491	$60,007	
Central Reserves	$15,147	$376,465	$14,562	$0	$0	$0	$0	$0	$0	
Auxiliaries & ISOs	$4,206,367	$4,045,447	$3,945,388	$4,645,368	$4,292,738	$4,574,610	$4,526,723	$5,061,800	$4,938,241	
Other Current Unrestricted Funds	$1,098,968	$409,723	$708,633	$419,156	$134,919	$299,156	$219,988	$437,901	$401,840	
Federal Appr; Grants & Contracts	$2,075,471	$2,077,148	$2,188,651	$1,891,968	$1,929,992	$2,092,353	$2,236,269	$2,252,850	$2,499,999	
State Special Appropriations	$80,026	$96,494	$105,543	$194,763	$156,930	$127,081	$25,546	$29,258	$146,754	
State of MN Grants & Contracts	$1,246,262	$1,454,671	$1,325,923	$1,503,429	$1,478,368	$1,562,749	$1,953,724	$1,845,930	$1,912,722	
Other Current Restricted Funds	$311,662	$496,132	$506,606	$904,296	$771,260	$764,171	$873,855	$915,535	$646,920	

UNIVERSITY OF MINNESOTA **Morris Campus** **Basic Data Series: 10 Year Trends** **UMNMO**

Fiscal Year	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Expenditures by Function	$22,626,184	$22,468,278	$23,499,144	$25,632,024	$25,121,141	$26,356,162	$28,669,918	$30,619,207	$32,672,311	
Instruction	$6,761,692	$6,422,493	$6,911,049	$7,117,734	$7,321,081	$7,540,258	$8,116,172	$8,691,239	$9,052,399	
Research	$128,701	$125,465	$121,083	$189,181	$177,188	$209,604	$205,851	$187,526	$226,209	
Public Service	$106,865	$139,885	$72,128	$312,570	$160,298	$136,959	$313,439	$532,848	$512,611	
Academic Support	$1,413,705	$1,538,231	$2,331,633	$2,352,455	$2,489,954	$2,660,802	$2,597,884	$2,954,005	$3,369,119	
Student Services	$2,131,680	$3,789,717	$2,378,981	$2,565,732	$2,474,712	$2,819,901	$3,149,984	$3,261,152	$3,886,740	
Student Financial Aid	$3,579,240	$2,089,500	$3,752,369	$3,963,433	$4,012,742	$4,164,223	$5,037,016	$4,674,881	$4,431,073	
Institutional Support	$1,806,824	$1,806,702	$1,347,992	$1,411,418	$1,437,487	$1,282,862	$1,428,813	$1,575,163	$2,383,470	
Plant	$2,082,641	$1,951,935	$2,133,699	$2,534,016	$2,409,588	$2,545,986	$2,976,226	$3,462,430	$3,585,479	
Other	$4,614,836	$4,604,349	$4,450,210	$5,185,485	$4,638,090	$4,995,569	$4,844,533	$5,279,963	$5,225,210	
Grant & Contract Proposals										
Dollars	$699,879	$3,425,674	$824,304	$423,936	$665,678	$693,312	$1,102,539	$4,033,099	$2,772,346	
Number of Proposals	24	41	25	28	23	33	33	20	30	
Grant & Contract Awards										
Dollars	$219,096	$63,748	$255,430	$497,495	$123,089	$198,088	$120,280	$677,851	$125,728	
Number of Awards	16	6	28	20	13	17	15	18	12	
Voluntary Support										
Gift Production	na	na	$232,632	$266,657	$703,924	$1,298,440	$749,771	$2,077,348	$1,029,681	
Gifts Receipted	na	na	$218,407	$276,387	$235,446	$292,070	$834,256	$603,809	$502,698	
Carry Forward (Non-Sponsored)	na	$327,609	-$234,330	-$793,547	$463,279	$1,515,745	$2,944,530	$2,533,173		